THE CHANGING FACE OF LANGUAGE PEDAGOGY:

Exploring Linguistics and Literature

English Letters and Language Department
Faculty of Humanities
Maulana Malik Ibrahim State Islamic University, Malang

The 3rd Forum on Linguistics and Literature (FOLITER)

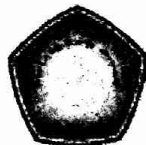# The Changing Face of Language Pedagogy: Exploring Linguistics and Literature

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PREFACE

First of all, all praises and gratitude be to Allah, the Almighty and the Most Merciful, for His blessing, so that the 3rd FOLITER International Conference might be conducted. May His peace and blessing be upon the Prophet Muhammad SAW who has brought Islam as Rahmatan Lil Alamin.

This proceeding, The Changing Face of Linguistics and Literature, contains selected papers presented in the 3rd FOLITER International Conference in Indonesia held by Faculty of Humanities UIN Maulana Malik Ibrahim Malang on October 27th, 2016. The conference was specifically conducted by English Letters and Language Department. The conference was attended by lecturers, teachers, and researchers discussing various topics on linguistics, literature, and education. The conference was expected to give an opportunity for the scholars to have intellectual sharing. Furthermore, the proceeding containing all of the selected papers might contribute some benefits for all of the conference participants in probing deeply the latest issues on the development of the English linguistics, literature and education.

Finally, sincere gratitude is dedicated for those who have participated for the success of the 3rd FOLITER International Conference. My deepest thank goes to the Rector of UIN Maulana Malik Ibrahim Malang, Prof. Dr. Mudjia Raharja, the Dean of Faculty of Humanities, Dr. Istiadah, the plenary speakers of the conference: Aslam Khan bin Samahs Khan, Sabariah Binti Md. Rashid, Rohmany Nur Indah, and Mundi Rahayu, the Chairman of the conference, Edy Thoyib, M.A., all of the committee members, all of the lecturers and students of the English Language and Letters department who have participated and worked hard for the success of the 3rd FOLITER International Conference.

Malang, 21 October 2016
Head of English Letters and
Language Department,

Dr. Syamsudin

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LINGUISTICS

The Role of Media for Shaping Learner's Critical Thinking

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Abstract

This paper explores the relationship between media and critical thinking. It seeks the understanding on which should come first between media and critical thinking. When it comes to the context of English as Foreign Language (EFL) setting, several questions come up with the emergence of integrating both in learning activities. Therefore some findings are reviewed to strengthen the postulate that integrating media in EFL context can shape learner's critical thinking. There are some underlying reasons regarding this idea, for instance on the role of media which can either support or hinder the process of shaping learner's critical thinking. Some examples are given such as the use of social media such as Facebook and Edmodo, TV viewing and news paper or news magazine. In addition, this paper also demonstates how media literacy is constructed in teaching and learning context so that the learners can identify the key concepts of media texts.

Keywords: media, critical thinking, media literacy, media maturity

1. Media and Critical Thinking

How many hoax information that you get every day in several media? How do you treat the hoax circulated in social media? In Merriam-Webster dictionary, hoax means to trick into believing or accepting as genuine something false and often preposterous. Hoax survives because of its virality and power of the message. Such wrong information sometimes becomes malicious and triggers market crash, and sometimes the spread is meant for humor without the intention to harm anyone. Therefore, many argue that information publishing should be regulated. Yet, information publication and its spread is uncontrolable. Conseqently, the reader's maturity needs increasing.

Increasing reader's maturity as media consumers deals with learning to check the sources, question the credibility of the information, compare with other sources. This habit of critical thinking becomes the critical competence in information society today (Duperrin, 2013). It can start with questioning information which can be practised and taught at schools. Teachers can model how to raise questions of every information being told or read even to pupils. Hence, it supports media consumer's maturity since childhood..

Media maturity becomes the mediation in the bond between media and critical thinking which begins with the idea that media is the product of critical thinking. While the skills of thinking critically about mass media are essential survival skills in a technological, consumer society such as ours today. Why critical thinking is needed? This is because media texts possess many components and include many influences for the consumers. Media as texts contain values and points of view. The audience itself plays an important part in determining the meaning of the text, a process that emphasizes the importance of being aware of the values that reside within the audience as well as those that are in the text (Worsnop, 2004). These values and points of view belong to conceptual framework which requires critical thinking.

Critical thinking is typically linked with academic setting. When it comes with the idea to use media for learning to shape critical thinking, some pros and cons appear. Take for an example social media which are inseparable to netizen's life. Social media has not been much linked to shaping critical thinking. Moreover, there are negative perceptions toward the use of social media such as Facebook or Twitter especially among learners in Islamic schools. Social media are mostly linked with *ghibah* of which The Koran specifies it as part of the varieties of evil speech, which violate the dignity of others and seek to expose their weakness. "O believers! Let not people ridicule other people, not let women ridicule other women. Neither find fault with each other, nor insult one another with derisive nicknames" (49:11). Elsewhere in the Koran is the chapter bearing the title, "The Slanderer" (al-Humazah), begins with a clarion denunciation of every slandering defamer (104:1). Despite its risk related with *ghibah,* it is proven that social media is an effective tool to promote learner's critical thinking. Sari et al. (2014) offers the use of Edmodo as edutainment social media that foster critical thinking through the online activities of literary appreciation, responding arguments, and self-reflection.

Through various learning activities, teacher can foster as well as evaluate the dynamic of student's critical thinking. To evaluate students' critical thinking skills appropriate critical thinking indicators are needed. According to Fisher (2001: 8) there are nine fundamental critical thinking skills where students know how to:

a. identify the elements in a reasoned case, especially reasons and conclusions
b. identify and evaluate assumptions
c. clarify and interpret expressions and ideas
d. judge the acceptability, especially the credibility of claims
e. evaluate arguments of different kinds
f. analyze, evaluate and produce explanations
g. analyze, evaluate and make decisions
h. draw inferences
i. produce arguments

The above fundamental critical thinking skills seem to be a great challenge when it is put in EFL learning context. In the context of integrating

critical thinking in EFL setting, some questions raised. Does English proficiency become a crucial factor affecting the student's level of critical thinking skills? Is it possible to use authentic materials from media to teach critical thinking in EFL class? The answers are elaborated below.

Integrating critical thinking in EFL class is recommended as there is no significant relationship between critical thinking and English proficiency. Junining (2013) found that in an Indonesian university, student's English proficiency score does not influence the score of critical thinking test. It means that EFL learners who have high score do not guarantee that they have higher critical thinking skills and the other way around. Therefore, her study is in line with Butler et al. (2012) that critical thinking and English proficiency are separable construct. In addition, it also does not support the postulate of Bernard et al. (2008) that critical thinking is the predictive factor of other standardized test including language proficiency.

In terms of reading skill, it does not belong to a crucial factor affecting critical thinking in Indonesian EFL context. What about writing skill as the other language proficiency? Indah (2013) found the verified patterns of relationship between critical thinking and writing proficiency on both teacher and student initiated topic. It means that regardless the type of topic chosen for writing, the higher the students' writing performance the better reflection of their critical thinking skills will be. Because the students' writing performance is followed by the betterment of their critical thinking skills, writing performance is proven to be a good predictor of students' critical thinking skills. Therefore integrating critical thinking skill to EFL classes in Indonesia especially on writing skill is recommended.

On the second question to use media to promote learner's critical thinking in EFL setting, the issue is related to building learner's topic familiarity. Teachers can provide students with sufficient topic familiarity by more exposure through media as authentic materials. Topic familiarity becomes a significant factor to promote critical thinking skills as proven by Indah (2013). She found the path model showing that on learners initiated topic, topic familiarity has a higher contribution to reflect student's critical thinking skills. The path serves as the best pattern and can be used as a framework to predict the success of the students' critical thinking skills. It shows that the recalling of information through reading the media for understanding ways of thinking and writing stimulate the reproduction of knowledge reflecting critical thinking.

The empirical bases above strengthen the need to integrate critical thinking in EFL class to support media literacy. In the other way around, media can be used to foster critical thinking. In this case, it is significant to establish the undestanding on the role of media to support critical thinking skills.

2. The Role of Media

Media can have two sides, advantages and disadvantages for learner's critical thinking. On the first paradigm that it can boost critical thinking, Prescott-Adams (2002) suggests the use of cognitive TV which incorporates guided discussion and identification of the values, ideas, and information conveyed.

She believes that is an effective tool to foster critical thinking as long as the parent mediation takes place. Parents should act more in interpreting, discussing, and recognizing ideas, images, and information with children about television programs.

Active mediation is the intentional viewing and discussion of television content with a child. It includes the strategies such as co-viewing, instructive mediation and construction. Co-viewing means intentional viewing by parent and child together. While instructive mediation has the use of TV viewing to reinforce values and critical thinking. Construction is the selection of specific programs to teach specific lessons and history to children

In using TV to foster critical thinking, there are some guided questions such as what did you see/hear? Which characters do you connect with and why? What values are represented by the content? How do you feel about the content? (Prescott-Adams, 2002). Therefore, it can be inferred that TV can be a media not only to entertain but also to foster critical thinking lead by questions with active involvement of parents.

Beside TV, another type of media offered to foster critical thinking is social media. It provides online discussion on certain issues. As an example, Facebook can give learners comfort and confidence to be more expressive in sharing their ideas (Rizal & Stephen, 2012). Despite the positive role given by media such as Facebook, some argues that it can create challenges and potential pitfalls for students. The example of the negative effects mentioned are the diminished skill, information overload, and decreased academic performance. As noted by McEwan (2012 in Rizal & Stephen, 2012), it is due to the primary intention of social media that is to enhance social connection not primarily on learning. Accordingly, it is used typically for sharing information which can be unnecessary as well as sharing user's uncontrolled narcisism. In this case, both educators and learners need to control the use of social media to maximize it for learning process and to eliminate its negative side.

Not only serves the platform for online idea sharing, social media also show the flaw of reasoning of the net users. A study conducted to see pattern of reasoning flaw as a reflection of critical thinking shows that the heterogenety of Facebook group affects the reflection of critical thinking of the netizen (Indah, 2016). The more heterogeneous the netizen in terms of the ideology, cultural background like ethnicity, and religion, the more various the reasoning flaw as critical thinking reflection. Therefore, social media users need to have adequate knowledge of media literacy so that they will not be a victim of the misleading argument as the result of the occuring reasoning flaws.

Studies show several aspects of using social media for learning context. Magolda and Magolda (2011) summarize that social media can support higher-order reasoning processes, including the kind of focus concentration and persistence necessary for critical thinking and intellectual development. Prolonged social media used exposes students to interactive, repetitive and addictive stimuli that produce permanent changes in brain structure and function. In fact, the very short critical thinking and evidence-based reasoning needed to honestly appraise the full costs of using social media.

3. The Challenge for Media Literacy

Media literacy has been a challenge today with the goal to "to help students develop the habits of inquiry and skills of expression they need to be critical thinkers, effective communicators and active citizens in today's world." (Scheibe & Rogow, 2008: 3). Furthermore, media education is intended to enable students interpret the messages and values offered by media as well as to select appropriate media for communicating their own messages or stories and for reaching their intended audience (Kubey, 2002).

Developing media literacy should be done earlier as the availability of media also increases today. A study in Israel primary schools shows that systematic learning of media literacy supports pupil's critical thinking about TV series and newspaper advertisements. It also showed that there is a tendency to transfer such learning even some time after the program has ended. Similarly it was found that the program especially advanced the critical thinking abilities of pupils rated as low and medium school achievers and of those coming from a low-medium socio-economic level (Feuerstein, 1999).

Scheibe and Rogow (2008) proposed some ways to stamp in the competence for media literacy. At the first place, assessing credibility of source should be put forward when teachers modeling the practice of general observation and perspective-taking on media. This is because of the various types of media as well as the gigantic development of sources lately. Without the guide on how to select credible sources, students will not have adequate filter for credible information or data.

In addition to carefully select the media source, students also need the skill in analyzing the data presented in the media. Teachers can show students examples of misleading ways in which data are presented in media. As the example is on how to cite statistics selectively, identify the graphs, and to interpret data from a given measurement (Scheibe & Rogow, 2008). Teacher can also demonstrate how erroneous belief occur as it comes from either overt or implied media messages, take for example the stereotype that all terrorists are Moslems.

Teaching the beliefs and concepts in media requires critical reading classes or lectures that provide knowledge of media genres, production contexts, and case studies. The objective is that students have a set of facts, concepts, and theories that they can draw on as they practice critical interpretation, analysis, evaluation, and explanation. These skills belong to critical thinking allowing students to make their own inferences, develop their own arguments, and participate in the academic conversations to which they are exposed (Wade, 2014).

What differentiate between learners having media literacy and those without sufficient training on media education? The key word is on the use of higher order of critical thinking. As an example when viewing television, the first group would identify jump cuts, fades, and voiceovers. They detect bias and the power of words to shift meaning and of music to alter the viewer's mood. Whereas the other group would involve relatively passive reception without employing much more mental activity. The support of media literacy helps

students spending a good three hours of daily television viewing engaged in critical thinking. And the same thing can happen when they are surfing the Net, listening to radio, watching movies, reading the newspaper, or playing video games. As identified by Kubey (2002: 9), students will be using their higher critical faculties much more if they have been given some of the basic tools of media literacy, of media analysis, than if they have not.

In teaching media literacy, teachers are to introduce the concepts within each media text. They are (1) the fact that media are wrapped packages; (2) that media construct reality; (3) that media are interpreted individually; (4) that media are about money; and (5) that media promote agenda. Worsnop (2004: 63) lists the example of connecting media context to the five key concepts in Table 1.

Table 1: Sample chart of connecting media texts and the key concepts

Key Concepts	Explanation	Example
All media are carefully wrapped packages	A popular song recording that sounds natural and spontaneous may have been recorded 20 times and constructed out of parts of each 20 different performances. Sometimes our perception of an issue or story is influenced by the medium we got it from. We may have a different view of a trial we have only read about than other people who may have seen parts of it on TV. The form of the medium has influenced the way we interpret the content.	You may believe you have seen many famous battles and historical scenes because you have seen them depicted in TV and film, but in truth what you have seen is only a representation and a re-construction of someone's idea of what those events were like. Even in a news report, what you see is restricted by the camera frame and the decisions of the editor, and influenced by the words (and music) chosen to accompany the pictures.
Media construct versions of reality	Two different newspapers may give the same news story a very different slant. Each story constructs a different version of the reality of the story for its readers. Many readers only ever read	A British Colombian newspaper might tell a different story about Pacific coast salmon fishing than a newspaper from Washington State

	one version.	
Media are interpreted through individual lenses	Each individual in an audience brings a different set of life experiences to each media text. Our reactions are a mixture of what we take from a text and what we bring to it. This process of blending the text with our own life experience to make a personal interpretation of the text (meaning) is called "negotiation" of meaning. When all is said and done, the media are wonderful sources of pleasure. We enjoy them. Students of media should continue to enjoy media even in the process of approaching media with critical awareness.	A person who has been a victim of a crime might have difficulty watching a police show on TV (E.g. *NYPD Blue*) because that person brings a different experience to viewing the show than someone who has not been a victim. Some people carry a paperback with them everywhere because they love to read. Others wear a personal headset so that they can hear their favorite music. Many families have multiple TVs in their homes so that no family member needs to miss their favorite show. We all love the media - and there's nothing wrong with that.
Media are about money	One of the chief purposes of media is to promote consumerism - even if it is only consumption of media. Media companies are businesses, whose aim is to make profit.	When CNN promotes a Warner movie, or a Time/Life publication, viewers should be aware that the companies all belong to the same conglomerate.
Media promote agenda	Almost every media text proclaims its own values through its story, its characters, its language, and its attitudes. We are often blind to ideologies and values that are close to our own - we call these "natural" - but quick to	A show like *Little House on the Prairie* owed its popularity partly to the fact that it presented and promoted a clear set of values. The films of Quentin Tarantino do the same thing, but the values are vastly different. At election times the media carry many messages that are political. Some are

notice values and ideologies we do not like. Some texts go even further and become propaganda for specific ideas about society and politics.	commercials for political parties or candidates, but some are editorials, documentaries or news stories, deliberately slanted to support a political view. Sometimes the "movie of the week" is a 90-minute commercial about a social issue such as spousal abuse or homelessness.

4. The Goals

There are some characteristics of ideal critical thinkers as the goal of media literacy as listed by Paul and Elder (2004). Critical thinkers are difficult to be manipulated because they can learn any information from multiple viewpoints. They also seek understanding and insight through multiple sources of thought and information, not simply those of the mass media. As a result, these people are able to analyze any news from media by noticing the facts covered and the facts ignored. In addition, they can also notice what is implied but not openly stated from the media. Because they can identify bias toward the unusual perspective, they can correct stories, question the social conventions and taboos being used to define issues and problems.

To come to these goals, some recommended steps are given by pedagogical experts. Ruggiero (2015), for example offers a number of exercises that guide students through the process of applying their critical-thinking skills as they watch and read information that comes to them via the mass media. Through the exercises, students will examine television shows, magazine articles, and newspaper editorials and consider them with a critical eye. By completing the provided exercises, students will have a good idea of how they can use their critical-thinking skills as they watch and read other shows, articles, and bits of information that come to them via the popular media.

The steps suggested by Ruggiero (2015: 177-178) is started from skimming television talk show listing, then students are to select a show and watch it. They analyze the discussion in the show to understand the theme, the field discussed, the reason of inviting the guest, and the kind of questions given. In addition, students are encouraged to find out the values discussed. This activity is completed by the composition writing to report their analysis of the TV talk show

Another exercise suggested is to examine the current editions of several news magazines or one written from a particular ethnic perspective. Students are given a task to select a single news item and compare in each magazine in terms of the existing bias. In this case, students must support their finding with adequate explanation (Ruggiero, 2015: 184).

Not only using magazine, newspaper can also be used to analyze its main editorial. The exercise given is related with understanding the editor's position, the opponent's position, the editorial's strength and weakness, and the most reasonable position of the audience (Ruggiero, 2015: 185).

5. Conclusion

The question regarding which comes first, chicken or eggs is similar to media and critical thinking. Media is the product constructed from critical thinking and at the same time critical thinking is needed to deconstruct media. Yet, media can be used to foster critical thinking. It can happen in one condition: the readiness of the media consumers through media maturity. Media maturity becomes the ideal mediation in the bond between media and critical thinking. Media maturity is built from media literacy program to shape the literacy competence which currently becomes a more essential survival skill especially in a technological, consumer society such as ours today. The role of media for shaping critical thinking becomes more prominent as media texts possess many components and include many influences, values and points of view for the consumers. Therefore, these components should be brought to EFL classroom setting, to enable students deconstruct and search for meaningful information supporting their learning process.

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The Functions of Derogation and Euphemism Found in Hollywood Movie

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Abstract

This paper is aimed atidentifying the functions of derogation and euphemism found in the Hollywood movie entitled "Crash". The functions of derogatory and euphemism strategy are analyzed by discourse analysis approach of Zollner (1997) on derogatory function, while the theory of Allan and Burridge (1991) is used to identify the function of euphemism. The functions derogation found in the data include: expressing anger or irritation, criticizing, satirizing, accusing or blaming, conveying information, insulting/taunting or sharpening the insult, showing distaste, exaggerating, and showing evidence. Based on the analysis, it was found that the derogatory functions frequently used by the characters in "Crash" was accusing or blaming and also conveying information, while criticizing and showing evidenceare the least ones. In relation to euphemism, the functions found in the data include: hiding the fact, showing respect, satirizing, showing concern, conveying information, criticizing, and cautioning. Based on the analysis, it was found that the function of euphemism which is frequently used by the characters in "Crash" is showing respect, while hiding the fact, satirizing, and criticizing are the least used ones.

Keywords: functions of derogation, functions of euphemism, Crash

1. Introduction

The mechanism of ideological manipulation is realized through diverse techniques, one of which is double classification under the term of derogatory and euphemism. Hornby (2004: 339-428) defined 'derogatory' as "showing critical attitude towards others or insulting" and 'euphemism' as "indirect words or phrases often used to refer to something embarrassing, sometimes to make it seem more acceptable". The word "derogatory" lexically means degrading, showing unrespect, criticizing, disparaging, and seeing others as inferior party (Anne, 1999). Therefore, derogatory has the same function as dysphemism.

In relation to derogatory, Hymes cited in Saville-Troike (1982: 15) argued that the interaction at the level of individuals and groups to one another is a

communication function directly related to the goals and interests of the participants. In general, the creator of the text has two motives for reference: first, to insult the face of the recipient and, second, to maximize humiliation and to degrade interlocutor. Generally, the function of dysphemism is to degrade the interlocutor, emotive reaction on anger, disappointment, or something unexpected and undesired, so that the intended party goes into disrepute in the end. In particular, the functions of dysphemism are as follows (Saville-Troike, 1982: 15): 1) insulting or teasing interlocutors, 2) accusing or blaming the other person, 3) refusing or denying interlocutors, 4) criticizing interlocutors, 5) questioning interlocutors, 6) condemning interlocutors, 7) convincing interlocutors, and 8) expressing incompliance.

Meanwhile, euphemism is etymologically derived from the Greek *eu* which means good and phemeoo which means speaking. So, euphemism means speaking with a kind or fine word, which gives a good impression. Wardaugh (2002: 237) argued that euphemism is used to avoid pronouncing the words or expressions which is taboo among society. Allan and Burridge (1991: 11) defined that euphemism is the use of a term by replacing the expressions that are not appropriate to avoid the possibility of disgracing the interlocutor or third parties (which are listening). In other words, euphemisms are some alternatives used for inappropriate expressions, and used to avoid the possibility of disgracing others. Expressions which are not appropriate can be a taboo and frightening word, or some reasons that give negative connotation for the speaker and the hearer as well as anyone else hearing.

Euphemisms are words and expressions used to soften or reduce reality to the idea delivered to the recipient of the text. Euphemism is an indispensable and universal feature to the use and utilization of language: people from different cultures and societies use the term 'euphemistic' to speak or write about the phenomenon that seem embarrassing (e.g. words that are related to gender), scary (e.g. death, war, disease, disaster, disease outbreak), and taboo (e.g. religion). Another use of euphemism is to elevate and promote the status of some event or phenomenon. However, euphemism is often used to directly discuss things (considered) very inappropriate when described explicitly.

The function of euphemism cannot be separated from the function of language expression, which is to express human feelings. Allan and Burridge (1991: 11) revealed that the functions of euphemism are as follows: 1) to avoid taboo (parts of body, specific body parts, sex, menstruation, illness, mental disorder and disability, something which is discarded or released by the body, death and art) 2) to reveal something considered frightening, such as war, disease, unseen things including God, things relating to the death, and animals. 3) to show respect and to avoid uncomfortable feelings of the interlocutors, especially the things related to religions, politics, God, human body, illness, physical or mental disability, or criminal action. These functions, functions of both derogation and euphemism, can be found in different types of conversation. One type of conversation that can exhibit the phenomenon of both functions are found in one of the films of Hollywood production entitled 'Crash'.

Crash is a drama film made in the United States in 2004 which tells the multicultural conflict between African-American, Persian, Caucasian, Latino and Asian ethnic. The film is set in a city in America whose inhabitants are very complex. The film takes offensive racial issues that frequently occur in the United States as a multi-racial country. Complex things must contain a lot of difference from physical problems which is concrete such as the color of skin to culture which is more abstract. In reference to some of the above explanation, the researcher wanted to describe the function of derogation and euphemism strategies used by the characters in *Crash*. It is expected to provide insight to the reader about derogation and euphemism that the use of language, especially the discriminatory one, can be reduced. In addition, it is also expected to be an additional reference for anti-racist activists and linguistics teachers.

2. Discussion

Data analysis was performed based on the research problem which is to find the function of the derogation and euphemism used by the characters in the film Crash. All data are taken from the speeches used by the main and supporting characters that use the words indicating the functions of euphemism and derogation strategy in *Crash*. The functions of derogation and euphemism strategy are analyzed using the view of Zollner (1997) about the function of derogation and Allan and Burridge (1991) about the function of euphemism. This chapter consists of two discussion sections. The first section discusses the functions of derogation strategies while the second one discusses the functions of euphemism strategies used by the characters in the *Crash* movie.

2.1 The Functions of Derogation

The functions of the derogation strategy found the characters' speech in *Crash* movie are:

2.1.1 Expressing anger or Irritation

One of the functions of derogatory strategy is to express anger or irritation. It happens when somebody wants to vent anger and irritation through rough word. Here are some examples of euphemism strategy that serve to express anger or irritation.

> Christine : you thought you saw a white woman blowing a black man. That drove your **cracker** ass crazy. **(Excerpt 1.1)**
> Christine: I'm gonna report their asses, **sons of bitches**.**(Excerpt 1.2)**
> Ria : I was white, and you were about to jerk off in the shower.
> Kim Lee : I am speaking English, you **stupid cow**! My husband name Choi Jin Gui! **(Excerpt 1.3)**

In Excerpt 1.1, derogation strategy is used through the use of the word 'cracker' in the speech. The use of the word 'cracker' is regarded as racial discrimination because it is an expression of contempt for white people because it was formerly used to insult the poor whites in the United States. It was used to express anger and irritation to the interlocutor because the speaker, in the context, felt angry over alleged driving violations.

Excerpt 1.2 also shows derogatory strategy for the character's use of 'bitches'. The word 'son of bitches' is a swear word used to express anger and irritation. The word used by the speaker is to express anger and annoyance because, in of the previous scene, Christine has been abused by white people. Another datum indicating the use of derogatory strategy is the word 'stupid cow' in excerpt 1.3. The speaker who is Korean considers Caucasian race looks like a cow. She might think that the skin color of cow is very much similar to that of Caucasian woman. Derogation strategy is used in this speech after the speaker feel upset by relatively rude questions from her partner whether she could speak English or not, whereas even though she was an immigrant from Korea, she is a fluent speaker of English because she has long been a citizen of America.

2.1.2 Criticizing

Derogatory strategy is also used for critics. Critics, in this context, refers to any derogation used to denounce the actions of certain parties followed by descriptions, opinions and consideration of the good and bad with a sharper or ruder expression. The following is an example of the use of derogatory strategy whose function is to criticize.

> Ryan*: All right. You* know *what I can't do? I can't look at you without thinking about the five or six more qualified **white men** who didn't get your job.* **(Excerpt 1.4)**

The excerpt provides the example of using derogation strategies through the use of the word 'white men'. The speaker wants to criticize the performance of his partner by generating statistics on the number of white people who are more intelligent to replace the interlocutor's position at work. The speaker, implicitly, said that the skill of afro-american woman is one level below that of white. The speaker (Caucasian race) has made racial discrimination against his partner.

2.1.3 Satirizing

Derogatory strategy is also used for satirizing. Satirizing, in this case, means the use of derogatory words to say a thing or a person indirectly or implicitly using ruder or more impolite words. Here are a few examples of the use of derogatory strategies that serve to satirize.

> *Kim Lee: Stop in* middle *of street!* **Mexicans** *no know how to drive.***(Excerpt 1.5)**

*Ria: Maybe you **see** over steering wheel, you blake too!***(Excerpt 1.6)***

*Ryan: Twenty-three employees, all of them **black**. Paid 'em equal wages when no one else was doing that.***(Excerpt 1.7)***

*Jake: I mean, I know all the sociological reasons why per capita eight times more **black men** are incarcerated than white man.***(Excerpt 1.8)***

The above data show some expressions of derogatory strategy. In excerpt 1.5, for example, the use of the word 'Mexican' spoken by Kim lee where the speaker only needs to use 'she' to deliver meaning without having to say the origin/race of the partner. The function of the word is to satire the immigrants from Mexico for being unable to drive properly that causes accident. Another one containing the words derogators is excerpt 1.6 where the use of the word 'see' is representation. The word spoken by the speaker is to implicitly commit racial abuse against her speaking partner. The function of the word is definitely to satire her interlocutor that Asians could not see clearly because they are slant-eyed by which accidents occur.

Excerpt 1.7 shows the next example of the use of derogatory strategy. The use of the word 'black' by speakers here is aimed at satirizing to the partner. The speaker wanted to satire his partner who is black by telling his own father who has made a lot of contribution to blacks because he gives them decent jobs and well-being, but when his father needed help, the black man have completely ignored his father. Excerpt 1.8 also serves derogatory strategy. The use of 'black men' contains derogatory strategy whose function is to satire his speaking partner. Speakers insults and questioned why the number of blacks being imprisoned are 8 times as much as that of whites. Implicitly, the speaker wants to satirize those who are viewed as criminal.

2.1.4 Accusing or blaming

Another function of derogatory strategy is to accuse or to blame. Accusing or blaming in relation to derogatory strategy is to accuse or to blame someone or particular party upon the occurrence of an event or phenomenon using negative words. The following are some examples of derogatory strategies whose function are to accuse or to blame.

*Ria: Officer, can **you** please write in your report how shocked I am to be hit by an **Asian driver**! **(Excerpt 1.9)**

*Jean: I would like the locks changed again in the morning. And you might mention that we'd appreciate it if next time they didn't send a **gang member**.***(Excerpt 1.10)***

*Jean: Oh really? And he's not gonna sell our key to one of his **gangbanger** friends. The moment he is out our door?*

The above data show some derogatory strategies which serve to accuse or to blame. Excerpt 1.9 employs derogatory strategies in the word 'Asian driver'

where it is used for the Asian women with different look from most people, a woman who has problem with her Asian characteristics including her English accents and also appearance. Ria use the word 'Asia' because she thinks that it is important to mention ethnicity for the large number of ethnics which are different from one another. The Speaker mentioned 'Asian driver' to accuse and to blame her speaking partner for the accident happened. Anotherexcerpt containing a derogatory strategy whose function is to accuse or to blame is that excerpt 1.10 where the word 'gang members' is the representation. The speaker accused the third party as a gang member based only on physical appearance. Excerpt 1.10 also used other words for derogatory strategy, the 'gangbanger'. In the excerpt, the speaker, once again, accuse others as gang members while the speaker does not know for sure. He only sees them from their Hispanic characteristics.

2.1.5 Delivering Information

Derogatory strategy might also be be functioned to convey information. Delivering information, in the sense of derogatory use, is to convey information and to describe some events and phenomena that occur in the community. Here are a few examples of the use of derogatory strategy which serve to convey the information found.

> The owner: We got a lot of kinds. We got long colts, short colts, bull heads, flat nose, hollowpoints, wide cutters, and a dozen more that'll fit any size **hole**. Just depends upon how much **bang** you can handle. **(Excerpt 1.11)**
> Jean: yes. The guy with the shaved head, the pants around his ass, the **prison tattoo**. (*Excerpt* **1.12**)
> Bruce: he's **Iraqi**.(*Excerpt* **1.13**)

Some derogatory strategy which serves to convey information is found in the above data. The first datum is that in excerpt 1.11 whose derogatory word is the word 'hole' and 'bang'. Speaker wants to convey information to the partner about the type of ammunition he had and it is dependent on the ability of partner to own it. Implicitly, the speaker actually wants to abuse her because the connotation of the word is associated with sexual intercourse. Excerpt 1.12 also served the use of derogatory strategy. Speaker wants to convey information to the partners that their conversation object is a criminal because he has tattoos all over his body despite the fact that the speaker could not ensure the validity of the information. Excerpt 1.13 was another datum functioned as derogatory strategy where the word 'Iraqi' is the representation. The speakers want to provide information to his interlocutor that black people who want to be given a medal by the district attorney Rick is not an afro-american, but Iraqi.

2.1.6 Insulting/Taunting or Sharpening the Insult

Another function of derogatory strategy is to insult /to taunt or to sharpen the insult. Derogatory strategy which serves insulting means degrading certain

parties, while that of the degrading one means making fun of certain parties. Derogatory strategy which serves to sharpen the humiliation means using harsh or taboo words to sharpen the insult and mockery of speaker to a particular party. Below are some examples of derogatory strategy which serve to insult, ridicule, and sharpen the humiliation found.

> Jean: Your **amigo** in there is gonna sell our key to one of his homies.**(Excerpt 1.14)**

> Christine: do you have any idea how that felt? To have that **pig's hands** all over me? And you just stood there! And you apologized to him? **(Excerpt 1.15)**

> Anthony: Listen to it, man! "Nigger this, nigger that."You think white people go around calling each other honkies all day, man? "Hey, **honky**, how's business?" "Going great, **cracker**. We're diversifying." **(Excerpt 1.16)**

> Farhad: Then go and fix the fucking lock, you **cheater**. **(Excerpt 1.17)**

The data show the use of derogatory words in the film Crash which serves to insult, to taunt, and to sharpen the insult. Excerpt 1.14 for example, the use of the word 'amigo' is the example of derogatory that serves to insult the third party. The speaker used the word amigo because he is a Latin, and the word is a greeting expression usually used by the Hispanic. Its use has become an insult when the word is associated with the speech context. In this context, the speaker presumed that the discussed party would sell his house key to his bad-tempered friends by which they would rob the house of the speaker. An insult to the interlocutor is required to drive, her husband, believe that other Caucasian races are criminals.

Excerpt 1.15 shows derogatory word 'pig's hand' which indicates that black people like Christine considers Caucasians (whites) are similar to pigs either on their body or attitude. The word used by speakers is to insult, ridicule, and sharpen the humiliation upon the parties discussed because in the previous scene, she has been abused by white people. Excerpt 1.16 also shows derogatory strategy in the word 'honky' and 'cracker'. Derogatory strategy in this excerpt is used to insult the parties discussed because honky word is a racial slur for white people frequently heard and used in the United States. The speakers also use another derogatory word in this excerpt, the cracker. Cracker is an expression of contempt for the white man referring to poor whites in the United States. Excerpt 1.17 also shows derogatory strategy which says 'cheater'. The speaker wanted to insult his partner as a liar because he considers the interlocutor told him to buy a new door because has a friend selling doors and they cooperate. The exceprt shows clearly how the speakers prejudiced against the partner.

2.1.7 Showing Distaste

Derogatory strategy also functions to show distaste. Derogatory strategy used to show distate is in terms of the use of strategy to express the distaste of speaker against certain parties, either in the form of character or action. The following are some derogatory strategies which serve to show distaste.

> The owner: Yo, **Osama**! Plan a jihad on your own time. What do you want? **(Excerpt 1.18)**
> Ryan: **Shaniqua**? Big fucking surprise that is. **(Excerpt 1.19)**
> Jake: fucking **black people**, huh?! **(Excerpt 1.20)**

In the excerpt 1.18, it is found an example of derogatory strategy through the use of words Osama. The shop owner, implicitly, described Farhad as a terrorist because Osama refers to Osama bin Laden, a man who is regarded as a terrorist by the majority of the American. The expression of 'Yo, Osama!' which is also followed by the use of the word jihad shows more racial abuse used by the speaker. The use of the word derogatory serves to show the distaste of the speaker towards his partner which is originally coming up from the dislike against Muslims considered as terrorists.

Excerpt 1.19 shows another example of derogatory strategy represented by the word 'Shaniqua'. When the partner said that his name was 'Shaniqua Johnson', Ryan then repeated the name with emphasis on intonation. The use of the word 'fucking' gave more emphasis on discrimination. The description of the speaker to the interlocutor also arises from the mental memory of text maker where the speaker stereotyped that black people are not capable of doing something. Therefore, once the speaker heard that his father's health insurance supervisor named 'Shaniqua' – a name commonly used by black women (Afro-American) – the speaker become much surer that the black can not do a good job, is true and proven. The use of the derogatory word serves to show distaste against the partners. It was derived from the dislike of the speaker towards the fact of blacks who consider incompetent to do the job.

Another one demonstrating the use of derogatory word is excerpt 1.20, the use of black people which implicitly contains exploitation. The speaker accused that black people do not have ethics. He really thought that black people are uneducated ethnic. If they have the chance, they will steal anything from whites. The speaker assumed that most of the criminal cases that occurred in the US are committed by blacks. The function of the use of derogation strategy here is to show distaste, which in this context is a dislike of whites against blacks.

2.1.8 Exaggerating

Derogatory strategy is also functioned to exaggerate. Exaggerating in the context of derogatory strategy is the use of strategy to exaggerate event, phenomenon or topic, using a negative or more rugged word. Below are some examples of derogatory strategy which serves to exaggerate.

*Kim Lee: I **call** immigration on you. Look what you do my car.*
     (Excerpt 1.21)

*Rick: Saddam? His name is **Saddam**? That's real good, Bruce. I'm gonnapin a medal on an Iraqi named **Saddam**.* **(Excerpt 1.22)**

Excerpt 1.21 shows examples of derogatory strategy through the use of words 'call immigration' in a speech. This word 'call immigrant' spoken by Asian woman showed derogatory strategy where she indirectly considers her partners with Hispanic race is not part of them, as if the speaker wants him deported. The speaker, in this case, referred to the authorizing party to support their case, the immigration authorities. The use of the derogatory word serves to exaggerate an event in which speakers are too excessive by threatening his partner of calling immigration authorities only because he does not accept for being accused as the cause of the accident.

Excerpt 1.22 demonstrates another use of derogatory strategy. He uses a high intonation when saying 'Saddam?' His name is Saddam? Whereas we know Saddam is the nickname of Saddam Hussein, the fifth president of Iraq known for his dictatorship. Saddam was toppled in the 2003 invasion of Iraq led by the United States, and was captured by US forces on December 13th, 2003. The speaker was overreacting because it is basically fine to have the name of Saddam, but because Saddam is a black man who would give an award and was also an immigrant from Iraq, the speaker was pleased because it will increase his prestige in the eyes of black community as well as Muslim community in New York.

2.1.9 Showing evidence

The last function of derogatory strategy is to show evidence. In this case, showing evidence means using derogatory strategy to show evidence straightening the argument of the speaker regarding with a phenomenon being discussed, with a negative view. Below is an example of the use of derogatory strategy which serves to show evidence found in Crash.

*Peter: What part don't you understand? There's a **Chinaman** stuck underneath the fucking truck.* (Excerpt 1.23)

Excerpt 1.23 the shows the use of derogatory strategy through the use of the word 'Chinaman' in a speech. In this case, the speaker considers any person who is physically imitating Chinese is Chinese, whereas the party they are talking about is an immigrant from Korea. In addition, if the view on the historical context, Chinaman is a word that is offensive and used by white people to discriminate in the gold rush era and the manufacture of railway line in western North America. It is obvious how the speaker wanted to perform racist acts in his word. The function of the use of words such derogatory is to provide evidence, in which the speaker wants to prove to our partners that the partner had been hit someone and that person is Chinese.

2.2 The Function of Euphemism in Crash

The functions of the euphemism strategy found in the characters' speech in 'Crash' are as follow:

2.2.1 Hiding the Fact

One of the functions of euphemism strategy is to hide the fact. Hiding the fact in terms of the use of euphemism is to replace the term or phrase which is considered to secret or publicly unavailable due to certain ideological political reasons. Below are some examples of euphemism strategy that serves to hide the facts found.

> The owner: **We** got a lot of kinds. **We** got long colts, short colts, bull heads, flat nose, hollowpoints, wide cutters, and a dozen more that'll fit any size hole. Just depends upon how much bang you can handle. **(Excerpt 2.13)**

Excerpt 2.13 shows the examples of euphemism strategies using the word 'we' in speech. The speaker used the pronoun 'we' instead of 'I' to indicates that the speaker and his group, in this case Caucasian races, have different types of 'bullet' that is suitable for all kinds of holes belonging to Persian women, depending on how far the Persian woman can hold the bullets. The use of euphemism in this context is to hide the fact that actually the speaker wanted to show the superiority of the group in a subtle way. The speakers wanted to hide the fact that he actually did verbal abuse against his partner. The use of the word is seen suitable to manipulate the meaning in order to give a good impression, that not only the speaker who did abuse, but also the group of the speaker (Caucasian race).

4.2.2 Showing Respect

Euphemism strategy is also used to show respect. In terms of the use of euphemism, it means to replace the term or phrase that is considered to pose less comfortable feeling towards the interlocutor, or to honor the object being discussed. Here are a few examples of the use of euphemism strategy which serves to show respect.

> Ria: **Officer**, can you please write in your report how shocked I am to be hit by an Asian driver! **(Excerpt 2.1)**
> Ria: no, see detective…. **(Excerpt 2.2)**
> Peter: I know you just didn't call Saint Christopher voodoo. Man's the patron saint of travelers, **dawg**. **(Excerpt 2.3)**
> Maria: All clean, **senora**! **(Excerpt 2.4)**
> Ryan: Yo, Gomez, you ready to roll, **homie**? **(Excerpt 2.5)**
> Gomez: Ready, **amigo**. **(Excerpt 2.6)**

Excerpt 2.1 shows an example of euphemism strategy using the word 'officer and detective' in a speech. This is related to the powers whose officer

position is higher than that of the speaker so that the use of this strategy is necessary. The function of the use of this euphemism word is to show respect to the interlocutor. Excerpt 2.2 also shows how euphemism strategy is used to show respect towards the interlocutor. He could have used the word 'mate, buddy, and even comrade' to him, but Peter prefers to use the term dawg for the positive labeling to the afro-american group.

Excerpt 2.3 also shows the example of euphemism strategies using the word 'senora'. The use of the word senora by speaker is a reflection of mental memory of text maker where the speaker who had Hispanic racial background is accustomed to using the word to refer to people who are married. As the dominated party, speakers use the term to show his respect to the hearer. Another datum demonstrating the use of euphemism strategies in speech is excerpt 2.4 whose representations are the word 'homie and amigo'. Ryan who is caucasian uses the words commonly spoken by white people greeting a familiar friend, that is 'homie' while Gomez who is a Latin used the word 'amigo' with the same meaning and due to only the diferent cultural background. By using those words, the speaker wanted to show respect in his own way to the interlocutor.

2.2.3 Satirizing

Euphemism strategy can also be used to satirize. Satirizing, in a sense of the use of euphemism for saying something or someone indirectly or implicitly, but using a more polite word. Here are some examples of euphemism strategy that serves to satirize.

> *Graham: This **Barry Gibb** dude is a cop?***(Excerpt 2.5)**

Excerpt 2.5 shows the use of euphemism strategy in a speech represented by the use of the word 'Barry Gibb'. Barry Gibb is the name of a musician and songwriter who is very famous in 60-80an with a group called the Bee Gees. Physically, the appearance of the officers Conklin looked like Barry Gibb with a sturdy body, long and blonde hair. The speaker wanted to satirize the party discussed because physically he discussed the appearance looks like a musician than a police officer.

2.2.4 Showing Patience

Another function of euphemism is to show concern. This concern shows in the sense of the use of euphemisms to demonstrate concern over the events or phenomena that occur in society. Here are some examples of euphemism strategy that serves to satirize.

> *Anthony: One **reason** only, to humiliate **the people of color** who*
> *are reduced to ridin' on 'em.***(Excerpt 2.6)**

Excerpt 2.6 shows an example of euphemism strategy utilizing the word 'people of color' in the speech. The use of the word 'people of color' is actually intended to soften or to reduce the reality to the idea being sent to the recipient.

The speaker may just mention one race, or skin color, but he prefers to use words that are more general because it was also included as part of the definition of 'people of color'. The use of the word euphemistically serves to demonstrate concern which in this context, the speaker wants to show concern over the phenomenon of racism which are often among racial minorities in the United States, and also because the speaker is also included as part of the minority group.

2.2.5 Delivering Information

Euphemism strategy might also be used to convey information. Delivering information in terms of the use of euphemism is to deliver information and to describe an event and phenomena that occur in society in a positive way to the speaking partner. The following are some examples of euphemism strategies that serve to convey information.

> Christine: He doesn't drink. He's a **Buddhist**, for Christ's sake.**(Excerpt 2.7)**
> Shereen: Look what they wrote. They think we're **Arab**. When did **Persian** become **Arab**?**(Excerpt 2.8)**
> Lucien: Don't be ignorant. They're **Thai** or **Cambodian**. Entirely different kind of chinks.**(Excerpt 2.9)**

The data are examples of euphemism strategies using the word 'Buddhist'. The use of the word 'Buddhist' by the speakers seemed to indicate that the beliefs held by her husband (part of the group) is a good religion because it forbids its followers to drink liquor. Speaker wants to convey information to the partner that her husband could not get drunk due to the prohibition in his religion. It shows how the speaker describes the part of a group with good characteristics and other groups with a bad attribute.

Another excerpt which includes euphemism strategy in speech is excerpt 2.8 represented by the word 'Arab and Persian'. Speaker wants to convey the information that the Persians are not the same as the Arabs. Implicitly, Shereen stated that Persians are different and better than the Arabs, by which he did not want to be equated with the Arabs even though they physically look alike. Excerpt 2.9 also shows how the euphemism strategy works in speech. It is represented through the use of the word 'Thai and Cambodian'. The speaker wants to convey information to his partner that the people who were in the car were not the Chinese people, but from different countries, even though still within the range of the Asian continent and physically looking similar.

4.2.6 Criticizing

One of the functions of Euphemism strategy is to criticize. Criticize in terms of the use of euphemisms to denounce the actions of certain parties followed by descriptions, opinions and consideration of the good and bad, with a positive expression and more polite. below are some examples of euphemism strategy that serve to criticize.

*Anthony: One reason only, to **humiliate** the people of color who are reduced to ridin' on 'em.***(Excerpt 2.10)**

Excerpt 2.10 shows examples of euphemism strategies using the word 'humiliate'. The speaker, in his speech, prefer using the words 'humiliate' than other words such as insult, disdain, offend, affront, or even disparage. He uses the word because the topic is about his group so that he needs to bring positive impression by using euphemism strategy. The use of the euphemistic word serves to convey criticism of the American administration that is considered to accommodate racism in the country, one of which is through the use of super large windows in every city bus. The Speaker thought that the use of the window is just to embarrass people "of color" inside the bus.

2.2.7 Cautioning

Another function of Euphemism strategy is to convey cautions. Cautioning in the terms of the use of euphemisms is to warn the impact of certain actions in the past or the future, using positive view. Below are some examples of euphemism strategies serve to warn.

Officer: Maam!-Ma'am,… **(Excerpt 2.11)**

*Ryan: You say you're block from home, we could use our **discretion** and let you go with a warning or we could cuff you and put you in the back of the car. What do youthink we should do, sir?* **(Excerpt 2.12)**

Excerpt 2.12 shows the example of euphemism strategy using the word 'maam'. He could have used the word 'listen' or 'look lady' to his interlocutor, the Mexican woman named Ria, but he prefers using the word 'maam' to elevate and promote the status of his interlocutor. The use of the euphemistic word in this context serves to warn the interlocutor to be calmer and not be provoked because the investigation into the cause of the accident is still ongoing.

Another excerpt containing euphemism strategy is number 2.12 that the the use of 'discretion' by the speakers was the representation. The speakers in this context makes a positive self-representation stating that they could have just held Cameron or they would use discretion and release them with a warning. With his power, the speaker considers himself to have authority so they can decide whether Cameron committed error or not though it was unproven yet. The function of the use of the euphemistic word here is to warn the interlocutor that he had the authority by which he hold the right to make any decision.

3. Conclusion

The functions of derogatory and euphemism strategy is analyzed using Zollner view of the function of derogatory strategy, while the theory of Allan and Burridge is used to identify the function of euphemism strategy on the movie

Crash. The functions of the use of derogatory strategy found in the data include: expressing anger or irritation, criticizing, satirizing, accusing or blaming, conveying information, insulting/taunting or sharpening the insult, showing distaste, exaggerating, and showing evidence. Based on the analysis, it is found that the function of derogatory strategy frequently used by the characters in Crash movie was accusing or blaming and also informing, while criticizing and showing evidence was the least function used. Meanwhile, the function of Euphemism strategy found in the data include: hiding the fact, showing respect, satirizing, showing concern, conveying information, criticizing, and cautioning. Based on the analysis of the data, it was found that the function of euphemism strategy frequently used by the characters in Crash movie is showing respect, while hiding the fact, satirizing, and criticizing were the least ones.

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Critical Discourse Analysis of Metaphor in the News of Jakarta Post

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Abstract

Metaphor does not only concern with language, but also connects with the way we think. It can form our thought. Thought is most often a hidden ideology that might present belief and value system of particular group. The aim of this research is to find out the way how journalists employ metaphors on the news. Therefore, the approach for this research is Critical Discourse Analysis (CDA). The descriptive qualitative method is employed in conducting this research. To obtain the data, the researcher himself becomes the main instrument by browsing the internet, reading and classifying the data. Then, the data are analyzed by using Critical Discourse Analysis proposed by van Dijk. The findings of the research show that the journalists use metaphor to highlight, dramatize, and bias the issues which occur in the social life. The purpose of journalists in using metaphor in the Jakarta post daily newspaper is to discriminate, marginalize, intimidate, and downgrade other personals or groups.

Key Words: Metaphor, Critical Discourse Analysis, Socio Cognition

1. Introduction

Metaphor is from a Greek word *metapherein*, which means *to transfer*. It is a linguistic process of transferring meaning from one thing to another, or in other word we can say that metaphor is describing something by making a comparison with something else (Thornborrow and Wareing, 1998). In addition, metaphor is a figurative speech in which the phrase is transferred to different objects(Sterm, 2000). For example, the word *happy is light* or *sad is dark,* both two phrases are metaphors. The meaning of *happy* is described as *light* by a comparison or the descriptive word *sad* which is transferred to the object *dark*. This comparison seems very simple, but the meaning behind that metaphor might be deeper and rich (Kovecses, 2000).

In early 1988, the new concept of metaphor was introduced. The main principle of the new concept is that, metaphor does not only concern with language, but also connect with the way we think (Lakoff, 1992; Krennmayr, 2011.). It can form our thought; in everyday life metaphor is also used as a communicative tool (Lakoff and Johnson in Kennedy, 1996). Moreno (2008)

further stated that metaphor is "as a transfer between two conceptual domains, the source and target domain." Source domain is the root of metaphors, target domain is the branches of metaphor that explains the source and it is usually used as communicative tool in everyday life (Sterm, 2002). For example, the phrase *she brightened when I say that I love her* is a metaphor from the source *Happy is light* and the phrase *she is in a dark mood* is the target domain from source domain *Sad is dark*. This theory has known as two domain mapping model of metaphor (Lakoff, 1992). Howell (2000) agreed with Lakoff and Johnson (1988) that metaphor is used in everyday life and it is not only concerned with language, it may structure our entire conceptual system. Howell (2000) further stated that metaphor has relationship with culture and conceptual system including politics, economics, and ideology. For example, the concept *Time is Money* is a metaphor that describes the western culture, which conveys a value that *Time is a valuable commodity.*

Metaphor and media have a close relationship. Uskali (2007) stated that media cover events by giving some versions of story, give meanings based on rhetoric, culture, and pragmatic. Through metaphors, journalists convey complex ideas and communicate the value of their work to the readers (Tsang, 2009). Furthermore, in this era metaphor is commonly used by elits in media as a tool for special purpose in politics. The metaphor is used for hiding ideology that is struggled by elites in society and metaphor can influence people's view of world. Consciously, elites persuades people to follow their way of viewing something; on the contrary, people unconsciously follow their way of viewing something (Gogorosi, 2005). In addition, metaphors are also used as a part of journalism for popularizing, highlighting and dramatizing issues for relevant audiences (Hellsten, 2002).

Newspaper is one of the media that often uses metaphors in conveying information. Morley (1998) stated that to attract the readers, usually journalists or writers make some interesting writing by developing it using unusual or sensational words. Morley (1998) further stated that to expose the hidden ideology, journalists display the story by structuring news such as reordering, prioritizing, or highlighting the event. To reach this aim usually journalists use metaphors. Koller (2004) stated using metaphors in the headlines, reporters define a topic, make a specific conceptualization and persuade readers to share their metaphors that cover message and ideology. Some information in newspaper is a fact, but with metaphors journalists may give some different perspectives to the readers. Therefore, the duty of journalists does not only focus on how to symbolize their ideas using metaphors but also how to communicate them to the readers.

To successfully communicate their idea journalists should find a suitable structure, symbol, word or schema in conveying attractive message to the readers (Soler, 2007). Based on the explanation above, metaphors does not only concern with language, but also the thought. Thought is most often a hidden ideology that might present belief and value system of particular group (Fowler, 1991). Therefore, the appropriate approach to analyze ideology of metaphor in The Jakarta Post is Critical Discourse Analysis (CDA). Charteris-Black (2004) stated, "metaphor is the central of CDA since it is concerned with

forming a coherent view of reality". In addition, Hodge (1993) stated that ideology involves a systematically organized presentation of reality, and metaphors are ideology if ones use and take it as reality (Lakoff, 1995). In the socio-cognitive approach, Van Dijk in Hart (2007) addressed, cognitive linguistics as the perfect tool to address metaphors in CDA. Broadly speaking, socio-cognitive CDA explores the relationship between language, cognition, and culture. Furthermore, it provides interpretation the pervasiveness and persuasiveness of metaphor (Hart, 2007).

In general, the Critical Discourse Analysis (CDA) presupposes not only doing the relationship of the interrogation product with the macro-contextual behind the text. Moreover, what makes discourse analysis "critical" is the explanation of the ways in which unequal power relations are produced and naturalized in discourse (Lemke and Smythe in Amin, 2009:17). A critical approach to discourse analysis explores text not as truths but as discourses that act in the world in ways that both define and distribute power. Such approaches are concerned not just to what text says, but also with what texts do. This is also based on Fairclough & Wodak (1997) who argued that CDA sees discourse and language as "social practice" and consider the "context language use" to be crucial.

CDA is a study of the relationship between discourse, power, dominance, social inequality and the position of the discourse analyst in such social relationship. Since this is complex, multidisciplinary and as yet underdeveloped domain of study, which one may call sociopolitical discourse analysis (Fairchlough in Hart; 2007). Van Dijk (1998) stated that dominance is defined here as the exercise of social power by elites, institutions or groups, that results in social inequality, including political, cultural, class, ethnic, racial and gender inequality. This reproduction process may involve such different modes of discourse power relations as the more or less direct or overt support, enactment, representation, legitimation, denial, mitigation or concealment of dominance, among others. More specifically, critical discourse analyst wants to know what structures, strategies or other properties of text, talk, verbal interaction or communicative events plays a role in these modes of reproduction (Van Dijk: 1998).

1.1 Problem of the Study

Based on the background of the study explained above, the research question can be formulated as follows: How are metaphors used by journalists in the news of Jakarta Post?

1.2 Objective of the Study

Related to the problem above, the objective of the study is to understand and give detailed explanation on how metaphors are used by journalists in the Jakarta post.

1.3 Significance of the Study

By this research, practically, the readers are expected to understand the way how the journalists present metaphors in the news in order to know the purpose of metaphors in texts so that they do not fall and flow to the journalists view of something. From this part, the journalist convinces the readers through metaphors to achieve the positive goals.

This research, theoretically, is also expected to be a good resources that complete research mapping on CDA theory that proposed by van Dijk especially on metaphor . The findings of this research are expected to give contribution to the development of science, especially in the field of CDA study.

1.4 Scope and Limitation

The focus of this research is on metaphor in the news of the Jakarta Post. This research will be analyzed by Van Dijk's Microstructure theory (1993). However, the research is limited to analyze the news published in February to March 2011 due to available limited time.

1.5 Definition of the Key Terms

To avoid misunderstanding about the terms, definitions of the related terms are given as follows:
1. Metaphor is linguistic process of transferring meaning from one thing to something else, and that something else actually have different interpretation and sense (Moreno, 2008).
2. Critical Discourse Analysis is the study about the relationship between discourse and power in society (van Dijk, 2001). Socio Cognition is the relationship of text, context, belief, mental, memory, and history in society (van Dijk, 2001).
3. Socio Cognition is the relationship of text, context, belief, mental, memory, and history in society (van Dijk, 2001).

2. Methods
2.1 Research Design

This study uses descriptive qualitative design. This research is qualitative research because it aims to get understanding and to obtain information concerning the metaphor used by journalists in the Jakarta Post. The research analyzes texts in their natural setting without giving them any treatment as how, typically, quantitative research does. This research is also categorized into descriptive because this research describes the ways the metaphors are reflected on utterances. In addition, this research uses Critical Discourse Analysis approach proposed by van Dijk (2000) and focuses on understanding and interpreting critically metaphors on the utterances used by journalists on the news texts.

2.2 Data and Data Source

The data that are used by this research are taken from the Jakarta Post daily newspaper of February to March 2011 issues. The source of data is in the forms of news's script that is obtained from website http://www.thejakartapost.com/paper. That website is officially provided by the Jakarta Post daily newspaper in which the credibility of the data is guaranteed. The news text that I obtain from website is exactly the same as the news of Jakarta Post daily newspaper.

2.3 Research Instrument

In this research, I am the main instrument to obtain and analyze the data. I am also directly involved in drawing conclusion of the findings.

2.4 Data Collection

In gathering the data, some steps were done. First, I downloaded February and March 2011 issues from the official website http://www.thejakartapost.com/paper. Then, I read the whole news text. Finally, I select the words, phrases, and sentences containing metaphor terms. And I list them based on the topic to systematically analyze the data.

2.5 Data Analysis

The data are analyzed as follows. First, I described the contexts of the selected utterances. Second, I explained the metaphor based on CDA views proposed by van Dijk (2000) by investigating metaphor related to the context, text, and social cognition.

After explaining the metaphors, I discussed the findings critically to find out the existence of domination, discrimination, or unequal representation through the discursive strategies. Finally, I made conclusion to answer the research focus.

3. Findings and Discussions

The Way How Metaphors *Used by Journalists in The News of Jakarta Post*

This is the explanation and analysis of metaphor in the news of the Jakarta post by Critical Discourse Analysis theory as presented below.

Datum 1

Egypt is still in a helter-shelter situation. Violence and brutality gripped the city. Finally, Susilo Bambang Yudhoyono ordered to evacuate thousands of Indonesian citizens before the situation was getting worse. The government had formed a taskforce for the evacuation led by former foreign minister and current President's Advisory Board member Hassan Wirajuda. However, the evacuation was late because Cairo airport had been full of people around the world who wanted to leave Egypt soon. The people were getting mad because of the cancelled or delayed flights.

- RI citizens evacuated from Egypt -

The Jakarta Post | Tue, 02/01/2011 10:36 AM

…..
      Nerves frayed, **shouting matches erupted (1.1)** and first fights broke out as thousands crammed inside Cairo airport's new Terminal 3 seeking flights *home*. In an attempt to reduce tensions, the airport's departures boards stopped announcing flight times — but the move simply fueled anger about canceled or delayed flights.

…..
      "It's an absolute zoo. What a mess," (1.2) said Justine Khanzadian, 23, a graduate student from the American University of Cairo who was among those waiting at the airport for hours to leave Egypt. "I decided to leave because of the protests. The government here is just not stable enough to stay."

…..
      The bold typed word in datum (1.1) is metaphor. It clearly describes people at the airport with the phrase "shouting matches erupted". People are very noisy because they are shouting to get a free ticket to home. The word "matches" gave description that people look like a burning fire in the matches, the fear blazes each person that makes the situation worse. The journalist also uses the word "erupted" to compare the situation inside the airport to a volcano eruption. The journalist convinces the readers by sharing the comprehension of "erupted" metaphor. As the readers have already known, erupted volcano is something horrible, because lava, rock, and gas break out together from the earth. As a matter of fact, the journalist through the metaphor describes the situation in Cairo Airport which has getting more and more crowded and frightening because of the bad situation of Egypt. The metaphor in datum (1.1) is to intimidate the government of Egypt. The government of Egypt is not stable enough to stay; it takes time to fix it. The function of that metaphor is to heighten tension in Egypt, the effect of that, the figure of situation in Egypt was very bad. Egypt in public or in international view looks like very failure. All elements of the country including public transportation or security system do not running well. The government of Egypt was totally paralyzed because of the protest.

      Datum (1.2), a graduate student who was at the airport said, "It is an absolute zoo, what a mess." This phrase is a metaphor because he compared and described Cairo airport to a zoo. People are like the animals that struggle to get foods. That metaphor shows that people struggled to get the free ticket to go home. Some people cannot control themselves; anger, fear, and shouting were spilled up because of the limited ticket or delayed flight at the same time as they cannot wait to leave Cairo. The metaphor in datum (1.2) is directed to criticize the government of Egypt, as the airport is a mess. The graduate students clearly downgraded Egypt as the protests.

Datum 2
      The context of the data below rekindled the fall of Suharto in 1998 as a result of the protest. Precisely, the journalist considered the fall of Suharto and the fall of Hosni Mubarak were similar. People still feel the violence, fear and

riot when Suharto falls; the protesters forced Suharto to end up his position as the president of Indonesia by going down to the street to express their aspiration. As Suharto fall, the protesters of Mubarak also fought with the police officers who blocked them on the street.

> - Commentary: Cairo riots jolt our memories of Soeharto's fall in 1998-Kornelius Purba, The Jakarta Post, Jakarta | Wed, 02/02/2011 10:26 AM
>
> …
>
> For residents of Jakarta who followed the massive riots and demonstrations before Soeharto's fall in 1998, watching TV reports on the ongoing demonstrations in Cairo may revive a sense of **bitter, painful and sorrowful nostalgia (2.1)**. Even now many Indonesians still have to live with the trauma caused by the violence. But we know that the sacrifices of those who lost their lives and futures in the struggle to regain the people's sovereignty is very fruitful. We know for sure that **the bumpy road the Egyptians have to pass through is still very long, and the journey will be very exhausting (2.2)**, life threatening and demand huge sacrifices. Many nations and multinational corporations do not want to see a democratic Egypt, because for them **dealing with dictators is much cheaper and more profitable (2.3)**.
>
> …

Metaphor in the datum (2.1) describes some phenomenon occurring at Suharto reign as **"a sense of bitter, painful and sorrowful nostalgia"**. Lexically, bitter here means an experience that causes deep pain or anger, this to describe that people are unhappy because they cannot forget bad things which is happened in the past. The journalist uses "a sense of bitter" metaphor because he described that at that time Indonesia needed a revolution to end those sorrowful pains. The demonstration in 1998 that demanded Suharto to retire from his position was the only way to end his tyrant. Some incidents such as brutality, violence, economic crisis, murder, should not occur because those are the sorrowful pain of people. In short, the metaphor "a sense of bitter, painful and sorrowful nostalgia" has meaning to all crime, violence, and intimidation memory when Suharto was still a president of Indonesia. Implicitly, through the metaphor journalist reminded the readers not to forget that phenomenon behind the Egypt revolution which are similar to the revolution of Indonesia in 1998. Hence, Egypt can take Indonesia's experiences to build the new Egypt.

The metaphor in the datum (2.2) "**the bumpy road the Egyptians have to pass through is still very long, and the journey will be very exhausting"** describes that Egyptian needs a long time to stabilize the country. The word "the bumpy road" means that Egyptians will face some problems such as the fighting between the opposition of Mubarak, the economic crisis, the government's reformation and the intervention from another country that may slow down their step in building Egypt democracy. The metaphor "the journey

will be very exhausting" means that to build Egypt to be better is like a journey. Step by step Egypt has to go through the path which sometimes is difficult to pass. Moreover, the journalist use metaphor "exhausting" because building Egypt needs a lot of break through and strategies.

Datum (2.3) **dealing with dictators is much cheaper and more profitable** clearly describes that building democracy in every country is not easy. Such metaphor deeply to criticize or to suggest every country or people to realize that democracy is very important because it could make harmonious among people, there for, Egypt needs a struggle to build democracy, but we have to understand that many nations and multinational corporations do not want to see democratic Egypt. The intention of this metaphor is to state that dictator is always easy to be deceived. Super power country such as US likes to have a deal with dictator, because dealing with him is easy, the regulation is both dictator and that country get the same profit. But, if the super power country is failed to have a deal with dictator they will directly destroy or provoke another country to destroy him using an argument that dictator should be lost.

The journalist through a metaphor further reviews the sorrowful memory. The datum as below:

…..

Soeharto and the gang robbed the state (2.4) and many Western banks were willing to offer their deposit boxes as safe havens.

…..

In the datum (2.4), by his metaphor, the journalist reminded the brutality of Suharto when he was a president. Suharto was described as a robber and his friends, the building cabinet, were described as his gang. Robbery is a crime, and absolutely Suharto was portrayed as the most wanted criminal in this country. Bank robbery is commonly done by a group of brutal persons who are not reluctant to kill anyone who wants to stop them. Implicitly, the journalist shows the readers that Suharto was a criminal. Of course, the way Suharto robed the state is different with bank robbery. If bank robbery using guns to paralyze people but Suharto abuse his power to paralyze people. Suharto had no doubt to kill others if they endangered his position as a president. Also, Suharto paid more attention to some persons or organizations who always criticized him.

4. Conclusion

From the findings and discussion in the previous chapter, I conclude that the journalists used metaphors in the Jakarta post by making a comparison between the original issues with something else, and describing it with something real but actually has different meaning. By that comparison and portrayal the journalists expected there would be a new perception of something from the readers. Based on the analysis presented in the preceding chapter, the journalists employed metaphor to highlight, dramatize, and bias the issues occur in the social life. Furthermore, the special purposes of journalists in using metaphor in the Jakarta Post daily news is mostly to discriminate, marginalize, intimidate, and downgrade another personal or groups. Groups or institutions

also show their dominance by saying metaphorical phrase to the journalist for hidden purpose and hopefully the journalist published it in the newspaper.

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Foregrounded: A Stylistic Analysis of Robert Frost's Poem "Stopping by Woods on a Snowy Evening"

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Abstract

This study focuses on the analysis of Robert Frost's poem "Stopping by Woods on a Snowy Evening". It applied stylistics based on foregrounding theory. The theory of foregrounding is the theory within stylistic analysis since foregrounding is a stylistic feature that has the effect of defamiliarizing the reader by breaking the familiar patterns. Therefore, by doing this stylistic analysis, it can be (a) known the kinds of deviation; (b) described the structure and style; and (c) described the interpretation. In analyzing the poem, a qualitative approach applied since the data are in the form of words and it also employs content analysis method in order to get the descriptive information which manifest content of communication occurred in this poem. After analyzing the poem stylistically, it can be found that the poem is very carefully constructed and it has proved that the interpretation of the poem can be understood as clear as possible. So, stylistics is a useful tool for anybody interpreting literary text

Keywords: foregrounded, Robert Frost. stylistic analysis

1. Introduction

This paper describes a selected methodology used in stylistic analysis. Methodology is very important in any form of text analysis since it can make the analysis transparent to others and enables readers to retrieve how to reach the interpretation of texts (see Carter, 2010: 55). By using stylistic analysis, it hoped readers can make meaningful interpretation of the text and can expand knowledge of language in general. Besides, Widdowson (1984: 116) reminds that the value of stylistic analysis is to provide the means whereby the learner can relate a piece of literary writing with his own experience of language and so extend that experience. One of the most fundamental concepts in stylistic analysis is linguistic deviation (Short, 2013:10). Moreover, Short explains that deviation has an important psychological effect on readers and hearers, so-called foregrounding. The term 'foregrounding' is borrowed from art criticism. If a part of poem is deviant, it becomes especially noticeable, or perceptually prominent.

In line with the description above, the present study is concerned with a stylistic analysis based on foregrounding theory. The source of data used in this study is Robert Frost's poem "Stopping by Woods on a Snowy Evening". Therefore, by doing this stylistic analysis, it can be (a) known the kinds of deviation; (b) described the structure and style; and (c) described the interpretation. The aims of the analysis are (1) to share and to show that the words of a text, instead of poem, can create the feelings and responses when read and (2) to inform the way how to analyze a poem stylistically. In order to support the analysis, it would be discussed the related theories, namely (1) stylistics; (2) foregrounding theory; (3) kinds of foregrounding; and (4) a brief biography of the poet and his poem. Each of them will be described one by one, they are as follows:

1.1 Stylistics

Stylistics is the study of style. The concept of style is the choice of linguistic features, which is presented in sentences or expressions. The concept of choice is central to stylistic study. Whatever the approach used, style is seen as the conscious or unconscious selection of a set of linguistic features from all the possibilities in language. Simpson (2004:2) states stylistics is a method of textual interpretation in which primacy of place is assigned to language. Short (2013:1) also defines stylistics is an approach to the analysis of (literary) texts using linguistic description. So it can be said that stylistics analyses the distinctive expression in language, then describes the purpose and the effects (see Verdonk, 2010:4). Since a poem used as source of data, so the analysis concentrates how the language is applied in literature. Sebeok (1964:87) reminds that the nature of stylistics is deviation. The term "deviation" means a given message deviates from the norms. Therefore, stylistics occupies the middle ground between linguistics and literary criticism and its function is to mediate between the two (Widdowson, 1975:117).

1.2 Foregrounding Theory

The theory of foregrounding is the theory within stylistic analysis since foregrounding is a stylistic feature that has the effect of defamiliarizing the reader by breaking the familiar patterns. The term 'foregrounding' is borrowed from art criticism. As stated by Jackson (2007:123) foregrounding is a term taken from art criticism to refer to the use of stylistic devices to give prominence to certain aspects of a text. Simpson (2004:50) defines foregrounding refers to a form of textual patterning which is motivated specifically for literary-aesthetic purposes. In line with Simpson, Verdonk (2010:118) also states that foregrounding is the bringing of particular textual features into prominence, such as distinct patterns of parallelism, repetitions, and deviations from general linguistic rules or from the style expected in a specific text type or genre, or context. Further Leech (2013:30) says that foregrounding or motivated deviation from linguistic, or other socially accepted norms, has been claimed to be a basic principle of aesthetic communication. The theory of foregrounding raises many issues to do with the stylistic analysis of text, the most important of which is probably its reliance on the concept of a norm in language (Simpson, ibid). The

norms of the language are in the dimension of analysis regarded as a background against which features which are prominent because of their abnormality are placed in focus. So foregrounding can occur on all levels of language, such as phonology, graphology, morphology, lexis, syntax, semantics, and pragmatics. It is generally used to highlight important parts of a text, to aid memorability and/ or to invite interpretation. For examples, 'PETE did the washing up yesterday'; 'Pete did THE WASHING UP yesterday'; 'Pete did the washing up YESTERDAY', from the examples it can be described that there are various linguistic devices for increasing the salience of part of an utterance. One obvious device is to pronounce it with emphatic stress, namely 'PETE'. 'THE WASHING UP', and 'YESTERDAY'. If it is noticed that different forms not only highlight different items, but also introduce different presuppositions (see Cruse, 2006:66). It can be captured that the way how to produce foregrounding is through linguistic deviation and parallelism and both of them take place on a number of linguistic levels.

1.3 Deviation

Deviation is a phenomenon when a set of rules or expectations are broken in some way. This deviation from expectation produces the effect of foregrounding, which attracts attention and aids memorability. Short (2013: 10) reminds us that one of the most fundamental concepts in stylistic analysis is linguistic deviation. Poetry in particular uses much deviation, and so we will examine derivation as a key to our understanding of poems. Moreover, he states that deviation has an important psychological effect on readers (and hearers). If a part of a poem is deviant, it becomes especially noticeable, or perceptually prominent (ibid: 11). Gregoriou in Burke (2014:90) adds that when a text deviates from norms set outside it in relation to its context, the deviation can be deemed to be 'external'. In other words, it can be said that deviation occurs when we have a set of rules of expectations which are broken in some ways. According Short (2013:37) there are several kinds of deviation, namely discoursal deviation; semantic deviations, tranference of meaning phrase containing a word whose meaning violates the expectations created by the surrounding words. They are regarded as nonsense or absurdity. In semantic deviation surface meaning is different from actual meaning; lexical deviation, lexical is a basic unit in syntax having a meaning. In lexical deviation, poet takes Liberty with the form of language. In this process the writer introduces the new words; grammatical deviation; morphological deviation, involves adding affixes to words which they would not usually have, or removing their 'usual' affixes. Breaking words up into their constituent morphemes, or running several words together so they appear as one long word ; phonological and graphological deviation, phonology is study of sound patterns of a particular language and in this type the deviation can be occurred by omitting the beginning, middle and end of a word while graphological deviation occur when the oddness of pronunciation is reflected through oddness in written form and it is also the deviation from norms of orthography graphology; and internal and external deviation, internal deviation is deviation against a norm set up the text itself.

1.4 Parallelism

Parallelism is a rhetorical device characterized by over-regularity or repetitive structures. The word parallelism is derived from Greek 'Paralelelas' which means 'beside one another'. So parallelism can be defined as the repetition of identical or similar syntactic elements (word or word type, phrase, clause) (see Lethbridge and Mildorf, 2012:12). The repetition on the level of grammar is called grammatical parallelism, and on the level of sound it is called phonological parallelism. For example, "Whoever wins, we love" it is as phonologically as well as grammatically paralleled (Gregoriou see Burke, 2014: 94). Then, she explains that it carries assonance (repetition of /I/ and alliteration (repetition of /w/), but it also takes the form of two paralleled clauses structured in the form of a pronoun ('whoever', 'we') followed by an intransitive verb ('wins', 'lose'). Moreover, Gregoriou adds semantic and syntactic parallelism by giving an example: 'One dream. Four Jamaicans. Twenty below zero'. All numerals ('one', 'four', 'twenty below zero') are followed by a head noun ('dream', Jamaicans'), with the ellipted 'temperature' being filled in schematically by readers at the tagline's end. The meaning of repetition can be described as semantic parallelism, while the meaning of repetition of actual words so called lexical parallelism. Short (2013:14-16) reminds us the rule of parallelism in interpretation. Parallelism is one of the devices that a writer can use to control our understanding of what is written and reactions to what is written. Repetition of whole phrases or clauses is the limiting case of parallelism, where everything is paralleled and nothing is varied. Leech (2013:29) adds that meaning can be interpreted in a broader sense than usual, sometimes including every aspect of linguistic choice, whether in the field of semantics, vocabulary, grammar or phonology.

1.5 A Brief Biography of the Poet and His Poem

Robert Lee Frost is a famous American poet. He was born on March 26th, 1874 in San Francisco, California and he passed away on January 29th, 1963 in Boston, Massachusetts. Firstly, his work was published in England before it was published in America. The characteristics of his works frequently employed settings from rural life in New England in the early twentieth century. He was one of the most popular and critically respected American poets of the twentieth century. Frost was honored frequently during his life time and won four-time of the Putlitzer Prize for poetry. He was also awarded the Congressional Gold Medal in 1960 for his poetical works.

"Stopping by Woods on a Snowy Evening" is one of familiar poems written by Robert Frost. He wrote this poem "Stopping by Woods on a Snowy Evening" in 1922. This poem is made up four stanzas. Every stanza consists of four lines. This poem was published in Frost's collection called New Hampshire in 1923. This poem illustrates many of the qualities most characteristic of Frost, including the attention to natural detail, the relationship between humans and nature. The poem tells the story of a man travelling through some snowy woods on the darkest evening of the year, and he was pretty much in love with what he sees around him. He was on his way back to town, but he cannot quite tear himself away from the lovely and dark woods.

2. Methods

In analyzing Robert Frost's poem "Stopping by Woods in a Snowy Evening", it applies a qualitative approach. Creswell (2009:4) states that qualitative research is a means for exploring and understanding the meaning individuals or groups describe to a social or human problem. It means that descriptive research is used to get any information related to the current phenomena and to give a detail description of those phenomena. Bogdan and Taylor (1975:4) and Bogdan and Biklen, (1998:29) also say that qualitative methodologies refer to research procedures which produce descriptive data.

While in analyzing the data, it employed content analysis method. It is used in order to achieve a better understanding of what happen and how to interpret to the current situation (Borg and Gall, 1991:511). Krippendoff (2004:18) adds that content analysis is a research technique for making replicable and valid inferences from the text (or other meaningful matter) to the contexts of their use. He goes on as a research technique, content analysis provides new insight, increases an understanding the particular phenomena, or informs practical actions. The procedures of data collection are: (1) reading the poem carefully, and (2) identifying the data. While how to analyze the identified data take the following steps, they are: (1) giving general interpretation of poem (2) describing linguistic stylistic features.

3. Discussion

Stopping by Woods on a Snowy Evening
Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer   5
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.   10
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,   15
And miles to go before I sleep.

(Barnet, Sylvan *et al*., 2008:839)

The first thing that we want to do before analyzing the poem is to describe the characteristics of the poem. The title of the poem is *Stopping by Woods on a Snowy Evening*. This poem consists of four stanzas. Each stanza consists of four lines. So this poem consists of sixteen lines and one hundred and eight words.

Before we go on the analysis of the poem, it is important to give a general interpretation of the poem in order to lead the analysis easily since stylistics occupies the middle ground between linguistics and literary criticism and its function is to mediate between the two The following is the analysis of the poem, then to describe the linguistic stylistic features which cover foregrounding. They are as follows:

3.1 General Interpretation

From the first stanza of this poem, it can be clarified that the setting is in a winter evening in a rural environment. The speaker wants to watch snowfall quietly in some woods. These woods belong to someone, but s/he is not present and so that if the speaker trespasses, no one will protest. The poem presents nature as a standard of beauty that is so strong which it captures the speaker's attention and make her/ him halt whatever s/he is doing.

Frost stands for between the nature and the human being who stops on the forest on snowy evening. The speaker is so fascinated in the beauty of the forest covered with the beautiful white snow. He feels so lonely in the forest without watching someone who appears at that moment. His little horse also feels shocked and asks him why he stops on the forest "without a farm house near" so the horse gives some signs, "his harness bells a shake". The horse only hears "of easy wind and downy flake". Eventually, the writer/poet is aware what he will conduct so he takes a rest and sleeps soundly after enjoying a long journey and a wonderful nature.

3.2 Linguistic Stylistic Features
Lexical Features

The initial interpretation of *Stopping by Woods on a Snowy Evening* came about solely as a consequence of looking at the words in the poem. Firstly, let's investigate the lexical features, perhaps it is a good place to start with a linguistic analysis. This poem uses eight parts of speech, such as, Noun, Verb, Adjective, Preposition, Adverb, Pronoun, Conjunction and Modal Auxiliaries. It can be examined the following table.

Table 1 Distribution of Class Words

Nouns	Main Verbs	Adjectives	Adverbs	Preposition	Pronoun	Conjunctions	Modal Auxiliaries
Woods (4x)	Think (2x)	little	here	in	I (5x)	though	will

House(2x)	know	frozen	Evening of the year	up	His (2x)	and (4x)	must
Villages	see	darkest		with	he		
snow	To watch	easy		to(6x)	My		
horse	fill up	downy		Near	it		
farmhouse	To stop	lovely		of			
lake	gives	dark		without			
bells	To ask	deep					
hardness	sweep			between			
shake	have						
mistake	To keep						
wind	To go (2x)						
flake	Sleep (2x)						
promises							
18	**16**	**8**	**2**	**13**	**10**	**5**	**2**

From table 1, it can be described that there are 2 kinds of class words: open class words and closed class words. Open class words are those which carry the majority of meaning in a language whether they are nouns, verbs, adjectives, or adverbs. Closed class (grammatical) words such as determiners (this, that, the) and prepositions (in, at, on). Closed class words act like sentence and link together open class words in meaningful arrangements (sentences). In addition, it can be seen that from the above table that the poem consists mainly of nouns (18) and verbs (16). The nouns are mostly concrete, that is they refer to physical objects and only a few are abstract noun (hardness, mistake, wind, promises).

Pronoun

This poem uses essential pronoun "I" and "He". These pronouns can be identified as the poet/ the writer and the horse. They indicate us the situation of the poet/ writer exophorically. "Exophora is the term given to linguistic items which refer to items in the immediate situational context of the speaker" (Short, 2013) such as in the first line, "…I think I know", "He will not see me stopping here". This situation refers to the poet who stops on the snowy evening but

nobody knows when he stops there. It is very quiet condition that the woods and houses in the village covered with beautiful snow.

In the second stanza, we find an anaphoric expression 'it' in "My little horse must think it queer" (5). The pronoun 'it' is anaphora. Anaphora is the name given to linguistic items which refer back to some previous linguistic items already mentioned in a text (Short, 2013). This anaphora shows the feeling situation of the horse why he stops suddenly in the lonely surrounding. Thus this poem employs pronoun in all stanzas both exphora and anaphora.

Infinitives

Besides, in employing the simple sentences, the poet uses three infinitives found in three stanzas. They are as follows:

"To watch his woods fill up with snow (4)
To stop without a farmhouse near (6)
To ask if there is some mistake". (10)

Those infinitives show that the horse has the definite purpose. The horse can be attributed as the human being. The horse can conduct as the human being "to watch", "to stop", "to ask". Based on the textual lines "the horse" can bring the readers to understand the whole poem. The horse feels confused why he stops at the forest on the frozen lake. The confusion of the horse can be identified by infinitive "to ask if there is some mistake".

Tenses

Basically, the poem employs two tenses, present tense and future tense. The present tense refers to the specific situation for particular speaker while future tense is used to describe immediate future. The common matters can be found the following situation "His house is in the village though", "He gives his hardness bells a shake", "But I have promises to keep". While in immediate situation the poet explains "He will not see me stopping here", "My little horse must think it queer". The poet also employs simple sentences, modal and conjunction that consist of subject and predicate referring to nominal verbal and sentences. Therefore this poem is easy to read and to be understood for the readers.

Sentences

This poem consists of two kinds sentences. They are nominal and verbal sentence. It can be seen the following lines of nominal sentences "His house is in the village though", "The woods are lovely, dark and deep". The predicate of nominal sentences are identified by noun and adjective before auxiliary "be", such as, this line "The woods are lovely, dark, and deep". The three adjectives refer to the amazing forest covered by beautiful snow. While the verbal sentences are "My little horse must think it queer", "He gives his harness bells a shake", "But I have promises to keep". The predicate of the verbal sentences are identified by verbs "gives", "have". Those verbs are very

significant in this poem as though the horse was human being. The horse is able **to think** and **to keep** promises like human beings do.

Phonetic Patterns

In phonetic pattern we find stressed ('v') and unstressed ('-') sounds. This pattern is called as prosody. Prosody is the study of the principles of verse structure, including meter, rhyme and other sound effects, and stanzaic patterns (Sylvan Barnet, 1993). This poem employs stressed and unstressed syllable referring to regular patterns. These patterns can be seen as follows:

```
      v      -      v      -   v -    v   -
Whose woods/  these are/  I think/  I know
 v     -      v    -       v          -
His house/  is the/  village though
 v  -      v    -    v    -    v       -
He will/  not see/  me stop/  ping here
 v     -    v    -      v    -    v       -
To watch/  his woods/ fill up/ with snow…


 v    -       v    -      v    -        v    -
The wood/  are love/   ly, dark/ and deep
 v  -     v     -    v    -    v  -
But I/   have pro/ misses/  to keep,
 v     -    v    -    v    -    v   -
And miles/  to go/  before/ I sleep
 v     -    v    -    v    -    v   -
And miles/  to go/  before/ I sleep
```

Based on the first and the last stanza the poet employs stressed and unstressed patterns so the readers will be easier to analyze this poem. Besides the stressed patterns, the poet uses recurrence of sound. He selects the certain words to express the repetition in his poem. Robert Frost employs the repetition at the end of lines. It can be seen the evidence below:

> The woods are lovely, dark, and *deep* (địp)
> But I have promises to *keep* (kíp)
> And miles to go before I *sleep* (s̲l̲ị:p̣)
> And miles to go before I *sleep* (s̲l̲ị:p̣)

Based on the last stanza, the repetition happens in the last line. It can be called end rhyme. The repetition also occurs in vowel or consonant sounds.

> The only other sound's the sweep
> Of easy wind and downy flake

The repetition of this line happens on vowel sound 'o' *only* and *other.* While the consonant sounds is found 's' *sound* and *sweep.* Those repetition give smoothly sounds without getting stark. Those sounds can also be listened easily even give stress other words to create the structure of the poem.

Based on the description above, it can be summarized that the text of Frost's poem *Stopping by Woods on a Snowy Evening* is remarkably simple, in sixteen lines, there is not a single three syllable word and only sixteen two syllable words. The poem is made up of four stanzas, each with four stressed syllables in iambic meter. Within an individual stanza, the 1st, 2nd, and 4th lines rhyme(for instance, *know, though*, and *snow* of the 1st stanza). The 3rd line rhymes with the 1st, 2nd, and 4th line of the following stanza (for instance, *here* of the 1st stanza rhymes with *queer, near*, and *year* of the 2nd stanza). The last line (16) of the last stanza (4) is repetition of its previous line (15). As a result of this, the following content words are repeated, *miles, go, sleep*. Even so conjunction and preposition: *and; to* and *before* respectively*.* The foregrounding through repetition helps us to notice that almost all of the repeated words belong to a series of conceptual groups in the poem.

4. Conclusion

After analyzing the poem stylistically, it can be concluded that the result of the analysis shows the use of stylistics uphold an interpretation of a poem and can give highlight elements of a poem which we might miss. So it can be considered that stylistics is an approach to the analysis of (literary) texts using linguistic description and linguistic elements can lead to interpretation. The value of stylistic analysis can provide the means whereby the learner can relate a piece of poem with his/ her own experience. Generally, it can be said by using a systematic analytical technique such as stylistics it can be ensured that our interpretation of a poem is directly related to meaning.

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Early Language Acquisition
(A Case Study of a Three Years Child)

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Abstract

Language acquisition is one of the most fundamental human traits, and it is obviously the brain that undergoes the development changes. A child acquire any natural languages within a few years, without the aid of analytical thinking and without explicit grammar instruction as usually taught in school. The origin of grammatical rules should thus be ascribed to an innate system in the human brain. The knowledge of and competence for human language is acquired through various means and modality types. Linguistics regard speaking, singing, and language comprehension as primary faculties of language, i.e., innate or inherent and biologically determined, whereas they regard reading and writing as secondary abilities. Indeed, the native or first language (L1) is acquired during the first years of life through such primary faculties while children are rapidly expanding their linguistic knowledge. This recent study is aimed to reveal the language acquired by a three year child, Zhafran, viewed from phonological, morphology, syntax, and semantic feature. Observation technique was applied in this study.

Key words: Acquisition, Early, Language, Morphology, Phonology, Semantic, Syntax

1. Introduction

An infant is faced with numerous complex learning tasks; among the most complex is the acquisition of language (Sandoval, Michelle and Gomez, Rebecca L, 2013: 1). Children's language development has been a topic of interest since antiquity and the focus of substantial scientific research since the 1960s (Hoff, Erika, 2009:7). The purpose of language is to communicate desire, needs, thoughts, love, and feelings and to share meaning with others. Infants learn language with remarkable speed, but how they do it remains a mystery (Kuhl, 2004: 831). Even before they can say their first words, infants are immersed in a world of language and communicate nonverbally through facial expressions, tone of voice, volume, and gestures (Iverson Jana M and Goldin-Meadow Susan, 2005: 367). It is supported by Vygotsky's observation result

(1978) in (Asvad, Zahra and Firooz Sadighi, 2015: 36) that children are mediated by others into using symbolic tools very early on. One example involves pointing. Initially, this simple gesture is not a gesture at all but an effort to grasp some object. When another person enters the picture, perhaps the mother, she interprets the move as a gesture. For instance, infants who hold up both arms may be communicating nonverbally that they want to be picked up.

It is widely accepted that infants begin learning their native language not by learning words, but by discovering features of the speech signal: consonants, vowels, and combinations of these sounds (Bergelson, E., and Swingley, D., 2011:2). Young children learn their mother tongue rapidly and effortlessly, from babbling at 6 months of age to full sentences by the age of 3 years, and follow the same developmental path regardless of culture. They are taking in more and more language.

As they begin to comprehend, they are preparing the way for speech. But before they can speak the names of things, they alter their gaze or hand things to others to show that they understand the names. A child's first words help the child obtain things and cause adults to act in various ways. Naming things becomes a game, and the child echoes and repeats words. Sometimes it is difficult to understand just what the child is trying to say. Adults need to listen closely, watching for nonverbal signs and guessing to understand the child and to respond correctly.

Young children's early speech is *telegraphic,* meaning that, as with short message sender, which are abbreviated communications, children omit many words because of their limited ability to express and remember large pieces of information (McGreggor in Umera-Okeke, Nneka P., 2012: 9). Landers (n.page) states that "Telegraphic speech refers to a child's tendency to use only the two or three most important words to express meaning." For example, a child says; "Mommy rice," rather than "Mommy, I would like to have some rice."

Gleason and Ratner (1998: 348) states that linguists have always been interested in almost all of the wonders that exist in children's language. Although born without language, before the age of three, children typically can earn thousands of vocabulary, grammar, and the phonological system and the rules complex language to be used in communication activities in the community.

In general, children are still using the structure of the language is not regular, the language in children sometimes elusive, can not follow the rules of linguistic structures and are still experiencing a transition phase in speaking so difficult to interpret by partners he said. Most children master the basic structures of their native language by the age of four, together with an array of cognitive and social accomplishments that appear to be necessary for language learning to take place (Bates, Thal, et.al., 2002: 1).To be a hearer in children and can understand the intent of the child talks, said the partners had to master the conditions or the surrounding environment, ie, when the little boy speak, they use the media around them to explain the purpose to be disclosed to partners he said in the speech. In addition to using language structures still in

turmoil, the children also tended to still experience limitations in vocabulary (lexicon) and the phoneme pronunciation was less precise.

Based on the description that has been described, the research focused on language acquisition children aged three years at the level of phonology, morphology, syntax and semantics with the formulation of the problem, namely how a child acquires language and to what extent the achievement of language in children aged three years.

The acquisition of language is one of the more remarkable achievements of early childhood (Hoff, Erika, 2010: 7). According Sigel and Cocking (2000: 5), language acquisition is a process used by children to customize a series of hypotheses by greeting parents to be able to choose the best and simplest rules of grammar of the languages concerned. Meanwhile, Chaer (2009: 167) states that language acquisition is a process that takes place in the brain of a childhood when she/he gained her/his first language or mother tongue. There are two processes that occur when a child is gaining his first language, which is a process of competence and performance process. Competence is the mastery of grammar which takes place unconsciously. The process of this competence is a requirement for the process of performance that consists of two processes, namely the process of understanding and issuance process or the process of producing sentences. The second type of process has been mastered this competency if a child will be the ability of the linguistic childhood.

Before the age of three, children make progress in all of the components of language acquisition: phonology, morphology, syntax, and semantics. One of the most amazing aspects of language development is how accurately children use language at this age. For example, bilingual children may combine elements of one language with those of another. Such language switching is a natural part of dual-language acquisition in bilingual children. By age three children have acquired the basic rules of grammar. Although certain forms may still cause problems, the basic elements of grammar have been learned. At age three children also understand much spoken language. Some children can understand as many as a thousand words and produce or say several hundred (Hart and Risley, 1995). Most three-year-old children throughout the world can:

- Communicate effectively their needs to others around them.
- Produce talk that follows the grammatical patterns of the languages spoken around them.
- Articulate most of the sounds of their language(s) and put those sounds together according to the rules of the language(s).
- Use a large vocabulary that may contain words from each of the languages they hear.
- Continue to learn new words at an amazing rate.
- Understand the purposes of language, make statements, ask questions, issue demands, and make requests.
- Use language in socially appropriate situations.
- Use language creatively and productively to convey original thoughts and ideas.

- Engage in language activities that are valued in their cultural groups (e.g., greeting, storytelling, teasing, singing, debating).
- Be exposed to and have a number of learning experiences in using their home language and quite possibly other language varieties spoken around them.

Children's language development is a creative process that only needs a rich environment to thrive (Lindfors, 9) in *Umera-Okeke, Nneka P (2012:9)*. Although the process of learning a language is similar for most children, each child progresses at his or her own rate. Some children do not say their first words until they are two years old; others at the same age are putting together two, three, or more words. However, as discussed earlier, all children have many ways to communicate, such as babbling, gesturing, changing facial expressions, offering toys and objects, and changing their tone of voice or pitch of their cry, even when they may not yet be able to express themselves in words.

As the child progresses in language, in a parallel manner, as language learning is not a process of common thing linguistics items to memory, he more and more internalizes the semantics of the language in the forms of meaning and meaning specifications resulting in a continuous acquaintance with the cultural and sociological and aspects of the community. In short the entire process of language learning is one of internalization of systems phonological, morphological (vocabulary), systematic and semantic systems of the language (Mukalel,2003:21).

Acquiring the Phonology

The first and the basic linguistic system which the child internalizes is the phonology of the language. The child produces more or less no distinctive sounds during the random articulation phase. At the same time the child's ears are constantly fed with adult language produced at varying situations at home. As all this language consist of sounds which are definable in terms of this phonetic characteristics, the child's auditory organs get acquainted with these and in course of time, as a result, the random articulation is substituted by the sounds of the language.

The same happens with other phonological elements of the language. As the child's experience with adult language increase, the stock of sounds acquired thus is found to increase. In a continuous but involuntary endeavor to pick up one's own language, the native child masters one sound after another in the context of his language behaviour.

Whatever sounds units and sequences of sound are mastered are employed in words of some kind i.e. semi-nonsense words. It happens in such case that perhaps only the mother knows what the child utters sometimes and asks for. It may be altogether unintelligible to the rest.

Acquiring the Morphology

The earliest forms uttered by the child employing the distinctive sounds which he has pick up, are non-sense words which have partial similarity to

those produced by the elders. These are usually heard in the form of "unc" for uncle, "en" for hen, "mik" for milk, "do" for doll and so on. This partial resemblance enables the elders to recognize what the child utters together with situation in which the form is produced. A characteristic thing of this period is that while producing words of partial resemblance, the child at the same time is in a position to recognize a few hundred words which he cannot actively produce. This again helps the child establish contact with the grown up of the family. It shows that the forms of these words are somehow internalized, acquired, by the child while immaturity of the articulately organs in giving shape the sequences hinders the child form actively producing these forms.

The presence of synonyms, antonyms, homophones, idioms and proverbial uses in language of the adults causes problems for the child. Contrast and comparison from one of the basic process with which the child picks up the vocabulary of the language. These occur in day-to-day life similar or identical situations from which through Contrast and comparison the child deducts both morphological aspects and vocabulary. This, again, is intensified by the use of analogy by the child. The child who is habituated to the forms *walking-walked moving-moved* and *proving-proved* produces with confidence forms like *going-goed*. Here the child is said to employ the principle of analogy. The constant recurrence of a word helps the child picks up the form and at the same time contrasts the same in the production of another word in another situation. *Drink water, drink tea, drink milk* make the child produce an utterance like *drink food* where he goes wrong. Here the adult interferes to correct him.

The constant familiarity with forms like: walks, walking, and walked helps the child distinguish morphemes such as: -s, -ing, and -ed as some sort of separate units. Thereby the child will attempt the use of the same with word forms where the goes wrong. It is certainly not the mistake of the child, but of the language in which exceptions to a rule are far too many.

Acquiring the syntax

The chief function associated with the acquisition of syntax is the ordering of word-elements in a sentence. From the production of non-sense utterances the child progresses to individual but correct words. But the most interesting thing is that the individual, linguistically isolated words uttered by the child are no longer semantically isolated at this stage. So to stay, the isolated words are full, frozen and condensed expressions surging out of the child's maturing mind. Looking at a picture when the child utters the word "apple" it is a full fledged sentence in the form of it is an apple frozen into the single word apple.

More and more he acquires the basic patterns of the sentences of the native language with the result that in course of the time communication through phrases and further through short sentences become possible on the basis of the patterns that are already internalized.

Acquiring the semantic

The proverbs, idioms, and varied expressions peculiar to the native language are the semantic carries specific to the language apart from the meaning specifications that represent the ordinary experiences of the community such as related to family life, religions life, experiences of school,

those of the peer groups and further of later friendship circles as well as those of professional life.

As the individual's experiences widen an acquaintance with the reality of life increase, too matures in a parallel manner. It can well be considered part of the individual's personality development, as semantic maturity means the broadening of the world-vision of the individual

The earliest material which the child masters are of the egocentric nature, he picks up words only for those things that satisfy his earliest biological needs and later of things that belong to his socio-physical surrounding such as the things around and the people at home. All these elements are expected to satisfy the child's requirements in varied manner. It takes three or four years before the child begins picking up words for actual socializing paralinguistic experiences. The earliest pronouns are centered on as well as directed to the self; the use of we, us, our, they, etc. come only much later.

2. Methods

The method used in this research is qualitative method with case study approach. Through this qualitative method we describe in terms of phonology, morphology, syntax and semantics in children aged three years.

The research design was cross-sectional, which is examined at a given point in time. This cross-sectional study was an observational and natural, ie by recording the utterances and behavior when the child said, both visual and auditory. The data were then transcribed and eventually processed observed visual form to find conclusions.

The subject for the present study was writer's son (Darwim Effendi), named Ahmad Zhafran Effendi who was three years old. In every day communication, Zhafran and the family were using Palembang language as the mother tongue and Indonesian. This research was conducted in Indralaya, Ogan Ilir, South Sumatra Province, where the author lived now. The data collection was conducted over two weeks in May 2016.

The data in this study was obtained through a simple recording technique that was done in during the communication between families, the subject and the subject's mother.

3. Finding and Discussion
3.1 Phonological level

Table 1: Data acquisition of phonological

Subject Pronunciation	Correct Pronunciation	English word
[ayah]	[ayah]	father
[ayuk]	[ayuk]	sister
[itan]	[ikan]	fish
[enda]	[sendal]	Slippers
[eyan]	[elang]	Eagle
[aja]	[gajah]	Elephant

[ayimo]	[harimau]	Tiger
[itan]	[ikan]	Fish
[eyan]	[elang]	eagle
[obat]	[obat]	drugs
[mimik]	[susu]	milk
[nati]	[nasi]	rice
[aya]	[kepala]	head
[anti]	[kancil]	deer
[aja]	[gajah]	elephant
[andul]	[anggur]	wine
[didi]	[gigi]	dental
[atak]	[kakak]	brother
[ayi]	[lari]	Run
[uya]	[ular]	Snake
[titak]	[cecak]	lizard
[AT]	[AC]	AC
[atu]	[satu]	one
[api]	[sapi]	cow
[tutu]	[susu]	milk
[abis]	[habis]	finished
[emas]	[emas]	Gold
[eyas]	[gelas]	Glass
[tudah]	[sudah]	already
[monet]	[monyet]	monkey
[*ngeng ngeng*]	[*nen nen*]	Car
[nda]	[bunda]	mother
[domba]	[domba]	Sheep
[tas]	[tas]	Bag
[ayam]	[ayam]	Chicken
[buah]	[buah]	Fruit
[bobo]	[bobo]	Sleep

At the level of phonology, Zhafran was quite a lot to obtain and produce various phonemes that can distinguish the meaning of the words he spoke. Only in the disclosure said, phonological abilities predominantly limited in vowel sounds such as / a /, / i /, / u /. This means that Zhafran's acquisition already mastered the basic vowel sounds (Vocal Minimal System) which is a basic vowel / a /, / i / and / u /. Vowel sounds such as / a / and / u / which was uttered as in the example in word / aya / that means / father /, or / Ayuk / (kakak/brother) /. Phoneme / i / in the word / Itan / meaning / fish /. However, overall he has been able to pronounce all the vowels, although the vowel / e /, /

o / rarely spoken. For example, the vowel / e / in the word / eyan / (elang/eagle), and the vowel / o / in the word /obat/ drugs /

For consonants, Zhafran had already mastered the language system in at least consonant. It is characterized in that the contrast his first speech to appear was the opposition between oral nasal sound (/ m-n), as in the word "mimic" and "nati" meaning is nasi (rice). Velar consonants [k] when located at the beginning of the word and [g] have not heard. In the words / kepala (head) he uttered as "aya" said *deer* "kancil" he spoke "anti". Words (elephant) "gajah", he said "aja", "anggur" (grape) be uttered "andul", "gigi" (teeth) as "didi".

However, if the phoneme [k] are at the end of words, sounds can be uttered,"kakak" to "atak". Phoneme [r] can not say perfect, like "lari" (run) as "ayi" , "rabu" (Wednesday" as " Yabu", "ular" (snake) as "uya".Phoneme / c / could not even say perfect, like "cecak" (lizard) as "titak".

On development, Zhafran can not pronounce the sound fricative [s] at the beginning of a word, such as word "satu", but he recited the words "atu", "sapi" as "api", "susu" as "tutu". However, he is able to utter sound "s" at the end of word, such as "abis", "emas", "eyas". Global fricative sound [h] also appears at the end of the word "ya", [sudah] "sudah". At the beginning of the sound is an inaudible word: [Abis] "habis". The sound of other fricatives, [f], [v], and [x], had never appeared.

He also has not been able to utter the nasal / ng / and laminopalatal [ny]. At the time when *ngeng ngeng* which means the car, he recited with / nen nen /; monkey said to [monet]. In other cases also found the word / nda / (mother) often spoken by Zhafran. This word is spoken in many situations such as when he wanted to play, to eat, go to bed spontaneously uttered. In addition, Zhafran already managed to pronounce the word "domba", "tas", "ayam", "buah", "bobo" perfectly.

3.2 Morphology level

At the level of morphology, the language used by Zhafran was still fairly regular. Zhafran has not been able to put an affix. In doing communication, he used a very simple sentence which was easy to be understood by the partner without using any affixation. And the diction that he used also without any affixation. The number of words used in conversations were done by abbreviate the word can be seen in the following words.

/cempedak/ into /eda/
/sepeda/ into /da/
/kucing/ into /ti/
/keranjang/ into /enja/

3.3 Syntax level

In the field of syntax, Zhafran has been able to utter Two Words Speech. Zhafran started a sentence with two words were interspersed with pauses so as if two separate words. For example when he wants to drink milk, he did not state "Bunda, Zhafran mau minum susu (Mother, Zhafran wants to drink milk)" but he said "nda mimi". With the two words in UDK, then the mother as an adult

can guesses what is meant by the child because the scope of the meaning of being limited. These two words are the words of the main categories: nouns, verbs, adjectives, or adverbs. No word yet used functions, such as: in, that, and, so on. It also encountered prefixes, affixes, and suffixes. .

Here are a few examples of two-word utterances issued Zafran based transcription following conversation.

B : *Adek kemano? (Adek mau kemana?)* (Where are going?)

Z : *Amo mbah. (samo/dengan mbah)* (with, mbah)

B : *Mobil apo namonyo?* (mobil apa namanya?) (what is the car's name?)

Z : *Dak au. (tidak tahu)* (don't know)

B : *Mobil balap.* (Race car)

Z : *Obel obot. (mobil robot)* (Robotic car)

B : *Warnonyo apo? (warnanya apa)* (what is the colour?)

Z : *Ijo. (hijau)* (green)

B : *Merah.* (red)

Z : *Eya. (merah)* (red)

B : *Kulit adek warno apo? (kulit adek warna apa?)* (what is your skin colour?)

Z : *Dak au (tidak tahu)* (Don't know)

B : *Adek nak kemanao? (adek mau kemana?)* (where are you going?)

Z : *Dak au, dak atek. (tidak tahu, tidak ada)*
   (don't know, there isn't)

B : *Siapo namo bunda? (siapa nama bunda)* (what's mom's name?)

Z : *Nda eno. (bunda retno)* (Mom, retno)

B : *Ayah?* (father?)

Z : *aya awe (ayah darwin)* (father Darwin)

B : *Bobo yo dek? (tidur ya dek?)* (Let's go to bed)

Z : *Bobo amar. (tidur di kamar)* (sleep in the bedroom)
   Bobo amo nda. (tidur dengan bunda) (Sleep with, mom)

From those examples, it would appear that in the UDK, Zhafran was already mastered relations cases (case relations). Zafran has mastered the relationship between the subjects with the object case, also the relationship between the subject cases with the act, and so on.

Generally, after a while the child used UDK also started saying utterances with three words or even more. So, between the number of words by the number of different words is not a stage of being disconnected.

3.4 Semantics level

At the semantic level, the author considers that the words have been understood by his partner, as long as it was still the environment around his family. It can be seen in the transcript of the conversation from Zhafran.

Z : Aya ado aen bom (ayah ada main *game* bom) (Father, there is a bom game)

Z : Tu aya bom ye? (untuk ayah main *game* bom) (The game is for father)

From the utterances above, Zhafran has understood that there is a game Bom in his father's phone. That game was often played by him. When his father used a phone, he often asked for the *bom game*.

4. Conclusion

Child language acquisition can be maximally obtained from the environment, especially the family environment so that the maximum acquisition may affect the output language that uttered from the child. From the research data, shows that the success of children aged three years in relation to the language fluency in speaking is supported by environmental factors. The coverage components included in the environment category is the active role of parents, support facilities in language acquisition, people around the child who closest with him, for example, a brother and sister who was older than him.

In connection with speaking achievement on the subject of the study, at the level of the phonological, Zhafran has quite a lot to obtain and to produce various phonemes that can distinguish the meaning of the words he spoke. Zhafran already mastered the acquisition of basic vowel sounds (Vocal Minimal System) which is a basic vowel / a /, / i / and / u /. Regarding consonants, he had already mastered Systems Minimal consonants in the language. It is marked in his contrast utterances that first appear was the opposition between oral nasal sound (/ m-n), as in the word / expression / and / nati / .. At the level of the morphology of the language used Zhafran, which are not yet organized. He has not been able to put affix a word that in his conversation, he used a phrase that was easy to be understood by his partner without using the word affixed. So the diction used by the child did not use the word affixed. In the field of syntax, Zhafran was already capable of expressing the intention to start issuing Speech Two Words (UDK). He began with two words were interspersed with pauses so as if two separate words. UDK Zhafran had already mastered relations cases (case relations). At the level of semantics, the author considers the words of Zhafran could be understood by his partner, as long as it was around his family's environment.

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The Use of Code Mixing through Kindergarten Students

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Abstract

In globaliztaion era, people speak more than one language as a multilingual or at least a billingual. Madurese people usually use Madurese and Indonesian to speak with others in their daily life. It is experience of code mixing which interferes mother tongue to second language. The aims of the article are to find the categories of code mixing occuring among the students, to analyze the forms of code mixing and to identify the factors of code mixing used. The research design uses qualitative approach. There are some ways to collect the data. The data collection used are observation, interview and documentation. There are four steps in data analysis; identifying, classifying, analyzing and drawing a conclusion. The result are there are nineteen categories of code mixing such as; fighting, reciting, writing, eating, asking name, asking adress, introducing, telling habit, telling something, reading, playing, singing, coloring, advising, drinking water, drawing, going home, dressing and recording. The forms of code mixing used are; code mixing in the form of insertion, phrase insertion and repetition words. The reason why students used code mixing are the different background environment, students acquired more than one language, the incompetence of students to master more than one language, formal and informal situation, and the habitual of teacher when he or she explained the materials.

Keywords: Code Mixing, Kindergarten Students, Second Language

1. Introduction

Humans were attached with the world by an ability being able to communicate with the other in their life, and they have the same capacity on language. According to Bolinger (1981), languages are alike because people have the same capacities everywhere. Language itself is varied, and spoken in different area, take a look at the simple example in Madura. Madurese has four dialects that are spread to four regencies, they are Bangkalan, Sampang, Pamekasan, and Sumenep. The dialects are different, for instance; Bangkalan (bâ'eng = kamu), Sampang (kakeh = kamu), Pamekasan (bâ'en = kamu), and Sumenep (bâ'naa = kamu). In wider, every country has different language

background, and each language has its own unique symbols and rules for symbol combination.

In globalization era, some people speak more than one language such as multilingual or at least bilingual. It is because nowadays people not only acquire a language but also acquire more than one or even more, example for Madurese people, Madurese is the mother tongue but Indonesian is the national language. Consequently, when Madurese people are speaking in non-formal, they use Madurese language, but in formal situation they will use Indonesian, thus they are bilingual. Furthermore, they may have acquired other language besides Madurese and Indonesian, such as at the school, at the environment etc.

Code switching and code mixing are commonly happened in many parts of the world in situation of native bilingualism or multilingualism, regional minorities and immigration. As stated by Gardner – Chloros in Iragiliati' book that as millions of people use more than one language in their daily lives, it is no surprise to find that code switching and code mixing are far from homogenous phenomenon and that the actual behavior involved varies depending on the sociolinguistics circumstances as well as the language combination concerned.

In relation to it, the researcher is interested to find out the phenomenon of multilingualism, specifically code mixing. Rod Ellies (1994) argued that Code mixing is the use of both the L1 and L2 in the construction of the same sentence, because in a matter of fact that phenomenon widely done by nowadays society either spoken or written language. He also argued that code mixing is the use of both the L1 and L2 in the construction of the same sentence. Occasionally, code mixing always occurs in non-formal situation among the intimate people. In this informal situation, people can mix the code freely; especially if there are terms, which cannot be expressed in other language. Code mixing occurs in either bilingual or multilingual societies. It happens because the conversant tend to use more than one language.

According to Wardaugh, cited in Iragiliati and Refnaldi (2007), he stated that code mixing is the combining of two languages which are used by the conversant to the extent they change from one language to the other one in the course of single utterance. It means code mixing occurs when the conversant use two languages together to the extent that they change from one language to the existence of a speech situation that demand the language mixing.

2. Research Method
2.1 Research Design

The research approach that is used by the researcher in this study is qualitative approach especially in descriptive qualitative method. According Bogdan and Taylor in Maleong (2008), Qualitative research method is a research procedure that represent the descriptive data such words in written or oral from the people and the behavior that can be observed.

2.2 Data Collection Procedure

Data collection is one of the ways to collect and to get the information valid, and the researcher collects data using purposive sampling from the population mentioned above. There are some ways that the researcher does to collect the data, they are:

Observation

The researcher observed Madurese-Indonesian and Javanese-Indonesian code mixing used by the students in daily conversation, and here, the researcher be a member of speech community where the language itself is used to get a natural data.

Interview

Here, the researcher used un-structured interview and structured interview. The researcher used un-structured interview because the researcher attempted to interview the informants (the students) in casual way. It is supposed that the researcher still has a good relationship with them. In this case, the researcher interviews the students as the informant to know the use of code mixing. The researcher also used structured interview to get information from the teacher and the parents of the students, and it is done because it is very impossible to interview all the students' parents in a little time. In this case the researcher interviews the teacher and the parents to know the factor of the use of code mixing by the students in their daily conversation.

Documentation

Documentation is data collection method about written verbal or document such as book, journal, newspaper, magazine, report achievement, photo, video, disk, artifact monument and others (Ahmad Sonhaji). The documentation is used to obtain the profile of RA AL-Munawwarah, the students' and teachers' name. Besides these, the researcher used documentation to obtain the code mixing by recording the conversation of students, and taking notes when the researcher did not record their conversation. In this research, it is used to support and to complete whether the data from research field is right or not.

2.3 Data Analysis

Data analysis is very important in every observation. The function of data analysis is to know the result of the investigation. After collecting the data, the researcher will analyze by using descriptive qualitative procedure. The researcher applies some steps in analyzing the collected data. As follow:

Firstly, the researcher identified the phenomenon of code mixing among the students that occur in their conversation. Then, the researcher classified the data based on the research focus. In this case the data was gotten from the record and taking notes. After classifying the data, the researcher analyzed the data of code mixing based on the observation, interview and documentation. Finally, the researcher wrote a conclusion based on the data that the researcher got from the observation.

3. Result and Discussion
Fighting

"Mararah sakit, jangan mokol" [Please, don't hit, it's pain me]

In this case zam-zam was using Madurese code **mararah** and **mokol** rather than *Jangan* and *memukul*. From the dialogue, the code mixing used was in the form of word insertion.

*"**Mararah** jangan **meller-meller** apa katanya"* [Please, don't be naughty]

There were two kinds of code mixing forms that Vira used, first was the code mixing in the form of word insertion **mararah** and the second was in the form of repetition word **meller-meller**..

Reciting

Ustadz Muzammil	: Nyampe mana ngajinya zam?" [What page have you recited Zam?]
Zam-zam	: Ini tad (sambil menunjukkan halamannya), saya **ngajieh dhibi'** tad, **ta' osa** dikasih **taoh**, **engko' la** tahu tad" [Here it is sir, I will recite it myself, not to be taught]

Zam-zam was using Madurese code **ngajieh dhibi'**, **ta' osa**, and **taoh**, **engko' la** to give understanding to teacher what he wanted actually when he got turn to recite the Quran. The data showed that the forms of code mixing that Zam-zam used was in the form of word insertion such as **taoh**, and in the form of phrase insertion such as **ngajieh dhibi'**, **ta' osa**, and **engko' la**.

*"Ustadzah, jangan banyak-banyak ya **ngajinah**, saya **lessoh** ustadzah"* [Mam, don't recite the Quran too much, I am tired]

In dialogue, Nazilah used the code mixing when she was trying to tell her teacher not too much reciting the Quran. The word insertion was the forms of code mixing that Nazilah used such as **ngajinah**, and **lessoh**.

Writing

*"Ustadzah, kaya gini **tolesan**nya ustadzah?"* [Mam, is it the way to write it?]

From Gadis statement, it appeared that the code mixing was in the form of word insertion such as **tolesan**, and the majority of the code mixing was Madurese.

Akmal	: Gimana ini cara **noles**nya, kok **melarat** ustadzah? [How to write it, it is very difficult mam?]
Akbar	: Ustadzah punyaku **bender** ya? [Mam, is it right?] (Showing the written form)

From the data, it was found that the code mixing used was in the form of word insertion. The majority of the code mixing was Madurese, it was because they put those words when they used Indonesian language.

*"Aduh salah **pole**, capek deh"* [It's false again, what a tiring]

From the data, Hafid inserted the word **pole** in his words, so he used the code mixing in the form of word insertion.

Eating the Snack

Jejen *apa itu, mintak ya?* [What cake is that, give me please]

Zam-zam used the code mixing in the form of word insertion such as **jejen**.

*Ustadzah, bukain nih **din engkok.*** [Mam, please uncover, this is mine]

In this case, Via used code mixing that she used was in the form of phrase insertion such as **din engkok**.

Cinta : *Jejen ku enak ni.* [My cake is really delicious]

Riva : *Aku gak **minta'ah**.* [I would not ask it]

They used the code mixing in the form of word insertion, because both of them inserted a single word on Madurese in their utterance while they spoke Indonesian.

Asking Name

*"Ustad, **sapah** namanya?"* [Ustad, What is your name?]

In this case, John used the code mixing in the form of word insertion such as **sapah**.

*"Ustad, siapa **jennengnge**?"* [Sir, what is your name?]

*"aku kalau belajar **ambe** mama"* [I study with my mother]

In the conversation, Bilal also used the code mixing in the form of word insertion.

Asking Address

Rafi : *Cinta dimana rumahnya?* [Cinta where is your address?]

Cinta : *Jokotole* [Jokotole]

Zam-zam: *Disana wah* [In over there]

Zam-zam: *Diatas, diatas **genteng*** [Over there, top of roof]

From the data showed that the code mixing he used was in the form of word insertion such as **wah and genteng.**

Introducing

John : *Aku **nyama**nya John* [My name is John]

Rafi : *Kamu siapa namanya* [What is your name?]

Hafid : *Apa? **Ta' taoh*** [Pardon, I don't know]

Both of the speakers were the same using the code mixing in the term of word insertion. They inserted those words in their utterance while they were using Indonesian language.

Telling habit

  Radit : *Aku suka belajar, terus mengaji, shalat, baca doa [I like studying, reciting, prayer]*

  Rafi   : *Pinter [Good]*

  Radit : **pas**, **pas** *minta maaf kepada Allah [and then asking bless of God]*

The code mixing used was in the form of word insertion,

Reading

  Ustadah Ica : **Sekerang** *saya mau menyuruh yang suka bicara, ayo Rafli maju kedepan [Now, I want to get the students who always talks. Rafli come forward please]*

  Rafli : **Enjek** *ustadah aku tak mau baca [No, I do not want to read]*

From the conversation, Radit used the code mixing **enjek** to Ustadzah Ica. He inserted a word in Madurese when he was using Indonesian language.

Telling something

  Hafid : *Ini tasku **lebur** gambarnya. [Here, my bag has a good picture]*

In the dialogue, the speaker used Indonesian by inserting the word **lebur**.

  *"Ini **mokolan** ini" [He likes to hit] (Pointed to John).* From the statement, Zam-zam chose to use the code mixing in the word of **mokolan.**

Playing

  Riska : *Eh besok main **beng-tabengan** lagi ya??? [Let's have a race tomorrow]*

  Riva   : *Iya.[Ok]*

She used the code mixing in the form of repetition word such as **beng-tabengan**. From the data, it was found that the majority of the code mixing was Madurese language.

  *"Eh gimana itu caranya **gebey**" [Hey, how to make it]*

In the dialogue Hairil was found that the form of code mixing used was in the form of word insertion such as **gebey**.

Singing

  Radit : *Om, om aku tau **nyanyi** India [Mr. I can sing Indian song]*

  Rafi   : *Oh India?India yang mana? [India?What Indian song?]*

  John : *Aku juga bisa, Jel chaiya, chaiya, chaiya, chaiya*

In the conversation, Radit choosed to use the code when he spoke to the word **nyanyi** rather than *lagu*. The majority of the code mixing that Radit used was Madurese, and in the form of word insertion.

Coloring

"**Ijo** sama biru"[It is green, and blue]

In this case, Bilal used the code mixing to the word in Javanese **Ijo** when he was telling the researcher the colour of my book. He used the code mixing between Indonesian and Javanese. The code mixing he used was in the form of word insertion.

Radit   : Tan, sapinya warna **celleng** ya??[Tan, Is the cow black?]

Sultan   : Engga' warna cokelat. Masak ada sapi warna **celleng**. [No, it is not, but it is brown and there is not black cow]

Both of the children used the code mixing in the form of word insertion such as **celleng**.

Advising

"Duduk, awas di**kopes** lagi kamu" [You have to sit, you will be tweaked again if you don't sit] (talked to Zamir)

In this case, the code mixing that Afis used was in the form of word insertion such as **kopes**. She inserted a single word of Madurese when she was using Indonesian language.

Drinking Water

Radit   : Kamu bisa buka **agi** ini (bottle)??? [Could you open this???]

Sultan   : Mana [Ok]

From the data was found that the code mixing was in the form of word insertion.

Drawing

"Kok digituin Via, **eweng-bueng**. Jangan dibuang-buang **rah**"[Why do you throw your drawing book? Don't throw it, please]

From the data, she used the code mixing in the form of repetition word such as **eweng-bueng**.

Going Home

John   : Ustad, mau **mole** ya??? [Sir, do you want to go home???]

Rafi   : Enggak, ntar hampir jam 10 [No, I will go home almost 10 o'clock]

John   : Sama berarti pulangnya [It is the same as me]

From the dialogue, John choose to used the code mixing to the word of **mole** in the form of the word insertion.

Dressing

*"**Anoh** tad, kok pakek baju batik gak pakek baju olahraga???"* [
Tad, why do you use Batik rather than sport dress???]

Radit began mixing his language by saying **anoh**. Furthermore, he used the code mixing in the form of word insertion such as **anoh**.

Recording

Rafi   : *Gak usah mencet yang ini* [*You do not need to push the botton*]

Baim   : *Tadi sama aku di**pece'**, hehehe* [*I just pushed the button, hehehe*]

The last conversation he chose to use the code mixing to the word **pece'**. From his conversation was found that he used the code mixing in the form of word insertion.

The Factors of Code Mixing Used By the Students

Having done the observation, and interview either the students, the parents and also the teacher, there are some factors of code mixing used by the students of A1 class in their daily conversation:

First, it was because of the children (the students) acquired more than one language in their home.

Second, the incompetence of the students on mastering two languages well, thus they often mixed their language when they were speaking.

Third, it was because of their environment such as the neighbor and the friends. The children who used Indonesian in daily conversation would influence to use two languages in their daily conversation, when they always interacted with the environments that had different language background.

Fourth, it was because of the formal and non-formal situation or intimacy. I found a little phenomenon the students chose to use the code when they interacted with the teacher, they may have felt that it was because of the formal situation, thus they need to speak Indonesian as well as possible. In other hand when the students interacted with their own friends, they tended to use the code mixing, it was because they might have known that it was non-formal situation, or it was because of their intimacy.

Fifth, the habitual some teacher who mixed their language, when they were explaining or they were interacting with the students.

4. Conclusion

From the analysis stated previously, it can be concluded that there are nineteen categories of code mixing which occured among the students at RA AL-Munawwarah in their daily conversation.

Related to the forms of code-mixing, there are three forms of code mixing used by the students at RA AL-Munawwarah, namely Code Mixing in the form of word insertion, Code Mixing in the form of phrase insertion, and the last is Code mixing in the form of repetition word. Regarding why code mixing were used, there are five reasons; First, because the children acquired more than

one language at their home. Second, it is from students' environment such as their neighbor and their friend that has different language background. Third, it is caused by the incompetence of the students to use one language appropriately. Fourth, it is influenced by the formal and non-formal situation and the intimacy. Fifth, it happened as the influence of the teacher's habit who mixes the languages while presenting the material or when they are interacting with the students.

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Critical Discourse Analysis of "Cinta" in the Filosofi Kopi Film

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Abstract

The purpose of this study is to determine how the *Filosofi kopi* film represents Coffee and what the discourse is conveyed from the film. This research uses multidisciplinary approach to merging theory A. Van Dijk and cinematography Abrams in analyzing the film. Theory A. Van Dijk will deepen the text, social cognition and related with the existing context. But to deepen parts of the film related to the social context it takes the approach of Abrams namely cinematography on the film. The results of this studies concludes that the *Filosofi kopi* film represents about the obsession in achieving the dream, bitter and sweet taste of friendship drawn as coffee simplicity is a key to success and the last is discourse of "love" at Filisofi Kopi Film So that coffee is not only obout a cup of drink, but there is another meaning behind it.

Keywords: critical discourse analysis (CDA), film, *Filosofi Kopi*, Ideology, Love

1. Introduction

Ngopi is the booming phenomenon in pasca modern era. Actually they do this when they are spending their time. Drinking coffee can be a pain fatigue and refresh their passion to think positively again. It is only mean as drinking a coffee to fill free time and the place of reliever fatigue. However, over the times, "Ngopi" is no longer regarded as a cup of coffee but it becomes a lifestyle or a person's image. *Ngopi* is a culture that can unite both men and women. So it happens in the real if some people are willing to spend their time and move from one place to another place for drinking a cup of the dark coffee.

Generally, the coffee place is a simple shape and it is so far from being prestige even synonymous with seedy and dirty. As an increasing number of coffee lovers so target marketing is beginning to change. Many Indonesian's caffe cahnge their mind set about coffee. Stuart hall concept of '*circuit of culture',* There are elements of pop culture supporting them, consumption, regulations. Identity, production and the latter is representation (Gay et al, 1997:3). The culture of production is controlled by the manufacturer that has always an active role in defining a culture. The coffee is a reflection of a person's lifestyle. Their social status can be seen from how they consume

coffee. Capitalism can understand about their target market and conditions. To make an interesting place so they also use internet for supporting their place. People will be more comfortable in a cafe for hours just to drink a cup. Coffee becomes a apart of society. Coffee is so interesting and make inspiring a novelist Dewi Lestari to create a novel which name is *filosofi kopi*. The *filosofi kopi novel* has many readers so Angga changes Dewi Lestari novel to a film and released on April 9, 2015.

The story is started from beautiful scenary of coffee plantation then following by a plaque that read "coffee philosophy". "Filosofi kopi" itself is a cafe that create by Jodi dan Ben. Two characters have different. Jodi, a young businessman who is obsessed increase turnover cafe revenue to pay off debts left by his father while Ben the barista is very obsessed with creating the most delicious coffee in Indonesia. Their quarrel begin when an entrepreneur comes to challenge Ben make the most delicious coffee for an successful tender. Various methods is trying by Ben to get the desired coffee until he finds the best taste as called "Coffee Perfecto". He is going to win the challenge but his dream is lost while EL comes. EL is coffee's observer in world and she wants to write a book. She say that the coffee that became the pride Ben is still less than tiwus coffee in a small area (film filosofi kopi: 2015). There is two culture which want to compare in this film. Perfect cafe concept and simple coffee but populist. an interesting story here appears a problem of how the film represents the philosophy of coffee and what is discourse that created in the filosofi kopi film.

2. Methods
2.1 Critical Discouse Analysis of Teun A. Van Dijk

Many kinds of critical discoure analysis are found by experts, one of them is Teun A. Van Dijk analysis. It is is one approach that is often used due to their combination discourse elements that are used by it. The method used for the study is known as *Critical Discourse Analisis (CDA)* with *Socio Cognitive Approach*). Social cognition models portrait if this approach is not only focus on text analysis only, but is also associated with a production practice that should be observed. Text is not something that comes from heaven, it is not also an independent vacuum. But the text is formed by a discourse practice (Eriyanto, 2001:222). Text is not seen as a single model that must be observed alone but text can also be seen from how the social structures of domination, power groups in society and how cognition / thought and consciousness that form and influence in the text. So this research can also be regarded as a qualitative descriptive because of data and analysis of the resulting are are explanations word, sentence or discourse.

The core of the analysis develops by Teun A. Van Dijk.is divided into three parts: first, how the structure of the text and discourse strategies is used to emphasize a particular theme

The second is the level that related with social cognition where the core of this level is centered on the production process results in cognition individual text with reporters while the latter explains the building of discourse that developed in the community about a problem (Eriyanto, 2001:224).

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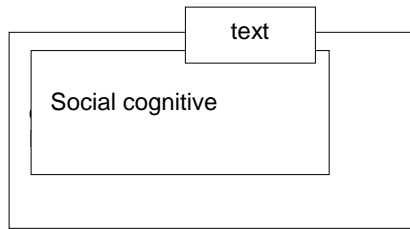
Figure 1. Model of analysis of Teun A. Van Dijk (Eriyanto, 2001:225)

Social analysis
Social cognition is a dimension to explain how a text produced by individuals or groups that sprang text maker particular text.
Text
Structure or element of mutually binding to each other and become into 3 levels.
The first macro-structure, it is global or general meaning of a text that can be observed by looking at the topic or theme is emphasized in the news. Second is superstructure. It is a discourse structure associated with a text frame, how the parts are arranged in a news text as a whole Third, the meaning of the discourse microstructure is observed from a small section of text which are words, sentences, and style used in the text.

2.2 Cinematography
Abrams states, "If *mise en scene* refers to what is placed in front of the camera, then cinematography is concerned with recording the elements within the shot" (2001, p.98). Cinematography is a movie aspect that is concerned with the recording elements within the shot. In order to obtain the desired images, the cinematographer must attend to two areas: control of lighting and operation of the camera. The images consist of reflected light and the camera records light (Abrams, 2001, p.98). The parts of cinematography are framing, shot size, length of take, camera movement, and camera angle.

3. Findings
3.1 Representation of Coffee at Filosofi Kopi Film
In the film, filosofi not only served coffee as a drink to kill the time. However, coffee has meaningful moral value depict in films like describe at Filosofi Kopi film.
3.1.1 The Obsession in Achieving the Dream
The concept of a cafewhich has a coffee philosophy in any marketability its own for cafes. Because of he is an barista and he has an hansome face so many girls like him so much . He love coffee so much and the coffee is part of his life. Initially this challenge is just on the debate's Ben and Jodi. They have two different prespective about café concept. Jodi want to minimize the cost of coffee production with minimum possible in order to get big profits in order to pay off debts his father, but Ben is a professional baristas who had to make the

coffee taste is perfect. When the raw material for making coffee deducted automatically will change the taste of coffee. They increasingly heated conflict when there is an entrepreneur challenging ben to create the most delicious coffee to win the tender.

> ***Pengusaha:*** *saya kesini untuk memberikan tantangan khusus hanya untuk kamu. Dengan satu host plate maka 100 juta menjadi milik kamu. Simple think (Pengusaha dalam film filosofi kopi: 2015)*

The statement is not immediately accepted by Ben but he defiantly back. He is willing to accept the challenge if the nominal given by employers increase to 1 billion if he cannot win the challenge and the money 1 billion will be provided to employers. Coffee is not a only pitch-black drink, but there is an obsession and dream inside a coffee. Coffee evokes Ben to achieve his dream of becoming the best maker of coffee. He always try to mix the coffee concoctions until he finds a "coffee perfecto". Coffee is considered perfect and best in Indonesia. The findings make *filosofi* cafe income increase dramatically. Many people, especially teenagers come to the *filosofi* cafe. Until one day a girl named EL try perfecto coffe/. EL does not agree that perfecto is the best coffe Indonesia. she think that tiwus sure is more delicious than perfecto. It makes Ben so angry because his work is lowered by El

> ***Jodi :*** *Dari kecil Ben selalu terobsesi sama kopi, bapaknya petani kopi dan semua ilmunya turun ke Ben. Ben itu orang yang paling jenius yang pernah kenal tapi belakangan gue ngerasa gak kenal lagi sama dia. (Jodi dalam film filosofi kopi: 2015)*

Basically Ben obsession for coffee is associated with his life in the past. His family is coffe farmer and he has unfair experience from capitalism. His mother is died because she defend coffe land. It makes his father very hate coffee so when Ben still loving coffee, he expelle from his house.

3.1.2 Bitter and Sweet Taste of Friendship Drawn as Coffee

Ben and Jodi are two characters that portray a friendship. Filosofi caffe is place that they build together. There are many experince in there both ben and jodi where they are starting from zero to be famous.

> ***Ben :*** *gue percaya mukizat, kehadiran Jodi di hidup gue buktinya. Satu – satunya orang yang gue percaya. Yang bakal gue bela mati-matian setelah kopi yaitu Jodi. Gak ada sahabat seperti dia dan tanpa Jodi gak bakalan ada Filosofi kopi (Ben dalam film filosofi kopi: 2015)*
> ***Ben :*** *kopi itu hidup gue, gue tumbuh besar sama kopi. Kenapa gue bilang itu kopi sama seperti hidup karena ada rasa pahit, ada rasa manis sama seperti hidup kita kan? tapi gimana kita ngejalani. Benar gak si? (Ben dalam film filosofi kopi: 2015)*
> ***Jodi :*** *kopi buat gue, ya gue tahulah tentang kopi tapi Ben. Ben yang ngenalin gue sama kopi. Gue bisa cinta sama kopi dan kopi*

menjadi bagian dari hidup gue itu karena Ben. Kalau gak ada Ben mungkin gue lebih mengenal... Apa ya? (Jodi dalam film filosofi kopi: 2015)

Ben : *Cuan, (Ben dalam film filosofi kopi: 2015)*

Jodi : *cuan sama bakmie. Mie ayam (Jodi dalam film filosofi kopi: 2015)*

Ben : *Sahabat, Sahabat tu kayak gue sama Jodi biarpun gue suka berselisih pendapat, tapi kita gimana ya. gue selalu kangen terus sama lo. Kadang misalnya gue gak berdebat sama dia ni. Kayak ada yang kurang gitu. Sahabat itu gak harus begini terus. Tiba- tiba bisa pecah tapi ketemu lagi, iakan Jod? (Ben dalam film filosofi kopi: 2015)*

Jodi : *ehmm, sahabat apa ya buat gue? Ben bukan cuman sekedar sahabat si, Ben keluarga buat gue, gue gak punya siapa- siapa lagi selain Ben. (Jodi dalam film filosofi kopi: 2015)*

Friendship teaches people to know other people. They are educated to share, respect, tolerance and mutual understanding of each other. Humans are social creatures who cannot live alone and always need other people. Coffee became a bridge of friendship them. Bitter and sweet friendship as represented by coffee. Sometimes people are in a friendship period of bitterness with the difference arguments, but sometimes they will taste the sweetness of life when they have friends. Coffee and friend are an analogy of mutual support.

3.1.3 Simplicity is a key to success

In the filosofi kopi film, success is a concept of simplicity like a coffee. Indonesian does not find only in the expensive coffee but sometimes the simple thing like small village has the best taste of caffe.

El: *Saya keliling Asia untuk mencari kopi. Saya bertemu banyak ahli kopi yang luar biasa dan berpengalaman tapi yang paling berkesan adalah pertemuan saya dengan orang- orang sederhana yang mendedikasikan diri mereka demi cinta tentang kopi dan mengajarkan saya bisa berdamai damai dengan diri kita sendiri (El dalam film filosofi kopi: 2015)*

To write a book about coffee is certainly needed an experience that should be familiar coffee. Many coffees are drunk by El to know the best taste. But here she prefers to choose 'tiwus' coffee which is simple coffee is made by Mr. Seno. There is an message from this coffee. Indonesia typical original taste is offered by tiwus. Starting from the traditional planting, the simple making to make it signifies Indonesian culture. Coffee does not have meaning in practice like a concept of coffee. They sell brand not drink but coffee meaningful togetherness if they are consume tiwus.

Pak Seno: *kopi adalah sebuah rasa, karena kopi itu bukan sekedar buah tapi kopi menjadikan kita menjadi Benilai lebih jadi ketika kita minum, maka kopipun banyak filosofi, Sayangi dia!, Cintai Dia!,*

Hirup Dia!. Masa lalu ya, buat saya ya sekarang ini. Kalau anda tanya kenapa saya menjadi seperti ini ya karena masa lalu saya. Begitu juga tiwus. Ya, Tiwus ya kekinian juga sekarang. Bahwa dia adalah sesuatu yang saya sangat sayangi pada masa lalu karena dia masih hidup dan sekarang sudah tidak ada. Dan semuanya itu disambung. Masa lalu itu kenapa tidak menyakitkan. Sekalipun menyakitkan. Saya selalu menjadikan itu bagian karena apa? saya menjalankan semua itu karena cinta (Pak Seno dalam film filosofi kopi: 2015)

Mr. Seno is a simple figure but he can make a excellent coffee unparalleled. Because of Mr. Seno,real coffee is potraye. Good coffee is not created from the research from perfect methode. But the good coffee begins where the process of human care to how the presentation of the coffee. When someone makes the coffee as part of their life, the coffee will become a part of coffee and gives pleasure in itself.

3.2 Discourse of "Love" at Filosofi Kopi Film

Obsessions, dreams, friendship, simplicity and success come from love. Love makes someone doing anything in the world. As Ben figures who loves coffee so that he is obsessed to make the perfect coffee, Jodi figures that make coffee as capital in his own efforts to be a successful entrepreneur. El going to surrounds Asia to do research about coffee and basically *tiwus* is the best cafe that find by her to write a book about coffee and Mr. Seno figure who dedicates herself to coffee

Discourse about love encourages someone to do all things. Coffee emerged as a form of their dedication to the passion on something. But the coffee also bring a social context that are not good for human health, for example makes the heart beat faster, increase stomach acid so that trigger heartburn, causing insomnia and trigger heart attacks. The negative effect of coffee is changed by myth *love in kopi.* Landseen 1976 (Tarigan, 1987:23), discourse includes four objectives to use of language that are self-expression, expositions, literary and persuasion. The literary work does not only stop at your rules to entertain audience, but also there are motives behind the work. In the film's filosofi kopi, film lovers are invited to accept that coffee is good for humans and should eliminate stereotypes about the side effects of the coffee itself. A text cannot be separated with the author. How a text produced by individuals or groups that created a new specific text (Eriyanto, 2001: 225). As the authors of work, Dewi Lestari cannot be released directly from the meaning of the text of the. She has a real meaning of the text itself.

Pendapat saya sama seperti Ben tu. Kopi itu minuman yang sangat berkarakter. Saya selalu merasa kopi itu, punya daya ritual. Orang tidak sekedar melewatkan kopi begitu saja. There is always something to coffe. Entah itu cara mereka mengola atau menikmati dan bagaimana orang itu menyikapi kopi itu kembali ke prevensinya masing- masing. Ke gaya hidupnya masing – masing gitu. Jadi dia

universal sekaligus unik (Dee,2015 dalam video interview penulis filosofi kopi).

She concludes that coffee is impotrant thing and has rules from society. Diffrent people can fell different taste when they are drinking a cup of coffee. This movie want to shhow about modern era and treading topic for now. The coffee myth is emphasized clearly by director.

Menurut saya kopi bukan sekedar minuman. Bukan sekedar komunitas. Kopi itu semacam, bagi banyak orang. orang- orang yang mempunyai passion tentang kopi. Kopi itu kayak berhalai sehingga dia ada di sehari- hari dan yang saat ini kita tahu kopi menjadi komunitas kedua yang di diperdagangkan diseluruh dunia setelah minyak bumi (Angga, 2015 dalam video interview director filosofi kopi).

Coffee is passion for human. They will better understand their identity because of the coffee. As the material is now booming to be traded coffee is worthy to be a part of human life.

4. Conclusion

The shift in the meaning of a coffee is shown in the film. Coffee is not only seen as a drink and meaningless, but also can mean a dream that must be taken, obsession should be happen, friendship and simplicity or coffee can also be regarded as "Love". Love can make a perfect coffee and it is not impossible when someone consume coffee.

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Basuki Tjahaya Purnama's Conversational maxims:
A Political Discourse Analysis

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Abstract

This study analyzes the language and phrases used by Basuki Tjahaya Purnama (Ahok) in addressing some cases, such as flats in Marunda, buses donation, Lebak Bulus Stadium, and a student's complaint. Ahok language is important to study because he tends to speak using high pitch style and occasionally using coarse expressions, such as *gendeng, bajingan, munafik,* and *gila*. Politeness Theory, Conversational Maxims, and Implicature are used to explain which maxims violated by Ahok and its reason and the implicatures as perceived by commentators in regard to Ahok's expressions. This study found that Ahok did not violate maxim of quality and maxim of relevant because he had strong evidence to support his claim. From maxim of manner perspective, his statements such as *bajingan, muak, munafik, gendeng, gila* can be regarded as violating this maxim. From politeness theory, these statements were expressions of bald on record strategy. Ahok's expressions which tend to rise were often followed by an action to dismiss officials who proved to be fraudulent and enrich themselves illegally. Interestingly, such Ahok's statements received positive implicature from the people. They felt happy because they have an official who is brave, honest, and fight for the people's interests. They even hope that Indonesia would have a lot more officers like Ahok. A label of Chinese did not make people feel allergic to his language, expression, and action because they were aware that Ahok said something based on evidence not just emotion.

Keywords: political discourse analysis, politeness, conversational maxim.

1. Introduction

This research investigates the conversational maxims used by Basuki Cahaya Purnama's (Ahok) and its implicature as perceived by people when Ahok expresses his language, including the intonation of his speech and occasionally followed by coarse words. The main aim to select Ahok's speech is twofold: (1) with Jokowi, Ahok shows to have good moral and integrity with a commitment to fight corruption and reform the bureaucracy in Jakarta, (2) their approach and leadership style which are firm and responsive, making the Jakarta residents love them, where Jokowi's *blusukan* style that is responsive to community

issues and Ahok's firmness toward bureaucrats' working performance are judged to meet the aspirations of the people. During Ahok's speech, we frequently identify the use of conversational maxims showing violation and dominations due to, for instance, asymmetrical social and political power. Dominance is defined here as the exercise of social power by elites, institutions or groups, that results in social inequality, including political, cultural, class, ethnic, racial and gender inequality (van Dijk, 1993). Eventually, inequality of social power brings about the participants' practices to verbally abuse and dominance of, for example, stating, commenting, arguing, disagreeing, or/and drawing a conclusion. The significance of this research is to provide rich insights of the politico-linguistic interchanges observable during conversations.

Theory of conversational maxims has, thus far, been used to analyze a number of social communication studies (e.g. Alduais, 2012; Pan, 2012, Hamadi & Muhammed, 2009; and Sobhani & Saghebi, 2014. Alduais (2012), for example, investigated the fact that the theory of Conversational Implicature proposed by Austin and later extended by Grice can be universal and can be applied to all languages of the world, an idiolect from the Arabic language in this case. Illustrative examples for flouting the four maxims of speech were introduced and analyzed pragmatically. That is, it was explained in detail how the maxims of quantity, quality, manner and relation were flouted. His study concluded that the speech could be systematized, and having implicatures in one way but not in another was to some extent true. Thus, this theory could be applied to other idiolects of non-standard Arabic.

Sobhani & Saghebi (2014) investigated new ways of understanding non-cooperative attitudes of the speakers and the violation of Cooperative Principle maxims in real Iranian psychological consulting session. The data consisted of recorded conversations between a male psychotherapist and his patients during therapy sessions. After analyzing their language by means of conversational implicature and the occurrence of the violation of Cooperative Principle, it was found that the recognition of conversational implicature was essential to understand non-cooperative attitudes of the speakers and their violation of one or more Cooperative Principle maxims. Moreover, it was clear that the message people intended to converse did not wholly contain the words they used, but it also depended on how hearers interpreted the message based on the context and implicated meaning. Finally, there were instances when the purpose was to intentionally miscommunicate within sophisticated social context. The study contributed to the existing knowledge in the area of pragmatic and psychological development.

Hamadi & Muhammed (2009) examined the application of Grice's four maxims of conversational implicature to some political interviews which were taken randomly. Their study attempted to find out how much the maxims of quantity, quality, relevance and manner were followed throughout the responses of the politicians. Cases of violation were given considerable importance in this paper especially the violation of the maxim of quality which was considered the core of truthfulness of any conversation. Their study used statistics and, to some extent, percentages to show to what extent the above maxims were violated, especially the maxim of quality. The results of their study

proved the correctness of the hypothesis of this work which stated that when the maxim of quality is violated, all other maxims are difficult to adhere to.

The main difference of the present research from the above mentioned studies is the attachment of cultural norms of the participants. The present research concerns Asian or Eastern people (Indonesian) norms or culture, while the cultural background of the participants of the previous studies mentioned above include the Middle East and Western culture, in which to some degree, distinct from Asian countries such as Indonesia.

2. Method

Qualitative research design is used in this study to gather an in-depth understanding of Ahok's speech and behavior when facing a number of problems, including the cases of *rusun* in Marunda, the donation of the buses, the Lebak Bulus stadion demolition, and the student's attitude. In analyzing the data, the above mentioned cases are firstly downloaded, and then each of which is given its context to help the readers understand the story. For the sake of answering the research questions, there are two kinds of data taken: (1) Ahok's speech related to conversational maxims and (2) the implicature of Ahok's speech as perceived by the audiences.

3. Theoretical Framework

Two theories were used to help analyze the data: (1) Politeness theory (Brown & Levinson, 1987), and (2) Conversational Maxims (Grice, 1975).

3.1 Politeness Theory

Brown & Levinson (1987) proposed their politeness theory based on three main factors: (1) power relationships (P) (e.g. parent-children, boss-employee), (2) solidarity or social distance (D) (e.g. the degree of familiarity), and (3) the weight or rank of imposition of the speech act (R) (e.g. a criticism, admiration). Brown & Levinson divide politeness theory into four types of strategies: (1) bald-on-record, (2) positive politeness, (3) negative politeness and (4) off record strategy. These politeness strategies, according to Brown & Levinson, can sum up human politeness behaviour or Face Threatening Acts (FTAs). FTAs are acts which infringe on the hearers' face. The term 'face' refers to the respect that an individual has.

The bald-on-record strategy illustrates interactions in which a speaker does not make any effort to reduce the impact of the FTA. In this case, the speaker is not concerned whether the interlocutor is embarrassed. The speaker makes the interlocutor feel uncomfortable and shocked by way of disrespecting cultural norms, for example, saying: "Give me that!" instead of saying: "Can you please give me that?"; "Turn the light on" instead of saying "Could you please turn the light on?" (Brown & Levinson, 1987: 96-100). This type of strategy frequently occurs between conversants who know each other fairly well and share values and cultures. Gardners-Chloros & Finnis (2003), who investigated how politeness mediates CS in Greek/Greek Cypriot culture, also found evidence indicating bald-on-record strategies. In their corpus data, they found a

speaker expressed her surprise at seeing Kiki (a participant) entering the meeting. As well as being humorous, the language used is rather extreme (a curse), and the only way she can get away with it is to say it in a different language: Speaker: "Kiki! *What the devil!* (italics indicates English translation from Greek).

Positive politeness is oriented towards the interlocutor's positive face wants – the desire for approval. It is often associated with promoting concord, expressing interest, sympathy and approval, which is often followed with intonation or stress (e.g. "What a fantastic garden you have!"), using in-group identity markers (e.g. "mate", "buddy", "honey", "brother" and "sister"); emphasising shared values and understanding, agreement. For example:

A   John went to London this weekend!
B   'To London.'
      (Brown & Levinson, 1987:101-128)

According to Brown and Levinson (1987), positive politeness is used to satisfy the hearer's positive face; therefore, it contributes to establishing relationships of intimacy and solidarity. Lakoff (1973:298) describes positive politeness as 'making the interlocutor feels good – be friendly'. For example, "You must be hungry; it's a long time since breakfast, how about some lunch?" (a speech act of attending to the hearer). This strategy is usually found among friends who know each other fairly well.

Negative politeness is oriented towards the interlocutor's negative face – the right not to be imposed upon. Negative politeness is associated with avoiding discord: seeking to minimise the imposition of face-threatening speech acts on the hearer's face. Therefore, negative politeness is associated with distance, self-effacement, formality and indirectness. Lakoff (1973) defines it as an effort not to impose on the interlocutor. It includes strategies such as: Can you pass the salt?; Would you mind lending me your bike?; I just want to ask you if I could use your computer. One of the consequences of applying this strategy is that there may be some social distance or awkwardness in the situation.

Finally, the off-record strategy serves a situation in which the speaker tries not to impose directly on the interlocutor by removing themselves from any imposition whatsoever. For example, "It's cold in here" (a speech act of giving hints, e.g. to close the window), "Perhaps someone should have been more responsible" (a speech act of being vague).

3.2 Conversational Maxims and Implicature

A conversational maxim is any of four rules which were proposed by Grice 1975, stating that a speaker is assumed to make a contribution that (1) is adequately but not overly informative (quantity maxim); (2) the speaker does not believe to be false and for which adequate evidence is had (quality maxim); (3) is relevant, which suggests that one tries to be relevant, and says things that are pertinent to the discussion (maxim of relation or relevance); and (4) is clear,

unambiguous, brief, and as orderly as one can in what one says (maxim of manner). All of these maxims may be better understood as describing the assumptions listeners normally make about the way speakers will talk, rather than prescriptions for how one ought to talk.

Gricean maxims generate implicatures. If the overt, surface meaning of a sentence does not seem to be consistent with the Gricean maxims, and yet the circumstances lead us to think that the speaker is nonetheless obeying the cooperative principle, we tend to look for other meanings that could be implied by the sentence. Grice did not, however, assume that all people should constantly follow these maxims. Instead, he found it interesting when these were not respected, namely either "flouted" (with the listener being expected to be able to understand the message) or "violated" (with the listener being expected to not note this). Flouting would imply some other, hidden meaning. The importance was in what was not said. For example, answering It's raining to someone who has suggested playing a game of tennis only disrespects the maxim of relation on the surface; the reasoning behind this "fragment" sentence is normally clear to the interlocutor (the maxim is just "flouted").

As the maxims stand, there may be an overlap, as regards the length of what one says, between the maxims of quantity and manner; this overlap can be explained (partially if not entirely) by thinking of the maxim of quantity (artificial though this approach may be) in terms of units of information. In other words, if the listener needs, let us say, five units of information from the speaker, but gets less, or more than the expected number, then the speaker is breaking the maxim of quantity. However, if the speaker gives the five required units of information, but is either too curt or long-winded in conveying them to the listener, then the maxim of manner is broken. The dividing line however, may be rather thin or unclear, and there are times when we may say that both the maxims of quantity and quality are broken by the same factors.

4. Data Presentation: Situating the Contexts

There are four contexts presented in this section, containing several unique expressions made by Ahok: the intonation of his language which tend to rise and the use of coarse language. The following data are taken as examples for the purpose of data analysis.

Data 1: The case of Marunda flat

"Saya muak dengan kemunafikan. Santun-santun ngomongnya, padahal mereka bajingan,"

Data 1 was a statement made by Ahok in regard to the information saying that *rusun* Marunda which belongs to 'Pemprov DKI Jakarta' is sold by Kusnandar, the manager of the *rusun*. Ahok soon took an action and observed *rusun* Marunda and met people around there. According to the residents in Marunda, they could not live in that *rusun* because it was too expensive for them to pay the rent. The price determined by the provincial government of DKI Jakarta was

actually Rp. 150.000,- but it was sold Rp. 350.000,- by Kusnandar . In addition to that, Kusnandar frequently rejected the residents' proposal who wanted to live there by saying that the *rusun* was full. Hearing the residents' complain, Ahok was very angry and eventually fired Kusnandar from his position as the manager of the *rusun*. Ahok also threatened to fire *Camat* and *Lurah* in Marunda if they were not serious about managing the issue of *rusun* there.

Data 2: The case of bus donation

*"Biar seluruh orang Indonesia tahu pegawai Pemprov DKI **gendeng**. Masa ada orang yang mau sumbang bus dikenakan pajak. Ini pejabat ini maunya apa? Kenapa kita kurang bus? Karena peraturan daerah minta pakai gas. Tapi kami enggak bisa beli,"*

"Kenapa anda begitu pintar, semua iklan di bus tidak pakai NSR, tetapi anda sekarang tiba-tiba buatkan. Saya butuh bus ini untuk warga Jakarta. Tiap hari Anda mainkan saya. Saya periksa bus-bus lain tersebut bayar pajak enggak mereka,"

*"**Gila** kalian semuanya. Semua permainan, saya penjarain semua. Anda digaji semua masa hal seperti itu dipersulit. Kita disumpah pakai kitab suci loh. Setahun lebih urusan bus ini."*

*"Kenapa mereka yang kejar kita? Kita yang butuh mereka. **Gila** ya. Ini mereka mau sumbang Hino dipersulit, terus Anda beli Weichai dan Chandong yang enggak jelas mereknya. **Saya emosi ini**,"*

Data 2 was expressed by Ahok because he felt frustrated to Tax Agency officials of the Provincial Government of DKI Jakarta. Ahok was very angry because the tax officials made it difficult for persons who would donate a number of buses to DKI government. The tax officials still asked for the donators to pay the tax for their donation. According to Ahok, it was irrational because the donators did not do business, but it was purely donations. What was done by the tax authorities was just a ploy to enrich themselves, which is actually another form of corruption.

Data 3: The case of Lebak Bulus with Menpora

Jadi dia hanya bikin target somasi 1, 2, 3 hajar. ya udah kita ke pengadilan aja kalo gitu. cuma jangan numpang ngetop sama ahok ya, mudah-mudahan lo nonton tv ini menpora, mudah-mudahan lo nonton tv. lo jangan numpang ngetop sama ahok itu.

"Saya tunjukin kok dia punya BBM. Kalimatnya jelas bahwa tidak ada masalah. Kita juga sudah damai-damai aja. Dia aja yang cari gara-gara. Emangnya ini sinetron? Kalau kayak infotainment, dia makin demen," kata

Ahok.

Data 3 was expressed by Ahok in regard to an allegation stated by Menpora, Roy Suryo. Ahok was accused by Roy Suryo of defaming Roy. The report related to the proposed demolition of Lebak Bulus Stadium. Roy was accused by Ahok to inhibit the development of the MRT. Ahok claimed that he did not do anything concerning that plan because it was under Joko Widodo's authority. Thus, Ahok thought that Roy had misunderstood in this regard. Roy had even reported the case to the police, but Ahok was not afraid of Roy's action. Ahok was waiting in the court.

Data 4: When Ahok was angry at a student

*Tapi kalau kamu jual, **saya usir satu lantai**, karena rakyat juga **ada oknum kurang ajar**, dapat rumah susun dijual, dapat pasar dijual. Maka yang dapat orang kaya lagi.*
*Anda mau ilmu sosialis? Kalau masalah itu kita malah lebih ketat. Makanya, saya katakan itu bukan ijin kami, sedang minta dinas UKM beli 1500 tempat untuk bikin pasar tradisional. Anda tanyak sama UKM. Anda punya tanah mau jual kasih tau saya, saya mau beli. Kita akan bikin pasar. Masih gak cukup. Kamu tanyak sama UKM. **Makanya, jangan gunakan kalimat mana janji anda? Saya tidak suka mana janji anda**. **Ngerti gak!!!***

Data 4 was an expression made by Ahok in response to one of the students' action in regard to the proliferation of minimarket which threatened the traditional markets. This student suddenly approached and asked for Ahok's promise fierily. Ahok replied it angrily at the student because Ahok did not like the student's question. Ahok said: "…***Makanya, jangan gunakan kalimat mana janji anda? Saya tidak suka mana janji anda. Ngerti nggak!!!***"

5. Discussion
In line with the research questions formulated earlier, this section discusses which maxims mostly violated by Ahok and its reasons and the implicatures perceived by the audiences in regard to Ahok's statements.

5.1 Maxims mostly violated by Ahok
The maxims mostly violated by Ahok were maxim of quantity and maxim of manner. The data obtained in this study did not display a dialogue, but rather a fragment of Ahok's statements that did not display the answer to the audiences' questions. It is argued that Ahok's statements in this study violated maxim of quantity because he gave information which was more than required. The reason for Ahok to do so was actually to explain and clarify his answer. An example to describe this situation was made by a student who asked Ahok such a question as: *"Mana janji Anda (Ahok)?"* This question cannot, of course, be answered shortly by Ahok because it requires elaborations and evidences. Ahok's utterances in data 4 flouted maxim of quantity since he contributed more

informative than was required although he was trying to explain his statements. Ahok employed a deductive reasoning technique to respond the student's question. In doing so, Ahok explained what he had done to show that he had taken real actions. The key point of the student's question had been answered by Ahok.

The second maxim frequently violated by Ahok was maxim of manner. From the data obtained, there were several examples of utterances which could be analyzed by using maxim of manner. Almost all of the data of maxim of manner found relate to the way how Ahok expressed his utterances. For example, the utterances **"Saya muak dengan kemunafikan. Santun-santun ngomongnya, padahal mereka bajingan"** contain a trait of maxim of manner. This utterance was expressed by Ahok emotionally and used harsh words when making conversations with Kusnandar, the manager of Marunda flat, such as *"Saya muak dengan kemunafikan… padahal mereka bajingan*." From politeness perspective, such words as *'muak, kemunafikan,* and **bajingan**' can be categorized as bald-on-record strategy since Ahok did not make any effort to reduce the impact of kusnandar's Face Threatening Acts (FTA). Obviously, Ahok did not concern whether or not Kusnandar was embarrassed. To a certain level, Ahok had made the interlocutor felt uncomfortable and shocked by way of disrespecting the Kusnandar's cultural norms. This action was taken by Ahok because he felt frustrated with Kusnandar's work performance.

From Grice's conversational maxim perspective, the use of harsh words by Ahok may violate maxim of manner since this maxim can take many forms: order of presentation of information, vagueness and ambiguity, volume and pace, choice of words, attitude, and even facial/gestural expressions. In addition, this maxim is related to how something is being said in the conversation (Grice, 1975). However, Ahok's harsh statements did not violate the maxim of quality as he did say the truth and had adequate evidence about Kusnandar, a manager of the *rusun* in Marunda. Kusnandar had made many Marunda residents difficult to live in the *rusun* which actually belongs to the provincial government of DKI Jakarta. Kusnandar was a trouble maker. One clear example of Kusnandar's delinquency is to raise the unit price of the rusun. Formally, the monthly price of the *rusun* was 150 thousand, but he sold it for 350 thousand; therefore, so many people, entitled to live there, cannot afford to occupy it. Because of his evil behavior, Kusnandar was dismissed by Ahok. Camat and lurah who had been, thus far, too silent with that condition, then rushed to record again Marunda residents who wanted to stay in the flat. That action was taken by them after Ahok also threatened to fire them if they did not take care seriously what was going on in the *rusun* of Marunda.

5.2 The implicature perceived by the audiences in regard to Ahok's statements

Ahok's statements, which speak out harshly and frankly, are often considered impolite by some of his political opponents. However, the public in general does not necessarily consider it so because they believe that Ahok's action is right and it is done for the benefit of the people. Their perceptions concerning Ahok's

performance were expressed via the internet when commenting on some of the cases that occurred in Jakarta.

In the case of the *rusun* in Marunda, for instance, three audiences gave their comments, which include: expectation for Ahok to become the present and future leader, they agreed with Ahok's way of finishing problem in Marunda, such as firing corruptors.

In regard to the case of buses donation, the audiences' expectations include Jokowi and Ahok to become Indonesian President and Vice President respectively, strong urge to jail the corruptors, appraisal to Ahok's work performance, and spiritual support for Jokowi and Ahok.

Concerning the case of Lebak Bulus stadium with Roy Suryo, there were 23 audiences giving their responds. All of them gave poor judgement to Roy Suryo. Most of their comments deal with poor judgment to Roy's psychological disability, poor judgment to Roy's general knowledge, request to fire Roy, poor judgment to Roy's professional competence, Roy Suryo's poor professional competence as the minister, expectation to Ahok to become vice president, request to continuously attack Roy, good judgment to Ahok, expectation to have more people like Ahok in Indonesia.

In relation to the student's complain on the rapid growth of minimarket in Jakarta, there were 17 audiences commented on this case. 9 people gave poor judgments to the student, two persons gave appraisal to Ahok's way in disciplining the student's attitude in communicating, and the rest comments were not related to the case. The poor judgment given by the audiences include their comments on the student's poor academic performance, poor communicative attitude, and an allegation that the student had been steered by political interest.

6. Conclusion

This section presents the concluding remarks based on the results of data analysis and suggests related points for future researchers.

6.1 Conversation Maxims

Ahok's statements as shown in the data 1 to 4 contain the maxim of quality because all of his statements were provable and had strong evidence, such as the case of *rusun* in Marunda, Donating buses, Lebak Bulus Stadium, and student's attitude. From maxim of quantity point of view, Ahok's statements can be said to violate this maxim because of his long explanation. It is important to remember, however, that Ahok is an official that each of his statement must be clearly understood by the public so as to avoid multiple interpretations. Thus, it is natural if Ahok had to answer the question at length. From the point of view of the maxim of relevance, Ahok's statements had a strong relevance to the context and the issue being raised.

From the point of view of the maxim of Manner, some Ahok's phrases were flouting the maxim of Manner as the way he delivered them and the use of violent words. But it is interesting to note that Ahok's expressions which flouted

the maxim of manner is not directly proportional to the implicature given by the audiences.

All of the audiences did support Ahok and they even support Ahok's use of coarse language as they argued that the language Ahok used was an effective way to face the officials in Jakarta. For example, corruptors, according to the audiences, must be given a big penalty as a lesson.

6.2 Implicature perceived by the audiences

All of audiences in this case gave positive comments toward Ahok's action. It is clear that they agreed with Ahok's leadership style. They argued that Jokowi and Ahok did look after and were responsible for their people. When they encounter irregularities done by employees, they will take a very quick action. The audience also supported Ahok because they knew that Ahok run the government honestly, earnestly, and transparently for the benefit of the people. In fact, one of the audiences said "*Hajar terus para koruptor*". The Audience had no comment on Ahok's use of his language often expressed in a high tone and occasionally accompanied by coarse expressions. They also had no objection to the use of the word *bajingan, muak, munafik,* etc. because, according to them, Ahok deserved to say *bajingan*. Instead they agreed with Ahok's statements. They were very happy to have a leader like Ahok who really worked for the people and anti-corruption. The audience also did not mention at all of which ethnic Ahok derived from.

6.3 Suggestions

Future researchers can use the results of this study as the starting point to conduct a research related to political discourse of the current Indonesian leaders. Other can also look at the relationship between language minority, political position, and power.

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Unraveling Manipulative Discourse of the Islamic State's Political Propaganda

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Abstract

This study is set to analyze how the editors of The Islamic State (IS) manipulated language in their online publication entitled *Dabiq* to disseminate their ideologies to the readers by using modality system as a theoretical framework. The data of the research were collected from the *Dabiq,* with ten articles chosen. *Dabiq* is an online magazine issued by The Islamic State. The magazine provides the readers a battlefield report, administrative report, and religious commentary that the contents are underlying a basic set of Islamic religious concept. After the data had been obtained, the researcher converted the data to make the data readable to the concordance tool. The data were processed in the concordance tool to obtain frequencies of the words belong to modality. The result of the study shows that the editors of *Dabiq* employed a manipulative discourse propaganda to spread their ideology. It is indicated by the presented information using high frequency of epistemic modality along with disinformation strategy to deflect the readers.

Keywords: Political Propaganda, Manipulative, Modality, Critical Discourse Analysis

1. Introduction

Currently, the attention on terrorism has extended on the biggest threat from the Islamic State, since its impact on the actors involved harms the humanity. As one of the biggest terrorist group, the Islamic State declared themselves as the legitimate ruler of worldwide Sunni Muslims. Therefore, considered as the legitimate leader, as an extremist group they did several attacks directed to the particular subject who disagree with their claim. As a tipping point of the Islamic State, they conducted a huge attack and took the second biggest city in Iraq, Mosul. The Islamic State officially declared their establishment with their leader Abu Bakr Al-Baghdadi. They are not only terrorist group but also political and military organization that was constructed by a radical interpretation of the holy Al-Quran. Thus, they tried to establish an effective media to make their political propaganda is vowed properly.

Acting as an extremist political group, the Islamic State needs to disseminate their propaganda effectively to achieve their goal in growing their

network through massive recruitment of followers. In recent times, their propaganda has evolved through media online since the access of media among people is getting diverse. Liang (2015) observes that Cyber Jihad is the latest way of the Islamic State in disseminating their propaganda. She believed that terror is now being transmitted by actively sharing over instant messaging, Instagram, Twitter, YouTube, and this becomes a very successful media to recruit the youth. The Islamic State, recently, publish an online magazine entitled *Dabiq* to propagate their ideology. Liang (2015) claims that this magazine has three objectives encompassing religious, military, and political dimensions. This magazine was published in five languages such as Arabic, English, French, German, and Russian. The Islamic State is trying to justify their propaganda by publishing Dabiq. This is in line with Schiefelbein's claim (2006) state that there are three strategic goals of Jihadist modus operandi media. The Jihadists are intended to pursue the aim at legitimating their ideology and movement. The second aim is to propagate audiences what their ideology is in the areas where they want to expand their power. Lastly, the Jihadists seek to intimidate their opponents by showing the track record of their violent attack and reveal their strength.

The way *Dabiq* articulates the religious underpinning of the Caliphate attracts the researcher to concentrate on the language issue and visual images in it. The language and visual images that are used in *Dabiq* play a great role in brainwashing people to come towards them. As Anti-Defamation League (2014) reports that ISIS's far-reaching propaganda machine has not only attracted thousands of recruits, but has also helped Syria and Iraq emerge as the destinations of choice for this generation of extremists. It proves that *Dabiq* succeed in 'burning' people's motivation and gain more followers.

Unfortunately, several scholars had analyzed *Dabiq* as an integrated part of the whole strategy of The Islamic State in articulating their propaganda. Most of them put Dabiq in a minimum discussion. Siboni et.al. (2015) investigated *Dabiq* only as a part of the example of The Islamic State's Jihad strategy. Siboni et al. (2015) has claimed that the main emphasis in the first issues, ... , was to convince its readers of the legitimacy of the caliphate declared by ISIS leader Abu-Bakr al-Baghdadi and to call upon Moslems from all over the world to come to "their natural country" under the caliphate leadership. Unfortunately, Siboni et al. (2015) only dealt with the general overview of the content of *Dabiq* and dismiss the content in specific analysis.

Ghambir (2014) might be the one who tried to fragment the content of *Dabiq* more specific. Ghambir claims that the magazine illuminates how ISIS consolidates its power, justifies its authority, sequences its military strategy, and argues against opposition groups. To support his claims, Ghambir (2014) provided a brief analysis of the title of *Dabiq* and the speech of Abu Bakr al-Baghdadi in calling all Moslems and how it is significant to propagate. Ghambir (2014) seems to dismiss several important content that signify an important matter related to the way The Islamic State indoctrinate their political propaganda, therefore, the researcher conducted the study entitled "Political Propaganda of The State Militants Group" by using CDA approach to investigate the manipulative discourse within their propaganda

comprehensively. Moreover, Ghambir's investigation was only based on the first and second issued of *Dabiq* which only revealed the surface of political propaganda and has no comprehensive analysis upon the manipulative discourse within their propaganda. Thus, this research will deal with the other issues and then analyses it comprehensively.

As well as Jowett and Donnell (2012), they define the propaganda as a communication process that deliberately and systematically attempt to shape perceptions, manipulate cognitions, and direct behavior to achieve a response of intended purpose of the propagandist. Jowett and Donnell (2012) opine that the practice of persuasion is not merely expected the changing of behavior of targeted people. For instance, in advertising, particular company advertise their good by persuading creatively in order to attract people to buy. However, still the company relies on the decision of targeted people whether they want to buy or not. Different from persuasion, propaganda intends to create a psychological warfare and this is what so special from propaganda. The propagandist put their best efforts to control the decision of targeted people and maximize the information in order to shape the behavior of targeted people.

In their book entitled *Propaganda and Persuasion,* Jowett and Donnell (2012) categorize form of propaganda. Types and forms of propaganda is described as *white, black,* and *grey. White* propaganda is a form of propaganda that uses correct information and the message is definitely accurate. No lies, distortion, or manipulation in it. This form is simply to build credibility with the audience. The example of *white* propaganda is national celebration. National celebration disseminates an overt patriotism and regional chauvism and this is the propaganda of government to begin with.

The second type of propaganda is *black* propaganda. *Black* propaganda is the propaganda that uses a false information, lies, fabrications, and deceptions. The *Black* propaganda is the "BIG LIE". The success of failure of this type of propaganda depends on the audience's willingness to accept the credibility of the source and the content of the message. *Black* propaganda can be referred as disinformation (Jowett and Donnell, 2012). Disinformation uses false, incomplete, or misleading information that is passed, fed, or confirmed to a targeted individual group, or country. This information is not merely misguided or eronous information. The example of disinformation can be in the form of increasing evidence.

Besides *white* and *black* propaganda, Jowett and Donnell (2012) also categorize *grey* propaganda. This type of propaganda is between *white* and *black* propaganda. *Grey* propaganda may or may not use false information. It is quite hard to identified whether the propagandist use a lies or false information. In addition, the accuracy of the information is uncertain. In this type of propaganda, the questions remain big. Actually, the propagandist uses this type of propaganda to embarass and enemy or their competitor.

In this study the researchers use critical discourse analysis to answer the aforementioned research questions above. Critical discourse analysis or CDA is one type of analytical framework in the study of discourse. The word 'Critical' here is the key and central issue of CDA. It critically examines how the power is transmitted and practiced through discourse or it usually calls as

discursive in discourse (Fairclough and Wodak, 1997). Further, Fairclough (1995) provides the following definition for CDA:

> By CDA I mean discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations, and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony. (pp. 132-3).

Critical discourse analysis is not a homogenous method in which the analysis of particular discourse involves a wide range of variables. Wodak (1996: 17-20) states that there are several general principle of Critical Discourse Analysis or it usually refers as CDA. CDA is an interdisciplinary approach that related to the social issues. This approach is not exclusive only in the use of language. It deals with how linguistic forms are designed by social structure and process. Culture and society are dialectically interrelated to the discourse. Culture and society construct the discourse and discourse constructs the culture and society. In this context, every single use of language is transforming the society and their culture. This circumstances is also involved a relation of power.

In addition, according to Van Djik (1993) as cited in Schiffrin et. al (2001:352) Critical discourse analysis (CDA) is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. According to Bloor and Bloor (2007), CDA is a multidisciplinary approach. CDA shares interest and sometimes method with other discipline. CDA could be related to every single study that is related to social groups and social structure, such as anthropology, sociology, ethnography, and ethnomethodology, and with other major or discipline that examine a human cognition and their behavior.

As a further development of discourse analysis, CDA has become an independent field and it has several approaches which some scholars have offered. However, Fairclough is considered as a pioneer in making a theoretical framework and giving a clear guidance for CDA analysts. As explained in Rahimi and Riasati (2011), Fairclough provides three-dimensional frameworks for the analysis the analysis of text and discourse: 1) *the linguistic description* of the formal properties of the text; 2) *the interpretation* of the relationship between the discursive processes/interaction and the text, where text is the end product of a process of text production and as a resource in the process of text interpretation and, 3) *the explanation* of the relationship between discourse and social and cultural reality.

In this study, we consider the use of English modal as a tool of manipulative discourse. In traditional grammar, modality is associated with modal auxiliaries verb. However, when it comes to a discussion of discurse analysis, modals serve a wide range of interpretation. Fairclough (1992:160) states that modality is a major dimension of discourse, and more central and pervasive than it has traditionally been taken to be. Systemically, modality operates the signification of reality and the enactment of social relation.

According to Fairclough (1989) in *Language and Power,* modality has something to do with the speaker or writer authority. There are two dimensions of modality that depend on what direction of authority is oriented in. The first is relational modality in which this relation is a matter of the authority of one participant in relation to other. Then, the second dimension is expressive modality in which this modality is a matter of the speaker or writer's autorithy with respect to the truth of probability of representation of reality. While Hodge and Kress (1988) believe that modality is a 'stance' in which the speaker or the writer takes towards representations, their degree of 'affinity' with them.

Moreover, there are different types of modality which can be associated with the different types of exchange and speech function (Fairclough, 2003:167). Two types of modality are epistemic modality or knowledge exchange and deontic modality or activity exchange. Palmer (1986:121) defines that epistemic modality is roughly concerned with language as information, while deontic modality is generally concerned with language as action. Furthermore, Simpson (1993:48) defines more specifically that the epistemic system is associated with the speaker's confidence or lack of confidence ... in the truth of a proposition expressed. On the other hand, the deontic system, is concerned with a speaker's attitude to the degree of obligation attaching to the performance of certain action. Epistemic and deontic modality can be realised in different forms. The typical indicators of epistemic modality are: (1) "will" which indicate certainty, (2) "would" which indicate probability based on a hypothetical condition, (3) "must" which deduce to be fairly certain, (4) "may", "might", "could" which indicate possibility. The deontic modality, on the other hand, presents the amount of obligation, permission, or necessity.

2. Methods

This study employs a descriptive-qualitative method. The purpose of this study is to develop an in-depth understanding of the phenomena of the interest (Elliot et al., 2009). This study attempts to identify the manipulative discourse within the politica propaganda of the Islamic State which is presented in *Dabiq*. We try to examine the modal used as a successful strategy in manipulating the information within their propaganda. The data of this research were attained from all the published issues of *Dabiq*. The researchers access the online magazine through http://clarionproject.org/news/islamic-state-isis-isil-propaganda-magazine-dabiq.

Since it is a descriptive qualitative research, the researchers play as the primary instrument. In addition, the researchers used a a freeware, multi-platform, and multi-purpose corpus analysis toolkit developed by Prof. Laurence Anthony named AntConc. from Wasesda University, Japan. This toolkit provides a

comprehensive set of tools including a powerful concordance, word and keyword generators, tools for cluster and lexical bundle analysis, and word distribution plot (Anthony, 2004).

This study was conducted firstly by collecting the article from the websites. Second, the researcher took ten articles from 1st until 12th issues of *Dabiq.* While reading the magazine, the research took a note and selected purposively clauses embedded with English and examined it as the strategies of manipulative discourse within their political propaganda by using the Fairclough approach of CDA and Halliday's systemic functional grammar.

3. Finding and Discussion

In observing the ten selected articles of *Dabiq*, the researcher found ten types of modal that belong to modality system. Table 3.1 shows the frequency of modal verbs which appear in the selected articles of *Dabiq.* Ten modal verbs appear.

Table 1: Frequency of Modal Verbs

Modal	Frequency	Percentage (%)
Will	219	47,30%
Would	86	18,57%
Can	43	9,29%
May	35	7,56%
Should	38	8,21%
Might	13	2,81%
Must	13	2,81%
Shall	4	0,86%
Could	10	2,16%
Have to	2	0,43%
Total	463	100,00%

As shown in Table 1, the modal verb "will" is the most frequent modal that occurs in the selected articles of *Dabiq.* The modal verb *will* occur 181 times or 54.52% while other modal verbs are significantly less common compared to the modal verb of "will"; "would" (14.76), "can" (8.43), "may" (7.53), "should" (6.93), "might" (3.61), "must" (2.40%), "shall" (0.90%), "could" (0.60%), "have to" (0.30%). Also, the findings of modality are classified into two kinds of modality; epistemic and deontic for the purpose of mapping the political stance easily. Table 2 presents the specific frequency of both epistemic and deontic modality.

Table 2 Frequency of Epistemic and Deontic Modality

Modal	Frequency
Epistemic	376
Deontic	87

Total	463

Table 2 shows that the epistemic modality is the most dominant modal which is employed by the editors of *Dabiq*. The 376 modal verbs out of 463 are epistemic. Surprisingly, the deontic modality only appears in the number of 87 out of 463. These findings indicate that the editors of Dabiq are concerned with the experiential content. Moreover, in epistemic modality, the modal verb 'will' takes the higher.

The most important element of propaganda is the presented information. Since propaganda aims to manipulate the perspective of the readers and create a physical reaction, the propagandist must play on the information. They need to make the information has a special effect on the readers' perspective. This is what Jowett and Donnell (2012) categorize three types of propaganda. 'White' propaganda deals with true information, 'Black' propaganda deals with wrong information while 'Grey' propaganda deals with misinformation.

The present study observes that the editors of *Dabiq* mainly exercise 'gray' propaganda through the implementation of particular manipulative strategies. The strategies are used to manipulate and exploit the readers' perspective upon the presented ideology of caliphate in the selected article of *Dabiq*. Van Djik (2008) argues that this persuasive and manipulative strategies as characteristics of modern power in democratic society. Thus, by exercising 'gray' propaganda, the editors can make the readers take for granted the ideology presented in *Dabiq.* At this point, the editors employ high epistemic modality as the strategy in formulating the propaganda.

In the modality system, the present study shows that the editors employ a high level of epistemic modality (see Table 3.1), and this suggests that the editors use information as dogmatic strategies. Modality serves more than just modal auxiliaries such as 'can', 'could', 'will', 'would', etc. Rather, modality encompasses the author's attitude towards the particular situation. The findings on modality were surprisingly different from the findings on transitivity above, in terms of what political thought that they represent and how they represent it. As Palmer (1986:121) argues that epistemic modality deals with a language as information and deontic deals with a language as an action.

From the 463 occurrences of modality, 376 data are epistemic modality. Modal "will" occurs more frequently in the class of epistemic modality. The modal "will" plays an important role as the indication of certainty. It can be seen in the following example.

> **They have a statement to make that will cause the world to hear and understand the meaning of terrorism, and boots that will trample the idol of nationalism, destroy the idol of democracy, and uncover its deviant nature.**

The example above can be viewed based on Sweetser's (1990) models. She argues that epistemic clause can be viewed under two types: (1)

as a description of real-world situation or events, and (2) as self-contained part of our belief system (a conclusion or a premise). The example above tends to expose an epistemic force rather than the description of real-world situation. The epistemic 'will' above indicates a marker of a train of reasoning leading to a conclusion; the 'statement' as the reason and cause the world to hear and understand' as the conclusion. The researcher interpreted that the 'statement' and 'boots' here were the reason for making the world hear and understand the meaning of terrorism and trample the idol of nationalism. In the second example of epistemic modality, the modal 'would' serves as the epistemic force.

> **...anyone who rejected the truth would be punished in the dunya before the hereafter and would not have any choice in that regards.**

In the example above, it can be seen that 'anyone who rejected the truth' is the reason people get a punishment. The example above is not a description of a real-world situation, but it operates as a clause that consists train of reasoning leading to a conclusion. The clause force people to conclude in their belief system that if they reject the truth, they will be punished by God and will have no choice regarding the given punishment. The interpretation of both clauses above is relevant to the Sweetser's (1990) statement that epistemic modality has a metaphoric process to promote the acceptance of evidence.

Also, Winter and Gardenfors (1995) argue that epistemic modality has a different focus on the power relation. In deontic modality, the power relation is to the speaker and hearer. For example, if the speaker says "You must go now," it indicates that the speaker has power to direct the hearer to go to particular place. While in epistemic modality, the power relation is the third party between the speaker and the hearer. The power relation of epistemic modality mainly focuses on the evidence or truth condition. It is connected with the dissemination of power. It can be stated that the truth condition is undiscovered unless the hearer experiences the evidence. In the clause above, for example, the speaker has no power regarding the punishment or the understanding or people regarding the meaning of terrorism. The power is in the evidence of the statement. The truth will be proven if the hearer directly experiences the punishment that will be given when they reject the truth. On the other hand, the truth will be null if the hearer does not experience the punishment when they reject the truth.

Within the context of political propaganda of The Islamic State, the truth is hidden. As what Jowett and Donnell (2012) argue, in 'Grey' propaganda the truth is hidden and legitimized by planting the stories to promote the acceptance of the evidence. Using narrative is the prominent strategy of the editors in hiding the truth value of information. In the example above, the editors use a narrative to deflect the readers and hide the value of truth. The editors use the narrative from *Shaykh Abu Muhammad al-'Adnani* to support the first example and use the narrative of Noah's ark to support the second example.

These are in line with the argument of Larson (2010). He considers that propaganda usually circumvents the reasoning process and relies heavily on emotional appeal and hatred of stereotyped opponents. The editors use the narrative to circumvent the reasoning process of the readers. The narratives play as a tool to avoid the logical reasoning of the readers regarding the presented information. As a result, the readers may not be aware the truth condition of the presented information. Because the readers' logical reasoning is being distracted by the presented narrative.

These attempts are used because the presented information is to make the readers have no question regarding the certainty of information. These strategies aim to make the beliefs unquestionable. Furthermore, it deflects the process of perceiving in the readers. As Jowett and Donnell (2012) opine that 'gray' propaganda use these methods to deflect the reasoning process of the propagandees. This strategy will make the readers directly focus on the stories and evidence to believe the presented information instead of analyzing the claim of the information. When the readers read the clause above with the attached Quranic verse or the narrative, the readers will shift the focus to the given verse and narrative as a valid assumption. Finally, using epistemic modality gives the editors a wider chance to manipulate the information and control the readers' minds. Since the epistemic modality's power relies on the truth condition and its evidence, the editors employ the epistemic modality in a high frequency to manipulate the truth by using extended strategies; attaching the Quranic verses and using particular narratives.

4. Conclusion

In constructing the propaganda of The Islamic State, the editors of *Dabiq* employ disinformation argument-based information to drive the perspective of the readers into their desired goal. By employing an overt use of epistemic modality, the editors are clearly engaged on propaganda vision. In addition, the editors make up a narratives and increasing the evidence of the information in order to deflect the readers. Therefore, according to the analysis of modality system, the researcher concludes that the editors employ 'grey propaganda'. The presented information within *Dabiq* invite the reader to change their mind regarding the Islamic State. It can be said that the presented information share typical characteristic of evangelical preaching discourse. The objective of evangelical preaching discourse is to create 'a call to action' effect the moment the readers are being disseminated upon particular ideology. As an institution which based on Islamic values, the Islamic State performs well in preaching the worldwide communities through modality use which is able to be manipulated.

The analysis presented in this paper is at best suggestive instead of conclusive. The interpretation regarding the presented information within the discourse of the Islamic State is diverse. Future and further research, therefore, is warranted to widen and expand the analysis of manipulative information through other perspective.

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Asymmetric Use of *Ngoko* and *Krama* Speech Levels in Javanese:
Sociolinguistics Perspectives

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Abstract

This paper aims at describing, analyzing, and interpreting asymmetric use of low and high codes of Javanese, *ngoko* and *krama.* Observation and document study methods were applied to provide data aided by recording and field note techniques. Recorded data of spoken form was then converted into written forms by the process of transcription. The use of a pair of speech levels *ngoko* 'low' and *krama* 'high' by two different speakers shows a unique communication pattern: asymmetric communication. Finding showed that well-patterned uses of speech levels of Javanese are not merely reflection communication strategies but it could be interpreted as communication contracts in which using a certain code of speech levels of Javanese are based on speakers' rights and obligations in order to keep social harmony. Asymmetric use of *ngoko* and *krama* is called, as it is one of the findings, code-crossing in which superior uses low code downwardly to address subordinate and on the one hand subordinate employs high code upwardly to superior in return. Seen from politeness point of view asymmetric use of *ngoko* and *krama* by superior and subordinate participants reflects hierarchical politeness. Asymmetric use of *ngoko* and *krama* indexed inequality and hierarchy.

Keywords: Asymmetric Communication, Communication Contract, Code-crossing, Hierarchical Communication

1. Introduction

Discussing the language of Java will be unattainable without discussing the existence of its speech levels. Numerous researchers mentioned three speech levels co-exist in it: *ngoko* 'low', *madya* 'middle', and *krama* 'high'. The existence of *madya* 'middle' speech level is nearer to the existence of *krama* 'high' than to *ngoko* 'low'. Here in this discussion, the researcher will consider *madya* 'middle' speech level as high speech level. In this case, *madya* 'middle' speech level is merged into high speech level, *krama*. That is the reason why the researcher is eager to put *madya* into *krama* than to *ngoko*. That is why, in this paper there are only two fundamental speech levels: *ngoko* and *krama.* The

question is what is meant by speech levels? Speech level is a kind of speech act which could be categorized by its level, from low to high level of word. Speech level can be consisted of only one word (*wengi* 'night' for low form, *ndalu* 'night' for high form), two or more words or phrase (*arep nang endi* 'where will you go' for low form, *badhe tindak pundi?* for high form), and one sentence (*aku uwis mangan* 'I have already eaten' in low form, *kula sampun nedha* 'I have already eaten') form high form. It is important to define here that speech level is a system of speech that can be used to show intimacy or equality, deference, and hierarchy or inequality among or between participants involved in a speech event in a speech situation both formal or informal, both in spoken or written forms based on their rights and obligations.

The study how language speech levels, *ngoko* and *krama*, of the language of Java are used by its speakers in daily communication is really interesting. Researching the language of Java will become more important to know how the speech levels of Java are used in daily communication by its speakers. It has been stated that there are three communication patterns using low and high speech levels of the language of Java (Wajdi, 2013). The first is symmetrical use of *ngoko*, in which two or more participants involved in a speech event use *ngoko*. The second, the symmetrical use of *krama*, in which two or more participants use *krama* to speak to each other. The third is asymmetric use of *ngoko* and *krama*, in which two or more participants use *ngoko* and *krama* in a non-reciprocal way.

Since speech level is a system of speech, what we have to underline here is the word 'system'. Cambridge Advanced Learner Dictionary (CALD, 2003) defines a system in a simple and easy way to understand, especially for the researcher. A system is interrelated items that work together. Again that we have to underline the word 'interrelated items that work together'. Talking about a system of speech, what items that have to be interconnected that they work together? Why do we have to discuss more about it? It is urgent to note here that when we are talking about a system of speech, it is not about a form of speech only. The items in speech levels are forms of speech or utterance, participants involved in a speech event, context situation both formal and or informal situation, and the last that cannot be neglected is the effect of speech or utterance on the participants. Discussion about speech level as a system, it is important to look at how the level of speech is used by its speakers to express their daily wishes and ideas. A form of utterance will be nothing then when it is not seen from its users in a certain context. Discussion about speech level system means that we have to know who are involved there, who are using it for daily communication. The formula of 'who speaks what language speech levels, to whom, when and where' is part of discussion about level of speech in the language of Java. Low and high speech levels will be nothing when they are not seen from who are speaking or using them. Is it all? No. We have to continue questioning 'to whom, where, and when?'

As it was stated above that it is customary for the speakers to use low speech level or high or speech level reciprocally or non-reciprocally in every day use of the language of Java for the sake of expressing ideas and wishes. All word categories in the language of Java can be expressed in low and high

levels. Terms of address or second pronoun in the language of Java is an integrated part of speech levels, since all word categories are expressed in low and high speech levels in the language of Java. *Ngoko* is used between or among closed friends, whether they are children or adults. Among closed friends of the same age, *ngoko* will be a familiar speech level to use in daily communication. When two or more persons are familiar enough and they know each other well, they will use *ngoko* to communicate to each other. If two or more persons are familiar enough but they are not the same age, they will use ngoko in general, but the younger will use high terms of address (*panjenengan* or *sampeyan* 'you') to older person and the older one will use low terms of address (*kowe* 'you') to the younger. Here, partial hierarchical communication occurs. An older person will always use *ngoko* every time he or she speaks to a younger person. Conversely, a younger person will use *krama* to older one. It will appear the formula or communication pattern: the older speaks *ngoko* to the younger; and the younger will use *krama* to the older. It means that there are four communication patterns using *ngoko* and krama. *Firstly*, two or more closed friends will use *ngoko* to each other in their daily life. *Secondly*, an older person will always use *ngoko* to speak to a younger person. *Thirdly,* a younger person has to use *krama* to speak to an older person. *Fourthly*, two unfamiliar persons, whether they are of the same age or not, whether they are young or old, they will use *krama* to each other. It means that they need to defer to each other.

2. Method

The data of the research is collected in the form of observation and documents study. Recording technique is applied to gather the spoken data by using the following step. The first speaker is obligated to call second speaker using a cell phone in which recording facility in the cell phone is activated. The second speaker is answering phone call using a cell phone in which recording facility is ready to record phone conversation. The data is also gathered in the form of short message facility on cell phone. The short messages are re-written (transcribed) in order to get a short dialogue done by two speakers. The transcription is then grouped into symmetrical use of *ngoko*, symmetrical use of *krama*, and asymmetric use of *ngoko* and *krama.*

The data also collected by using document study and it is done by following the next steps: The researcher read the whole text by applying scanning technique. While reading, the researcher makes a note on the dialog by marking ng (*ngoko,* a dialog in *ngoko*), kr (*krama,* a dialog in *krama*), ng-kr (*ngoko-krama,* a dialog in *ngoko vs. krama*). The researcher rewrites (transcribes) the dialog to become data of the research.

3. Discussion and Results

It is normal for intimate speakers, familiar participants, and or two or more speakers of the language of Java to use *ngoko* to speak to each other in their life. Low speech level (*ngoko*) has become basic speech level in the language of Java. It is not a kind of non-standard language, but the existence of *ngoko* has become an integrated part of the language of Java as *krama* speech

level. Superior speaker will always use *ngoko* when speaking to inferior. The superiority here will be due to the age difference. The position of parents and children is a simple example of how superiority of age difference is easily seen and identified. In a house consists of parents (a father and a mother) and children in a the language of Java family will become customary to use two different speech levels of the same language, the language of Java, in their daily life of communication. A child will always use high speech level (*krama*) when communicating with his or her parents, mother and or father. On the other hand his or her parents will always use low speech level (*ngoko*) in responding to their children. A child and his or her friend of the same age will normally use low speech level to speak to each other. Of course, they live with two distinct speech levels, low and high speech levels of a single language, their first language as well as their mother tongue. In their own home, they have and practice two distinct speech levels of the same language. Of course, they live with two different speech levels in their home and in the society or community. It is unavoidable for the members of the same family to practice symmetrical and asymmetric communication in their daily life at home. Seniority and age difference has become the basic consideration to have in the language of Java daily life. An elder brother or sister is a senior figure for his or her younger sister or brother. Although they normally practice the same speech level, in this case low speech level, but because of age difference, a younger sister or brother will not be free to communicate with their senior, elder brother or elder sister. They will have to use two different terms of address, a kind of *tu* and *vous* if refer to Brown and Gilman's terms (1960). An elder brother or sister will address his or her younger sister *kowe* 'you' or the language of Java *tu*, while a younger brother will respond to it using *panjenengan* or *sampeyan* 'you' or the language of Java *vous*. They may use low speech level in general for the other words, but they have to use two different terms of address *kowe* 'you/tu' and *panjenengan* or *sampeyan* 'you/vous'. Superior (elder brother or sister) will use low terms of address *kowe* 'you/tu' and he or she will receive *panjengan* or *sampeyan* 'you/vous' from inferior (younger sister or brother). An older speaker of the language of Java will become superior while the younger one will become subordinate. Superiority and seniority are showed and practiced in language use, whether it is completely or partially. Partially in the meaning of using only two distinct terms of addresses and completely in the meaning of using low and high speech levels, not restricted in terms of the address only. When two participants treat them equally but not an intimate relationship, they will use the same speech level, namely high speech level to speak to each other.

The asymmetric use of low and high speech levels has become one of three patterns of use of speech level in the language of Java. It is absolutely normal for the speakers of the language of Java to communicate asymmetrically in their daily life. Even, at home in one family, there will be two speech levels used in daily life. It is normal for parents, father or mother, to use low speech level of the language of Java when speaking to his or her children and their children will respond their father's or mother's talks in high speech level in return. This social agreement has become a pattern of asymmetric communication in a speech community of Java. A father or a mother compared

to his or her children are of course, different in term of their ages. In terms of responsibility, a father is responsible for his children life. A father or a mother has complete rights to use low speech level of the language of Java when speaking to his or her children, and the children has an obligation to respond or to communicate to their parents in high speech level of the language of Java. It is a kind of obligation, as well as their rights, for the children to use high speech level of the language of Java every time they communicate and express their wishes and ideas to their parents. The pattern of communication between parents and their children finally becomes asymmetric communication pattern. Relationship pattern between absolute older person and absolute younger person has to be realized in asymmetric communication using two distinct language speech levels: *ngoko* and *krama* in the language of Java. A young speaker is obligated to use *krama* speech level as much as they can every time he or she meets an older member of the speech community Java, whether he/she knows him/her well or not. On the one hand, an older has a certain rights to use and speak using low speech level to communicate to a younger.

Is it the use of low and or high speech level done purposively or randomly? Every language use in the language of Java is not a random way but it is a purposive way of speaking. Even, language use activity in the language of Java is a kind of social contract or social agreement when it is seen from social relationship between the participants. Every member of the language of Java community realized that who is he himself or she herself and who is his or her addressee. What language speech level they will use to speak to his or her interlocutors. hen it is seen from the language speech levels used in a speech event it is necessary to use the term 'communication contract' or 'communication agreement' to identify the language use in the language of Java (and also the language use in speech communities of Sunda, Bali, Sasak and Madura, because they have speech levels too). Because the language use in stratified languages is not merely a kind communication strategy, but a kind of social contract or social agreement or communication contract or communication agreement in more specific sense, there will be rights and obligations between or among the participants involved in a speech event. When there are two speech levels, low and high speech levels, there will be a kind of low and high speakers or users or participants seen from the speech level of speech level used for communication. What labels are suitable to name low and high speakers of the language of Java in asymmetric communication? Superior, superordinate, senior or older participants to name high speakers or users of the language of Java speech levels, and inferior, subordinate, junior or younger participants to label low speakers of the language of Java.

Superiority and or inferiority are based on speakers or participants' age. Of course, age has become a neutral variable to note here. Seniority and or juniority comes into being because of age differences. It is important to note that in the language of Java society age plays an important role or variable in language use of Java. Becoming senior or junior participants and using low and or high speech level is because of social agreement between or among the participants. It is a speaker rights and obligations to use a certain speech level and it is the addressees' rights and obligations also to use a certain speech

level in return. When one of the participants breaks the rule by using another speech level which is not mentioned in their social agreement, it can be concluded that the communication breakdown will certainly take place.

Between or among the children in one family, there will not be exactly in the same status. An elder brother or sister is not equal to his or her younger brother or sister. Although it is usual for children in one family to communicate to each other in low speech level of the language of Java, but in fact they have to face different status because of their ages. A younger has to address his or her elder sister or brother using distinct terms of address. An elder brother or sister is allowed to use *kowe* 'you', low terms of address in the language of Java, to his/her younger brother/sister. On the one hand, a younger has to respond it in high terms of address in the language of Java *panjengan* or *sampeyan* 'you'. This is an asymmetric communication between an elder brother or sister and his/her younger brother or sister in a family of the speech community of Java. If parents are right to use low speech level totally to their children, and the children have to speak in high speech level, *krama,* totally to their parents. A total asymmetric communication is shown between an older and a younger. But communication between or among children is partially asymmetric. They are allowed to use low speech level, *ngoko*, in general, but they have to use two distinct terms of address: *kowe* 'you' and *panjenengan* or *sampeyan* 'you' asymmetrically. Superior, superordinate, senior, older are to use *kowe* 'you' to inferior, subordinate, junior, younger but they have to use *panjengan* or *sampeyan* 'you' to superior in return. This is an asymmetric communication between or among children in the community of Java.

The explanation above shows how low and high speech levels of the language of Java are used asymmetrically by two asymmetric participants in a speech community of Java. The question is why do they use two distinct language speech levels asymmetrically to communicate during their daily life? Why they do not use low or high speech level reciprocally and symmetrically? What factor do drives them to use two distinct speech levels asymmetrically? If we look at how they use two distinct speech levels asymmetrically, it seems that they use them purposively, not randomly. They really use them consistently and purposively in order to show who they are before their interlocutors. They realize each other their positions before the other. The speaker who uses low speech level knows his or her position and on the one hand, the speaker who uses high speech level realizes also his or her position. Why does one speaker always use low speech level consistently before the other, and why does the other speaker also use high speech level consistently before his interlocutor? What factor drives them to do so? They are driven by power difference to use two distinct speech levels consistently and regularly.

Power difference is symbolized by (+P) 'plus power' (Scollon and Scollon, 2001). A speaker who uses low speech level is superior before the high speech level user, and the high speech level speaker is inferior or subordinate. Superior, superordinate, senior will tend to use low speech level before the inferior, subordinate, and or junior. On the one hand subordinate will use high speech level before superordinate. What is the function of the use of two distinct speech levels by two speakers? Here, the use of low and high

speech levels is to mark hierarchy between the first and the second participants. The speaker who always uses low speech level is a powerful speaker before the high speech level user. The speaker who always uses high speech level is less powerful before low speech level user. Hierarchical marker is shown through the use of two distinct speech levels.

If we have decided that the use two distinct speech levels is because of power difference (+P), the next question is that what is the meaning of the use low and high speech levels asymmetrically? It means that they have unequal status. Inequality between the first and the second speaker will drive them to use two distinct speech levels within a single language. Power scale or status scale refers to vertical relationship between unequal participants involved in a speech event that will determine the speech level choice.

Superior with his or her status in the social and speech community of Java will determine what speech level he or she will use when speaking to subordinate with low status. On the other hand, subordinate with low status will determine what speech level will be used to speak to superior with high status. Superior of Java with his power (status) of course will use ngoko while subordinate will use *krama* in return. Superior of Java with his or her power will
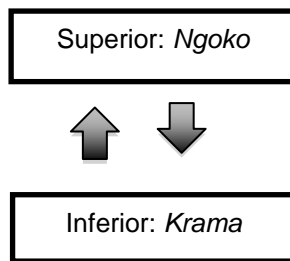
send ngoko to subordinate, and conversely the superior will receive *krama* from the subordinate. This is asymmterical communication pattern using language speech levels of a single language of Java in the social community of Java.

Picture 1. Asymmetric Use of Speech Levels in the language of Java

Communication behavior in the language of Java is not merely communication strategy but it is a kind of social contract or social agreement between the members of society or community in a wider sense. In more specific one, communication behavior in the language of Java is a kind of communication contract or communication agreement. The speakers, as part of member of social community, have already made a kind of agreement to define themselves and to use suitable language speech levels every time they communicate to each other. Each participant involved in a speech event in a speech community of Java has already made an agreement by defining themselves who they are and who their interlocutors are and what speech levels are to use to communicate to each other. Because it is communication contract, there will be rights and obligations for them to use a certain language speech level in the language of Java.

Back to asymmetric communication done by two unequal participants by using two distinct language speech levels, is part of communication behavior

as well as communication contract. These two unequal participants has already mad e an agreement by defining who they are and what speech levels are to use to communicate to each other. It is their rights and obligations to use suitable language levels: superordinate participant's rights and obligations are to use low speech level when speaking to subordinate and the subordinate participant's rights and obligation is on the use of high speech level in return. They are socially unequal and this inequality is labeled by (+P) 'plus power'. When one of the participants involved in a speech event breaks the rule of the agreement, it means that communication breakdown will take place. Of course, communication disharmony will run smoothly, in this case.

4. Conclusion

Communication in the language of Java whether it is symmetrical intimate communication, symmetrical non-intimate communication, and asymmetric communication are not merely kind of communication strategies but they identified as social contracts or social agreements in wider meaning. In more specific meaning, communication in the language of Java using low and high speech level is a kind of communication contract or communication agreement between the participants involved in a speech event. Since it is communication contract or communication agreement, there will be rights and obligations between the participants. They agree to use the same low speech level symmetrically in intimate and symmetrical communication, high speech level symmetrically and used two difference speech levels asymmetrically. It is a speaker's rights and obligation to use low speech level in symmetrical and intimate communication. It is also based on the participants' rights and obligations to use high (*krama*) speech level symmetrically. Even it is participants' agreement to use low *(ngoko)* and high (*krama*) speech levels in asymmetric communication. It is superior's rights as well as obligation to use low speech level (*ngoko*) and the use of *krama* speech level is on subordinates' rights and obligations.

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Argument Strategies on Political Debate in Indonesia

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Abstract

This study aims at explaining argument strategies on political debates in Indonesia. The data of the study is taken from the 2014 presidential debate as uploaded on Youtube. Results from the data analysis reveal argument strategies applied by political debaters are defensive and ofensive strategies. In addition to these two strategies, fallacies are sometimes used as argument strategy. The findings demonstrate two conclusions. *First,* arguments in political debates are greatly influenced by debaters respective political logics and interests. Differences of perspectives lead to differences in the way with which debater views certain political issues in the debates. *Second,* argument in political debates lies between two interests, i.e., rationality interest that aims to produce sound argument and the interest of their political goals.

Key words: argument, fallacy, political debate, strategy

1. Introduction

In the world of politics, political debate has a significant role in mobilizing voter's support. This significant role is shown in the events of "The Great debate" between Kennedy (John F, Kennedy of the Democrats Party) and Nixon (Richard M. Nixon from the Republican party) on November 1960. This debate is called "The Great Debate" for two reasons. *First,* the debate was the first presidential debate. *Second,* the debate has a tremendous political impact, the change in the support of the American people, who previously favored Nixon, which in turn drove Kennedy, a Catholic of Irish descent became the 35th US president. Some even regard it as a miracle in the world of politics (Setiyawan, 2010). Fifty years later, the role of political debates can be seen in the events of the US presidential debate between Obama and McCain. Presidential candidates debates between Obama and McCain seemed to repeat the history of Kennedy and Nixon debate. Obama won the final score, and he glided smoothly to the White House became the 44th US president for the period 2008-2012.

In Indonesia, the role of political debates can be seen in the victory of Susilo Bambang Yudhoyono (SBY) over Megawati in the presidential elections of 2004 and 2009. The victory was less influenced by the performance of SBY

in the presidential debate. Kusumastuti (2009) states that SBY has advantages compared to Megawati and Jusuf Kalla (JK). In 2014, Jokowi-Jusuf Kalla won the game over Prabowo-Hatta. It seemed to prove the experts that the debate will have much effects on the voters in the presidential election.

Political debate can also be seen from the perspective of Lasswell communication (in Hasan 2008), ie, who said what, with what channel, to whom, and what effect. The political debate involves communicators (candidates), message (issue or program), audiences, media (television, radio, newspapers, etc.), as well as the results or effects of the debate. McKinney and Carlin (in Hasan, 2008) state that political debate has four effects, ie behavioral, cognitive effects, image evaluation, and latent effects. Behavioral effects can be seen from the changes in the voter favour after watching political debates. Cognitive effects associated with messages or issues raised by debaters. In this case the debate participants are required to prioritize the issues that come into contact with the public and package it as good as possible. The next effect is the image evaluation. Image evaluation of candidates linked to the public perception on the candidates' character when they were arguing. Meanwhile, from the perspective of politics, the political debate on TV addresses two interests, the interests of formal logic and the interests of the political goals. The first relates to the interests of the political message and the second relates to the interests of political motivation, i.e the intention and political calculations (Vedung, 1982: 20).

To win the debate, participants ought to have a good strategy. Kruger (1960: 107) suggests two strategies that can be used in the debate, defensive strategies and offensive strategies. In my previous study on the strategy of reasoning in political debates on TV, I classify the strategy of debate into affirmative and negative strategies. Affirmative strategy is done by (1) affirming, (2) elaborating, (3) repeating, (4) compromising, and (5) questioning, while negative strategy is done by (1) refusing, (2) rejecting, (3) denying, (4) postponing, (5) contrasting, and (6) provoking (Jazeri, 2011).

This paper addresses some strategies applied by presidential debaters during the debate. How do they defence their claims? How do they offence opponent's claims? Do they use fallacy as argument strategies? These are some research questions to be observed.

2. Research Methods

This research is a qualitative in nature. The source of research data is communicative event in the presidential candidate debate on TV of the 2014 general election. The presidential candidates are Prabowo-Hatta Rajasa (PB-HR) and Joko Widodo-Jusuf Kalla (Jokowi-JK). This debate took place in four rounds. Each round rose different issues; Economic development and Social welfare (round 1); Food, Energy, and Environment (round 2); International politics and National defense (round 3); and Democracy, Good governance, and Law enforcement (round 4). These presidential debates aired by several Indonesian TV channels such as RCTI, ANTV, SCTV, and TV One. However, for this research, the documents were downloaded from youtube.

The research data were analyzed with qualitative data analysis adopted from Miles and Huberman consisting of data collection, data reduction, data presentation, as well as verification and final conclusions. Debate strategies are clasified as suggested by Kruger (1960:107) and Jazeri (2011). Since the political debate is full of interest, to understand the true meaning behind the text, the researcher uses political messages analysis of Vedung (1982). This analysis consists of two steps, namely content analysis and function analysis. Content analysis concern with the contents of the message while the functions analysis associated with the motivation and the political calculations led to the production of the arguments.

3. Findings and Discussion

Based on the data analysis, it is found that debaters in the presidential debate apply two kinds of strategies; defensive strategies and offensive strategies. Defensive strategies are affirming, elaborating, repeating, compromising, and rebutting. While offensive strategies are questioning and provoking. In addition, fallacies are also serve as argument strategy. The findings and discussions are as follows.

3.1 Defensive Strategies

3.1.1 Affirming

Affirming in political debate conducted by agreeing and adding the idea of opponent. The following data is an example of affirming strategy.

> **JK**: Indonesia pendukung utama daripada *Kyoto Protocol*. Karena itu artinya adalah dunia harus bertanggung jawab kepada kerusakan lingkungan di daerah-daerah atau seperti *tropical forest* Indonesia. ...Karena itulah di Bali, tentu Pak Hatta tahu kita menjalankan REDD *(Reducing Emissions from Deforestation and Forest Degradation).* Jadi karena itulah maka Indonesia mendukung itu, dan ingin menjalankan itu sebaik-baiknya, karena kita sangat berkepentingan dan dunia sangat berkepentingan.

The above data explains that JK approve the idea of Prabowo about the Kyoto Protocol relating to the forest sustanability. According to JK, *"Indonesia pendukung utama daripada* Kyoto Protocol*."* Indonesia is a major supporter of the implementation of the Kyoto Protocol to preserve the forest sustanability to keep the world from extreme climate changes that could endanger the sustainability of the world.

3.1.2 Elaborating

Elaborating in the political debate is indicated by explaining the detail, or by giving examples. The following data is worth discussing.

> **PB**: Mengenai pemilihan alat pertahanan tentunya sudah melalui rangkaian pembahasan dan penelitian dari pihak-pihak yang berwenang; Kementerian Pertahanan, Angkatan Darat, dan selanjutnya. Jadi, kalau dilihat ada yang berpendapat kalau

Leopard mungkin tidak cocok untuk wilayah Indonesia. Ternyata itu adalah pandangan yang keliru. Battle tank sejenis Leopard bisa dipakai di sebagian wilayah nusantara, itu yang pertama. *Kedua,* kita juga sangat aktif berperan dalam PBB, kita sekarang mempunyai pasukan di Lebanon, Congo, Afrika Tengah. Kalau tidak salah pasukan perdamaian kita ada 4000 prajurit. .... Dalam hal *peace-making*, battle tank sejenis Leopard akan sangat berguna bagi TNI.

The above data explains that PB apply defensive strategy in a way of giving detail. Prabowo elaborates on the reasons of purchasing Leopard tank; (1) it has been approved by the Ministry of Defense and the Army, and (2) Indonesia has peacekeeper army which require Leopard tanks.

3.1.3 Repeating

Repeating strategy is based on the principle that if an opinion is delivered continuously in different ways, it will attract debaters attention and consideration to approve the opinion addressed by the speaker. This technique is often used in advertising some products.

> **PB:**Jadi Bapak berniat akan membeli kembali Indosat apabila bapak menjadi presiden? Berarti memang bapak akui sebagai sarana strategis yang harus dikuasai untuk bangsa Indonesia dan seharusnya memang tidak dijual untuk bangsa lain?
>
> **Jokowi:**Tadi sudah jelas sekali saya sampaikan, saat itu adalah saat kondisi krisis dan terimbas krisis. Bayangkan kalau kita kondisi krisis, butuh uang dan anggaran untuk menggerakkan ekonomi, dan yang kita punyai dan bisa kita jual adalah barang itu, tentu akan dilakukan. Dengan catatan, masih bisa kita beli lagi.

The above data show that PB urged Jokowi to admit that the policy of selling Indosat by the Megawati era is a mistake. Along the debate, PB asked the question twice. Jokowi answers that the sale of Indosat is reasonable since at that time the state needs money to run the economic growth. In such conditions, the sale of Indosat is not a mistake. Morever, Indosat may be repurchased by the Indonesian government.

3.1.4 Compromising

Compromising in the political debate is usually done if both debaters are totally disagree in an issue. Compromising is an attempt to find common ground rather than differences. Here is an example of compromising strategy.

> PB: **Saya sependapat dengan Bapak, kita harus memperkuat industri dalam negeri.** ... Tetapi Tank Leopard ini sudah menjadi keputusan Angkatan Darat dan TNI, harus kita gunakan dan manfaatkan sebagai bagian dari arsenal kita.
>
> JK: **Terima kasih kepada bapak Prabowo-Hatta telah setuju dengan kami.** Pemekaran itu dilihat tujuannya agar bisa lebih baik,

baik   kesejahteraannya,   investasinya,   pengelolanya,   dan demokrasinya.

Two of the above data are examples of a compromising strategy by approving the opponent idea, but then it followed by his own opinion which is not yet approved in the hope that the debate will accede to his opponent's opinion. PB said *"Saya sependapat dengan Bapak, kita harus memperkuat industri dalam negeri"*, but he added his opinion that the purchase of the Leopard tanks are reasonable. By doing so, Prabowo hoped that Jokowi-JK could aggree with his opinion. Meanwhile, Jusuf Kalla said, *"Terima kasih kepada bapak Prabowo-Hatta telah setuju dengan kami".* By saying so, Jusuf Kalla expect that Prabowo-Hatta would agree with his opinion about the importance of extending administrative area.

3.1.5 Rebutting

Rebutting in the political debate is usually done by using the opinions of experts or famous figures, so that the opponent will be directly confronted with an expert or figure. In addition, rebutting can also be done by using public opinion and addressing different meaning of statements form the meaning as it is intended by opponent.

> **Jokowi:** Ya, perlu saya tambahkan kalau tadi menyinggung kota Solo, kota Solo pernah mendapatkan *Green City* dari Kementrian Lingkungan Hidup, dan apa Menteri Kehutanan. Silakan bapak cek di sana!

The above data shows that Jokowi applied rebutting strategy by conveying strong evidence. *"... kota Solo pernah mendapatkan* Green City *dari Kementrian Lingkungan Hidup, dan apa Menteri Kehutanan".* The statement was delivered by Jokowi as the answer to Hatta Rajasa question on Jakarta and Solo, once led by Jokowi, do not get Adipura trophy.

3.2 Ofensive Strategies

3.2.1 Questioning

Questioning can also be applied as a strategy of debate. The strategy is used when the opponent addresses an argument without suficient evidence. Questioning is usually asking for evidenace and asking for clarification.

> **JK:** Pada hari Kamis lalu di Bandung bapak bicara bahwa, ada pihak-pihak yang ingin merubah demokrasi ke kleptokrasi, kekuasaan para maling-maling. ... Pertanyaannya, pidato Bapak itu ditujukan kepada siapa?

Based on Prabowo speech in Bandung, JK asks Prabowo who is the cleptocracy group in this country. Do the Jokowi-JK accused cleptocracy? JK need to make it clear who is meant cleptocracy group by Prabowo. According to JK, there are only two presidential contestants, the Jokowi-JK and Prabowo-Hatta. Who is the cleptocracy group intended by Prabowo? Prabowo does not

respond the question directly, rather than he said that cleptocracy is anywhere, in both Prabowo-Hatta group or Jokowi-JK group.

3.2.2 Provoking

Provoking is usefull for both defensive and offensive strategy. Provocation generally is in the form of interrupting, accusing, mocking, and challenging. The provoked opponent will be emotional, thus in the one hand he is easily attacked, on the other hand he is not capable to attack.

> **JK:** Berkaitan dengan visi misi bapak di depan, bagaimana Prabowo-Hatta akan menyelesaikan kasus-kasus pelanggaran HAM di masa lalu dan menjaga HAM di masa depan?

JK accused Prabowo who has been linked to the issue of human rights violations when he was a soldier. Prabowo said that as a soldier he must protect the country from all threats, both from within and outside the country. In carrying out the task, he responsible to his boss. He states, *"Jadi, saya bertanggung jawab, hati nurani saya bersih, saya pembela HAM yang paling keras di negeri ini, saya tidak ragu-ragu".*

3.3 Fallacy as Argument Strategy

3.3.1 Argumentum ad Hominem

> **Jokowi:** Pertanyaan saya kepada Pak Hatta sebagai Menko Perekonomian saat itu, menurut bapak apa yang keliru dan apa yang salah? Dan juga kepada Bapak Prabowo, sebagai ketua HKTI, upaya apa yang telah bapak lakukan? Terima kasih.
> **HR:** Pertanyaan saya tadi itu, dari apa yang dijelaskan mengapa misalkan, DKI sekarang tahun ini tidak dapat? biasanya setiap tahun dapat. Atau misalkan Solo, belum pernah dapat. Apa yang salah? misalkan di dalam menerapkan konsep kota bersih, sehat, hijau, atau kriterianya yang tidak tepat? Terima kasih.

Two of the above data are examples of *argumentum ad hominem,* which is directly attacking the opponent instead of attacking the argument. Jokowi attacked Hatta Rajasa as Coordinating Minister of Economy and Prabowo as chairman of HKTI (Himpunan Kerukunan Tani Indonesia). Meanwhile, Hatta Rajasa do the same way, directly attack Jokowi as mayor of Solo and governor of Jakarta province which are not able to win the Adipura award.

3.3.2 Argumentum ad Populum

> **PB:** Kita ingin air bersih, pangan murah, sekolah yang baik, poliklinik yang baik, rumah sakit yang terjangkau, jalan yang bagus, kereta api, masa rakyat tidak akan mendukung pemerintah yang ingin berbuat untuk kesejahteraan rakyat?... Karena kita adalah pelayan rakyat, kita hanya bekerja untuk kepentingan rakyat Indonesia."

The above data is an example of *argumentum ad populum* used as a strategy in the presidential debates. In the argument, Prabowo did not make logical argument, but rather based on the interests of the people or populum. By saying "Karena kita adalah pelayan rakyat, kita hanya bekerja untuk kepentingan rakyat Indonesia." Prabowo stands by the people in order to get the support of the people to be elected as president.

Based on the above findings, it is found that political debate is different from other kinds of debate, such as scientific debate. Hess-Luttich (2007) calls the political debate as (pseudo) argument. He also stated that the political talk show on TV is entertainment as well as confrontainment. It is called entertainment for the event is intended to entertaint viewers. It is also called confrontainment for the confrontation of arguments between politicians about a particular issue.

Generally, the patterns of political debates are the same. Moderator create an emotional atmosphere by asking provoking questions. When one of the debater attacked, the moderator interrupted and pointed to the other debater to answer, so that the coherence of a debate is difficultly comprehend. In order to understand the coherence of speech in the political debate, Laurbach (2007) use intertextuality structure of argument. Laurbach (2007) also found some fallacies in the political debate. Therefore, an analysis of the political arguments should be in an integrative approach. Vedung (1982: 20) offers two models of analysis; the analysis of the content (content-oriented analysis) and analysis of the functions (function-oriented analysis). Both models of the analysis carried out simultaneously.

In the work of Toulmin (1990), the validity of the argument is based on the underlying context of a discourse, such as topics and institutional domains. Walton (1989) and Walton and Krabbe (1995) has extended the idea of Toulmin to distinguish some major types of argumentation discourse. The model of Walton and Krabbe makes illogic argument or fallacy in a type of discussion could be allowed (assumed to be true) on the other type of discussion. For example, *argumentum ad baculum* may be considered misleading in critical discussions, but may be considered to be useful in the negotiation discussion. Luginbuhl (2007) found that in political debate fallacy is often serve as argument strategy.

Hamlin (1970: 12) said that Aristotle's definition of fallacy is no longer acceptable in political debate. It is in line with Walton (1990: 362) who supports the use of fallacy as a strategy in political debate. He states that in some respects, there is no objection that some fallacies may be an argument such as *argumentum ad baculum, agumentum ad verecundiam,* and *argumentum ad populum.*

In the political debate, the question often arouse to attack the opponent, either directly or indirectly. Such question is so called *argumentum ad hominem*. Such argument in traditional logic is an error of reasoning or fallacy. Nevertheless, according to Walton (1991) questions that attack opponent in political debate is powerful strategy of argument.

4. Conclusion

Based on the data analysis, we come into the following conclusions:

a. Argument strategies applied by political debaters are defensive strategies (affirming, elaborating, repeating, compromising, and rebutting) and offensive strategies (questioning and provoking).

b. Fallacies such as argumentum ad hominem and argumentum ad populum are sometimes used as argument strategy.

c. The use of arguments strategies in political debates are greatly influenced by debaters respective political affiliation interests. Differences of perspectives lead to differences in the way with which debater views certain political issues in the debates.

d. Argument in political debates lies between two interests, i.e., rationality interest that aims to produce sound argument and the interest of their political goals. In other words, political debate is a double game between presenting rational arguments and avoiding them at the same time.

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Public Signs in the City of Malang

A Study on the Linguistic Landscape of Indonesia

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Abstract

This article discusses how languages are used and presented in the public urban space of Malang. We focus on several areas in the city of Malang including *Pasar Besar Malang*, *Alun-alun Malang*, *Soekarno Hatta Street,* and *Veteran Street*. These areas were selected to represent the dynamics of the city, covering older areas as well as newly developed areas of the city. In order to complement the pictures of advertisements, directions, business signs, and other types of public texts, we carried out brief surveys involving passers-by. The analysis explores the linguistic repertoire of the people in Malang: Javanese, Indonesian, English, and Arabic. In addition, we also look into the position of the languages in the urban space, particularly of English. Here, we identify the relation between the language of public texts and the place of its occurrence so as to comprehend public readers' attitudes and perceptions toward English compared to Javanese, Indonesian and other language(s). Finally, our analysis touches upon the notion of *Global English*, referring to the spread of English in the urban space of Malang.

Keywords: linguistic landscape; public urban space; linguistic repertoire

1. Introduction

Indonesia is a multilingual place. As a big country with approximately 260 millions of population, Indonesia is also the home of hundreds of languages. The number of these languages varies when checked in different sources. According to "Ethnologue" (2016), there are around 726 local languages spoken throughout the archipelago. Despite these local languages, Indonesia has the Standard Indonesian spoken as the lingua franca. Since being introduced in early 19th century, the language has developed rapidly and now it enjoys the position as the most prestigious language in the country.

Arka (2013) describes in a diagram, that Indonesian multilinguals are proficient in Standard Indonesian, colloquial Indonesian, regional lingua francas, and local or vernacular languages. Standard Indonesian, or *Bahasa Indonesia Baku* is the standard form of Indonesian, while colloquial Indonesian is the form

of Indonesian that is used in daily conversations. Standard Indonesian is perceived to be more prestigious, because it is mostly accessible for the highly educated (Arka, 2013). Colloquial Indonesian, on the other hand, is what most people use when speaking in informal contexts; it is used in a more relaxed manner, but has rather complex socio-pragmatic requirements (see Arka & Yannuar, 2016). Regional lingua francas, are mixtures of vernaculars and Malay (Arka, 2013), for examples Ternate Malay, Kupang Malay, and Papuan Malay. On the lower part of the diagram, Arka (2013) puts local or vernacular languages, because they suffer the most from stigmas and most of them are endangered.

The existence of small local languages are threatened by Indonesian, as the national language is used in public sphere, in school, in the office, and in the media; thus limiting the space for these small local languages. Bigger local languages like Javanese, with around 70 million speakers, are still spoken as a first language by most people in Java, but many young parents are reported to refuse teaching their children Javanese in order to expose their children to Indonesian and English. English, which has been long associated with globalization and modernization (Sneddon, 2003), has become a symbol of economic success and academic achievement.

This paper explores the linguistic repertoire of Indonesian people, by looking at the way they use the languages in public sphere. The results can also shed some lights in the language attitude of the people. Before presenting the method employed in the study, we will review some terms and relevant theories in the field of linguistic landscape. The study is by no means comprehensive, intended to serve as a preliminary study of linguistic landscape in the area of Malang.

2. Linguistic Landscape

Language is not only spoken and heard, but it is also written and read. Linguistic landscape is a study that pays attention "to language in the environment, words and images displayed and exposed in public spaces" (Shohamy & Gorter, 2009, p.1). Linguistic landscape can be seen as a sub-field in sociolinguistic study (Spolsky, 2009), as it connects society and language. As mentioned in Shohamy and Gorter (2009), discussions within linguistic landscape are always related to people, as people create the signs in the public space in which the signs are intended for people. Some questions that are generally discussed within the field include the connection of signs, people, and language, the role of linguistic landscape in policy making, people's motivation of displaying language, the kind of messages delivered to passers-by, the language attitudes of people to the displayed languages, and so on (Shohamy & Gorter, 2009, p.2).

One of the most straight-forward and popular quote in defining linguistic landscape is presented by Landry and Bourhis (1997), the pioneers in the field: "linguistic landscape refers to the visibility and salience of languages on public and commercial signs in a given territory or region. It is proposed that the linguistic landscape may serve important informational and symbolic functions as a marker of the relative power and status of the linguistic communities

inhabiting the territory" (p. 23). Public and commercial signs in Huebner (2009) are described as "public road signs, advertising billboards, street names, place names, commercial shop signs, public signs on government building combines to frm the linguistic landscape of a given territory, region, or urban agglomeration" (p. 70).

Spolsky and Cooper (1991) introduce three relevant rules in choosing a language in public domain. First, "is to write a sign in a language they know" (Spolsky, 2009, p.33). As explained in Spolsky (2009), people write in a language that they know, either in their mother tongue or in a foreign language. When writing in a foreign language, they may make spelling errors. Meanwhile, the second condition is that people "prefer to write a sign in a language which can be read by the people they expect to read it" (Spolsky, 2009, p.33). This explains the reasons for monolingual or multilingual signs. Monolingual signs are common in monolingual or monoliterate regions, while bilingual or multilingual signs are intended for foreign visitors or for speakers of other languages in multilingual regions. And third, people "prefer to write a sign in their own language or in a language with which they wish to be identified" (Spolsky, 2009, p.33). This more philosophical rule expresses ownership and the people's language attitude, which is common in multilingual and multiethnic communities.

Another important issue in linguistic landscape is the distinction between top-down and bottom up public signs. Shohamy and Gorter (2009) describe bottom-up public signs as those that are regulated by private individual, such as small business owners, sellers, and people in the street. On the other hand, top-down public signs refer to those that are established by government officials or big corporations. They can be different because the position of the people who post the signs can affect the conditions in choosing the language.

3. Methods

This article presents results that are drawn based on research conducted in four different areas in the city of Malang, East Java, Indonesia. They include Pasar Besar Malang, Alun-Alun Malang, Soekarno Hatta Street, and Veteran Street. The data were collected in between August and September 2016. The analysis of the data is mainly qualitative, although we also make use of numbers in order to count the number of public signs and the languages used.

In order to collect the data, we walked around the designated area and took random pictures of visible public signs. The pictures were taken using Samsung NX Mini camera, which provided clear digital photographs. In order to complement the photographs, we also carried out short interviews with passers-by, people who happened to be walking around the public sign when we were taking the pictures. The short interview was conducted in order to gather opinions from the people expected to read the signs. It was conducted in Indonesian, and consisted of these following questions:

1. Can you tell me about your background briefly (name, age, occupation)?

2. Can you tell me the meaning of these English words/phrases?
3. What do you feel about having English words written in a public sign?

The questions in the short interview focused on English language that is present in the public signs. It was mainly done in order to help our research focus on the issue of World Englishes. In addition, we feel that the people of Malang would not have any problems understanding Indonesian and Javanese, due to both languages' strong positions. English, on the other hand, is still considered a new language in the repertoire. When interviewing people in the older part of the city, we noticed some signs written in Arabic. Accordingly, we added the following questions: "Can you tell me the meaning of these Arabic words/phrases?" and "What do you fell about having Arabic words written in a public sign?"

The digital pictures taken were classified based on the areas. Afterwards, we categorized them into monolingual and multilingual signs. Further, we analyzed the number of languages present in each sign. The definition of public signs in this research extends to "that of an inscribed surface displayed in public space in order to convey a message of wider concern to a non-specified group of readers. This type of sign is used in order to disseminate messages of general public interest, such as topographic information, directions, warnings, etc. Public signs also appear in commercial contexts like marketing and advertising, where their function is to draw attention to a business or product" (Backhaus, 2007, p. 5). Thus, in this research, the notion public signs include advertisement banner, topographic information, business names, restaurant and shop names, informative banners, directions, warnings, etc. In short, we include all signs that contain texts and are visible from the side of the street. We do not draw distinctions between commercial and non-commercial signs, "because the former can provide information of general interest, too" (Backhaus, 2007, p. 5).

Malang is chosen because it is a city that is developing rapidly within the last ten years. There are four public universities in Malang, Universitas Brawijaya, Universitas Negeri Malang, State Polytechnic of Malang, and Maulana Malik Ibrahim State Islamic University of Malang, which attract students from all over Indonesia. This large influx of young people in Malang has created a vibrant business climate, resulting in the burgeoning of cafes, restaurants, and different kind of businesses in the city. Nowadays the center of the city is divided into two: old city and new city. The old part of the city hosts businesses that had been established for decades, some had been there since the 1940s. The new part of the city started developing alongside the growth of the aforementioned universities.

We selected four different areas that are able to represent the old and the new city. Pasar Besar Malang, the Great Market of Malang, is the biggest market, or the central market of Malang. It is located in Pasar Besar Street, Kelurahan Sukoharjo, Kecamatan Klojen, Malang. The area in the street in front of the market is called Kudusan or Zaenul Arifin Street, Malang. It is full of small shops selling different kinds of products. The area represents the old city of Malang, given its history since the colonial period. The second selected area, Alun-alun Malang in Merdeka Selatan Street, is also representative to the old

part of the city.

Meanwhile, we include Soekarno Hatta Street and Veteran Street to denote the newer part of the city. In the 1990s, Soekarno Hatta Street was very quiet, and was not a popular route because drivers did not fancy having to cross the river of *Brantas* in order to reach the area. Veteran Street also used to be quiet, due to the city's former plan that underline the street's function for schools and universities restricting it from business and economic activities. However, the development in education sector has changed the socio-economic scheme of the city, and both areas are now popular and strategic locations for businesses.

4. Findings
4.1. Old Part of the City

We observed a total of 104 public signs in the older part of the city (Pasar Besar, Kudusan, and Alun-Alun Malang). Although in general we do not differentiate the notion of public signs in this research, and the definition of the signs can extend to both the commercial and non-commercial ones (Backhaus, 2007), in Figure 1 we describe the composition of signs that are included in our data. There were 78 (75%) **"Business Signs"**, including name of shops or businesses. The next category is **"Public Information"**, such as signs of "*Dilarang Menginjak Rumput*/Do not Step on the Grass" and parking tariffs information, which makes up 8% of the total amount. **"Information for Business"**, on the other hand, is a category for signs that are attached on the wall of shops or businesses but provide more than just a name. It usually includes information of the operating hours, services provided, etc. Out of 104 signs, we observed 8 (8%) of this type. The other categories include **"Advertisements"** and **"Directions"**. While business information can serve as an advertisement, the advertisements category is added to include texts that provide explicit advertising of a certain product (as seen in Figure 2). Lastly, directions include texts that show people how to get somewhere.

Figure 2. "Honda Beat Advertisement" below a Business Sign

Concerning the languages used in the signs, the following Table 1 shows the languages appearing on the observed signs. The description on the left row of the table describes whether the signs are monolingual, bilingual, or multilingual. In addition, the information in brackets specifies which language(s) is/are involved.

Table 1: Languages on the Signs in the Old Part of the City

Languages Displayed	Number	Percentage
Monolingual (Indonesian)	52	50.00%
Bilingual (Indonesian-English)	27	25.96%
Monolingual (English)	12	11.54%
Bilingual (Indonesian-Javanese)	8	7.69%
Bilingual (English-Arabic)	1	0.96%
Bilingual (Indonesian-Arabic)	1	0.96%
Bilingual (Madurese-Javanese)	1	0.96%
Monolingual (Javanese)	1	0.96%
Multilingual	1	0.96%
Total	104	

One hundred and four signs were observed in the area, and 52 of which were monolingual Indonesian while only 12 (11.5%) were monolingual English. Twenty seven (25.9%) of the texts were bilingual (Indonesian-English), while the rests were bilingual Indonesian-Javanese (8), English-Arabic (1), Indonesian-Arabic (1), Madurese-Javanese (1), and monolingual Javanese (1). Only one text observed was multilingual, depicting welcome messages in several languages.

Figure 3 below helps illustrate the distribution of the languages. It is not surprising to have more monolingual Indonesian texts in the area, given the secure position of the language as the sole national and official language (Sneddon 2003). Bilingual signs show how English as the language of modernity is also present in the area. The number of both bilingual Indonesian-English as well as monolingual English was quite high, which may denote the increasing position of English in the society. Arabic language, though not many was also present, is used to convey a religious message to Moslems. It is a bit worrying, however, to see that there was only one monolingual Javanese sign. The local language seems to have lost its popularity in public signs.
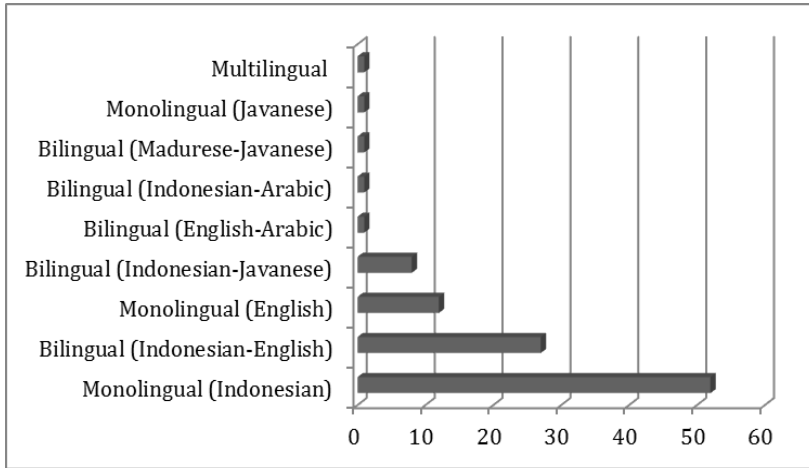
Figure 3. Languages on the Signs in Old Part of the City

4.2 New Part of the City

In total, we managed to have digital photographs of 146 signs around Soekarno Hatta Street and Veteran Street. As seen in Figure 4 below, they are divided into 55% "**Business Signs**", 19% (28) "**Advertisements**", 12% "**Information for Business**", 9% of **"Directions"**, and only 4% of **"Public Information"**. We also observed a new category, which is labeled **"Landmark"**, although it only makes up one percent of the total amount. Landmark refers to monuments built in public space in order to attract people and help them recognize the place (as seen in Figure 4).
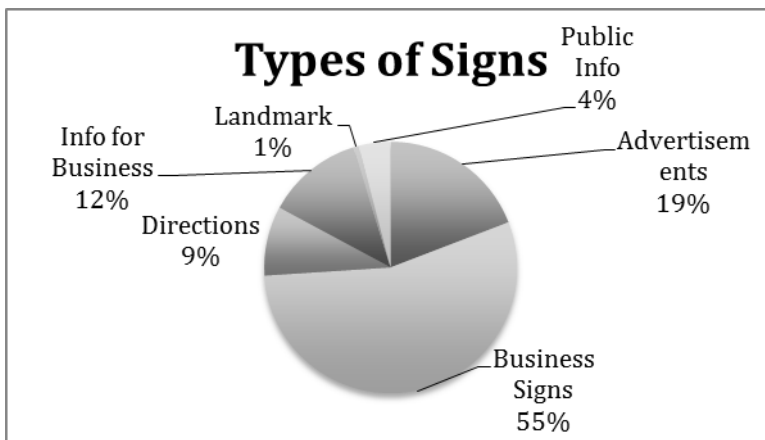
Figure 4. Types of Signs in the New Part of the City

Figure 5. "Paris of East Java" Landmark in Veteran Street

As can be observed in Table 2, there were eight combinations of languages displayed on the signs in the new part of the city. Out of 146 signs, 54 of which (36.99%) were bilingual Indonesian-English. Interestingly enough, there were quite a large presence of monolingual English (42/28.77%) and monolingual Indonesian (41/28.08%). Other languages include bilingual Indonesian-Javanese (3), bilingual English-Japanese (3), bilingual Indonesian-Japanese (1), and monolingual Javanese (1). We also found a category of fake foreign language, in order to accommodate texts that might appear as foreign, but were actually made up (as seen in Figure 5).

Table 2: Languages on the Signs in the New Part of the City

Languages Displayed	Number	Percentage
Bilingual (Indonesian-English)	54	36.99%
Monolingual (English)	42	28.77%
Monolingual (Indonesian)	41	28.08%
Bilingual (Indonesian-Javanese)	3	2.05%
Bilingual (English-Japanese)	2	1.37%
Fake Foreign Language	2	1.37%
Bilingual (Indonesian-Japanese)	1	0.68%
Monolingual (Javanese)	1	0.68%
Total	146	

The distribution of the languages on display is illustrated by Figure 6

below. English have larger presence in the linguistic landscape of the area. The signs written in bilingual English-Indonesian and even monolingual English dominate the landscape, and they mostly belong to new shops selling modern products. However, we must note that monolingual Indonesian texts are also largely displayed, again indicating the strong position of Indonesian. Japanese texts entered the linguistic landscape as displayed in two English-Japanese signs and one Indonesian-Japanese signs belonging to street food stalls. Though only a few, they indicate the popularity of Japanese food in Malang. As similarly observed in the old part of the city, only few signs were written in Javanese.
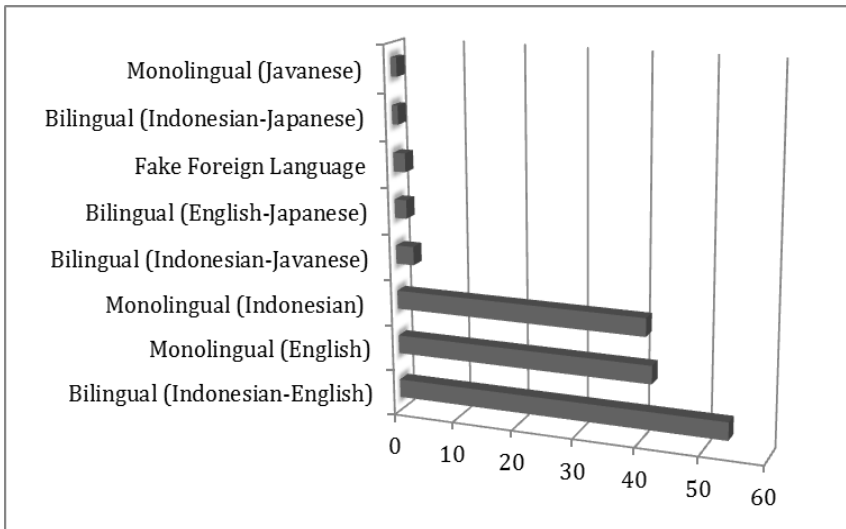
Figure 6. Languages on the Signs in New Part of the City

Figure 7. "Légoub" sounds foreign enough to attract customers

4.3 Perceptions and Attitudes of the People

In order to describe the perceptions and attitudes of people around the

signs, we conducted short interviews with random passers-by around the location where we were taking pictures, as described in section 2. In the older part of the city, we managed to interview seven people (three males/ four females). We asked them questions as listed in section 2, while pointing at nearby bilingual (Indonesian-English) or monolingual English signs. Table 3 shows data gathered from the interviews, while Figures 8 and 9 show some of the signs we pointed at during the interviews.

Table 3: Interview Data from Old Part of the City

No	Date	Name	Gender	Age	Occupation	Accuracy	Perception
1	10-Sep	ARE	M	65	Retiree	OK	Positive
2	10-Sep	SU	F	20	Shop Assistant	NO	Positive
3	10-Sep	I	F	46	Seller	NO	Negative
4	10-Sep	H	M	54	Seller	NO	Negative
5	10-Sep	W	F	40s	Seller	NO	Unknown
6	10-Sep	AU	F	18	Student at ITN	OK	Positive
7	10-Sep	SO	M	25	Seller	NO	Positive

As described in Table 3, only two people were able to accurately answer our question on the meaning of English (or other foreign language in the sign). ARE (65 y/o) was quite hesitant in the beginning, but he managed to describe the meaning of the phrase 'Silver King'. AU (18 y/o) was able to identify the meaning of 'boutique', but failed to describe the phrase 'one stop shopping'. This phrase, interestingly, had been successful in making most of the interviewees confused. H (54 y/o) was trying to describe the meaning of the phrase by translating the word one by one, but he still failed. Most interviewees believed that meaning of the phrase is similar to 'stop stopping', even though it did not make any sense to have such meaning posted in a shopping place.

Figure 8. "One Stop Shopping" that Riddles Passers-by

In addition to the question on English signs, we also asked people to describe an Arabic phrase, '*Marhaban Ya Ramadhan'*, since it was displayed in a big billboard in front of the market. To our surprise, they were not able to describe the phrase accurately; most of them only vaguely associated the phrase with the *Eid Mubarok* festivities.

Figure 9. *"Marhaban Ya Ramadan" is not that familiar*

Table 3 above also shows that not all of the interviewees have positive attitudes toward English (or foreign) signs. H (54 y/o) claimed that he was disturbed by the use of Arabic texts; he believed that people should promote the use of Indonesian or Javanese. Arabic language on the other hand, should not be used because it did not belong here. I (46 y/o) was also irritated by English in public signs, simply because she could not understand it, but she asserted that there was nothing she could do about it. On the other hand, the 'proponents' of English mostly said that they accept the presence of English even when they did not always understand the meanings. Instead of feeling disturbed, they would find a way to guess the meaning and make inference when possible. S (20 y/o) did not understand an advertisement that was written in monolingual English in front of her working place. However, she said it did not matter as long as she recognized the name of the product being advertised.

Meanwhile, in the new part of the city (Soekarno Hatta and Veteran Street), we also asked seven people (three males/four females) using the same technique. We asked them questions as listed in section 2, while pointing at nearby bilingual (Indonesian-English) or monolingual English signs. Table 4 shows data gathered from the interviews, and Figures 10 and 11 show some of the signs we pointed at during the interviews.

Table 4: Interview Data from New Part of the City

No	Date	Initials	Gender	Age	Occupation	Accuracy	Perception
1	6-Sep	PT	M	30s	Security Guard	OK	Positive
2	7-Sep	L	F	18	Student	OK	Positive

3	7-Sep	SF	F	56	Make Up Artist	NO	Positive
4	7-Sep	AD	M	32	Security Guard	NO	Positive
5	7-Sep	R	M	33	Entrepreneur	OK	Positive
6	7-Sep	N	F	17	Student	NO	Positive
7	7-Sep	SRW	F	18	Student	OK	Unknown

People's attitudes and perceptions towards English (and other foreign language) seemed to be more positive in the new part of the city. As shown in Table 4, four people were able to accurately answer our question regarding the meaning of the English words in the sign. We asked PT (30s y/o) about the meaning of 'Green Orchid Marketing Office', to which he gave accurate reply. Further he explained to us that despite of his current position as a security guard, he has a Bachelor degree in marketing. Passers-by also seemed to be able to notice spelling errors in the English signs. R (33 y/o) was able to spot the missing 's' in the word 'contruction' that was written next to where he was standing. N (17 y/o) was also able to recognize the double 'n' in the phrase 'soft openning', even when she was confused of the actual meaning of the phrase.

Figure 10. "Soft Openning" (sic)

Most of the interviewees gave us positive feedback toward the use of English in public signs. L (18 y/o), a student, was quite confident that she would understand almost all advertisements and signs written in English. She underlined that it was because most of them were written in simple English. Another interviewee, SF (56 y/o) admitted that she did not really understand English, but it did not bother her. A (32 y/o), wisely commented that his poor understanding of English did not make him hate English signs. He said that people should bravely use English signs whenever possible, to show that they are modern and up-to-date.

5. Discussion

Indonesia is a multilingual country, a place that is home to hundreds of local languages. However, it only has one national and official language, Indonesian, or Bahasa Indonesia. This research is able to confirm the strong position of Indonesian. If we combine the signs in both areas together, we found that 93 out of 250 signs (37.2%) were monolingual Indonesian. Meanwhile, the texts in monolingual English only amounted to 21.6% (54 out of 250 signs).

Indonesian was used in business signs, information for business, public information, and direction, and their use is largely visible both in the old and new part of the city. According to Sneddon (2003), the acceptance of Indonesian as the sole national and official language in such a linguistically diverse country like Indonesia can be seen as a miracle, when compared to the situation in Malaysia and India. Indonesian is now seen as the language of formal contexts, which is related to modern life. Hence, it is not surprising to see Indonesian everywhere in the public urban space.

The use of Indonesian, on the other hand, has a certain impact on local or regional languages like Javanese. Malang is located in East Java, and many of the people's mother tongues are Javanese. Yet, we did not see many Javanese scripts written in the linguistic landscape of the city. Only 14 signs out of 250 signs had Javanese elements written on it, which shows how the mother tongue of the people in city barely survives its existence in the public space. Javanese, which can be considered as a large and healthy local language, does not have a place in the linguistic landscape of the city. Imagine what can happen to smaller local languages.

The findings have also highlighted the prominent position of English. English is not a second language for most Indonesians. In the context of World Englishes as described by Kachru (1992), Indonesia is not part of the outer circle. It is only included as one of the countries in the expanding circle, since the language bears no role historically and officially. However, as we can see in the findings, monolingual English signs were amounted up to 54 out of 250 signs (21.6%). When added with the number of bilingual English-Indonesian signs, the number reached 135 out of 250 signs (54%).

English seems to be used more in place where modernity and is regarded highly. Using English in business signs can increase the status of the products being sold. A closer observation to the signs reveals that all cigarette advertisements use monolingual English in their texts; while Indonesian words are used in the warning section. Some other advertisements that are selling lifestyle and 'coolness' also use English. The use of English is notably higher in the new area of the city, since most visitors in the area are young and educated people. This is in line with what has been described in Sneddon (2003), that ever since the independence, English has replaced the position of Dutch in the contexts of education, business, politics, and modernity.

Crystal (2004: 4) claims that English is "the world's first truly global language", since its global spread to different parts of the world. It is true that globalization has brought English to Indonesia; as can be seen from the large number of signs in both monolingual English and bilingual English-Indonesian

signs. These signs were there despite the people's perfect English proficiency. During the interview, it was revealed that a large number of passers-by did not fully understand the messages conveyed by the English texts. They were forced to making inferences from their limited knowledge of English. This phenomenon can be explained by looking at Spolsky and Cooper's third condition of language choices, in which people write in languages they want to be identified with (Spolsky, 2009). It did not matter for the creators of the sign that they did not spell the words correctly, or that their English sounds fake, or that most people could not fully grasp the meaning of the complex English words they put in their signs, as long as English help increase their status. In other words, using English can associate themselves with modernity, high-class lifestyle, elegance, high economic value, and many other positive merits.

On the side note, our observation and interview gave us a glimpse view of the position of Arabic in Indonesia. The signs we observed confirmed that Arabic's use is associated with Islam, the biggest religion in Indonesia. However, the interview showed that people do not necessarily understand Arabic texts. Similar to English, sometimes they just made inference from their limited knowledge of Arabic. Despite the Islamic teachings in Indonesia that encourage Moslems to be literate in Arabic, the language's position in the people's linguistic repertoire is still very weak.

Finally, in our findings we did not differentiate bottom-up and top-down signs. However, we managed to observe that most of top-down signs were written in English and Indonesian, while bottom-up signs were written in Indonesian. If we are to promote local language, then more top-down signs should have been written in local language(s).

6. Conclusion

Throughout the paper, we have presented fresh data on the type of signs visible in two different areas in Malang: old part of the city (Pasar Besar Malang and Alun-Alun Malang) and new part of the city (Soekarno Hatta Street and Veteran Street). The observed signs can be categorized into business signs, information for business, advertisements, directions, public information, and landmark. Business signs are largely observed in both locations because of their nature as the city's business districts.

We have also analyzed the number of languages that were used in the signs. Based on the displayed languages, the signs were classified into monolingual, bilingual, and multilingual (as discussed in section 3 and 4). In old part of the city, the largely visible language is Indonesian, while in the new part of the city, the use of English is more vibrant. Interestingly, this distinction is also apparent in the attitude and perception of passers-by that we interviewed. In the new part of the city, more interviewees showed more proficiency and more positive attitudes toward English than in the old part of the city. Nevertheless, English seems to have gained prominent status in Indonesia lately.

Our study has provided analysis on the linguistic repertoire of the people of Malang, as well as the status of those languages. Indonesian, as the national and official language of Indonesia still enjoys a strong and secured

position, while local language such as Javanese seems to have no space in linguistic landscape. English, as mentioned previously, is associated with lifestyle and modernity.

Despite its increasing use, English is still a problem, especially for street sellers in the old part of the city. This fact provides a challenge for Malang authority to encourage people to learn English in order not to misintepret the signs or directions on a product written in English, especially in AFTA (ASEAN Free Trade Area) started in 2015. As one of members of ASEAN, Indonesia must encourage its people, especially those dealing business with foreign businessmen to understand English. These people must no longer ignore their incompetence in the language if they want to compete with other members of ASEAN Economic Communities (AEC).

Finally, this research is by no means comprehensive and only serves as the springboard for future research on linguistic landscape in the urban space of Indonesia. We hope that in the future scholars can conduct similar study using better and more elaborate methods.

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SLA Process Analysis: How does Farras Acquire English at Home?

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Abstract

People are often promoting English acquisition for children inattentively. They do this as a general way, one of all is by providing them an English course without knowing the theoretical and practical efforts to attempt it. In fact, acquiring English from home is easier, cheaper, and proved a lot. This study tries to discover the process in acquiring English for children contextually and meaningfully, it also elaborates the efforts in providing English at home and it proves the result of applying the efforts. This study is designed qualitatively by maximizing observations of a grade five boy who often practice English at home with his mother. Interview, questionnaire and document analysis support the observation result in gaining valid data. The results of this recent study are (1) The boy passes a natural process in acquiring second language, from simplest (by word) to complicated (by meaningful conversation) process in gaining meaningful and contextual language. (2) The efforts in providing children SLA generated from a creative mind by aiming a successful language practice, such as by using sticker, poster, books, discussion, daily practices, etc. (3) It is being noticed that he is in his Speech emergence level and start to mingle to beginner intermediate fluency. As a ten years old child, Farras has performed a tremendous ability of English through daily conversational interaction between him and his mother. He acquires aural proficiency of English better than written one.

1. Background

All children in the world will follow a process of acquiring language. They gain the language from their environment, family, friends, media, school, magazine, or even from listening a conversation. They acquire language in natural way in their life and when they are ready, they will produce language with their capability level of the language. As English is not a new knowledge for people in the world, even it is now being a vital tool in building communication, economic, politic, education, science and technology, thus preparing children to face the era is necessary and obligatory. Preparing them can be started from home, a place where children spend their much time every day. Home, a place where they acquire language naturally and grow the language contextually in

order to figure out a meaningful communication, is a basic area for children to develop their cognition, language, emotions, and attitude.

The theme chosen for this study is the exposure of English in daily conversation for second language acquisition of a student in grade 5. I take this theme because I am interested in recognizing the process of acquiring second language acquisition of a boy, Farras. He is a tenth year-olds student at fifth grade, who had an exposure of English since kindergarten. This is a time when he can speak fluently and understand literal meaning of utterances well.

Now, the boy has good English proficiency at his age level and grade in the class. He is the only student, who can speak English fluently at the school. He often follows a competition in English and performs English drama. Some of his teachers, lately, ask him to speak in English at school to practice his English and make him as a model in learning English.

This theme is in the need of identifying the theoretical framework in facing the phenomena and investigating the process of acquiring language in social. It is, therefore, I can build a better new model of second language acquisition in a practice for other children, offer a review of child development and language learning and can give me new perception and technique in applying SLA through social cultural theory.

2. Method

BUILD (2005:9) offers a method in assessing children through authentic, naturalistic observations that occur on an ongoing basis. The observations should occur during daily activities, daily conversation, and routines to describe the development and learning of children. The assessment is not in a one-time event since it is difficult to gather valid and reliable indicators of development from this type of information. Methods of engaging in ongoing assessment include observations, field notes, checklists, and interview and data will be analyzed in qualitative design.

The accuracy of the data could be not 100% complete as it is a mini research, whereas a process analysis idealized should be done in the prolong time, but I generalize the process in gathering data. To complete the lack of time observation, a valid data will be compiled to uphold this research. Thus, the area in observing is an analysis process generally based on real activities happened within the subject's life.

3. Overview of Theory and The Practicality

> . . we acquire as we are exposed to samples of the second language which we understand. This happens in much the same way that children pick up their first language – with no conscious attention to language form. We learn, on the other hand, via a conscious process of study and attention to form and rule learning. Lightbown and Spada (1999: 38) in Pinter (2011:5).

Second language acquisition is a process of children or adult in acquiring second or target language, the acquiring process is usually by the exposure of the language that given to them. In acquiring the target language, children

accept the structure of the language in unconscious way, without focusing the form. If the form is concerned, it will be countered in a meaningful communication and conversational way in the language is used. The boy acquired English without learning consciously and planned it; his mother exposed him with English that encourage him to have good English.

Exposure as one of the conditions for L1 acquisition holds equally true for second language (L2) learning. If children are exposed to the L2 in the same way as they are exposed to the L1, greater success will be achieved. This is because in the 'natural' L2 learning situation, the pressure to acquire the IL in order to control the environment is indeed tremendous (Wilkins 1972). Exposure is needed in acquiring foreign language, without exposure learner will get nothing because they still know nothing. The exposure is part of receptive in language to have language production. Exposure can be in any form and in any way as long as it stimulates learner in acquiring and learning language.

3.1 Age and Children Characters in SLA

There are many different cultural interpretations of 'children' in different societies. Snow (1996:54) claims, "Children undergo a stage like development in their capacities for social learning, development driven by their changing concepts of other persons and their skills in perspective-taking". The question of whether there is an age factor in language development is constantly become a topic, which attracts wide interest and generates aggressive debate. The reasons why it continues to be so enthusiastically discussed are both theoretical and practical in nature. Even, there is an assumption in the genesis of a critical period hypothesis, a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire (Brown, 2007:57). But, Lecumberri (2003) states if language acquisition in human beings is rigidly constrained by the limits of a critical period of this kind, the implication is that L1 development begins only at the onset of this period and that unless it gets under way during the period in question it will not happen at all.

Then Lecumberri (2003:3) answers this by saying, "On the theoretical front there is an interaction between the notion of maturational constraints on language acquisition and the idea that language development is underpinned by special bio programming. And on the practical level the claim that younger L2 beginners have an advantage over older beginners is constantly invoked and disputed when decisions are being taken about the optimal starting point for L2 instruction in schools".

Put it briefly, it is hard to fit 'childhood' into fixed age category. Thus, Pinter (2011:2) states that, "Within this educational definition there is a tremendous variation from country to country about the child age". She clarifies by elaborating the Piaget's stages of development; Stage (1) 0–2 years: sensory-motor stage, Stage (2) 2–7 years: pre-operational stage, At age 7: intellectual revolution (Wood 1998: 23), and Stage (3) 7–11: concrete operational stage.

The Piaget's stage development is used to be a basis in this study because the boy have got an exposure since he was 2 years old up to now is

still ongoing, 10 years old, where according to Piaget, the beginning of this stage is marked around the age of 2 and lasts until around the age of 7. During this stage, children begin to use language and imagery as meaning-making systems and make huge progress in their intellectual development. Even, Piaget's idea raises pros and cons, it proper with the boy condition in every stages he passed and will be modified with other theoretical-based analysis.

3.2 Acquiring Vocabularies through activities and Practicing into Daily Life

Language consists of words. Vocabulary is the collection of words that an individual knows. That is why, Farras's mother provides him with vocabularies acquisition with the pronunciation. Firstly, he enjoyed in learning English, when introduced simple new vocabularies. It was happened in his early time when he was at age 4-8. Secondly, after few months, having activities in the same way, slowly he felt stressful. The activities he got translating in fun way. It seemed he tried hard to acquire new language. Thirdly, A given exposure made him drain to understand new things but he fought to pass it because once he tried to speak English he got rewards for his language production, it encourages him to try again and again. I think he was in a step of what Brown (2007) said as assimilation or adaptation.

Finally, to solve his problem in boredom he got some strategies in acquiring vocabularies in his daily life, which are still happened until now. Hatch and Brown (2000) in Taka (2008:73) divide vocabulary learning strategies into five essential steps composed of great number of various strategies:

1. Encountering new words (reading, watching TV, listening to radio, textbooks, wordlists, dictionaries, etc.).
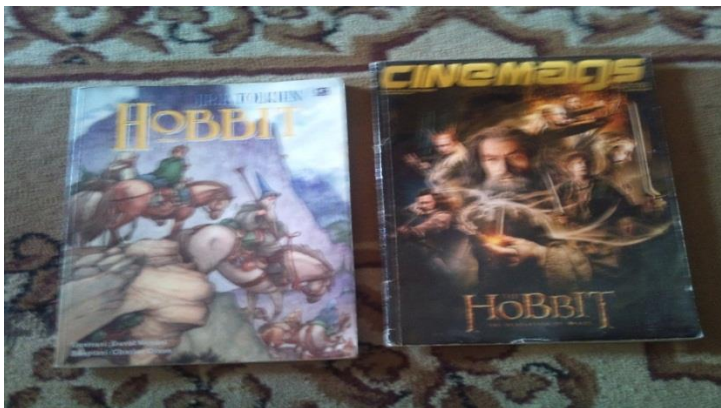
Figure 1. Storybooks

He likes watching "Gravity Falls". It is a cartoon movie for kids about adventure to find a treasure with a holy manual book. He loves "The Hobbit" he has one hobbit book and 1 magazine which took Hobbit as main theme.

He learns many words from those sources. His mother even often does not understand some imaginary words from Hobbit, such as 'throng' is a large gathering of people in ""Dwalin and Balin here already, I see," said Kili. "Let us join the **throng**!". Or 'prudent' in "All the same, I should like it all plain and clear," said he obstinately, putting on his business manner (usually reserved for people who tried to borrow money off him), and doing his best to appear wise and **prudent** and professional and live up to Gandalf's recommendation.

2. Creating a mental picture (visual, auditory or both) of word form (e.g. relating a new word with L1 words or other FLs with similar sounds, using phonetic script, relating to already acquired English words that sound similarly).

By listening jingle of cartoon vidclip soundtrack, such as "Code Lyoko" he also found some new words such as code, pretending, battle. Even he likes to sing "Naruto" soundtrack, which use Japanese language.

3. Learning the word's meaning (e.g. creating a mental image of the meaning, guessing from thing and context).

Some stuffs at home were given a sticker to name them. There is a cupboard in his room and his mother attach the sticker on the cupboard handle in order when he opened the cupboard unconsciously he will read the sticker and memorize it. He also sticks some posters in his room and living room, such as fruit, vegetable, opposite words, Hobbit, and his own drawing. Colorful posters that include quite a lot of text can be an on-going interest for children, as they gradually recognize more and more of the words.
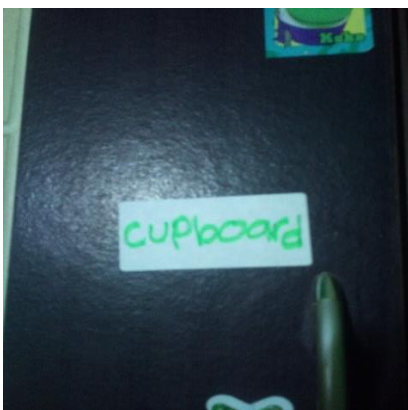
Figure 2 Stickers and Poster

4. Creating a strong linkage between word form and meaning in the memory (regardless of the memory strategy used as long as it is used).

It often happened to him because he acquires language in a matter how to use it meaningfully with the implicit grammatical use. His mother avoids the way telling him explicit grammar as it is not a natural for him and surely, it will make him tired with the grammar and block his mental in producing language.

5. Using words (in example sentences, collocations, various contexts, conversations, reading books and get the intended meaning, etc.).

He often confuses in understanding his mother utterances because of his unknown meaning. However, his mother assists him to understand it by giving example, antonym, opposite or giving clues in understanding the meaning.

3.3 Making Simple Sentence Related to Real Life in Conducting Short Conversation

Automatic acquisition from mere exposure to a given language seems to disappear [after puberty], and foreign languages have to be taught and learned through a conscious and labored effort. (Lenneberg, 1967:176) in (Lecumberri (2003:10)).

It is contrary with his condition. His mother realizes that he is now not only acquiring but also learning English. The process in helping him acquires the language pass into leading him to learning language intentionally since he also get English at school in his 1st grade. It can be proven by the way he gets the language, through the way he confirms meaning, clarifies message in conversation and asking in detail way. Piaget in Pinter (2011:12) emphasizes that children also appreciate that there may be more than one angle/perspective to a question or a task. They become competent at organizing and sorting objects into hierarchical structures and they recognize that the same set of objects can be looked at and categorized in more than one way.

Nunan (2005:126) underpinned it by stating "Young learners make educational gains when they are exposed to vocabulary items repeatedly in rich contexts (National Institute of Child Health and Human Development, 2000)". Context is used here to refer to any sources of information that are not inside the text but come from his world. His mother understands well that providing him with different context in learning can enrich his understanding of a discourse. Thus, it is important to help him expand his vocabularies through formal and informal instruction. For formal instruction, he will learn the meanings of words and ways to uncover the meaning of words through direct instruction. Such as the way in using 'please, would you, could you, etc. Informal instruction is not oriented rule and often a "by the way" approach. A feedback given directly to the mistakes he made at that moment.

After acquiring enough vocabularies that support him to make a sentence to convey his idea, mind, and feeling then were starting to make a

simple sentence. This is a phase for him to connecting vocabularies to his lives through personalization. Ask him questions that will help him to relate new words to their own lives. Anytime he fulfill his needs, such having dinner, taking shower, studying, playing with his friends etc. his mother always encourages him to say it. This simple sentence was trained to him in every activities. For example; Mom, I want to eat, I will take shower, I am studying, I am going outside. These simple sentences will help him to remember the words and to use the words in his own speaking and writing.

Helping him in making the sentence by giving questions can lead him to organize the answer. The questions are designed to prompt him to really think about the words. Whenever possible, the questions should allow him to relate the words to his own lives. Also, to encourage cognitive skills, point out that this is a good strategy for remembering new words. Nunan (2005:128) upholds, "The questions should also help learners develop higher order thinking skills by having them analyze information in order to answer the questions". Giving him questions means inviting him to think and giving response to the questions. His answers will represents his understanding of the questions and his ability in organizing sentences, which is as the steps of making sentence. The sample questions usually used by his mother are; what are you doing, which one do you like, where is your , why are you , how can you, when will you. From those kind of questions, his mother builds a simple conversation. The more he can answer the question, the more his mother chases him with other questions. However, if he cannot answer it well, his mother will stop by emphasizing his answers.

3.4 Conversation in Meaningful Communication

Comprehensible input is input which is a little bit above the learner's language level but understandable (Krashen, 1986) in Nunan (2005:13). Young children are not very good at considering other discourse and shaping what they say to fit the needs of others and young speakers between five and ten years lack awareness of how to accommodate for other participants in discourse, and are not very skilful in planning their talk. Therefore, building a meaningful communication among children is not easy because the very foundation of communication is an understanding among participants that communication is taking place. As stated by Snow (1996:17) "Communication is what the speaker and the addressee agree on as communication; it is an interpersonal, not a private, event". Understanding will be grasped if the speaker and addressee have same meaning and reference to a topic and they agree to what they are discussing.

Unfortunately, children up to age seven seem to blame themselves if they do not understand something said to them, rather than judging that what was said to them might have been inadequate. They thought that they are the one who lack in understand a discourse and sometimes it makes them feel underestimate on their own cognitive ability. In fact, the adult who talk to them should have a wise way to choose the lexical in order to make them understand the instruction, or the message within the conversation. Farras obtains an environment of conversation where set him in a meaningful communication. He

in a conversation with his mother, was always patterned a meaningful dialogs which is happened in different context. As a final point, it is important to provide young learners with different types of input so that they can achieve a proper output as the objectives in a meaningful communication.

3.5 Learning Through Reading Stories

According to Cameron (2001:159) "Stories offer a whole imaginary world, created by language, that children can enter and enjoy, learning language as they go". Pictures in the storybooks comfort the imagination of children about the story and children usually enjoy story with pictures. Children desire to find and construct coherence and meaning in story. They try to seek the meaning of words that they do not understand in the sentence by checking it up dictionary or asking parents. The moment of investigating the meaning of difficult words, actually is a process of doing critical thinking. Bringing the world into the classroom by using stories creates different demands for the foreign language teacher. The teacher has to work from the theme or story to make the content accessible to learners and to construct activities that offer language-learning opportunities, and in doing so needs many of the skills and language knowledge of textbook writers.

Parent-child story reading can be rich and intimate events that contrast sharply with the linear ariclity of syllabuses and some course books (Garton and Pratt 1998) in Cameron (2001:160). Farras's mother creates some habits related to reading story. She provides some activities, which can be done personally and pair with his mother. She wishes by doing these could give new venue for him to acquire the target language. Below is one of his favorite storybook that based on interesting movie.

Figure 3 Exercise Books

"Big Hero Six" is a story book in which enhance him to acquire english well. It is so, because the book affords simple language use in a proper context for childre. Thus, he enjoy reading it. While "The Islamic English Book" provides him a course book which deliver practices in producing language. It is admitted good by his mother because it provide exercise in language skills.

Beside providing books which is displayed in his mini library, his mother also does "Personal reading story", it means he should read a short story he likes in a week. It can be only one story or more. He can find the story from books in his school library, from his mini library provided by his parents at home, or from internet. He was given 6 days to do this then on Saturday, he should tell the story he read to his mother and his brother and sister. Then some questions delivered by his mother to check his understanding.

The last is doing reading together. He and his mother together do reading at the same time. They read a chosen story from storybook, magazine, newspaper then again, he should retell the story, or his mother confirms his understanding of the story by conducting discussion that he should take an active part.

3.6 Parents Role in Enhancing Children Acquisition

Parents for children are the first people they see after birth; people who teach them to speak, who can be a place to ask anything, and can be relied on all conditions. That is why, parents have important role in children live as well as in acquiring language. Unfortunately, Nunan (2005:167) affirm that, "Some parents are more involved than others are. Parents have a tendency to become less directly involved with their children's education as their children age (Eccles and Harold, 1996)". From the first sentence of the statement indicates that not all parents take part in their children education and language development. They decrease their involvement in their children activities based on their age. It is because parents think that the bigger is their child the better they can manage everything by their self.

The condition of parents above is not in line with this uncover fact that shows there is enormous variety in the circumstances in which children may be learning second or third languages. In families, balanced bilingualism, between L1 and foreign language, can only be achieved if parents are discipline, consistency, and patience into organizing language practices. As Pinter (2011) asserts children who are born in families where parents have different mother tongues may become balanced bilinguals from birth. Pinter tries to communicate this issue to parents that they have important roles. Supporting children in acquiring language does not mean by instruct them to do any educated activities that can enhance their acquisition but parents should also give example and involve in parting the children by joining the activities.

A thing that should be also concerned in this case is giving motivation. Motivation is believed as a weapon to boost children to be brave to interact with the new language they acquire. Studies of motivation in second language acquisition often refer to the distinction between integrative and instrumental orientations of the learner, which we now consider (Brown, 2007:170). Motivation will help children to have confident in practicing English in daily conversation. In this case, Farras got full motivation from his mother to speak. The forms of motivation are by accompanying him speaking English in all environments around him, such as; market, Alfamart, in his mother's friend house. Because of motivation he has, he is confident and brave to speak English even in front of people. In the field of second language acquisition, in

particular, the subject of motivation, Farras, has garnered plenty of attention from his parents and teachers.

Realizing the important roles, Farras's mother decides to do some actions as the strategies in facilitating Farras to acquire and learn English. She is always active in asking his son to participate in speaking because she believes that the exposure for her son is very important, moreover it can be a good sample and another exposure for his brother, which is in kindergarten who face the same steps as Farras.

4. Discussion
Vocabularies
To recognize more how he uses the language below is the result of interview with the boy about acquiring vocabularies.

Table 1. The Result of Vocabulary Questionnaire
1: always   2: sometimes   3: never

No	Statements	1	2	3
1	If I cannot remember a word in conversations, I use another one with a similar meaning.		√	
2	I review words regularly outside the classroom.		√	
3	I remember a word by remembering its initial letter.		√	
4	If I do not understand a word, I look it up in a bilingual dictionary.	√		
5	I like to be corrected if I misuse a word.	√		
6	If I hear a new word in class, I immediately write it down.	√		
7	I analyze word parts in order to guess the meaning of a word.	√		
8	I write down words while I read books and magazines for pleasure.			
9	I make word cards		√	
10	I look for similarities in sound and meaning between words in my mother tongue and foreign words (cognates) in order to guess the meaning.		√	
11	I try to use a word in a sentence correctly.	√		
12	I connect an image with a word's meaning in order to remember it.		√	
13	I say a word out loud repeatedly in order to remember it.	√		
14	If I cannot remember a word in conversations, I use gestures.	√		
15	I write down words when I watch films and TV programs.			√
16	If I do not understand a word, I ask for help.		√	

17	I imagine a context in which a word could be used in order to remember it.	√		
18	I translate the words into my mother tongue to understand them.	√		
19	I remember a word if I like it.	√		
20	I pick up words from internet or games		√	
	Amount	11	8	1

The original questionnaire displays sixty questions but it was adapted and taken only twenty questions. I took only twenty questions because the questions, which were chosen, were connected to his real life based on his sociocultural condition. The consequence, it consists only twenty questions in the questionnaire, wherein each strategies consist of five questions. The table above clarifies almost all activities in acquiring vocabulary he did. In encountering the new words, he answered often for all questions. It means he gets new vocabularies from this away. It has same result in using word strategy. He is an active boy that always asks anything he did not understand by confirming or clarification. There are only four questions that represent how he creates a strong linkage between word form and meaning in the memory. It seemed, he finds difficulty in applying this strategy as he acquired language by practicing using the language in his daily life by conversation without focusing to form. Form he gets through making errors and mistakes and his mother encountered it by doing repetition and confirming of what he meant. For instance;

F   : do you go to work tomorrow mom?
M   : tomorrow .. hmm .. using do you .. are sure?
F   : hehe .. will you
M   : repeat it again
F   : argh, will you go to work tomorrow?
M   : yes, I will.

Meaningful Communication

It conveys that the boy practiced the strategies completely in his daily life. His family, especially his mother, supports him much to speak English. Still about "The Hobbit" about the word 'prudent', he asked his mother,

F   : is it the same as prudential in asuransi
M   : do you mean insurance, prudential. Prudent mean wise. Do you know wise?
F   : bijaksana. So what is prudential insurance
M   : think
F   : following prudential is wise to keep life right
M   : yea

The vocab he acquired now is not only about daily life but also being wider related to games, movie, life, interfering his brother to speak English too. Some other unpredictable words that he uttered when he talks to his mother are:

Table 2 Unpredictable Words

No	Words	Way he gets	Context
1	Dignity	Book	A story of sedekah
2	Responsibility	Comic	Naruto in battle
3	Careless	Conversation	Experience at school
4	Optimist	Advertisement	Adv on tv
5	Perhaps	Teacher	Confirming the meaning with 'maybe'

He is in a phase as Piaget said concrete operational phase. A phase of the beginning of the third stage marks the start of the most fundamental cognitive change, the development of 'concrete operations'. In one observation, a conversation occurred:

F : he is Mr. Puck. what is puck, a name or what?
M: watch the character? What do you see from the man character?
F : bad, evil and always tell bad to Ulrich
M: So?
F : a bad man
M: yea near, a bad peri
F : I see.

Constructed from the dialog above, it can be seen that he learnt how to catch a meaning of 'puck'. His mother did not directly give the meaning but scaffold him to get the meaning by himself. It is, therefore can help him to understand and remember the word easily and in long term.

5. Conclusion

From an individual child's point of view, there are many different pathways to success. Farras, who is exposed to two-three languages from birth, have a huge advantage but this is not the only way to succeed. Farras already passed a process in acquiring the language; from vocabularies and how to pronoun it, making a simple sentence for a short conversation, and a conversation in a meaningful communication. Results shows that the process success in assisting him in acquiring language, encouraging him to learn language and aware of how the extent of his language learning opportunities despite the restrictions in current context.

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Illocutionary and Perlocutionary Act on Madurese Language

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Abstract

This article deals with the analysis of illocotionary and locutionary act on the conversation of Madurese people in their daily activity. The aim of this study is to describe and explain: 1) how illocutionary and perlocutionary act used in Madurese language; 2) the intention of that conversation. This study uses qualitative research method. The data is a daily conversation of Madurese society. The collection uses observation and field note. The data analysis is done by collecting the data, classifying, analyzing and drawing the conclusion. The result of this study can be concluded as the follows 1) illocutionary and perlocutionary act on Madurese language uses in explicit and implicit performative; 2) the intension of illocutionary and perlocutionary act are to inform, motivate, persuade, order, forbid, threaten and to refuse.

Keywords: Illocutionary Act, Perlocutionary Act and Madurese Language

1. Introduction

The function of language as tool of communication plays very important in the society. It is to express someone's feelings and ideas. Communication is a kind of speech act and it is subdivision of pragmatic, it is how people use their language. According to Yule (1996), pragmatic is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by listener (or reader). Furthermore, William (1989) stated that pragmatic includes the speaker and addressee's background attitude and belief, their understanding of the context in which a sentence is uttered, and their knowledge of the way in which language is used to communicate information. In communication there are many variations which people use, one of them is speech act as verbal communication which most of people use in their communication.

According to Yule (1996), in speech act, people do not only produce utterance containing grammatical structure and words, they perform actions via those utterance. In this case, the speakers do not only deliver a message but also they create a social relation with the hearer . In other word, the speaker must think what they will say before they talk. For example, a driver of taxi asks someone who passes in front of him "Mau kemana?" (Where will you go sir). In

this example the driver does not really ask where he will go but he creates social relation with him. Furthermore, speech act influences the relation between form and function because it focuses on the question of what people are doing when they use language.

Talking about speech act, Yule (1996) divided it into three types of speech act, they are locutionary, Illocutionary act and perlocutionary act. The first is Locutionary act, it is the basic act of utterance, or producing a meaningful linguistic expression. Furthermore, Searle in Agustina and Abdul chaer (2004:53) stated that locutionary act is also called prepositional because this speech act only relates to meaning. For example "my mother said to me to buy a new dress", this utterance is understandable well by listener and he does not need to interpret it. The second is Illocutionary act, it is speech act which mostly people do not just produce well-formed utterance with no purpose, they form an utterance with some kind of function in the mind, it is performed via the communicative force of an utterance. In addation, Yule (1996) stated illocutionary utters to make a statement, an offer, an explanation, or for some other communicative perpuse. Abdul Chaer (2004) also stated that illocutionary act relates to the intended meaning which someone utters. For example, a lecturer says to his students "this class is so hot". His utterance is not only informs the information to his students about the condition of weather but it also has intended meaning "he hopes his students turn on the fan or open the window". In addition, William stated that illocutionary act reflects the intent of the speaker in uttering that sentence (to praise, criticize, warn). The third is perlocutionary act, it is the assumption that the hearer will recognize the effect of speaker intended. William (1989) stated that perlocutionary involves the effect that the speaker has on his or her addresses in uttering sentence. Suppose, for example, that teacher who is having trouble maintaining order in the classroom utters the sentence *I will keep you in the class.* In locutionary act, it is involving utterance of sentence with the meaning "I'll make you stay in the school later than usual", an illocutionary act (a warning, and perlocutionary act (silencing the students). In other word, locutionary relates to the basic meaning of the utterance; illocutionary act relates with speech act that has intention inside of utterance, for example to order, promise, hope and others; and perlocutionary relates with the effect of utterance to speaker (Ainin dan Ansori; 2014).

Related to the explanation above, Madurese language is one of languages which is not only used in Madura island but also most of people in east java use it as tool of communication. There are many conversations which the researcher found for example when the researcher went to the traditional market, there was a seller of dress said "baju baju model anyar" (there is a new model dress), then there were many women came. If we analyze what the seller said "baju baju model anyar" (there is a new model dress), he does not only inform someone who crosses in front of him but he also persuaded him or her to see his new model dress. In pragmatic, it is described as locutionary and perlocutionary act.

Dealing with the explanation above, the researcher is interested in analyzing this kind of speech act especially on madurese language. So, this

article will focus on the analysis of Illocutionary and perlocutionary on Madurese language which people use as daily conversation, and the intension of those speech acts.

2. Research Method

This study used descriptive qualitative research method. The descriptive qualitative design does not intend to find a new theory but to find a new evidence to prove the theory. The researcher used this design because it attempted to describe the linguistic phenomena found in the language especially in Madurese language. It focused on the utterances of illocutionary and perlocutionary act spoken by the society which used Madurese language. Furthermore, the utterances were analyzed descriptively to be described and explained in detail phenomena based on speech theory.

The subject of this research was a daily conversation of Madurese society. To make the conversation has sense and analyzable, it also takes the situation as the context of the conversation. The data collection used observation and field note. Creswell (2012) stated that in qualitative research, collecting data based on words from a small number of individuals so that the participant's views are obtained.

After collecting the data, the researcher analyzed the data by interpreting and classifying it. It is line with Creswell's statement that analyzing the data for description and themes by using text analysis and interpreting the larger meaning of the finding. The last, the researcher wrote the report or drew the conclusion of the data.

3. Finding and Discussion

In finding and discussion, the researcher presented the data clearly, then classified the data and also analyzed the data by interpreting the data. There were several data that the researcher analyzed. They were utterances that are spoken by society. Here the following analysis:

The first conversation

This conversation happened between a mother and his son, she asked help to her son but he could not help her. Here the detail conversation:

<blockquote>
Ibu (mother)   : Nak bisah benthoh ibu'? (can you help me?)
Anak (Son)   : Sengko' benyak lakonah bu'. (I have something to do)
Ibu   : Iyye lah (it is OK).
</blockquote>

From the conversation above, when the mother says **"Nak bisah bentoh ibuk? (can you help me)"** and the hearer (son) answers by saying**, " sengko' benyak lakonah" (I have something to do),** we can analyse, the son does not answer directly (yes or no) what the mother asks but he replies by using indirect speech act. So she must interpret what he said. The son's reply is

called by illocutionary act because his utterance does not mean he only informs that he has something to do but it has intended meaning that he could not help his mother. The intension of his utterance is to refuse the question. The second, even though he did not answer directly, it has the effect to the hearer. His mother understands well what his son means and does not ask anymore to help her. She just says "OK", it means she does not want to disturb his activity and she also realize that his son cannot help her. In pragmatic, it is known as perlocutionary act.

The second conversation
The following conversation happened between a mother (Diana) and her daughter (Qonita), it is happened when the daughter wanted to buy something after her mother just bought her something. Here the conversation:

Qonita (daughter)   : ma' minta'ah pesse lemelleyah pole? (Give
                        me money to buy something!)
Diana (mother)   : ***Asakola'ah beyih kah ma' mon ajejen
                        teros. (I want to go to school if you always
                        ask me money to buy something)***
Qonita (daughter)   : iyyelah (OK)

In the second conversation, Diana does not reply directly what Qonita asks but she (Diana) uses indirect speech to reply. What she said " ***Asakola'ah beyih kah ma' mon ajejen teros. (I want to go to school if you always ask me money to buy something")*** actually does not have the real meaning that she wants to go school for teaching but it has intended meaning, she does not give money to her daughter. The intension of illocutionary in this case is to threaten her to not ask money. From Diana's utterances, it has the effect to her daughter. She understands what her mother says and does not ask money again because she is worry her mother will go to the school for teaching if she still asks money. It is describe as perlocutionary act.

The third conversation
This conversation happened when a father came to her daughter and her friends in her room, then he found her daughter room is dirty. So, he ordered her to clean it. Here the conversation between father and his daughter:

Rijal (Father)   : ***Aduh*** ma' ***ce' robbunah yeh kamarrah.
                        (your room is so dirty)***
Azka (daughter)   : hehhe (she smiles)

Based on the conversation above, Rijal's utterance " ***Aduh ma' ce' robbunah yeh kamarrah. (your room is so dirty)"*** uses indirect speech and described as illcotionary act becuase he does not really inform the condition of his daughter room which is very dirty. His utterance has intended meaning, it is to order his daughter to clean her dirty room. From rijal's utterence, it has the effect to her daughter as hearer, she understand what her father wanted that she must clean the room. In pragmatic it is called by perlocutionary act. From

that conversation, the intension that speech act is to order someone to do something.

The fourth Conversation

In this conversation, the researcher found the conversation between a father and his son, it happens when the son climbs the tree, and his father forbid him to climb up. Here the detail conversation:

<blockquote>
Father   : **Naik terros cong! (go up please!)**
Son   : Bunten pak (no dad)
</blockquote>

In this conversation, we also find illocutionary and perlocutionary act that they use in their utterance. The first, when the father found his son climbed the tree, he forbids him to climb up but he does not order directly. He used indirect speech. His utterance "**naik terros cong! (go up please!)**" does not mean he orders to climb up but it has a meaning inside this utterance, it is forbidding his son to climb up. So father's utterance is described as illocutionary in pragmatic, and the intension of this speech is to forbid someone to do something. The second, while he used indirect speech, his son still understand clearly what he wanted and has the effect to hearer or his son. So he does not climb up again and go down, it is called by perlocutionary.

The fifth conversation

The following conversation happened between a grandmother and her granddaughter in the small village, she asks permission to her grandmother to not read Al-Qur-an in the Prayer-house (communal building suitable for any devotion except Friday prayer) after magrib prayer, it is madurese' culture that parents always take her son or daughter to the Prayer house to study Al-Qur'an after magrib prayer. Here the detail conversation:

<blockquote>
Granddaughter : Ne' olle engko' ta' ngajieh sateyah neng langger? (Can I not study al-qur'an in the Pray-house later?)
Grandmother   : **Deggi' se ka langger eberi'nah jejen. (If you go to the Pray-house to read Al-Qur-an, I will give you snack).**
Granddaughter   : Enje' kah ni' engko' ngajieh sateah hehe. (Ok. I want to go to the Pray-house to study Al-Qur'an.)
</blockquote>

In the fifth conversation, a granddaughter asks permission to her grandmother to not read Al-qur'an in the Pray-house while she (grandmother) does not answer what her daughter asks by saying "No" or "Yes" but she utters "**Deggi' se ka langger eberi'nah jejen**". Despite she does not answer directly, her utterance is understandable well by her granddaughter. Of course, she does not only inform a information to her daughter but also persuades her to go to prayer-house. It is described as illocutionary act. The last, her (grandmother)

utterance also has also the effect to her granddaughter, she wants to read al-qur'an in the pray-house, and it is called as perlocutionary act in pragmatic.

The Sixth Conversation

It happens when the researcher was asked to accompany his friend "Abdul Munir" comes to his close friend's house, he is Abdul Ghafur. They talked many things, the following are part of their conversation;

Abdul Munir	: De' remmah kaberreh taretan? (How are you my friend)
Abdul Ghafur	: Sae Alhamdulillah (Fine thanks)
Abdul Munir	: **ce' soappah cuaca acora' (the weather is so hot today)**
Abdul Ghafur	: **Le'** ngala' **aki aeng cellep. (please take a cool water)**

From the sixth conversation, what Abdul Munir uttered "**ce' soappah cuaca acora' (the weather is so hot today)**" is not only inform the information that the weather is hot but it also has another meaning. He wants something to drink, he uses indirect speech to say what he wants. In pragmatic, it is illocutionary act. The following, what Abdul Munir said has the effect to Abdul Ghafur, he understands well what his friend wants. So he orders his wife to take him a fresh water to drink. In this case, it is described as perlocutionary.

4. Conclusion

Based the discussion above, it can be concluded that people in Madura East Java; (1) use direct and indirect speech to express what they want, (2) In indirect speech, locutionary and perlocutionary is also used in their conversation, (3) the intension of locutionary and perlocutionary act are to refuse, to threaten, to order, to forbid, to motivate and to ask.

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Textual Analysis on Argumentative Writing

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Abstract

This study is aimed to describe and interpret the lexical style that is used by the writers who are from different background of culture, knowledge, and social status in arguing the topic. So, this research reveals investigates the lexical style on the website "The Learning Network, Teaching & Learning with the New York Times" by the topic "Do You Believe in Equal Rights for Women and Men?" In this research I use van Dijk's theory which focuses on lexical style as one of the element of the micro structure that is applied in the argumentative writing that is used to express discrimination and stereotype. This research is descriptive qualitative. Since, the data are in the form of words. The analysis reveals some findings covering the formulated research question. It is found that the writers used the adjective, verb, adverb, pronoun, and noun to underestimate another group which aimed at discrimination and stereotype. They commented on that topic by describing another gender negatively. From that analysis, it is found that the writers do gender discrimination. And for stereotypes, it can be divided into two types; they are characteristic and behavior stereotypes.

Keywords: textual analysis, lexical style, argumentative writing

1. Introduction

A text is usually understood as a piece of written language. Yet, in discourse analysis, a text may be either written or spoken discourse, as like the words that are used in conversation (or their written transcription) constitute a text (Fairclough, 1995:4). Written or printed text such as newspaper articles are text, while transcripts of spoken conversations and interviews, as well as television programmes and web-pages, any actual instance of language in use is a text (Fairclough, 2003). In addition, language in text always simultaneously functions ideationally, interpersonally, and textually. Ideationally in the representation of experience and the world, while interpersonally in constituting social interaction between participants in discourse, and textually in lying parts of a text together into a coherent whole (a text, precisely) and lying texts to situational context (Halliday as cited in Fairclough, 1995:6). Hence, based on the theory above, text analysis is a crucial part of discourse analysis which is not purely the linguistic analysis of texts; it also includes interdiscursive analysis, which is

seeing text in terms of the different discourses, genres, and styles they draw upon and articulate together (ibid).

Textual analysis can often give excellent insights about what is in a text but what is absent from a text is often just as significant from the perspective of sociocultural analysis (Fairclough, 1995:5). It demands diversity of focus not only with respect of functions but also with respect to levels of analysis. Besides that, it presupposes a theory of language and a grammatical theory and one problem for critical discourse analysis is to select from among those available. The principle that textual analysis should be combined with analysis of practices of production and consumption has not been adequately operationalized in the papers collected.

Fairclough (as cited in Richardson, 2007:46) stated that there are two major aspects of text to consider during analysis. The first has to do with the structuring of propositions, the second with the combination and sequencing of propositions. In Fairclough's model, text is analyzed linguistically by viewing vocabulary, semantics and grammatical. While, van Dijk distinguishes a text of some structures. He divides it as three levels, they are macro structure, supra structure, and micro structure. Macro structure, point toward global meaning which can be précised from the theme or topic which is raised by discourse. Supra structure, point toward framework of discourse or schematic, and the last is micro structure, point toward local meaning of discourse or semantic, syntaxes, stylistic, and rhetoric by analyzing words, phrases, sentences, and propositions (Rosidi, 2007).

Related to the description above, van Dijk (2000) stated in his theory that besides observe the overall meanings or topic of media, we also need to observe the local meanings of words and sentences. It means that micro structure is an important point in analyzing discourse, because it not only analyzes the global meaning but also the small elements such as words, phrase, and sentences which needs hard effort to identify the discursive meaning viewed from the internal structure of text. Along with all the elements above, I choose word choice or lexical style to be studied in this research since this element is the first stage in analyzing the text.

Related to the statement above, Richardson (2007:47) stated that the analysis of particular words that is used in a newspaper text is almost always the first stage in any text or discourse. Since, Words convey the desire of society and of value judgments. They convey connoted as well as denoted meanings. In addition, words are used to communicate the messages of a text whether about an individual, a group of people, an event, a predicted or expected event, a process, a state of affairs or any of the other subjects and themes of newspaper texts. Huckin (1997) further stated that a word can convey strong meaning connotations. Connotation which is associated with a word, or through metaphors and figures of speech that can turn the uncritical viewer's mind. Hence, from the explanation above, a word has power which is able to convey strong meaning, since it can doctrine the people to believe and control the readers or listeners' mind about an event where it often represents the power of the speaker or writer legitimately.

In addition, the meaning of words is not always closed to the dictionary's term, but it is closed to the basis of the cultural condition and context around the participants. Fairclough (as cited in Locke, 2004:50) that the same word can have a number of different meanings. This multiplicity of meanings he refers to as a word's meaning-potential. In other words, shifts in words meanings can be a key indicator of discursive contestation and subtle changes in discursive formation. Van Dijk (2000) further stated that when there are options of lexicalization, choosing one word rather than another often has contextual reasons, such as the opinions of the speaker about a person, a group or their actions. Thus, the choice of words can imply negative or positive evaluation which has impact toward the readers or listeners' thought. So, referring to the description above, I choose lexical style or word choice to examine the argumentation writing on the gender issue which is portrayed in written text.

In analyzing the text, a text should be analyzed at various levels. As what van Dijk (1999) states that when adopting textual analysis, discourse should be analyzed at various levels or along several dimensions. However, textual analysis from the perspective of CDA, does not simply involve looking at the linguistic form and content of the text (Richardson, 2007:38).

Critical discourse analysis is a study which relate with the racist, discrimination, ideology, power, social imbalances, hegemony, etc that is expressed through the language. Gee (as cited in Rogers, 2004) declared that CDA involves beyond relating form and function in language, specific empirical analysis of how such form-function correlation associate with specific social practices. CDA is different from other discourse analysis methods because it is to understand how people are manipulated by public discourse and thereby subjected to abuses of power (Huckin, 2002), beside that it includes not only a description and interpretation of discourse in context, but also offers an explanation of why and how discourses work (Rogers, 2004:2).

Furthermore, Fairclough (2003) stated that CDA is concerned with continuity and change at this more abstract, more structural, level, as well as with what happens in particular text. The link between these two concerns is made through the way in which texts are analyzed in critical discourse analysis. According to van Dijk (as cited in Richardson, 2007:1) critical discourse analysis is concern with social problems and especially the role of discourse in the production and reproduction of power abuse, domination, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. Here, dominance is defined as the exercise of social power by elites, institutions or groups, that results in social inequality, including political, cultural, class, ethnic, racial and gender inequality (van Dijk, 1993). Crucial for critical discourse analysis is the explicit awareness of their role in society. Based on the description above, I will use van Dijk's theory, since the theory of van Dijk is valued as more effective in elaborating the structure, component, and discourse elements and also his model is commonly used in analyzing critical discourse analysis (Rosidi, 2007).

Based on the explanation above, I choose argumentative writing which contain gender issue that I take from media online, that is from the website "The

Learning Network, Teaching & Learning With The New York Times", published on July 2nd, 2010 by the topic 'Do You Believe in Equal Rights for Women and Men?' as my study based on the CDA approach. There many people from different background, ideology, and their social status give their argumentation or opinion about the topic. By doing this research, I will know the certain meaning which contain ideological power, stereotypes, discrimination, etc behind the words or sentences that are used by the writers. Since, at every level of analysis, it encounters ideologically based on beliefs, opinions, and attitudes (van Dijk, 1991:5). Besides that, argumentative essay allows writers to express their opinion on a topic which involve their thinking that is expressed in their writing. Hence, the words or sentences that are produced by them are influenced by their ideology, cultural background, and their social status. Based on the reasons above, I think it will be interested to be researched.

Related to this research, there are some previous studies which relate with this research. Amalia (2010) focused on textual analysis toward speech of president Ahmadinejad on anti-racist conference in Jenewa. Her finding shows that textual analysis of that speech provides an understanding of the policy and political perspective of Iran, which is expressed in that speech. The second is Mariani (2011) analyzed grammatical and lexical cohesion in short story "Sokrasana: Sang Manusia" written by Yanusa Nugroho. Her finding showed that there are four aspects of grammatical cohesion found in discourse; they are reference, substitution, ellipsis, and conjunction. In addition, Andriyani (2013) which analyzed textual and contextual on "Traju Mas" novel by Imam Sardjono. Her finding showed that there was textual sign which covered grammatical cohesion and lexical cohesion on Traju Mas novel by Imam Sardjono.

Related to the previous researchers above, here I propose the study on critical discourse analysis. Yet, in this research, I just focus on lexical style which is proposed by van Dijk. By conducting this research, I will know how the writers use the lexical style to convince and influence the reader's mind in their writing. In this research, I will reveal the ideology behind their writing in argument gender issue.

1.1 Focus of the study
Based on the background of the study above, the problem of the study can be formulated as "how are the lexical style used by the writers in their writing?"

1.2 Objective of the study
Based on the research problem above, the objective of this study is to describe and interpret how the lexical style used by the writers.

1.3 Significance of the study
There are two kinds of significance in this study. Theoretically, the perspective of van Dijk will give contribution of theory in CDA. Furthermore, this research is expected to give academic contributions, especially to build the theoretical bases of critical discourse analysis on the use of lexical style in argumentative essay.

Practically, this research is expected to give the ability toward the readers concerning CDA, especially discourse that related to argumentative writing. Besides that, this research finding also is able to give the alternative as a matter of learning, especially in argumentative essay, complete with its analysis. Furthermore, this research offers critical discourse analysis model to build critical language awareness that is applied through written text. By studying lexical style in this writing, we can also know how the words or sentences are used by the writers to show certain ideological power which aimed at stereotype, discrimination, etc. In addition, this research can be a reference for other researchers to conduct the research in this area to give significant contributions to the wide range CDA studies.

1.4 Scope and limited of the study

This research just focuses on lexical style that is proposed by van Dijk. Actually, there are many kinds of element to analyzing the text, yet to make this research more specific, I just focus on lexical style to identify and describe deeper meaning of the words or sentences that is used by the writers in media online.

In terms of data, I just focus on gender issue on the website 'Learning Network, Teaching & Learning with the New York Times' that published on July 2nd, 2010 by the topic 'Do You Believe in Equal Rights for Women and Men?' since this topic is debatable.

1.5 Definition of the key terms of the study

Textual analysis : a crucial part of discourse analysis which concentrate to how the contents are formulated.

Lexical style : word choice that is used in text media that has connotation or denotation meaning.

Argumentative writing : one of the genres of writing that involve the writer's or speaker's point of view in conveys their opinion about something to convince the readers or the listeners.

2. Methods

2.1 Research Design

This research is classified as descriptive qualitative. It is descriptive, since this research is to describe the words or sentences that have certain ideology which is written by many writers who has different background, ideology, and social status. I explain the lexical style descriptively and it is designed to obtain the detailed description how the lexical style used by the writers using van Dijk's theory.

This research is also categorical as qualitative, since this research is to get understanding and interpretation deeply on how lexical styles used by the writers in argument a case. Besides, this research is concerned with the process in understanding of words or utterances. In addition, in analyzing and collecting this data, the researcher uses human instruments as the primary

instrument of this research. Therefore, this research is categorized as descriptive qualitative.

Furthermore, this research use critical discourse analysis approaches especially focusing on understanding critically toward the lexical style that is used by the writers which contains discrimination and stereotype.

2.2 Data and Data Source

The data of this research are words or sentences that are used by the writers in arguing gender issue in media online. The data source is written text in the website Learning Network, Teaching & Learning with the New York Times that published on July 2nd, 2010, by the topic 'Do You Believe in Equal Rights for Women and Men?' In this research, I investigate the words or sentences that are written by different writers who has different background, ideology, and their social status, which contain discrimination and stereotype, in the purpose in achieving a depth analysis and understanding on gender issue in those texts by using critical discourse analysis approach.

2.3 Research Instrument

The research instrument is one of the important elements in research to obtain the needed data. This research is qualitative research, so the instrument research is the researcher itself. The researcher becomes the key instrument of this research. Since, the researcher is the main instrument who conducts this research, starting from designing this research, collecting the data, reporting the data, and analyzing the data.

2.4 Data Collection

By conducting this research, I collect the data by using several steps. First is observing the use language in written or spoken. The data of this research is written text in the website Learning Network, Teaching & Learning with the New York Times that published on July 2nd 2010 about the gender issue. Then reading the opinion or argument writing collected closely in order to get the data. I underlined the words or sentences that indicate discrimination and colored by giving green color to the words or sentences which indicates stereotype. Then I gave the code. And the last is I input them into the table. After doing close reading, I choose the data by identifying, categorizing, and noting the potential data that indicate discrimination and stereotype. The last is arranging the obtained data based on the sequence of the events.

2.5 Data Analysis

After collecting the data, the researcher comes to the analysis. Based on the research problem, I get the data by browsing in internet to look for the argumentative essay. Then I do reduction of the data, where the researcher do paraphrase and choose the data which is relevant with the research problem. While reduction the data, I try to code the data which is relevant with the research problem. After that, the data is analyzed based on many steps. First is data are analyzed to find lexical style as discourse strategy in arguing gender

issue in media online which contains discrimination is used in the text. Second, I will analyze the data to find the use of lexical style which contains stereotype in the text. Then, I interpret and discuss the finding. The last is drawing the conclusion.

3. Finding And Discussion

Referring to the data description and interpretation employing van Dijk's theory, it is clear that the writers of the data above frequently used the lexical choice as their strategy to express and show that in their sentence contain discrimination and stereotype which is pointed to another gender which is caused by difference background of knowledge, culture, and social status. In present study, the discursive strategy is generated from the element of a micro structure is lexical style that reveal equal rights for women and men that happened in every country.

From the data presentation is found that the writers used the adjective (*stupid, menial, better, inferior, weak, fragile, stronger, racial, fit, higher, bigger, bad, superior, brutish*), verb (*treated, offered, stay, hazed, sexually assaulted, go, sleep, teasing, carry, lack*), adverb (*less, never, physically, sadly*), pronoun (*we, they, I, you*), and noun (*joke, slavery, home, monster*) to underestimate another group which aimed at discrimination and stereotype. So, they used that word class to show that there is gender inequality there.

Besides the word classes, through their lexical choice the writers do gender discrimination each other. They commented to give their opinion by describing another gender negatively. From the data above, it can be gotten that there is pro-choice, and contra-choice. In the text above, of course they involve their thinking which is produced through their sentences. The topic is about the equal rights for women and men, so it constitutes gender discrimination. While about the stereotype, it is divided into two types. It is characteristic and behavior stereotype. I divided them based on the way they treat another gender through their lexical or word choice that is selected.

In this segment, I discuss the data analysis based on the finding of this research. In this research, it is found that the writers in this data used the lexical style in the form of adjective, verb, noun, pronoun, and adverb to underestimate another gender which aimed at discrimination and stereotype. In other words, the argumentative text which is available in media online, from the website "The Learning Network, Teaching & Learning with the New York Times" which is published on July 2nd 2010 by the topic "Do You Believe in Equal Rights for Women and Men?" more contains stereotype than discrimination. Based on the data analysis, stereotypes can be divided into two types; they are characteristic and behavior stereotype. While for discrimination, it has one type that is gender discrimination. It is proven from the data that the writers who is from different culture, knowledge, and social status using the word 'weak' to describe the women. It contains stereotype toward women.

In addition, in this study, the lexical style that is used to analyze the data is one of the elements of micro structure which is proposed by van Dijk. From the data analysis, it is found that by using lexical style, most of the writers who has different background tend to show their comment toward another gender

which actually contains discrimination and stereotype. This data is appropriate to be analyzed by van Dijk's theory. Since, after looking the data, most of the writers in this website used the word choice to illustrate the certain posture, ideological expression and persuasion about each gender.

In short, referring to the explanation above, the researcher asks to the teachers or lecturers who teaches writing subject to be more careful in choosing the topic. Since, this topic is so sensitive, so it is better for the teachers to give the topic without involving racial, gender, or whatever which aim at discrimination and stereotype. So, the argumentative text in this website is not appropriate to the writing students in the first level.

4. Conclusion

In the argumentative writing, the most frequently about discrimination and stereotype based on the statement used by the writers who has different background of knowledge, culture, and social class in the form of lexical style. The choosing of words by the writer is valued as a strategy. It is not only constructed as the way they pour their idea, but also as the strategy to influence someone idea, to strengthen the legitimating, to dominate, discriminate, and stereotype the minority groups.

In analyzing textual analysis which is focused on the lexical style used by the writers in argumentative writing, it gives some knowledge and significant. The most significant that I get is I can improve the ability in understanding critical discourse analysis, especially in lexical style. Practically, the teachers in looking for the source of reading for the students, they cannot take it mistakenly. Since, it is afraid that the source of reading contains discrimination and stereotype. Moreover, by conducting this research I can understand well the words and sentences that indicate discrimination and stereotype that is used by the writers. In addition, this study produces the descriptive knowledge of the micro structure's element is lexical style. This is judged as the strategy which covers word choice. Finally, the present research findings support van Dijk's model of critical discourse analysis which concerned of gender issue.

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Gender Bias Strategies in Football Report

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Abstract

Football has been classified as a "male appropriate" sport, a classification for sports that emphasize aggression, individuality and physical contact. This study addresses the question of the gender bias strategies of female footballers in the press. Media's projections of male and female footballers in five different occasions are compared. It offers a linguistic description of the stereotyped language reserved for women in sports settings. An analysis of qualitative aspects of the data reveals the gendered structure in football report. The data are collected through documentation technique by applying reading comprehension. By means of a corpus assisted analysis of sports reporting of the female and male footballers in recent Women World Cup 2015 and World Cup 2014 according to The Guardian UK. Thematic strategies are applied to analyze media's tendency in projecting female footballers in football report.

The findings indicates there is gender bias language in football report, according to: Thematic strategy reveals gendered language to female footballer through feminine lexicon, sarcasm, gender mark, racist commentary and bring up private life. It looks like media making stereotypical opinion of female athletes, and want to deliver this message through football report. The study concludes that this type of representation is motivated by sexist stereotyping related to the ideological interests of male hegemony. Female athletes are fighting for acknowledgment from media for their role in sports.

Keywords: Football Reports, Gender Bias, Thematic Strategies

1. Introduction

Sports news and sports reporting is highly gendered around the globe. Some studies, usually using content analysis, have found that women's sports are under projection in the sports media and majority pictured as less exciting and less interesting than men's sports. The gender bias in sports more obvious when some female sport studies discover that sports are divided by two categories, those are female appropriate sports and female inappropriate sports (Fejgin & Hanegby, 2001; Harris & Clayton, 2002; Mennesson, 2000; North, 2012; Ponterotto, 2012). Female appropriate sports portrait female athletes in beautiful and sexy look, such as Anna Kournikova

(Tennis), and Federica Pellegrini (Swimming). According to Fejgin and Hanegby (2001) appropriate sports for women include all those where the athletes does not display characteristics associated with hegemonic masculinity.

In the domain of sports, it has often been noted that female athletes achieve press visibility primarily when they are targeted as sexual objects. The foundation following the present study is that regardless of improvement in the sexual emancipation movement, gender stereotypes situation the assignment of professional charge to women in athletic settings (Baum, 2010). This socially concept value is that women have to be above all young, beautiful and uncommitted, and in most cases, objects for the satisfaction of men. Nowhere is this more proof than in the interest that is paid in the present-day press to the physical look of female athletes. In a area like sports, where skill, capability and competitive achievement should take center stage in the portrayal of events and contributors, it is found that a good deal of press treatment of female athleticism is dedicated to anything but that; on the contrary, female attractiveness and sexual appeal are clearly for grounded.

The gap on sport reporting between men and women athletes also can be seen the used of gendered and sexist language. The discrimination of female athletes also happens on the language that is used by the journalist. Sexist language is language that shows bias in favor of one sex and thus treat the other sex in a discriminatory way (Lei, 2006). In some cases, the bias is in favor of male and against female. The survival of bias language is due to sexism, and domination of certain gender in society. As a social phenomenon, language is strongly related to social manners. Gender bias language is occurred on female sport reporting, it could be on the words choice, or the preference on certain reference, or the using of gender mark. As a result, the men's games, tournament, and actions were presented as the norm, the universal, whereas the women's were continually marked as the other, derivative, and, by implication, inferior to the men's.

Through a linguistic analysis of the discourse regarding *Women World Cup 2015 and World Cup 2014*, it reveals the persistent tendency in media language to trivialize the female by representing sportswomen through traditional stereotypes of femininity and sensuality. In accordance with the claims made by Harris and Clayton (2002), it argues that discriminatory, stereotyped descriptions of female athletes are motivated by an ideological stance aiming to confine women to behavior consonant with, and assertive of, hegemonic masculinity.

2. Methods

2.1 Data

The object of this study was articles about *Women World Cup 2015* and *World Cup 2014* published by *The Guardian*. Content analysis was adopted in this study, so the object includes the headline, title, and report, words, narration or statement about women and men footballer on those events. The data were compiled from sport section from June 6ᵗʰ to July 5ᵗʰ 2015 and from June 12ᵗʰ to July 13ᵗʰ 2014. This study was not limited the object only for some certain

national teams, but it was openly to all national team as long as the participant of those competition.

The data of this study were words, phrases, and sentences in the texts of football report of *The Guardian* that were categorized as gender bias. The type of the text was news item text, a text that giving gender bias information that was considered as important, hot, and worth reading. The source of the data in this study was in the form of document, which was, the texts of football athletes report of *The Guardian* that were categorized as gender bias.

Content analysis was adopted in this study, so the subject includes the headline, title, and report, words, narration or statement about women and men footballer on those events. The sample was collected over the duration of the events, a period of 30 consecutive days including Sundays. This covered any prose concerning sport, not including illustrated cartoons or advertisements. There were four mains incident that compared on the competitions, those were; 1). Defeat, 2). Winning, 3). Own Goal, 4). Hat trick, and 5). Own Goal.

2.2 Analytic Categories

This study applied Harris and Clayton (2002) thematic strategies to describe gender bias of sportswomen in football report. Thematic strategies are eight main discursive categories that are used to portray female athletes. Those are: 1) The invisibility of female athletess, 2) Emphasizing traditional male traits, 3) Communicating pain, anguish and sacrifice in sport, 4) Creating heroes and national identities, 5) Coverage of women in appropriate sporting roles, 6) Non-task relevant commentary, 7) The trivialization of female accomplishments in sport, 8) Eroticizing of the female body. These categories were found to work conjointly in much press reporting to represent female athletes in their traditional feminine roles and to downplay their athletic accomplishments. However, the previous study that is used this theory having swimming and tennis report (female appropriate sport) as the subject. This study use football which is considered as female inappropriate sport.

3. Finding and Discussion

Sport can be viewed as a social and cultural process, where social constructions of masculinity and femininity play a key role (North, 2012). Specifically, sport that traditionally associated with masculinity. Football has been classified as a "male appropriate" sport, a classification for sports that emphasize aggression, individuality and physical contact (Christopherson & Janning, 2002). This study demonstrated that stereotyped descriptions of gender roles and activities heavily influence media coverage of female athleticism even in the quality of press. Genderisation, expressed through the gendered language of the media refers to the societal practice of defining a sport as either 'masculine' or 'feminine' and then applying that language and related assumptions to observations and coverage of each athlete. This coverage often involves coverage of female athletes in a way that emphasizes their gender.

Media shows different trait to male and female athletes at the same occasion. Media's coverage of female footballers at the Women's World Cup

2015 contained a high amount of gendered commentary based on thematic strategies that represent five occasions. It is described on the following table.

Table 1. Thematic Strategies 1: the invisibility of female athletes

| No | Data | Indication | Gender Bias | | Thematic Strategies |
			Yes	No	Occasion
1.	-In tears, Japan lack of height that hurt them -Beautiful, dazzling, fiancé -Holds the record for scored two own goals -Hit hat trick -Redshirt Sophomore, who is but 20	Feminine lexicon, racist comment Empty adjective, private life Sarcasm Flat meaning words Age, education background	√ √ √ √ √		Invisibility of female athlete: • Defeat • Winning • Own goal • Hat trick • Red card

First, female footballers are visible not much as female athletes but women who are fighting to be female athletes. Crying girls, girl friends, fiancé and college girl are media's projection of sportswomen. Even if media acknowledge women as athletes, they use feminine lexicons to lessen female athletes' power in the news. However, there is occasion when media portrays female athletes with masculine lexicons, it gives the idea of the acceptance in sport area. Moreover, media portrays male athletes in feminine lexicons, that gives the idea of warm and friendly figure of sportsmen. Overall, the feminine gender creates relations of solidarity and social proximity, while the masculinity constructs relations of power and distance (Alvanoudi, 2015). Media also uses empty adjectives for female athletes to soften and add friendly elements to the sentences, for example, Lloyd's <u>beautiful </u>performance (3). These elements are used in sportswomen reporting to communicate the feminine side of female athletes to readers. It is aimed to make sportswomen lessen their force and authority in the exposure. If a man uses this term, he appears more feminine as it damages his masculine prestige (Lakoff, 2004). The last element that is used by media to describe female footballers' reporting is sarcasm. It is vital not to naturalize "rough" talk as conversationally normative, for it is frequently used to intimidate and harass, and women are often the targets of such intimidation and harassment (Coates, 2013). Media makes female athletes as target of insulation and joke if they made blunder, for example "Ponce <u>holds the record for being the first, and only, player to have scored two own goals in a Women's World Cup</u> match" (6). The different trait is receive by male footballer for the same blunder, "the 26-year-old left back looked <u>in mild shock</u> as he stood in the goalmouth <u>contemplating his blunder</u>" (7). It is quite clear that sportswomen be insulted, and blamed, while her blunder became a joke, unfortunately sportsmen isn't.

Table 2. Thematic Strategies 2 & 3: Emphasizing traditional male trait & communicating pain, anguish, and sacrifice

| No | Data | Indication | Gender Bias | | Thematic Strategies |
			Yes	No	Occasion
2.	-Dream dies with heartbreaking -Audacious, smashed -Responsible for -Complete hat trick -This isn't woman game	Feminine lexicon, personification Masculine lexicon Blaming, feminine lexicon Flat meaning words Feminine lexicon, blaming	√ √ √ √	 √	Emphasizing Traditional Male Trait: • Defeat • Winning • Own goal • Hat trick • Red card
3.	-In tears, tears rolls down -Demanding mentally -Drubbing -Beating breakaway	Feminine lexicon Unconfident, Feminine lexicon Feminine lexicon Feminine lexicon	√ √ √ √		Communicating pain, anguish, and sacrifice: • Defeat • Winning • Own goal • Hat trick

Second, media makes men's masculine character as the spirit of football. The following statement "Parents, men, not wanting you to play 'this isn't a woman's game; you're manly" (22) supports that idea. Female footballers that are labeled as weak, tearful, and not bright creatures do not represent football's passion. Overall, showing female sports and female athletes that are more "masculine" may upset traditional gender ideologies (Christopherson & Janning, 2002). Media delivered pain, anguish, and sacrifice discriminately. The courage and ability to endure pain and disappointment is seen to be an initiation, which builds a hierarchy among males, and separates men from women (Harris & Clayton, 2002). Fragility, whining, stupidity and carelessness are associated to sportswomen in facing affliction. But the same principle does not apply to male athletes who are portrayed as tough and determined. Press dramatizes female athletes' news with "tears" which describes brittleness and desperation. On the contrary, press dramatizes male news with "blood" to describe power, solidity, and determination.

Table 3. Thematic Strategies 4, 5 & 6: creating heroes and national identity, women coverage in appropriate sporting roles & trivialization of female accomplishment

No	Data	Indication	Gender Bias Yes	No	Thematic Strategies Occasion
4.	-The first national either gender	Better than male compatriot		√	Creating heroes and national identity: • Defeat • Winning
	-Shreds	Masculine lexicon, Better than male compatriot		√	
	-First ever own goal	Sarcasm	√		• Own goal
	-Women world cup	Gender Mark	√		• Hat trick
	-Helped by red card Colombia	Blaming	√		• Red card
5.	-High caliber crosses	Masculine lexicon		√	Women coverage in appropriate sporting role: • Defeat
	-Score 3 times in 16 minutes	Masculine lexicon		√	• Winning
	-Disastrous clearing attempt	Feminine lexicon, blaming	√		• Own goal
	-Scored the fastest hat trick in women world cup	Gender marking	√		• Hat trick
	-Stunned	Feminine lexicon, blaming	√		• Red card
6.	-The first in England history	Better than male compatriot		√	Trivialization of female accomplishment: • Defeat
	-Shreds	Masculine lexicon, Better than male compatriot		√	• Winning
	-First ever own goal	Sarcasm	√		• Own goal
	-Women world cup	Gender Mark	√		• Hat trick
	-Helped by red card Colombia	Blaming	√		• Red card

Third, media considers female athletes as national heroes and addresses their achievement, as long as the accomplishment is better than their male compatriots. Sportswomen as national heroes are described in masculine lexicons to strengthen their power. But if male counterparts have better or same achievement with women national team, media uses feminine lexicons to describe their action. Gender mark is used by media to show the boundary between sportsmen and sportswomen. Nevertheless, gender marked have recently been criticized as "contributing to the maintenance of male dominance within athleticism by defining women athletes and women's athletic programs as second class and trivial" (Messner, Duncan, & Jensen, 1993). By using these elements, media tells the readers that female athletes are considered best only among other sportswomen, and not the represent the whole gender. Female athletes are considered as national traitor or defect, if they made blunder that caused defeat to the national team. Media makes them as the object to blame to protect the masculine character of the country. In order to protect this masculine status of the country, the newspapers modify their portrayal of athletes and teams, dependent upon their adherence to expectations (Hardin & Shain, 2005). It even worse, because sometimes media uses racist commentary, makes it as joke, and object insulation in order to protect a certain country. For example "it wasn't Japan's lack of height that hurt them" (52). Previous research reveals racial bias in televised sport commentary, "white players received more praise and less criticism from football commentators than comparable Black players" (Cooky, Messner, & Hextrum, 2013). It looks like Caucasian, White people are the top citizen class, and on the contrary, Asian, African, and Black people are second-class citizen.

Table 4. Thematic Strategies 7: Non task relevant commentary

No	Data	Indication	Gender Bias Yes	No	Thematic Strategies Occasion
7.	-The geometry obsessed world cup holders	Bad history of country Private life	√		Non task relevant commentary: • Defeat

The last, female athletes have to face non-sport commentaries from media, which aimed to question their role in football, or even to underestimate their quality as athletes. Media brings up love life, educational background and bad history of their country to lessen their power as athletes, and to emphasize the feminine character which is associated to weakness, being needy, and lacking of quality. On the contrary, non-task commentary received by sportsmen was about their sporting role in their professional football club, transfer issues, or politic, which associated with masculinity, power, and control.

There is anomaly from media's projection of female footballers. Winning female athletes and sportswomen that have better achievement than male counterparts were portrayed less bias. It is indicated by the used of masculine lexicons in some thematic strategies, which signifies media's appreciation and acknowledgement of their accomplishment.

Furthermore, the fact that no data found according to eroticizing the body of female athletes, indicates that this finding can be comparison for the previous studies. A number of scholars have noted that projection and praised of female athletes typically related to their sexual attractiveness and desirably rather than their athletic skill (e.g. Duncan (1990); (M. J. Kane & Greendorfer, 1994); (Christopherson & Janning, 2002; Harris & Clayton, 2002); Jones (2006); (Lennon, 2013); Ponterotto (2014)). The media's strategy of sexualisation of female athletes is compatible with gender bias analysis for female tennis athletes and female swimmer (Harris and Clayton (2002); Ponterotto (2014)), however, this strategy is not match with female footballers. This might be caused tennis and swimming are consiered as female appropriate sport which shows much skin, and emphasized on aestethic and beauty. On the contrary football is considered as female inappropriate sport, since it requires body contact, agresiveness, and less skin displays. The media also affected the finding, this study used The Guardian UK which has middle up target reader. Which influenced the reporter to use good diction. However, the previous study used Daily Mail and The Mirror as data source which have middle low target reader, that inflenced the used of diction and point of view in writing the report.

4. Conclusion

There are four gender bias strategies by media in writing football report. First, female footballers are visible not much as female athletes but women who are fighting to be female athletes. Media tend to used feminine lexicon, empty adjective, and sarcasm to lessen the power of sportswomen. Second, media makes men's masculine character as the spirit of football. Female footballers that are labeled as weak, tearful, and not bright creatures do not represent football's passion. Third, media considers female athletes as national heroes

and addresses their achievement, as long as the accomplishment is better than their male compatriots. The last, female athletes have to face non-sport commentaries from media, which aimed to question their role in football, or even to underestimate their quality as athletes. It looks like sport media holds "the ideology of MAN (male as norm) (Lakoff, 2004)". According to this ideology, the male/masculine is considered to be the superior and more prestigious category, while the female/feminine is considered to be secondary and inferior. Then it is transferred consciously or unconsciously to sport news that is published. It looks like media making stereotypical opinion of female athletes, and want to deliver this message through football report.

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Register in the Short Story *"The Secret Life of Walter Mitty"* by James Thurber

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Abstract

This article is intended to explain the characteristics of register in the short story *"The Secret Life of Walter Mitty"* by James Thurber and the functions of registers in the short story. The writer applied descriptive qualitative research. The method used to collect the data was content analysis. After collecting the data, the data were analyzed by using interactive model analysis. The results show that there are three types of register in the short story namely; familiar (shown by two data), informal (shown by two data), and formal register (shown by fourteen data). There are three functions of ragister namely interactional (shown by two data), personal (shown by six data), and imaginational function (shown by twelve data). No ceremonial register is found in the list of the data. This study also reveals two registers which are newly coinaged, those are puppy biscuit and ta-pocketa-pocketa-pocketa-*pocketapocketa*

Key words: Register, Short Story, The Secret Life of Walter Mitty

1. Introduction

Language is an important means of interacting with the people around us. Without language we cannot communicate with others since it is a vital tool for communication. Our activities always involve language. Sometimes we share or say something to other people using language. Sometimes we order, request, ask, etc also using language.

Human's communications through language do not only happen between a person with another person in a certain individual setting. It also happens between a person, or people in a community. In a community, language is not only used to communicate, but also to unite the group members and to provide a certain identity for the members of the community.

There are many kinds of group of people in this world. Each group has different ways to use language. The ways they use language differentiate one to others. For example, a group of people in a hospital where the members are several doctors, and nurses may have different vocabularies which differentiate the group with the group of people in military. The different languages used by the two groups are called registers.

Halliday (1994) stated that register is a semantic concept which can be defined as an array of meanings associated specifically with a particular arrangement of the field, tenor, and mode. He also stated that the register is the language that is used today. Wardhaugh (2006) stated that register is another complicating factor in any study of language varieties. Register are set of language items associated with discret occupational or social group.

Registers can easily be found in literary works. They are used to provide backgrounds or settings so that the stories run smoothly. The examples of the use of registers can be seen in "The Secret of Walter Mitty," a short story which is discussed by this article. The examples are very interesting.

"The Secret of Walter Mitty" is a short story that tells the readers the condition of some different groups of people. Walter Mitty as the main character experiences (though some are only in his daydreaming) some different situations. For example, he experiences to become a doctor in hospital, then it changes to become a captain in military, then it also changes to become a judge in a court. Here, he experiences three different backgrounds; the hospital, the military, and the court. The three backgrounds lead Walter Mitty to experience and to use three different language forms called registers.

This article aims to explore the registers in the short story "The Secret Life of Walter Mitty" There are several considerations why the writer chooses the short story. The first, the plot of the short story is very unique because Walter Mitty has imaginations to live in several different lives/positions or occupations. The second, since Walter Mitty experiences several different occupations, the uses of registers are inevitable. The third there are some people have started the research about registers in literature, such as Lee (2001) and Biber (1993), yet none of them focused their study on a short story especially in The Secret Life of Walter Mitty. To make the article to be focus, the article is lead by two guided discussions namely the characteristics of registers found in the short story and the functions of register found in it.

2. Method

This study is descriptive qualitative. It is because the study explains the characteristics of registers and the functions of registers found in The Secret Life of Walter Mitty. The source of the data of this study is a short story entitled "The Secret Life of Walter Mitty" by James Thurber. The data are registers found in the short story. To collect the data, the writer uses content analysis method because the source of data is a written literary work. The method of analyzing data is interactive data analysis method which consists of data collection, data reduction, data display and conclusion/verification.

3. Discussions

20 registers have been collected from "The Secret Life of Walter Mitty." The 20 registers can be found in two different experiences in the plot, namely daydreaming experiences, and real life experiences. Each experience has its own settings. See the following table:

Table 1: The Experiences and the Settings of the Register Appearances

No	Experiences of The Story	Setting of The Story	Registers
1	daydreaming	pilot/air force	Rev ta-pocketa-pocketa-pocketa hydroplane cannonanding the arch ammunition dump flam-throwers
		doctor/hospital	streptothricosis coreopsis ovo specialists obstreosis
		judge/court	district attorney webley vickers pandemonium
2	real life	store/daily lives	waterbury kleenex bicarbonate carborundum puppy biscuit hairdresser

Based on the table above, we can see that Mitty encounters two experiences. The first is daydreaming experiences, and the second is real life experience. When Mitty daydreams, he becomes a pilot, a doctor and a judge. In every occupation he works in, he encounters many different registers that have certain functions. When Walter Mitty becomes a pilot, the registers he uses and hears such as ammunition dump and flam-throwers are different from register when he becomes a doctor and a judge.

The second experience is real life experiences. In this situation, Walter Mitty has many interactions with Mrs.Mitty and other people in his daily routines. He goes to store to buy something, and he encounters some registers that are used in this situation such as kleenex, bicarbonate, carborondum, puppy biscuit, waterbury and hairdresser. Most of the registers appear in this experience are the things that he wants to buy by in the store.

The writer also put the twenty data based on another classification. Here, the classification is based on the types of registers which was proposed by Academic Writing in English in the Lund University (2011), the classifications are: familiar, informal, formal, and ceremonial Based on the data analysis, among the four types of registers, the writer only reveals three types exist in the data. Four data belong to familiar register, two data belong informal register, fourteen data belong to formal register, and no data belongs to ceremonial register. The classifications and the data can be seen in following table:

Table 2: The Types of Registers

No	Types of Register	Frequency	Data
1	Familiar	4	waterbuy, hairdresser, ammunition dump, commander
2	Informal	2	puppy biscuit, ta-pocketa-pocketa-pocketa-pocketapocketa, the arch
3	Formal	14	rev, hydroplane, ovo specialist, obstreosis, streptothricosis, coreopsis, kleenex, bicarbonate, carborundum, district attorney, webley vickers, pandemonium, cannonanding, flam-throwers
4	Ceremonial	0	
	Total	20	

From the table above, we can see that the formal type of register becomes the most dominant type appearing in the short story with fourteen data. The second goes to familiar register with four data. The third goes to informal register with two data. No datum can be included as ceremonial register.

The first is familiar register. It is a type of register that is used in the conversation with familiar people where the people know each other. The vocabularies are also familiar for many people. The example of this type of register is hairdresser. Walter Mitty uses hairdresser with Mrs. Mitty when they talk about a household matter. There is also another register which is categorized as familiar register; commander. This register is used by air force troops to call Walter Mitty in the plane, since Mitty is the pilot of the plane.

The second is informal register. This type of register has a close attachment to the watchers because it gives a mark to Walter Mitty as the main character. The example of this register is Ta-pocketa-pocketa-pocketa-pocketapocketa. It is not a kind of normal expression yet Walter Mitty always utters it in his different daydreamings. Mitty said that "A huge, complicated machine, connected to the operating table, with many tubes and wires, began at this moment to go pocketa-pocketa-pocketa" . The word pocketa-pocketa-pocketa is not kind of normal expression . It means that something begin to move. That word is informal register and used to casual conversation between Walter Mitty and his servant.

The third is formal register. This type of register is used in many formal situations since it deals with so many specific terms related to many various occupations. The form of this register does not break any grammatical rules, yet not many people outside the community circle are familiar with the terms.

According to Halliday (1985), there are five classifications of register based on their functions namely; instrumental, interaction, personal, heuristics and imagination. The writer found three of the functions present in the short story. From the twenty data, two data belong to the interaction function. Six data belong to personal functions, and twelve data belong to imagination

functions. No datum is categorized as having instrumental and heuristics function. The classification of the registers based on their functions can be seen in the table below:

Table 3: The Classification of Registers

No	Functions of Register	Frequency	Data
1	Instrumental	-	-
2	Interaction	2	Waterbury, hairdresser
3	Personal	6	Ta-pocketa-pocketa-pocketa-pocketapocketa, kleenex, bicarbonate, carborundum, webley vickers, puppy biscuit
4	Heuristics	-	-
5	Imagination	12	Rev, hydroplane, ovo specialists, obstreosis, streptothricosis, coreopsis, district attorney, pandemonium, cannonanding, the arch, ammunition dump, flam throwers
	Total	20	

Interaction is the first function of register that appears in the short story. It is used by Walter Mitty to interact with other people in his real life. In the table above, hairdresser is the example of register when Walter Mitty and Mrs.Mitty talk in a salon. In this place, they make a conversation about hair or anything about salon. Another example of register to use as a means of interaction is Waterbuy. Waterbuy is a name of place and street.

The second function is personal. The words or vocabularies that are included in this type of function are the words that are always used by Walter Mitty to communicate with himself and people close to him. He does not use the vocabulary for a certain broader social interaction. Puppy Biscuit, kleenex, bicarbonate, and etc are words which are used by Mitty to communicate with himself and the people close to him.

The third function is imagination function. The registers belonging to this function have a role to construct imaginative figure about a certain situation. It also provides intangible background in unintelligible situation so that someone believes that something really occurs. In the short story, the appearance of the registers helps the writer of the short story to build setting and plot. The writer includes many vocabularies that are used in several settings like when Walter Mitty becomes a pilot, doctor and judge. For example ovo specialists, obstreosis, and coreopsis are vocabularies in medical setting, while district attorney is the register which is usually used in law.

4. Conclusion

There are various registers in the short story "The Secret Life of Walter Mitty." Based on the analysis above, we can see that Mitty encounters two experiences. The first is daydreaming experiences, and the second is real life experience. When he daydreams, he becomes a pilot, a doctor and a judge. Encountering three different occupations makes Mitty to cope with different registers. Based on the explanation above we can see that the most dominant type of register which appears in the short story is, while the most dominant function of register in the short story is the imagination function.

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LITERATURE

Identity Politics in Aladdin – From Arabian Nights To Disney Animated Film

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Abstract

This is a study of ecranisation of a popular folktale "The Story of Aladdin and the Wonderful Lamp" from the Arabian Nights that is filmed by Walt Disney Feature Animation under the title "Aladdin" (1992). The comparison is included into ecranisation perspective that focuses on the identity constructed in those two narration. First, the study applies the ecranisation concept that compares the transformation of those two works, the folktale and the film. The comparison focuses on the identity politics constructed in those texts. The comparison is analyzed through Fairclough's Critical Discourse Analysis, by applying the three stages of analysis. The first level is micro level, on the language practice. In the second level, mezo level, discusses the discourse practice that covers the intertextuality of ideas, concept as the reference in delivering the ideas. In the third level, macro level, it interprets the social context of particular events, especially the social practice in exercising their power. The discourse analysis is aimed at understanding the identity politics constructed in both of the works. Through this kind of analysis, it can be found out that the changing of identities constructed in the film has a social political context. The finding shows that the Disney's Aladdin constructs the identity that is completely different from the folktale of Aladdin. The Aladdin's identity in the folktale is connected with the traditional Muslim in 10th century Chinese cultural setting, while the identity constructed in the Disney's animated film is Aladdin in Arabic setting with the American mind and values of freedom and heroism.

Keywords: Aladdin, Arabian Nights, CDA, Hollywood, Identity politics, Walt Disney

1. Introduction

In the creative world nowadays, the advance of technology enables greater opportunities for the transformation among different genres of work of art. In his book, *Novel dan Film* (1991) Pamusuk Eneste provides the term ecranisation that becomes the reference in the analysis of ecranisation or film adaptation in general. The term ecranisation is originated from "ecran" means screen – and this term is associated with the transformation process from the literary works into film or filming literary works. However, the theory is not strongly

established yet. The ecranisation focuses on the transformation from a literary work into film, from verbal language into audiovisual medium.   The transformation covers the process of reduction, addition, and various changes from the literary works into film.

The transformation process from literary works into films brings some consequences such as reduction, addition, and various changes. The changes are due to the different medias (verbal and audio visual) with different characteristics. In literary works the illustration or description is done through the use of language or verbal devices. In film, the description and narration is articulated through audio visual devices to provide series of events.

As a reader, we can find out the description of characters in novels not only through what the characters say, but through the characters thinking, or what is said about them in the narration. A narrator mediates the meaning of what we read through his or her point of view . However, in film, the narrator largely disappears. Sometimes a narrator's perspective is kept through the use of a   voice-over, but generally the director, cast, and crew must rely on the other tools of film to reproduce what was felt and thought.

The major difference between film and books is that visual images stimulate our perceptions directly, while written words can do this indirectly.

Reading the word "orchid," for instance, requires a kind of mental "translation" that viewing a picture of an orchid does not. Because of the 'mental process of translating and perceiving' verbal language in literary works enables the reader to build a wider imagination than that is given by audio visual pictures. Film gives a more direct sensory experience than reading, besides verbal language, there is also color, movement, and sound.

The film also has limitation in its time allotment. It should be presented in usually not more than two hours. While in novel there is not constraint of time, it can be presented in 100 or 500 pages. A literary work or novel is produced by one person, the author. While the film can not be produced only by one person, it is the product of a team work, the screenwriter, director, casts, and other crew of a film production.

Filming a literary work also involves an activity of visual interpretation , that is interpreting the literary works into an audiovisual work. The interpretation process is done especially by the screen writer and film director, beside the team of filmmakers such as casts, cameramen, wardrobes and others. In the process of filming the literary work, it enables us to have reduction, addition and variation of changes in the elements. Reduction can be in the form of reducing orcutting the elements of plot, number of characters, characterization, and setting. That is why not all elements in the novel can be (or necessarily) presented in the film.

The addition, variation and changes also possibly happens in filming the literary works, that covers the aspect of the ideas of narration, style of narration, characterization, setting or the situation. To get a deeper and more meaningful analysis on the transformation from literary works into a film, it is not enough to scrutinize the reduction, addition, and changes. It is necessary to apply another method, of which this study I apply a Critical Discourse Analysis.

For that reason, this paper is going to explore the methodological aspect of ecranisation, by applying the Critical Discourse Analysis in analysing the film adaptation. This paper aims at giving the insight on the methodological framework on the the analysis of literary work-film transformation by applying CDA, by focusing the analysis on the identity construction in Aladdin.

The story of "Aladdin" is part of the folktales from the book "Alf laylah wa-laylah" which is a collection of West and South Asian stories and folktales compiled in Arabic during the Islamic Golden Age, in the era of Abbasid Chaliph around 10th century. It is often known in English as the Arabian Nights, from the first English language edition (1706), which rendered the title as "The Arabian Nights' Entertainment." This story is very popular in Western countries since it was firstly translated into French by Antoine Galland in 1704. It was translated into English edition in 1706. Since then, there have been more than 10 translation in English. The Arabian Nights consists of hundreds tales, and one of them, is the tale of "Aladdin and the Wonderful Lamp" that will be discussed in this paper, which is taken from the Arabian Nights Entertainment translated by Edward William Lane (1838-1840) and revised by Stanley Lane-Poole which is published online in www.bartley.com.

The story of "Aladdin and the Wonderful Lamp" has been adapted into many other medias such as television film series, animated film, and video games. One of the most popular is the animated film produced by Walt Disney Feature Animation, under the title "Aladdin" which was released on November 22, 1992 by Walt Disney Pictures. Although "Aladdin" was released on November but it was the most successful movie in 1992, earning over $217 million in revenue in the United States, and over $504 million worldwide (boxofficemojo.com). The success of this film worldwide is supported by the distribution system of Disney corporation as the example of the domination of US film industry in the world (Crane, 2014: 377).

2. CDA (Critical Discourse Analysis)

Fairclough (1989) defines CDA as analysis on discourse in systematical way to explore the relation between the discursive practice, text and event. CDA also relates the process of social and cultural structure in wider sense to search that such event is practiced and ideologically formulated by power relation and conflict covered it.The analysis is also used to search how the relation between discourse and society take roles to make sure the power and hegemony (Fairclough, 1989).

Fairclough develops discourse approach for media that is drawn from a functional systemic analysis discourse by M. A. K. Haliday, and theory of discourse developed by Foucault. Fairclough's CDA is based on three components: text, discourse practice, and social practice. The text in Fairclough's CDA covers the micro level such as diction, words, sintax, vocabulary and syntax, and macro level is the social context of the text. Discourse analysis is related to the way a text is constructed, interpreted and distributed. Analysis on social practice focuses on the relation of discourse and ideology and power (Bell, 1998: 142–62).

In Fairclough's CDA, the problem of "natural" and "taken-for-grantedness" is an important concern. Social institution has discursive formation in its ideology, in which the dominant discursive ideology marked by its ability to present the ideology as natural, so that it will be accepted as natural, rational and not ideological. Social interaction depends on the ideology of "naturalness", and "denaturalization" toward the ideology is the aims of the discourse analysis using critical perspective (Fairclough, 1995: 27).

According to Fairclough, ideology as system of thought motivate the emerge of discourse. So that by scrutinizing the discourse, we will find out the work of ideology inside it. Ideology is related to the social order system such as Islamism, capitalism, Marxism, or structure around the concept such as militarism or Islamophobia. When we do the analysis of discourse, the first time we have to find out the discourse and ideology built it. Ideology represents reality, particular construction of identity to legitimate particular world view and support particular domination.

CDA by Fairclough and Van Dijk share the same things, both of them make the analysis framework. According to Fairclough, it is in three levels of analysis; text, discourse practice that is the process of production and consumption, and the third is context of sociocultural that is social and cultural structure related to the event communication. (Fairclough, 1995b, p. 57; Chuliaraki & Fairclough, 1999, p. 113). Van Dijk on the other hand, states three dimension of analysis: discourse, sociocognition, and analysis of social practice. The difference between Fairclough and van Dijk is the second dimension, van Dijk calls it "social cognition," mental model mediating between discourse and social analysis, while, Fairclough says that the dimension is the practice of discourse –consumption and production of text (Fairclough, 1995b, p. 59).

CDA gets important contribution from Theo Van Leuween (2006) with the framework of analysis on social actor in visual communication that can be applied in representing visual "other." There are two question, "how is people described?" and "what is the relation between people in the picture and the audience ?" In analysis of visual text, three dimension to identify the relation between people in the picture and audience, as Theo van Leeuwen (2006) said, first, "social distance,"between the people in picture and audience. Second, "social relation," relation social between people in picture and audience. Third, "social interaction," social interaction between people in the picture and audience. Relation of the three dimension are simbolical imaginaire relation. As audience we can see the object or people in picture as stranger, friend, or they are lower, above us, interact with us or not, and et cetera (Van Leeuween,2006: 137-138). Social distance describes the interpersonal relation with others. Distance shows the relation with others, permanently or temporarily. In picture, distance is simbolical. People shot in long distance is seen as stranger while people shot closely or "close-up" seen as part of us.

Gunther Kress and Leeuwen (2006) interprets vertical as, different power. Looking down to other people is practicing symbolical imaginary power toward the people. High position created in real life is shaped through stages,

balcony, and other device that literally lifting someone social status. Looking others paralel with the eye-sight connotates with equality.

Social interaction factor discusses the people in the portrait look at the audience or not. Not looking at the audience means that they gives opportunity to the audience to be observed   objectively, in distance, in which the picture makes us see them as someone who do not aware of being observed, as "voyeurs," not as people directly make interaction.If they look at us directly the picture articulate challenge simbolically. The person in the picture wants something from us – marked by other element in picture: facial expression, gesture, and others. There are three key factors: —distance, angle, and the gaze .

3. Identity Politics

Identity politics refers to the way people construct self identity, or people construct other identity.As a politics, the identity constructed has purposes, it is intentionally done.   According to Castells (2010: 6) identity, is " the process of construction of meaning on the basis of a cultural attribute, or a related set of cultural attributes, that is given priority over other sources of meaning." Castells (2010: 7-8) proposes three forms and origins of identity building. First, "legitimizing identity" introduced by the dominant institutions of society to extend and rationalize their domination vis a vis social actors.

"Resistance identity" is generated by those actors who are in positions/conditions devalued and/or stigmatized by the logic of domination, thus building trenches of resistance and survival on the basis of principles different from, or opposed to, those permeating the institutions of society, as Calhoun proposes when explaining the emergence of identity politics. Third, "project identity", when social actors, on the basis of whatever cultural materials are available to them, build a new identity that redefines their position in society and, by so doing, seek the transformation of overall social structure.

4. "Aladdin" Politics of Identity in the Folktale and Disney Film
Social-geographical Context for "Barbaric Identity"

In the Folktale of "The Story of Aladdin and The Wonderful Lamp (TSAWL), Aladdin's identity is constructed as a boy living in the social cultural context of a Muslim commmunity in Chinese village. In this social context, it is told that the Aladdin boy lives in a poor family, with his mother in a very simple home and they live in a relatively happy Muslim community without any distinct social problem. The conflict of the story does not come up from the social and geographical aspect in where they live.

In such traditional community, Aladdin boy lives as a boy who spends his time to play with his friends, does not have yet any deep thought on serious education nor on the 'future'. His father has a traditional job as a tailor, but he is a poor man he could not send his boy to study craft or business. Instead, he asks his boy to learn in his own shop to study the trade of tailoring, but the boy was not a good student. He did not do as his father instruct. After the death of his father, Aladdin's mother sells the shop and does something to make a living, spinning cotton. The traditional village life construct Aladdin's identity as a poor village boy with the characteristic of a fool and innocent one.

In Disney's Aladdin, Aladdin's identity is constructed as a grown up poor orphan boy living in fictional town of Agrabah. Aladdin has no family, no parents and he only lives with his pet named Abu, a monkey that accompany Aladdin and sometimes help him in solving many problems. Aladdin boy lives in a market, not a real normal home and he makes some tricks to get something (bread, fruit) to eat with Abu. Aladdin is an Arab boy, living in Agrabah.

In Disney's Aladdin, the fictional name Agrabah refers to a place of what we call Arabian peninsula, because the narrator in the animated film says the characteristic of the desert, hot temperature, camel as the mode of transportation, and people's names are mostly in Arabic language. The characteristic of the people and the place takes important roles in building the conflict in the story. In Disney's Aladdin, when the narrator talks about the name of the place he also describes the characteristic of the people. He mentions this characteristic explicitly in an opening song, entitled "Arabian Nights".

> Oh I come from a land,
> from a faraway place
> Where the caravan camels roam
> Where they cut off your ear
> If they don't like your face
> It's barbaric, but hey, it's home

The barbaric identity is constructed through this opening song in which the narrator constructs Agrabah as a land faraway (far from the Western countries) with the specific characteristic of roaming caravan camels. The place with many caravan camels roaming refers to the desert areas in Middle East countries. The most critical description that the narrator mentions is the controversial words describing the barbaric identity of the people "where they cut off your ear/ If they don't like your face. Its barbaric /but hey its home." This lyric says that the people in Arab countries where the land this song refers to is described as a barbaric people. They called themselves as barbaric with the example of the barbaric behavior that "they cut off your ear if they don't like your face." Indeed this is a barbaric behavior in this modern age. Such practice of cutting the ears of the enemy is a tradition of military or troops when they were in war in old times, and as the evidence of their victory many of them cutting the enemy's ears after killing them, and bring the ears home as the evidence of victory.

In the next lines it states that "it's barbaric but hey it's home." This implies that the narrator realizes that the cruelty is indeed a barbaric action, but he (represented as the common Arab man) happily admits it as part of natural things to do. Ironically, this label of barbarism in the song lyric is sung in a cheerful tone. This means that this barbaric action is constructed and admitted as a natural and daily social practice. The narrator is a vendor of second-hand things, a common folk who makes a living by selling the second-hand goods, and he admits barbarism as "its home" that connotates to something common, accepted as daily practice.

The identity of barbarism for the Arab in that song, ignites controversies in real life. Arab American community ,in USA, were insulted to be called

barbaric. They did not accept the bad stereotyping of their identity so that they protested. The Arab American Anti-Discrimination committee protested the stereotyping of the animated film, and demanded the omission of the Arab stereotyping. Because of this protest, right after the *Aladdin* was released in 1992, the lyric of the song was changed in the home video version released in the following year, 1993. The lines "where they cut off your ear/ If they don't like your face" were replaced with "where it's flat and immense/ and the heat is intense." However, the next line, "It's barbaric, but hey, it's home" is maintained. The change still constructs the 'barbarism' that is embedded to the people. The constructed setting of place in Disney's Aladdin shows that this animated musical film intentionally stereotypes the Arab people and the labeling of barbarism to the Arab people.

5. The Identity of "Family Man" vs "Free Man"

The constructed identity of "family boy" is narrated in the folktale of "TSAWL". This can be found out in the narration of a mother-boy relationship in TSAWL. Aladdin's mother is a poor widow who takes care of her only son after the death of her husband. It is also described that the mother is responsible for nurturing the boy and she has important roles for Aladdin when he is a boy and when there are problems caused by a stranger (the Moor). The relation and interaction of Aladdin boy and his mother is tested when Aladdin gets problems when as a boy Aladdin is fooled by the Moor, and when Aladdin have to "conquer" Sultan, and when Aladdin gets troubles after marriage.

The mother is constructed with identity of simplicity and piety. She is also described as a very good and wise mother. Aladdin will always go to the mother to consult and talk about anything, and ask for her permission for anything he does. Aladdin's mother is also described as an old woman who is pious, who always perceives that any food and well-being she got is from the God Most High. Aladdin also has similar understanding that the Jinn who helps him with the food or anything is no other than the extended hand of the God Most High. Aladdin always says that all he obtains are from God and he always prays for God's help to overcome his problems. When he was trapped in a cave under the ground, Aladdin prays:

"I testify that there is no God but thee alone, the mighty, the omnipotent, the all-conquering, the quickener of the dead, creator of needs and fulfiller thereof, who dispellest troubles and anxieties and turnest them into joy. Thou sufficest me, and thou art the best of protectors; and I testify that Mohammad is thy servant and apostle. O my God, by his favour with thee, release me from this calamity."

The story of Aladdin in TSAWL constructs the identity of simple pious Muslim family (mother-boy Aladdin), Muslim people in the sense that they embrace the concept of "Islamic tauhid" (the core faith in Islam that Allah is the One). The Islamic values are applied in their daily life. Aladdin as a boy in his ten years old is not a thief and he is just a little bit lazy and not focused yet to learn a particular skill that he makes a living. When he gets the treasure from the Jinn, Aladdin and his mother did not submit themselves to the Jinn. They keep thanking to God the Almighty who has given them all they have obtained.

Aladdin also explicitly testifies that Prophet Mohammad is the apostle and servant of God. Aladdin's mother denies to deals with the Jinn, because she is afraid of the appearance of the Jinn but the most important reason is her statement that according to the prophet they are not allowed to make a deal with the creature like Jinn. In this case, Aladdin keeps the lamp and the ring that contain Jinn inside, from his mother, and he still asks Jinn's help only when he needs the help. By obtaining the food presented in beautiful golden and silver trays and dishes, Aladdin and his mother can make a living. Aladdin sells the trays and dishes and Aladdin get acquainted with the sellers of jewelry. He gets knowledge of trading the golden or silver things, and in this way their living is getting better and Aladdin grows into a respected young man.

In Muslim's family cultural context, the values of family and roles of mother is very important especially for children's life. Not only as a person responsible for bearing the child, but she is also responsible with the whole life of the child. In the story of TSAWL Aladdin's mother has a big role in Aladdin's life, not only nurturing him in his childhood as a single mother, but also when Aladdin is grown up and intends to propose Sultan's the only daughter, Badr-el-Budur. Seen from the social cultural condition, Aladdin's idea seems impossible mission in his mother's eyes, however Aladdin forces his mother and arranges the strategy for proposing Sultan's daughter. Sultan is the highest social and political rank in the society, and his daughter also deserves the highest status in the region. On the other side, Aladdin and his mother's social status which is common folk, low rank people. However, supported by Aladdin's strategy, the old mother is proven to be able to do this important job. Aladdin's mother success in proposing Sultan's daughter also shows the appreciation to Aladdin's achievement of having much jewelry and other properties to be presented to the Sultan. In Muslim tradition, marriage proposal is done by the parents of the bridegroom, and in Aladdin's case, his only parent is his old widow mother, so that she becomes the most important person for Aladdin to reach his goal. This narration shows that family takes very important roles in Muslim community, and especially for a boy, a mother's effort is priceless. This idea supports the concept of the dignity and importance of family institution and the role of a mother for her child's success.

In Disney animated film, Aladdin's identity is constructed as an urchin, a poor young man who supported himself daily by stealing little things such as bread or fruits at the market just for survival. He lives with Abu, a little monkey that accompanies him all the days. He has no mother nor a family, and lives at a vacant part of a building, just for sleep. Aladdin in Disney is also depicted as a little thief who has to cheat the vendors in the market to get food or fruit. Along with this "little law violation" Aladdin is constructed as a kind, generous boy. His habits of stealing bread of food is compensated with his generosity, in which sometimes he shares his bread or food to other poor children he met. In other words, Aladdin is a little thief and his crime is considered as a good crime justified by his poor condition to survive, so he only steals the food for his survival.

The constructed identity as a "free man" that values freedom, can be found out clearly in this animated film, in which Aladdin is depicted as a young

man with bright skin, and represented as a man who does not practice any religion. While in TSAWL Aladdin and his mother are pious Muslim, the Disney represents Aladdin as an agnostic, a person who does not embrace a particular religion. Aladdin's decision in his life is mostly relied on his common sense and freedom. The idea of freedom is strengthened in the narration when Aladdin makes decision of freeing the Jinn from his lamp so that the Jinn will not have to be submissive to Aladdin anymore. The other creatures accompanied him, Abu the monkey, Jinn, and magic carpet are all perceived by Aladdin as friends who help him in all his life business.

The identity of a man with a concept of freedom is presented in the animated film, especially through the idea of freeing the Jinn. The spirit of freedom is claimed to be the most important value in American and Western society, and the Jinn is described as a being that deserves to the freedom. Not only human being deserves to freedom but also all creatures has this basic value of freedom.

6. Conclusion

The folktale and the animated film Aladdin have different way of articulating "Aladdin". The folktale of Aladdin constructs the identity of Aladdin in social political context that is different from the context of the animated film. The identity of traditional, simple life of a Muslim community that affects the identity of Aladdin is obviously constructed in the folktale. On the other hand, the identity of Arabic people as barbaric is constructed in the narration of Disney animated Aladdin. Through the analysis, it can be found out that the changing of identities constructed in the film has a social political context. The Aladdin's identity in the folktale is connected with the traditional Muslim in 10th century Chinese cultural setting, while the identity constructed in the Disney's animated film is Aladdin in Arabic setting with the American mind and values of freedom and heroism. The value of family life that is celebrated much in the folktale is considered as not important in the Disney animated film Aladdin. Instead, the individual freedom is valued.

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Lebanese and Greek in *Alex and Eve*:

How They See Each Other

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Abstract

The aim of this study is to discuss about the one of the phenomenon across cultures captured by a movie entitled *Alex and Eve* (2015). This study applies descriptive qualitative research design and is analyzed by applying postcolonial criticism perspective of *Othering*. The movie presented two characters with different cultures; Alex is a Greek who believes in *Orthodox*, while Eve is a *Moslem* Lebanese. These characters fall in love and decided to start a relationship. The families of both sides do not agree with their relationship since they have different perspective of their cultures. The result of the study shows that the differences of stereotype, lifestyle, norm, religion, and value leads to cross-cultural conflicts and force Alex and Eve to end their relationship.

Keywords: *Othering*, Cross-Cultural conflict, Stereotype, *Alex and Eve.*

1. Introduction

Same with America, the Australian people are mostly immigrants. This caused Australia seemed to have a complicated assimilation of culture. These differences culture of immigrants can also lead them to Cross-Cultural conflict. This Phenomenon is depicted clearly in a film entitled *Alex and Eve.*

The story of *Alex and Eve* is related to postcolonial criticism perspective of *othering* in which one group underestimates another group as minor than their group. In this case, it will increase racial discrimination that involves both culture, Lebanese as the representation of Eastern culture and Greek as the example of Western culture. Post colonialism considers the kinds of cultural perception and methods of observing and being observed. Post colonialism also defines the rule that the people are abused by opposite rule (Lois, 2006). In this Context, Greek people as a dominant group in Australia is described as a group who observed other culture, Lebanese, which has lower position. Therefore, Lebanese belongs to minority group who is abused by Greek.

Othering is kind of judging of all who are different as less civilized or less mannered. Just because of it, people who have different culture, for instance, they will increase racial discrimination that involves the main characters who have different religions, stereotypes, values and norms.

The Film was directed by Peter Adrikidis and premiered on October 22, 2015. The film tells abouta Greek Orthodox teacher named Alex falls in love with a Lebanese Muslim lawyer, Eve. Their relationship is forbid by both families, but Alex and Eve cannot stay away from each other. This film has many values especially, about the culture, religion, and norm. That is the reason of why this film is interesting to be analyzed by Post colonialism criticism, *Othering,* and stereotype, related to their differences origin.

According to the story of this movie, Alex and Eve who become the main character have different perspective about religion. Eve is a Moslem; she was born from the Lebanese Moslem family. But because of living in Australia, Eve is not like the common Moslem who always wear veil wherever they go. She is just like an Australian girl who lives freedom, does not wear a veil and also acts like not a Moslem. She meets an Orthodox man unintentionally, knowing each other and even they are falling in love. A big deals comes when their parent know that they have a serious relationship.

This film also shows about stereotype used by each family in the way how they see or regard the other who have different culture. Stereotype threat refers to being at risk of confirming, as a self-characteristic, a negative stereotype about one's social group (Steele & Aronson, 1995). The dominant group in Australia has already known the stereotype of Moslem by their activity in other country, such as suicide boombers, brutality, violence, inhuman, harshness. So that makes them have a worst perception for Lebanese Moslem in Australia. In the other hand, the Lebanese moslem also has bad perception for Greek people. They know that the Greek men never be brave to marry their women, and it is totally forbidden in Islam.

2. Research Method

The methodology in this study is a qualitative methodology. The primary data is taken from the film entitled Alex and Eve produced in 2015 and directed by Peter Adrikidis. The writer focuses only on the scenes which show conversation between main characters and their families. Those scenes are believed to provide enough data about stereotype and othering.

3. Findings and Discussion

a. Stereotype

Alex and Eve movie was directed by Peter Adrikidis focused on the love relationship between A Greek and a Lebanese *Moslem* with Alex as a Greek and Eve as a Lebanese *Moslem*. The film also draws various problems about culture until religion. The requirement of both families is making the relationship end. However, Alex or Eve still hold their relation with the entire family member although they oppose their relation.

Stereotypes are false or misleading generalizations about groups held in a manner that renders them largely, though not entirely, immune to counterevidence. In doing so, stereotypes powerfully shape the stereotype's perception of stereotyped groups, seeing the stereotypic characteristics when

they are not present, failing to see the contrary of· those characteristics when they are generally homogenizing the group (Lawrence, 2004).

In many ways, when someone meets the other, it can be someone has the perception about the other whether it was good or bad. As a Greek family, they have stereotype when they heard about Lebanese.

> Alex   : why about Lebanese *Moslem*
> Alex's Father   : They are terrorist. Suicide Bomber
> (*Alex and Eve* - 00:43:13)

That is the conversation when Eve as a Lebanese *Moslem* comes to Alex's house. She meets Alex's family and talks about who she is. In the first meet, she lies about her background of life. She says that she is a Lithuanian. She also says about *Moslem*s are the terrorist. In this scene, Alex's family directly has a bad perspective for *Moslem*. It is proved with Alex's father talk that *Moslem* as: Terrorist, Cruel and Inhumanities.

Moreover, it also happened with the perspective Eve's family for a Greek. Primarily for Eve's mommy, she hates a Greek so bad. She says that a Greek never be brave to married. In Eve's mommy point of view, when a Greek has relationship for someone, it is just for fun and not so serious

> Eve's Mother   : Have you made out with your dirty Greek?
> Eve   : He wants me to move with him
> Eve's Mother   : Truly or not, he never asks you to get married
> with him
> (*Alex and Eve* - 00:45:47)

In this conversation, it can be known that Eve's mommy regards a Greek as dirty and looser. These perspectives can be misleading generalization since not all Greek is assumed to be dirty and looser people.

Another stereotype that Eve's mommy has for a Greek is that Greek is antiquity. It is shown in the example below:

> Eve's Mother   : Greek is talking only about antiquity!
> They think they have invented everything
> Eve 's Friend   : Do not they?
> Eve Mother's Friend   : No, Sanskrit came for us.
> Eve's Mother   : Greek is greedy. They have to pay to
> pray. I know Greek
> (*Alex and Eve* - 00:31:27)

From the conversation, Eve's mommy tries to persuade Eve for not having a relationship with a Greek. In her perspective, a Greek is antiquity and also greedy. She also gives a warning for Eve to stay away from a Greek or Eve's father will make their relationship end.

b. Othering

Introduction of the idea of "the other" as a construction opposing and thereby constructing "the self", the concepts of "*the other*", "*Othering*", and "*otherness*" have taken root in areas of thought and inquiry ranging from nursing science (Canales, 2010) to cultural geography (Crang, 1998).

Related to the othering meaning, in this film implied that the effect of othering is making someone think to "justifying" social exclusion and discrimination. Related to *Othering* theory, this film tells about a Lebanese family who is *the Other* and a Greek family who is the dominance in Australia. Greek is the populous ethnic in Australia.

The example of conversation which show Alex's family othering for Eve's family.

Alex's Father	: who are they?
Alex	: paul's he's seeing a Moslem woman, and I talked it doesn't matter!
Alex's Father	: why do you do it?
Alex	: because she is a Moslem
Alex's Father	: paul, are you happy?
Paul	: I love her
Alex's Father	: do not listen that stupid, that's why he does not get married, just because she is a Moslem it does not matter.

(*Alex and Eve* - 00:17:32)

Unfortunately, the meeting of both families is not running well. They always dispute each other. In this film, each group considers themselves better than the other group. Then, they regard other have lower position that the other do not have the same quality as they are.

Eve's Father	: what do you think about what has happened?
Alex's Father	: you are nice, but I do not want to see my son with a Moslem
Eve's Mother	: I do not wanna my daughter with a Greek who is pampered with his mother
Eve's Mother	: where are you getting married and where? I will not let my daughter marry in a Chruch
Alex's Father	: I will not let my son marry in a Mosque
Eve's Mother	: Stupid Greek. No on greek marries in Mosque.

(*Alex and Eve* - 00:57:06)

And that conversation slowly the end. When there are the guests from Lebanon comes to Eve's house. They are Muhammad's family.

The problem still rises when Eve's family has already chosen a man for Eve to get married. He is from a Beirut Moslem; it makes Eve's family really want to marry him as soon as possible. Because of there is no blessing from Alex and Eve's parents related to her relationship, so, Eve decides to accept her parents demand to marry Mohammad from Beirut. Seriously big deal happens when Alex know about that, he become an upset man in case to forget anything about Eve, he even escapes from his house because he cannot stay any longer of what his parents think about Eve. In the other side, Alex's family feels so happy because their son is not going to marry a Moslem woman.

Eve's Mother   : "Trust me! It's the best way. I know it's hard, but you'll forget Alex"

(*Alex and Eve -)*

Toward the wedding party, Eve's mother trie to make sure that Mohammad is the best guy for Eve. But Eve still love Alex. At that time Alex still convience to his family that Eve is his true love and whatever with his family support him or not. He still strugles for what he believes in. At the end, Alex's family totally support him. They attend to Eve's wedding to convience Eve's family. Sudenly, because of they see Alex and Eve are really in love. They give their blessing to them.

4. Conclusion

According to the story of the movie, it can conclude that Alex and Eve loves have already broken their each perspective whether it is about religion, culture, and life style. They can be a couple not because of their background, but it because their true love that can encourage the others who have different perspectives. The Moslem stereotype that have bee judge by the Greek, at the end theygo along with them as the lower position in there.

And also The Othering that can be found from this movie, which refers to someone who become the dominant will judge the minorities, can be fixed clearly because of Alex and Eve love.

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Munir and the Emergence of Indonesian New Literature

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Abstract

This paper is going to investigate some Indonesian new literatures that emerge as a result of Munir assassination. Munir is Indonesian human rights activist who was assassinated in 2004. The slow handling of Munir's case has resulted in emerging new literatures as an expression of public protest and discontent against the poor of law in Indonesia. Munir's supporters are tirelessly demanding justice for the loss of his life. Passion for justice that is always voiced by Munir during his lifetime has been ingrained in the soul of the Munir's supporters. The emergence of a new phenomenon in Indonesian literatures associated with Munir's assassination is very interesting to be discussed. This is because there must be reasons behind that *phenomenon*. Those reasons are: First, the Society is getting bored with Indonesian lawyers' promises. Second, democracy enforcement and justice in Indonesia may not die even though Munir had already died. People who always demand on justice for Munir believed that Munir had died but his ideals and spirits will never die. Third, Munir's case has attracted worldwide attention to Indonesia. Some literary works that emerge in relation to Munir's assassination are poems, songs and documentary movie.

Keywords: Indonesian New Literature, Munir's Case

1. Introduction

The slow handling of Munir case (a human rights activist from Indonesia who was assassinated in 2004) has resulted in emerging new literature as an expression of public protest and discontent against the poor of law enforcement in Indonesia. Munir's supporters are tirelessly demanding justice for the loss of his life. Passion for justice that is always voiced by Munir during his lifetime has been ingrained in the soul of the munir's supporters.

This paper is going to discuss about Munir's ideals, his assassination, and how could his ideals and assassination inspire the emergence of new literature in Indonesia. Finally, in the end of this paper, the writer also presents some examples of literatures about Munir.

1.1 Who is Munir?

Munir Said Thalib was born in Malang East Java in December 8, 1965. He was born into family of Hadrami Arab and Javanese origins. He studied law at Brawijaya University in Malang East Java, and later started his career in 1989 as a legal aid officer in Surabaya East Java. He became one of Indonesia's leading human rights campaigners and used to face intimidation, including death threats. He is also the founder of the KontraS (human right organisation), Imparsial (Indonesian Human Right Watch) and laureate of the 2000 Right Livelihood Award. He was assassinated in September 7, 2004 on flight from Jakarta to Amsterdam.

1.2 Munir and His Ideals

Knowing munir's figure is not enough without knowing his ideals and way of his thinking. He is very simple man. However, behind his low profile he has a big dream to create justice and strengthen democracy particularly in Indonesia. Munir also has great nationalistic spirit and always defend the oppressed people. Marsinah Case (murdered worker from Sidoarjo East Java), activists kidnapping in the Suharto era as well as other cases related to human rights abuses that occurred in Aceh, East Timor and other regions in Indonesia cannot be separated from Munir. Munir is a true human rights warrior (Pramudya, 2004). His love to Indonesia has been proven even though he had to pay it with his life. Low wages, those who are oppressed and some abuses done by government officials made him could not sleep well and always wanted to rebel it. The way he looked toward democracy and the upholding of human rights does not always get support. Even the political elites who do not like him and his ideals considered him as enemy who must be exterminated soon. Various acts of terror and intimidation have been familiar with him. But his principle that justice must be strengthened will never discourage his struggle. Even when he became an advocate for Marsinah case he often receives threats or terror from his rivals and will make him as a sausage if he still continues to reveal the case. On the other hand, for Munir, terrors that often come to him are considered as a whip to uphold the democracy and justice in Indonesia. To him, his death had been written by God before he was born so if God has not ordained him to die no matter how many threats he got. They will not be able to change God's destiny.

2. Discussion

A systematic murder of human rights activist named Munir on September 7, 2004 may considered as the most striking news for Indonesia, primarily for those who are pro-democracy and human rights defenders. Munir case handling which was considered slowly and eventually removed from the public attention made many people disappointed. Their disappointment was expressed by them in their own ways. Some are inspired to make a song on behalf of Munir, some prefer to express their feeling through poetry, and surprisingly, Munir case also has inspired David O'Shea (Video journalist SBS TV) to made a documentary film under title *Garuda's Deadly Upgrade.*

The emergence of a new phenomenon in Indonesian literature associated with Munir assassination is very interesting to be discussed. This is because there must be reasonable reason behind that phenomenon. Those reasons are: First, the Society is getting bored with Indonesian lawyers promises. Munir's assassination may involve many parties. But, in fact, only few people were brought to the court. For stakeholders, this systematic murder is considered as an ordinary case and has been completed in accordance with law procedures in Indonesia. On the other hand, for Munir's supporters and those who admire him see that this case is dwarfed and intentionally handled slowly by the government with the hope Indonesian will gradually forget this case. From this fact, they inspired to continue to demand justice for Munir.

Second, democracy enforcement and justice in Indonesia may not die even though Munir had already died. People who always demand on justice for Munir believed that Munir had died but his ideals and spirits will never die. The spirit of upholding justice for the oppressed people which always voiced by Munir during his lifetime will be continued to be voiced by people who care of justice and the establishment of democracy in Indonesia.

Third, Munir's case has attracted worldwide attention to Indonesia. This is proved by the meeting at the Global Human Rights Advocates, entitled "Ways That USA Can Counter the Deterioration of Human Rights around the World" in Washington DC on 18 February 2010 (Sunu, 2010). Even in this meeting, Obama promised to build strong and good partnerships with Indonesia in promoting human rights. The development of Munir case is expected to be one indicator of the success of these reforms. Conversely, if Munir case did not succeed, the world will assume that Indonesia has failed in efforts to uphold democratic reform.

From those three reasons above, it is not complete without looking closer at the examples of literature that emerged as a result of Munir's assassination

2.1 Poems

Poems are the greatest number of literature that emerged in the community as a result of people dissatisfaction to Munir case. Here are the examples:

Poem entitled *"Munir"* is written by Mustofa Bisri. He is an Indonesian humanist and frequently criticizes the government with his Poems. Mustofa Bisri also the founder of Raudlotut Thalibien Islamic Boarding School, Central Java, Indonesia.

MUNIR
Munir saja namamu
Sederhana
Namun mempunyai makna
Menyinari
Di masa kesederhanaan diabaikan
Kau membuktikan kekuatannya yang elegan
Di masa para pengecut berlindung pada arogansi kekuasaan
Kau tampil sendirian melawan kelaliman

Bagaikan pahlawan yang menjelajah padang
Mendaki gunung menuruni jurang
Melawan para penjahat yang sewenang wenang
Dengan berani dan penuh kasih
Kau bela kaum yang lemah dan terbuang
Di tengah tengah kemewahan yang pongah
Kesederhanaanmupun menjadi mewah
Kemewahan yang di pamerkan
Para pecundangpun menjadi menggelikan
Di tengah tengah kekerdilan membungkus diri
Dengan kekerasan dan rasa benci
Kebesaranmu mengibarkan cinta kemanusiaan sejati
Di tengah tengah kepengecutan yang kehilangkan akal
Keberanianmupun menjadi anggun dan
Tak ada yang dapat membendung dan menghentikanmu
Kecuali yang Mahakuasa. Tuhan dan sumber kekuatanmu
Bila Iman adalah engkau maka benarlah kata Kyai
Iman menjaga kemanusiaan dan nurani
Tapi mengapa kau di jemput terlalu pagi
Mungkinkah pohon yang kau rawat selama ini akan Bersemi?

MUNIR

Munir is your name
Simple
But has the meaning
Illuminate
When the simplicity is neglected
You're proving your elegant strength
At the time when the cowards hide at their pride of power
You almost alone against tyranny
Like a legend hero who roams at the desert
Climbing mountain and down a ravine
Against criminals
With your bravery and loving
You defend the weak and wasted
In the middle of the arrogant luxury
your simplicity becomes luxury
In the pride of luxury
The cowards become ridiculous
In the middle of dwarf wrapping themselves
With violence and hatred
Your ideals express true love of humanity
In the middle of cowardice that lost of sense
Your bravery becomes graceful and sacred
No one can block and stop you
Unless the Almighty. God and the source of strength
When Faith is you, it is true what priest says

Faith Keep and conscience of humanity
But why were you picked up too early
Could a tree that you looked after will blossom?

The second poem entitled "*Epitaph Munir* "is written by Daery Viddy AD. He is the executive producer of TPI (Indonesian Educational Television)

Epitaph Munir
Di mana sajakah epitaph mu di tuliskan?
Di nisan kuburan
Di buku buku peringatan
Di artikel artikel perjuangan
Di puisi puisi
Di nyanyian nyanyian
Di film film yang akan dibuat
Ataukah dihati bangsa yang bodoh dan menyedihkan?
Ya Bung!
Bangsa kita bodoh semakin bodoh
Lebih bodoh dari keledai
Lebih bejat dari semua bangsat
Melarat dan sekarat
Karena di pimpin oleh anjing anjing geladak
Yang mencuri pangkat

Munir's Epitaph
Where is your Epitaph written?
On the headstone of cemetery
In the books of warning
In the articles of struggle
In poems
In the songs
In the films to be made
Or in the hearts of stupid the nation?
Yes man!
Our nation is increasingly stupid

More stupid than donkeys
More depraved than all the bastards
poorest and dying
Because it is headed by dogs
That steals job position

2.2 Songs

There are tens song written and sung on behalf of Munir (Maslan, 2008). Those are: *Di Udara (On Air)* by Efek Rumah Kaca Band, *Pulanglah (Go home Please)* by Iwan Fals, *Pahlawan Sejati (Real Hero)* by Doddy B Jatmiko, *Selamat Jalan Pahlawan hak asasi (Good Bye Human Rights Hero)* by Mila Dosy, *Untukmu (For You)* by Nur Iman, *Pain* by Ovalenz Band, *Before You Go* by Ben and friends, *Blues Untuk Munir (Blues for Munir)* by Jeffar L Gaol, *Masihkah Kita Takut (Do we still afraid)* by Amir Sadewo, *Cahaya (Light)* by Asvinawati etc.

The song entitled "*Pulanglah*" is written and sung by Iwan Fals. He is very famous singer in Indonesia as he used to to criticize government policies with his songs.

PULANGLAH
Padi menguning tinggal di panen
Bening air dari gunung
Ada juga yang kekeringan karena kemarau

Semilir angin perubahan
Langit mendung kemerahan
Pulanglah kitari lembah persawahan

Selamat jalan pahlawanku
Pejuang yang dermawan
Kau pergi saat dibutuhkan saat dibutuhkan

Keberanianmu mengilhami jutaan hati
Kecerdasan dan kesederhanaanmu
Jadi impian

Pergilah pergi dengan ceria
Sebab kau tak sia sia
Tak sia sia
Tak sia sia
Pergilah kawan
Pendekar

Satu hilang seribu terbilang
Patah tumbuh hilang berganti
Terimalah sekedar kembang
Dan doa doa

Suci sejati
Suci sejati

Go Home Please
A yellowing rice is ready for harvest
Clear water from mountain
There is also a drought because of dry season

Breezy winds of change
A reddish cloudy sky
Go home please and round the rice fields

Goodbye my hero
Generous warriors
You go when you are needed

Your Courage inspired millions of hearts

Your intelligence and simplicity
Become a dream

Go away cheerfully
Because you are not in vain
Not in vain
Not in vain
Go mate
Warrior

One lost a thousand appeared
Lost will grow and change
Take this flower
And prayers

True Saints
True Saints

Di Udara
Aku sering diancam
juga teror mencekam
Kerap ku disingkirkan
sampai dimana kapan

Ku bisa tenggelam di lautan
Aku bisa diracun di udara
Aku bisa terbunuh di trotoar jalan
tapi aku tak pernah mati
Tak akan berhenti

Aku sering diancam
juga teror mencekam
Ku bisa dibuat menderita
Aku bisa dibuat tak bernyawa
di kursi-listrikkan ataupun ditikam

Tapi aku tak pernah mati
Tak akan berhenti
Tapi aku tak pernah mati
Tak akan berhenti

Ku bisa dibuat menderita
Aku bisa dibuat tak bernyawa
di kursi-listrikkan ataupun ditikam

Ku bisa tenggelam di lautan
Aku bisa diracun di udara
Aku bisa terbunuh di trotoar jalan
[Reff:]
Tapi aku tak pernah mati
Tak akan berhenti

On Air
I often threatened
also a gripping terror
I often removed
until which time

I could sink in a sea
I could be poisoned on air
I might be killed on pavements
but I never die
Nothing will stop

I often threatened
Also a gripping terror
I can be made to suffer
I could be killed
in an electricity chair

But I will never die
Nothing will stop
But I will never die
Nothing will stop

I can be made to suffer
I could be killed
in an electricity chair
I could sink in a sea
I could be poisoned on air
I might be killed on pavements
[Chorus:]
But I will never die
Nothing will stop

3. Conclusion

This paper has discussed how Munir could inspire Indonesian society with the emergence of new literature in Indonesia. Public's discontent to pursue justice for Munir has inspired them to write poems, songs, or documentary films on behalf of him. As young generation, we have to continue his struggle and

always maintain his spirits and ideals. We may not stop in the middle of road. Hopefully, Justice - which always demanded by his supporters for years – will come true. Good bye my hero. Your ideals and spirits will never die although you already gone forever.

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Imperialistic Hegemony and Social Injustices in Okky Madasari's *The Years Of The Voiceless*

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Abstract

The Years of The Voiceless is a voice of dissent, narratting the sufferings of folk experiencing the turbulent period of Indonesia New Order regime. The researcher investigates the relation between folk and government during New Order as presented in *The Years of Voiceless* and tension in dealing with consensus where society were obliged to agree on written laws that they do not even able to read. This society had to deal with rough free market policy, social prejudices, and the state. The researcher believes that the predicament of the society is from consensus. The act of hegemonizing society is seen in the novel as an activity of 'giving protection' in which Madasari negates as 'abstract protection'. The following sequential moment between the folk as illiterate society and government is the data of this study which is discussed as a part of imperialistic hegemony. Social injustices, in this sense are seen as a part where the struggle of Rahayu's mother comes in vain. Factors of beyond such as religion base taught, relation of person with community, and prejudices are also the source of laments. By these complex problems, this research aims to investigate that these factors of predicaments originated from consensus. Hence, this research uses theory proposed by Antonio Gramsci hegemony to display how the consensus becomes the origin of misery the folk's deplore. The researcher finds that *The Years of Voiceless* is a work exposing imperialistic hegemony which narrates the life of Rahayu's family in dealing with laws they do not agree with. The consensus as presented in the novel also works as an engine for the state to put society in the purposed order based on political interest.

Keywords: Consensus, Hegemony, Social Injustices

1. Introduction

This study investigates Okky Madasari's novel *The Years of the Voiceless* released in 2013 representing the relation between dominant state apparatuses with subordinate class exprienced by Magetan society in general and the family of Sumarni in particular. The bleak of New Order regime is seen here as sequential political order which in some cases brought harm to illiterate society. Despite of its portrayal in the relationship dominant and subordinate, Madasari

views the symbolic power inhabited in New Order regime as a source of predicament experienced by subordinate class. This relationship through consent maintained in symbolic power between dominant and subordinate is interpreted by the sight of Antonio Gramsci 'hegemony'.

The juncture between *The Years of The Voiceless* and hegemony lies when the dominant uses consent to run political power not coercion. The researcher finds negotiations and society willingness to confirm the political power. In line with the very notion of hegemony in which it is described as visible relations of domination involves not coercion but consent on the part of the dominated (During, 1993). In performing New Order regime, Madasari narrates that there was no oppression or exploitations which are seen in the life of Rahayu as the main character. New Order style of politics preserves high degree of consensus and a large measure of social stability which are established through negotiation. This means that society was subscribed to values, ideals, objective, cultural and political meanings to support the prevailing structures of power.

Previous studies concerning to hegemony remained numerous, since this theory is well-known and attached to other discourses not only literary work but also state, power, and economy. Sait (2010) *State, Power, and Hegemony* analyzes global and regional challenges in 21st century modern hegemony. This research aims to question to discover strategic and political factors of international agenda to control the states through hegemony. This determines control of global money circulation and military power. The researcher uses this previous study to discover how centralized power remained hegemonic to its regional. Most of researchers who took *The Years of The Voiceless* as the object study uses theories of feminism, a thesis publication Octaria Tirafiah (2015) analyzes *The Years of The Voiceless* in sexism point of view. This research focuses on Sumarni struggles against domination of man. The gap between this study and Triafiah (2015) lies in the point of view, this study is more likely investigating state domination as it suffers local people depicted in the family of Sumarni and hegemonic issues raised by the writer.

2. Methods
2.1 Theoretical Framework
Antonio Gramsci (1891-1937), the Italian General Secretary of Communist Party was arrested in 1926 in prison as he confronted Fascist state. A fugure of twentieth century Marxist thinker was sentenced twenty years and died 1937. He was noted as the leading of post-marxist theorist. However, Bates (1975) and Stoddart (2000) argue that unfortunately Gramsci was unable to put his theory of hegemony in systematic way before summer 1935 because of his ill. His theory dispersed like an old jigsaw puzzle.throughout his Quaderni del carcere, some social scientist agreed that the construction of hegemony lies in the unifying thread of Gramsci's prison notes. This note appears to be his total political experience.

He extracted another form of dictatorship named 'hegemony' which was new in western political discourse during his day. Bates (1975) believes that the term is derived from a very simple notion of dictatorship which means political

leadership based on the consent of the led, a consent which is secured by the diffusion and popularization of the world view of the ruling class. Storey (2000:79) affirms that hegemony involves a specific kind of consensus: a social group seeks to present its own particular interests as the general interest of the society as a whole. Storey (2007) adds that high degree of consensus could aim to social stability win which society appear to support the leadership. This means that in large extent, hegemony does not need oppression or exploitation to subdue the subordinate class. Hegemony could evade confrontationist or its challenger.

In this very sense in relation to sibordinates to win particular power, the dominant aims to win the consent of subordinates. This makes hegemony lasts till this very day. Bates (1975) adds that ruling group do not maintain their hegemony merely by giving their dominations an aura of moral authority through the creation and perpetuation of legitimizing symbols; they must also seek to win the consent of subordinate groups to the existing social order. Therefore, apart from coercion, hegemony perserve consent so that it acquires the will of the society to subdue to the proposed power. Lears (2000) The Concept of Cultural Hegemony: Problems and Possiblity argues that there are components of consent and the precise nature of subordinate consent.

This research evokes two terms that are involved in the course of hegemony: consensus and negotiation. From the selection of Prison Notebooks of Antonio Gramsci edited and translated by Hoare and Smith (1999) in the subpoint The Problem of Political Leadership in The Formation and Development of The Nation and the Modern State in Italy, in any historical development intellectuals are necessary to function organic life of civil society and state to the moment of hegemony and consent as a necessary form of the concrete historical bloc.

Consensus is the important point in hegemony, it serves the way to control people, meaning the way the rulers maintain laws and agreed by the people. This consent passes through media which is the major part of consciousnes shaper. Marshall McLuhan in his Understanding Media: The Extension of Man (1964) argues that medium is the message meaning the media has its own environment that could subjectively turn the sight of its audiences. Thus, this makes audiences matter in his study. Consensus is formed and maintained in the media in which it takes the closest part in forming society consciousness. Through this simulation on how media is transferred, information of media could bring images of truth as it proposed by the rulers (Sugiono, 1999).

Through and by the consensus, society could be projected for particular political agenda that they affirm. This causes less resistance and hard to lead consciousness. The other impact that is not less significant is the way that consensus is used to project people categorizing who are their ally or foe. Purcell (2000) argues that fascism extends in so much accordance to how media is successfully engages the mind of its audiences. Basically, consensus could be in many forms. Further study that the researcher finds explore how hegemony extends in many social signifying practices affirming to the rulers. In the case f Okky Madasari's The Years of The Voiceless the practice of

consensus appears in social practices and less exposes in social media, because it was in the New Order Regime, consensus appears in media only in newspaper but still the setting is in the boundaries of illeterate society.

2.2 Research Design

This research is designed to investigate social injustices and imperialistic hegemon depicted in The Years of The Voiceless by Okky Madasari. Thus in aiming so, the researcher divides the form of hegemony in three forms; generational gap, state, and society. These three factors are the origin how Sumarni's sufferings are caused by social injustices and imperialistic hegemony.

2.3 Data Source

The Years of The Voiceless is an English translation version of *Entrok* meaning *bra. The Years of The Voiceless* is released in 2013 as a reminisce of New Order regime. The plot of this novel is in Madiun, narrating a poor family who survived day to day by pealing cassava. The novel also depicts transition of era on how the poor Sumarni turned into a wealthy parvenu.

3. Findings and Discussion

Begins from the life of an Indonesian low class Madiun city, the story exposed a story of a little girl named Sumarni. She earned living by helping her mother pealing cassavas. One day the girl dreamed to having bra as she grew old enough to wear it. From this very wish, she begun thinking that she could never afford bra by pealing cassavas (this was because the salary was not in form of money but cassava). Sumarni had an idea, she begun selling vegetables and food from door to door. She found this business ran well and she got profits from this.

She bought her first bra and the later bought many more daily necessity including being free from her mother's burden. This job went profitable and Sumarni was a girl with creative business idea. As people got difficulties in earning money, Sumarni opened a loan system that allowed the borrower to return with interest depended on percentage she offered. The effort of lifting better life was achieved, she bought lands and had plantation. She also had cows and car to deliver her goods. Now, the young Sumari became the wealthiest in the village. She married a man who was then cheated her with one of Dangdut singer. From this man, Sumarni had a daughter named Rahayu.

In the quest of better discussion, analyzing the form of social injustices and imperialistic hegemony drawn in *The Years of The Voiceless*, the researcher would first overviews the embryonic outlook on how these social injustices and imperialistic hegemony begins. The origins are three; generational gap between Rahayu-Sumarni, society, and state. Then from these three origins, the researcher displays how social injustices and imperialistic hegemony exist.

A case of generational gap appears here as a matter of fact that Sumarni lacks of education while Rahayu is going to school. Reasoning Sumari's case is obvious, she cannot afford going to school at her time, and so her mother could not even afford good food for her. Okky Madasari symbolizes this financial deprivation with 'whether or not Sumarni can afford bra'. As Sumarni gets richer, she puts Rahayu in education till tertiary education. Okky Madasari draws attention on depicting what is actually being educated and uneducated in this ground case. As Rahayu achieves many lessons from his teacher, she begins realizing that her mother is sinful. This is because, Sumarni does not devote to God but ancestors and owns loan business, meaning taking advantages from people's financial sufferings.

The two characters are drawn in a very significant discrepancy. In the side of Sumarni, there is nothing wrong with her faith. Rahayu kept denouncing her angry towards her mother, she said devoting to God is the righteous and truest according to what she learns. The researcher notes that in this point Okky Madasari exposes how people are sometimes less tolerant the more educated they are. Towards loan system she owns, Sumarni believes that this system could help people, this is just like the way merchandise is sold so there is nothing wrong with the loan. Rahayu believes in opposite, she could not stand being ashamed when her religion teacher considers her mother as loanshark and hell settler. Rahayu considers this as a sin while Sumarni is more likely maintaining the family survival. The novel explores this case by expanding ideas on how there is actually nothing wrong with the loan.

Two pillars of issue raised in generational gap; idea of being sinned and educated. Education, as portrayed by Madasari is the source of social injustices and hegemony, it perserves fixed knowledge of what is true and what is wrong. Education in the era portrayed, obtaines lack open-minded and less diversity of toleration. The teacher, as center of role plays significantly in changing the students mind. In this point, the impact of such education is implemented in Rahayu. She becomes resistant and hates her mother. Education in this sense is portrayed as the central of consciousness, giving an impulse of action and making decision. Thus, in this case education in generational gap generates the form of hegemony and how hegemony works. The consensus is delivered through education, a form of collective affirmation over many prejudices. This is including the idea of being sinned. Teacher in the society is labelled as the most trusted, thus, anything that the teacher says is trusted and legitimated by the students. Thus, Sumarni is wronged.

The second finding is society, this part is the reflection of mainstream and collective behavior. Society also an engine of collective consciousness and more importatly identity shaper. Not only suffered from educational hegemony obtained in the character of her daughter, Sumarni also suffered from collective judgement. To most of the people, loan system is wrong and wronged. They believe in bank and considered that Sumarni had cheated them. They also put prejudice that Sumarni's richness is obtained abnormally, by their basic of supersition society, they claimed that Sumarni pets *tuyul* (astral creature that helps its owner to gain richness by stealing someone else's wealth). Amongst

the society's judgment, Sumarni has to deal with not only her daughter's confrontation but also society that alienates her.

Discussing about this, the researcher agrees that there is nothing wrong with the loan and the belief furthermore. Our myth today, people belief that what bank institution is running is more trusted that individual. There is a diverse false consciousness embedded in the society, first to ask is who is advantaged when we trust the bank more? Because this question in face of one argument 'we could change the live of poor by borrowing to Sumarni, we could get a poor girl buys bra and gets the daughter to school'. The later shows how the bank is depicted as Sumarni's major competitor. Society keeps blaming her wealth that is gained through *tuyul* and labels her as a loanshark.

Collective consent from hegemony impacts so much on the struggle of a little girl who fights for her poverty. In the other side, this makes Sumarni is stronger. She was often being disturbed by society or people who do not like her. People who borrowed her money often fight against her by denouncing her as a loanshark and a sinner. People considered Sumarni needs to be enlightened. According to this point of view, the researcher interprets that it is not Sumarni who needs to be enlightened but society themselves. Sometimes, they do not pay for the loan and consider this as a right thing to do because Sumarni is faulty. Society in this sense confirms the idea of inhumanity by judging her badly. This is considered true according to the society. This is heinous, a group of people do not return the money and considered true. This is the form of social injustices. We could see in this point how affirmation on hegemony impacts this much to person, now imagine if this affirmation impacts to a group of minority.

The very last lap of discussion lies in the state. This point discusses the form of hegemony that transcends in the mind of society and how society affirms hegemony. It is important to note that Sumarni is illiterate, she cannot read and write. What she knows is the value of money and little counting ability. According to the theory, hegemony is transferred through media. But the environment portrayed in *The Years of The Voiceless* is the kind of society lacks of media and literacy. Hegemony in this research is transferred through state apparatus, the army and police. Collective understanding affirms this apparatus offers safety and well-mannered society. Madasari portrays this in the opposite particular view.

Sumarni has to pay them numbers of money to pay her safety she does not know. It does not mean that she does not know, according to Sumarni nothing endangers her. The officer forced the unarmed lady to give up half of her lands and willing to land her car for state's interest. The officer said it is for her safety. This point raises the idea on how Madasari portrays safety as something ironic. The officer is the source of her danger, the officer obtains danger, and threatens her to be labeled as PKI. This officer offers her safety, which tragically means the safety from officer obsession. Both coercion and consent happen by then in the mind of Sumarni, she just wants to live and better. Thus, she is then willing to give up half of the land and land her truck for the officer.

The threaten goes excessively, knowing that Sumarni could be used for their political interest, the officer starts asking many requests. This is including donating her wealth for political campaign, willing to choose one of requested political party, and many more. She could not resist herself even she tries to defend her property, the argument of the officer remains still 'the property belongs to the state'. This is also ironic, property that Sumarni gains in her restless quest, how could it be the state's property? If she does not give up her property, she will be labeled as PKI. The officer always uses this threat to spread fear in the side of Sumarni even she actually has nothing to do with PKI. As an impact, Sumarni has no choice of defending her property. She just wants her daughter Rahayu could continue her education and they live peacefully.

The novel shows how hegemony works in the form of both coercion and consent. The fact is Sumarni subdues her property for state's interest. The state does not care much on her lost and earnings difficulties, especially when she is labeled as sinner and loanshark. She tries so hard to maintain living. The state uses the land to build a new regent office and used the truck for political campaign. Sumarni has also to fund the solar and pay for the brochure spending. The state does not care when the truck got accident and the driver was dead. The truck was returned in mess. In this condition, Sumarni has nothing to do except just being silent. Silent here is a portrayal on how it is the only choice to maintain living.

The researcher finds one critical point in the character of Sumarni. She often resists the officer demands by saying 'what safety do you mean? I am safe enough". But then the officer always threathens Sumarni with whether or not if they keep resisting to pay for their safety they will be labeled as PKI. From coercion to consent, this is the form of local hegemony displayed in New Order regime. The novel used a symbolic political party that became the source of Sumarni's suffering, the hint is the color is yellow with a tree in the middle of it, meaning *Golkar*. This political party existed during New Order, this party gave legitimation on Suharto's authoritarian epoch.

4. Conclusion

Social injustices and imperialistic hegemony appear in three forms as it portrayed in *The Years of The Voiceless*; generational gap, society and state. Education is the medium of generational gap where Sumarni could not afford schooling unlike her daughter Rahayu. Education which is believed to be the most trusted institution to build more open-minded society in this case is drawn in opposite. Rahayu became less human and considers her mother as sinner and loanshark. The second is society which appears to be collective source of misery. Society is attached to how identity is formed, in this sense society has also changed the heart and mind of Rahayu to go against her mother. Society in *The Years of The Voiceless* is not explained as a conscious community that go against the state but society of stereotypes and prejudices, a group of people as a result of affirming imperialistic hegemony. The last is the state, this discussion displays how the state transferred the hegemony and create consensus. Imperialistic hegemony in *The Years of The Voiceless* is not transferred through

popular media since the object is illiterate society. Hegemony in the object is transferred from coercion to consent, both play in the way state apparatus (police) offers abstract safety and forces Sumarni to pay for safety she does not know.

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Girls' Education: Dangers and Resistances in Malala Yousafzai with Christina Lamb's *I am Malala* and Deborah Ellis' *My Name is Parvana*

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Abstract

This study attempts to describe dangers and resistances faced by main characters in getting education, especially girls' education. It also analyzes the significant issues of education in *I am Malala* and *My name is Parvana*. This study applies liberal feminism theory. The research findings can be formulated as follows: 1) There are three barriers endangering girls in getting education such as the weak position of women in society, poverty and conflict. 2) The resistances done by both characters to reach equal position in education. They strive to get better education and criticize the inequalities. The resistances in both literary works are conducted in difference ways. Malala argued that woman should be treated as equals as men; therefore, she never gives up in resisting dangers although she was shot by Taliban. Meanwhile, Parvana argued that there must be equality of role between women and men. Unfortunately, her effort fails and she gives up. 3) The significant issues, Malala and Parvana are aware of the advantages of education; therefore, they resist all dangers they faced. Finally, they become symbol of strong and independent women. In conclusion, both literary works raise clear issues about gender inequalities and the characters' resistances in getting education.

Key Words: Education, Danger, Resistance, Feminism.

1. Introduction

Throughout the history, human rights are the fundamental rights and freedoms that belong to all people in this world; it is the standards that allow people to live with dignity, freedom, equality, justice and peace. One of the most crucial rights for people is education, it has very important role to promote and protect human from their civil rights. Therefore, it must be given to all people without discrimination, it should be free and compulsory, as affirmed in Universal Declaration of Human Rights (UDHR) in 1948 (Article 26, 1-2):

> *Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory … (and) shall be directed to the*

full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the united nations for the maintenance of peace.(Streich, 2008, p. 61)

The obligation to supply free education to people implies that each nation should establish free public education system; this right has been further elaborated to address issues like quality and equity. It also deals with the principle of non-discrimination and the right of people to get education. As Cole (2000, p. 1) stated that equality and human rights are two of the essential key concepts to be reached by the end of compulsory schooling, with a belief in human dignity and equality.

Human rights are universal since they belong to all human in every society, but unfortunately; the education system has hardly shown any credibility in regards of evolvement of human rights and its protection. Most girls in many parts of the world still face difficulties in getting education; they have limited access to get the same education as men, moreover there are many threats and attacks for girls' education, including bombing or burning schools for girls, killing, kidnapping and torturing the girls' students, teachers and academics who supports education for girls (GCPEA, 2014). As a result, girls will be marginalized in society as they are running a risk of becoming less skilled, getting less opportunities and hope for the future.

Those conditions make women try to give their voice to deny their subordinated condition to reach their independences. They need to voice their feeling toward the social life as how the men treat them beyond the limit of humanity. Spivak (1988, p. 19) mentions it as theory of change; people who are oppressed will rise to challenge the oppressors. Furthermore, Mary Wollstonecraft explores this problem in her masterpiece, *A Vindication of the Right of Woman.* She stated that the root of women's oppression is lack of education; therefore women should empower themselves through the pursuit of knowledge (Wollstonecraft, 1796). It is clear that the only way for human being to improve their self is through education; thus, many women are struggling to get it. It was done by R.A. Kartini in Indonesia and Malala Yousafzai in Pakistan. The struggle by Kartini to promote women's rights in education in the early 1900s and the holding of the first women's congress have exemplified her contributions in building society (Robinson & Bessell, 2002). Meanwhile, Malala also campaign for human rights, especially woman's right to education. In 2013, Malala spoke at the United Nations; she brought attention to global education (Hansen, 2015). Thus, R.A. Kartini and Malala are the examples of women who struggle for getting equality in education; they consider that education as one of the major tools to stop discrimination and violation against human.

The inequality of education does not only occur in real life but also in literary work. Like what happens in real life, in literary work women are always being object of injustice. Thus, the writer used *I am Malala,* a memoir written by Malala Yousafzai with Christina Lamb and *My name is Parvana* written by Deborah Ellis. It is because both literary works raise a problem about women's

resistances against violence that endangers them in getting their rights, especially their rights in education.

I am Malala was a great memoir in the middle 2013 by Malala Yousafzai with Christina Lamb. It talks about the spirit of feminism reflected by young adult named Malala. The series of events in this memoir take place in Pakistan and discusses its social condition. Malala lives in a society in which women are treated as an inferior without the rights to get an education. However, Malala believes that education is vital to her future; so she fights to get education although her life is threatened.

Meanwhile, *My name is Parvana* was a novel written by Deborah Ellis. It was the story about a family from Afghanistan who always get terror because their fight for girls' education. The story tells how Parvana and her family's resistances, how they brave threats and challenge circumstances from the villagers to educate girls. Parvana and her family have an ambition to make their students who are all women realize that they also have the same opportunities to reach the highest education and to determine their own future.

Normally, in the society women are known to be passive who always entrust the condition, they just wait their fate without trying to fight. This argument is rejected by Wollstonecraft, she is disagrees with the ideas that women are weak because she thinks that God created men and women to be partners in life, and therefore they should be equal. Wollstonecraft also proclaims women must get their rights and have their personhood. As she stated that, women as well as men get the same education because all human being deserve an equal chance to develop their relation and moral capacities so they can achieve full personhood (Wollstonecraft cited in Beasley, 2005:31).

Wollstonecraft's ideas are accordance with what has done by Malala and Parvana. They show some characteristics that make them different from other women in the patriarchal society they are living in; they described as smart, courageous, confident and independent persons that make them aware of their rights as women in the society. They fight to find their own identity and keep standing for education especially for girls.

The writer found several studies that analyzed and criticized about girls' education. First study entitled, *"Isn't it too early to drop out of school? A study of girls' education in the Chepang community of Nepal"* by Tryndyuk (2013), Master's Thesis from University of Tromsø. Second is *"The Taliban and Girls' Education in Pakistan and Afghanistan - with a case study of the situation in the Swat District"* by Ahmad (2012), Master's Thesis from Lund University. They found several factors that make girls cannot get access in education. Whereby, those previous studies are used by the writer to enrich the analysis of this study. For that purposes, the writer used liberal feminism approach; it is an individualistic form of feminism and theory which supports women's equality (Eagleton, 2003; Gamble, 2000; Wollstonecraft, 1796). The writer also used comparative literature to conduct this study, as Gayley stated that it involved study of two or more literatures (cited in Bassnett, 1993:33). This study is generally an effort to elaborate two cases with the same topics, that is gender inequality in getting education and effort to fight the problems; meanwhile the differences are in the way of resistance, region and time.

Therefore, this study attempted to find out dangers and resistances that Malala and Parvana face to achieve equality for girls' education, and then find out the significant issues of education reflected in *I am Malala* and *My Name is Parvana*.

2. Methods
2.1 Research Design
This study concerns with social reality in two literary works, for the method of the study the writer applies qualitative method. Qualitative method concerns with life as it lived, things as they happen, situations as they are constructed in the day to day, moment to moment course of events (Woods, 1999, p. 2). Meanwhile, Ary, Jacobs, and Sorensen (2010, p. 22) stated qualitative method focuses on understanding social phenomena from the perspective of the human participants in natural settings. The data are reported in words or pictures rather than in number so the writer does not need a statistic to collect and interpret the data (Creswell, 2012, p. 18).

From those statements, qualitative method is done to understand the social phenomena which concern in the process of description, analysis and interpretation of data in written form rather than in number or statistical result. Therefore, the result of this study is in the form of description and interpretation of some phenomena. By using qualitative method, this study is aimed to describe and compare the dangers and resistances that faced by the characters in getting education. Besides that, it also analyzes the significant issues of education reflected in *I am Malala* written by Malala Yousafzai & Christina Lamb and *My name is Parvana* written by Deborah Ellis.

2.2 Feminism Approach
This study concerned with female characters as the object of the analysis, so the most appropriate approach is feminism approach; it presumes an interdisciplinary approach for understanding women's lives and women's issues (Mulvey, 1988, p. 74). This approach has been innovative in its choice to study particular groups of women formerly ignored by social science (e.g., upper-class women), particular behaviors (e.g., feeding one's family, adult adoption of orthodox religion, improving one's community) and new forms of data (e.g., women's subjective social experience or subjective self) (Reinharz, 1992, p. 215). From those explanations, feminism concerned with issues of broader social change and social justice and committed to changing the condition of women. Therefore, the ultimate goal is to increase the understanding of women's experience, both in the past and present, and promote appreciation of women's value in the world (Tyson, 2006, p. 119).

For the purposes of this study, the writer reviewed one types of feminism; it is liberal feminism. Liberal feminism is theory that talks about woman as human being that has the same human rights as the other (Eagleton, 2003; Wollstonecraft, 1796). Thus, the basic understanding of liberal feminism is demanding the equal right for everyone, including women. This form of feminism aims to establish women and men have equal access to the public

sphere and bringing changes through their resistances. Therefore, this approach considered suitable for this study due to both literary works consists of females' characters that showing their resistances to obtain equality in getting education.

3. Findings and Discussion

Education had big role in human life; it was one of the most important things to make changes in girls' life. According to Solovic (2001, p. 131), education not only helps people to succeed professionally, but it also personally enhances people's life by opening up new worlds and insights. Therefore, well-educated women will have vision and wide knowledge, they will be aware of their position and they not only end as housewives who only serve the husband, child and do household chores but they also can do anything they want. Thus, education is a tool for creating opportunities of human, making people knows their importance and rights in life and to gain confidence to claim them.

However, girls often face barriers to get education. There are a lot of barriers that they faced when they want get education, according to Department for International Development (2005) at least there are three barriers that make education is endangering for girls, such as the weak position of women in society, poverty and conflict. Thus, women tried to do any resistances toward these barriers. The way out of this condition is called as women's empowerment or feminism. Feminism is an ideology that is believe by the people who struggle for the equality between men and women (Tong, 2009, p. 11). Therefore, this analysis presented dangers and resistances that faced by the characters in getting education. Besides that, it also analyzes the significant issues of education reflected in *I am Malala* written by Malala Yousafzai with Christina Lamb and *My name is Parvana* written by Deborah Ellis

I am Malala implied the inequality between men and women, especially their inequality in getting education. In this memoir, women are the victims of this inequality, they are forbidden to do any activity include going to school meanwhile men can do everything they want. Malala is the main character in *I am Malala* resembles a girl who resists the danger in getting equality between men and women, especially in education. She believed that women also can get education as men so that they can participate fully in society. She showed her braveness in getting education although her life is threatened. When BBC Urdu asked her to write about life under Taliban, she seemed very enthusiasts because it was one of her ways to criticize the Taliban. Unfortunately, she was shot by the Taliban. Taliban thought they could stop Malala by killing her. But in fact, Malala became stronger. After she regained consciousness, she continued to campaign and promote education for girls. She spoke at the UN on her sixteenth birthday and called for free education for all children. Malala was not afraid to show her resistance toward Taliban, she wanted to be free and wanted to help other people surround her, she believed that education was the only solution against it. As Lange (2012, p. 1) proclaimed that education is the way to eliminate terrorism, prevent extremism and violence by promoting critical-thinking skills, empathy, peace and tolerance. In short, it can be said that *I am*

Malala showed how amazing of young girl changed the community as well as to make women be respected in all aspects.

Meanwhile, *My name is Parvana* represented the truth condition about Afghanistan, about the difficulties of people especially girls in getting their rights. Feminism in *My name is Parvana* arose because of Parvana as the main character resisted all of the injustice that happened in her society, including inequality in getting education. She resisted all people who prohibited the girls' education, even though in the end of the story she gave up and asked the parliamentary of Afghanistan to save her. From that story, it showed that a fifteen year old girl have braveness against the danger by her action and voice.

Based on those explanations, it can be seen that both literary works expressed the same ideas, which are dangers and resistances in getting girls' education. The main characters in both literary works are aware of the advantages of education; therefore, they resisted all of the dangers in getting education. They believed that education is human basic right; it was not only for men but also for women. Therefore, women also should be educated as men, it was also clearly written in the Holly Quran. As statements at the following narration:

> Education is our right. Islam has given us the right and says that every girl and boy should go to school. The Quran says we should seek knowledge, study hard and learn the mysteries of world. (Yousafzai and Lamb, 2013:143)

Actually women were equal with men in every aspect, there is no reason to forbid them if men can do anything they want. However, both characters in *I am Malala* and *My name is Parvana* found that there were inequality of women rights, such as women got less of social status, power and opportunities in getting education. They also got dangers in getting and maintaining education such as, their family, teachers and the other girls who have still encouraged girls' education were threatened; moreover their school was closed and bombed-out. These were happened because of patriarchy factors and influenced by the Taliban. Thus, liberal feminism is the response of gender inequality as it claimed about gender equality, which states that all men and women are created equal and have the same opportunity (Wollstonecraft, 1796).

By seeing that condition, Malala and Parvana resisted all of the dangers that they faced to get their rights, rights to live peacefully and rights to get education for every girl in the world especially in their country. Malala and Parvana always fight for girls' education, they have good purpose; they wanted to get their right as women, especially rights to education. Malala and Parvana really want to make educational equality between men and women, not just in Pakistan and Afghanistan but in the entire of the world.

The efforts of Malala have brought some positive changes to education in Pakistan, it has brought worldwide attention to the ongoing challenges. Malala also received several awards and even became the youngest nominee for the Nobel Peace Prize. She was one of four runners-up for Time magazine's person of the year and has received numerous other awards. On her speech in

every place, she wanted to make the same position between men and women especially in education because education is human basic right.

Meanwhile, the efforts of Parvana also brought some positive impacts, such as she gave the opportunity of girls in her society to get education in the school that she and her family built and it also made society considered that their daughters also need an education for their life. She also did any contribution to the society by letting her student to help people in her village to do anything they do as they learn from the school.

The consciousness to resist any danger that main characters faced in getting education as the symbol of the social reform, their resistance toward the danger that they faced in getting education showed their existence in society and it made people realized the importance of education. Thus, the stories of *I am Malala* and *My name is Parvana* gave spirit and enrich the people's understanding about the power of a woman's resistances for getting equality and happiness in their life.

Besides the similarities, the two literary works also have differences. The settings of both literary works are different. *I am Malala* settles in Pakistan when Taliban took control on it and the story also influenced by Taliban while *My name is Parvana* took place in Afghanistan after Taliban regime, the story was influenced by a lot of armies who want to took control over the country.

Malala's resistance for the broader scope, that is for the education's right of all children and girls in the world. Meanwhile Parvana's resistance is narrower, it for her school and girls' education in her village. Though both of main characters resisted the danger that they got in getting equality in education, they ended it differently. Malala never gave up to resist the danger in getting education although she was shoot by the Taliban, at the end of the story she became totally independent woman. Meanwhile Parvana gave up and submitted to the fate. She stopped to struggle when she considered that all she has was gone, like her mother, her students, her teacher and her friends due to the brutal condition in her country.

4. Conclusion

Based on the analysis of the main characters in *I am Malala* and *My name is Parvana*, it is clear that the main cause of the movement is the unequally status that happen in the society from the generation to the next until they realize their injustice. This movement is in order to reach the equality of right with men in many aspects, such as education, politic, social, economy and culture. As showed in both literary works, when women's voices continue to be ignored and neglected they try to struggle to get equality in education although their action sometimes threatens their life. But their bravery in conveying their opinion or idea are very impress. They did not just depend on men or follow the social rules, but they also had bravery to struggle to be equal as men.

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'Solitude' in Wallace Stevens' Poem *the Snow Man*

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Abstract

This research aims to analyze Wallace Stevens' poem 'The Snow Man' from systemic stylistic analysis in the framework of Systemic Functional Linguistics and Verbal Art Semiotics. The data were collected by a library study and analyzed with a descriptive, deconstructive method and content analysis with an intrinsic-objective approach to reveal the meanings of the poem. The linguistic analysis commences from the lexicogrammatical analysis to produce automatized and nonautomatized patterns. The automatized pattern produces subject matter. Meanwhile, the nonautomatized pattern yields the deep level of meaning, in turn, it serves as symbols or metaphors to create the literary meaning, and the literary meaning navigates us to divulge the deepest level of meaning or the theme. The result of this research reveals that the subject matter of this poem is 'one must have a mind of cold winter a long time'. The deep level of the poem refers to clauses: number 8 to 11.2 which tell about 'in the sound of the leaves, the land is full of the same wind in the same place; the snow man listens and beholds nothing there', the literary meaning is about 'nothing except the wind', and the deepest level of meaning or the theme of this poem is about 'solitude'.

Keywords: Automatized, Nonautomatized, Literary Meaning, Theme

1. Introduction

Text is language that is functional or language that is doing some job in some context (Halliday and Hasan, 1989: 1).It may occur in a piece of spoken, written, or signed discourse for the purposes of analysis (Nunan, 1993: 6). Halliday (1985) suggests that written language is used for action, for information, and for entertainment. In other words, text concerns with the anlysis of language in use. The study of the ways in which language is used in text and context is known as discourse analysis, which is compared with an anlysis of structural properties of language divorced from their communicative functions (Nunan, 1993: 7). In the application, there are many linguistic theories which can be used as the approaches in discourse analysis. One of the approcahes to analyse a text is a linguistic approach which is based on systematic functional linguistics (Matthiessen, 2012; Foley, 2013).

As the object of functional discouse analysis, text can be in the form of fiction or non-fiction text. Since literary work is claimed as the combination of text and art, it is possible to apply the linguistic theory to analyze literary work. Leech (1980), explains that stylistics can be applied to analyze both literary and nonliterary texts. The question which commonly appeal to linguists is why the author chooses certain styles to express herself in a particulary way, while literary critics usually ask how the aesthetic effect is achieved through a language. These two different perspectives on the analysis of literary work can be demonstrated in Figure 1 (Sukarno, 2014).

Figure1: Two different perspectives of analysing literary works
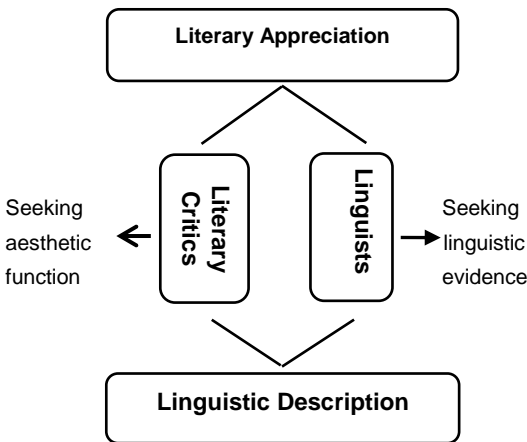
This research aims to analyze Wallace Stevens' *The Snow Man* from systemic stylistic analysis in the framework of Systemic Functional Linguistics and Verbal Art Semiotics. Through this research, three meanings of the poem will be revealed. They are the deep level of meaning or the first order of meaning, the deeper level of meaning or the literary meaning, and the deepest level of meaning or the theme of the poem.

As a literary work, a poem encompasses various language rules (Hassanpour and Hashim, 2012). Consequently, a poem can be analysed from the linguistic point of view. Linguistically, the analysis on a poem can be conducted based on Systemic Functional Linguistics (Hassanpour and Hashim, 2012). The main question raised from the systemic functional perspective analysis on the meanings of a poem is how literaryness can be achieved through the opposition of backgrounded and foregrounded (Robey, 1995). Since the backgrounds or the automatized pattern as well as the foregrounds or the nonautomatized pattern can only be generated from the lexicogrammatical analysis, this question can be broken down into how to produce the backgroundd meanings in the strata of the semiotic system of language, and to create the foregrounded meanings to generate consistently the deep level of meaning, the deeper level of meaning, and the deepest level of meaning of the poem in the strata of verbal art semiotics (Hasan, 1985).

Mukarovsky (1977) claims that there is symbiotic relationship between poems as literary work and linguistics as the language study. He says that poetic theme is connected to language bilaterally, in the sense that *not only the linguistic expression is governed by its theme, but the theme is governed by the linguistic expression as well*. Further relationship between poems as literary work and the linguistic study is widely studied by stylistics. Widdowson (1975) explains that stylistics is the study of literary discourse from a linguistic orientation, and what distinguishes stylistics from literary criticism on the one hand and linguistics on the other hand is that it is a means of linking the two. Stylistics endeavors to comprehend a text by studying its formal-linguistic features to context they are used (Mishra, 2011).

According to Hasan (1971), stylistics is the study of the language of literature, and employs a descriptive framework which is derived from some models of linguistic theory. Therefore, stylistics is concerned not with any element of literature *but solely and specially with the linguistic one*. Furthermore, Hasan (1985) formulates the relationship between lexicogrammar and theme in verbal art semiotics. This relationship can be associated with the relationship between the strata of the semiotic system of language and of the semiotic system of verbal art which can be demonstrated in Figure 2 (Hasan, 1985: 99).

Figure 2: Two semiotic systems of verbal art and of language
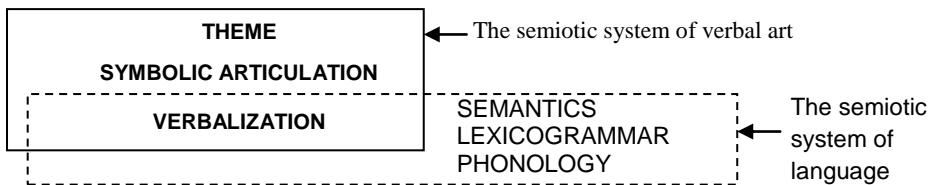
Following Hasan's theory (1985) as indicated by Figure 2, the analysis of a poem commences from the analysis of lexicogrammar at the strata of the semiotic system of language. This analysis will produce two semantic components: the automatized pattern and the nonautomatized pattern. The automatized pattern of the poem can be derived from many different analyses such as: clause types, processes and tense types, mood and finiteness, theme markedness, the instantial system, and lexical cohesion. The automatized pattern will yield the subject matter of the poem, and the subject matter of the poem will also help to create the deep level of meaning in the stratum of verbalization in the semiotic system of verbal art.

The second semantic component, foregrounded, can be derived from the nonautomatized pattern. At the level of verbalization, the consistency of foregrounding will create the deep level of meaning or the first order meaning in the strata of semiotic system of verbal art. The creation of this meaning is also supported by the subject matter. At the higher stratum, at the symbolic articulation, the deep level of meaning serves as the symbol, sign, or metaphor of the deeper level of meaning or the literary meaning, or the second order of

meaning. Finally, at the highest stratum of the semiotic system of verbal art, the literary meaning will be generalized to produce the highest meaning or the theme of the poem. The relationship between the two strata and their semantic components, and the meanings produced by these systems can be summarized and presented in Figure 3.

Figure 3: Language Semiotics, literary work, and the meanings
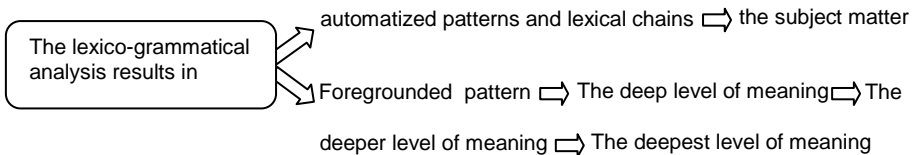
2. Methods
2.1 Manuscripts
This research is qualitative and quantitative research with a descriptive and content analysis method. The data of this research were in the forms of lexicons (words) and clauses. The source of the data is *The Snow Man* written by Wallace Stevens. The data were collected with a documentary technique.

2.2 Organization
First of the fall, the original poem was slightly modified and structurally reversed to meet the grammatical analysis. Then, it was determined the clauses derived from the poem, and classified into lexicons (words), functions, processes (verbs), participants (nouns), lexical chains. Next, the data were analyzed using a descriptive-constructive method and content analysis. In the first stage (in strata of the semiotic system of language), the data were analyzed to find the automatized and nonautomatized patterns. In the second stage (in the strata of the semiotic system of verbal art), the consistency of nonautomatized pattern made the foregrounded patterns of all the clauses to produce the deep level of meaning. This meaning was used as a symbol to create the deeper level of meaning. Finally, the literary meaning was used to create the deepest level of meaning. The design was chosen to provide a clear framework for collecting, analyzing, discussing, and interpreting the data to address the goals of the research.

3. Finding and Discussion
This research is concerned with a systemic stylistic on a poem written by Wallace Stevens 'The Snow Man' (the original version quoted from Stevens, www.poetryfoundation. org, presented in the appendix). Following Hasan (1988), to facilitate the lexicogrammatical analysis, a poem can be slightly modified or structurally reversed as far as it does not change the meaning. Having been slightly modified and structurally reversed, *The Snow Man* is presented as follows.

The Snow Man

One must have a mind of winter
To regard the frost and the boughs
Of the pine-trees crusted with snow;
And have been cold a long time
To behold the junipers shagged with ice
The spruces rough in the distant glitter

Of the January sun; and not to think
Of any misery in the sound of the wind,
In the sound of a few leaves,
In the sound of the land is
Full of the same wind
That is blowing in the same bare place

For the listener, who listens nothing himself
In the snow, and (who) beholds nothing
That is not there and that is the nothing.

3.1. The Analysis on the Strata of Semiotic System of Language

The analysis on the strata of semiotic system of language is based on the lexicogrammatical analysis. A semiotic system of language is concerned with logical semantics or complexing, experiential semantics, interpersonal semantics, textual semantics, logogenetic process, lexical cohesion, and subject matter (Nugroho, 2008; 2009). Each analysis of lexicogrammar in the strata of semiotic system of language on the poem is presented below to generate the backgrounded meaning or the automatized pattern.

3.1.1 Logical Semantics or Complexing

Logical semantics describes the logico-semantic relation among the clauses (Halliday, 1994: 36). It describes the types of relations between clauses (Thompson, 2004: 197) used in the poem. The logical-semantic relation deals with Taxis, Expansion and Projection. Parataxis is the linking of equal clauses which are represented by the Arabic numerical notation: 1, 2, 3, etc. Hypotaxis is the binding of unequal clauses which are represented by Greek Alphabetical notations to show dependency: a dominant clause is α, while a dependent clause is β (Halliday and Matthiessen, 2004). Expansion is a clause which expands another by elaborating (=), by extending (+), or by enhancing (x). Locution (says) means that one clause is projected through another which represents it as a locution (a construction of wording). Idea (thinks) means that a clause is projected through another, which represents it as an idea. Finally, the result of complexing analysis of this poem is presented in Table 1.

Table 1: The analysis of complexing

No.	Notation	Main Clauses	Extension	Elaboration	Enhancement	Projection	Embedding	Clauses
				Logical Relation — Sub clauses				
1	1α	√						One **must have** a mind of winter
2	$1\beta\alpha$				√			**To regard** the frost and the bough of the pine-tree
3	$1\beta^{=}\beta$			√				**Crusted** with snow;
4	2α		√					And (one **must**) **have** been cold a long time
5	$2^{x}\beta1\alpha$				√			**To behold** the junipers, the spruces rough in the distant glitter of January sun;
6	$2\beta1^{=}\beta$			√				**shagged** with ice
7	$2^{x}\beta^{+}2$				√			And not **to think** of any misery in the sound of the wind
8	α	√						In the sound of a few leaves, the sound of the land **is** full of the same wind
9	$^{=}\beta\alpha$			√				That **is** blowing in the same bare place for the listener
10	$^{=}\beta\beta1$			√				Who **listens** nothing himself in the snow
11	$^{=}\beta\beta^{+}2$			√				And (who) **beholds** nothing [[11.1 //11.2]]
11.1	[[1]]						√	That **is** not there
11.2	[[+2]]						√	And that **is** the nothing
		2	1	5	3	-	2	

As presented in Table 1, the poem is realized by two main clauses (symbolized with alpha (α)) and 9 sub(ordinated) clauses (signaled by (β)). The nine sub. clauses consist of one extension, five elaboration, and three enhancement clauses. The result of this analysis demonstrates that this poem is dominated by elaboration clauses. Consequently, elaboration is the

automatized pattern or the background of the poem because the poem is normally realized by the clauses of elaboration.

3.1.2 Experiential Meaning

Experiential semantics is a resource for representing experience (Halliday, 1994: 36) and it describes a process type (processes). According to Halliday (1994), there are 7 processes: material, mental, behavioral, verbal, existential, causative, and relational processes.

In conjunction with the clause processes, this poem expresses 4 processes. They are relational, mental, material, and behavioral processes. In terms of the tenses, the poem is expressed by present simple, present perfect, and present continuous tenses. Furthermore, the result of the transitivity analysis of the poem is presented in Table 2.

Table 2: The analysis of transitivity

No.	Processes						Tenses			Clauses
	Relational	Mental	Material	Behavioral	Verbal	Existential	Present Simple	Present Perfect	Present Continuous	
1	√						√			One **must have** a mind of winter
2		√					√			**To regard** the frost and the bough of the pine-tree
3			√							**Crusted** with snow;
4	√							√		And (one **must**) **have** been cold a long time
5		√					√			**To behold** the junipers, the spruces rough in the distant glitter of January sun;
6			√							**shagged** with ice
7		√								And not **to think** of any misery in the sound of the wind
8	√						√			In the sound of a few leaves, the sound of the land **is** full of the same wind

No.										
9		√							√	That **is** blowing in the same bare place for the listener
10				√			√			Who **listens** nothing himself in the snow
11		√					√			And (who) **beholds** nothing [[11.1 //11.2]]
11.1	√						√			That **is** not there
11.2	√						√			And that **is** the nothing
	5	4	3	3	-	-	**7**	1	1	

Table 2 demonstrates that this poem is mostly occupied by relational process (5 clauses), and respectively followed by mental processes (4 clauses), material process (3 clauses), and behavioral process (1 clause). In relation with tenses, the poem is dominated by 7 clauses of present simple tense. In other words, relational process and present simple tense are the automatized pattern or the background of the poem because the poem is normally realized by relational process and present simple clauses.

3.1.3 Interpersonal Meaning

Interpersonal meaning is a resource for enacting relationship (Halliday, 1994: 36) and it explains a mood type, a modality type and a finiteness type (Butt et al, 1995). A mood type comprises declarative, interrogative and imperative. A modality type includes modalization (probability and usuality) and modulation (obligation and inclination). Probability concerns with *possibly*, *probably*, and *certainly*. Usuality deals with *sometimes*, *usually*, *always*, *(n)ever*, *often* and *seldom*. Obligation refers to *be allowed to*, *be permitted to*, *be supposed to*, *be expected to*, *be required to*, *be forced to*, etc. Inclination points to *willingly*, *anxiously*, *intentionally*, *be willing to*, *be keen to*, *be determined to*. Meanwhile, a finiteness type corresponds to finite and non-finite clauses. The result of interpersonal meaning or mood analysis of this poem is presented in Table 3.

Table 3: The analysis of mood

No.	Mood	Embedding	

	Declarative	Interrogative	Imperative	Non-embedded	Embedded	Clauses
1	√			√		One must have a mind of winter
2	√			√		To regard the frost and the bough of the pine-tree
3	√			√		Crusted with snow;
4	√			√		And (one must) have been cold a long time
5	√			√		To behold the junipers, the spruces rough in the distant glitter of January sun;
6	√			√		shagged with ice
7	√			√		And not to think of any misery in the sound of the wind
8	√			√		In the sound of a few leaves, the sound of the land is full of the same wind
9	√			√		That is blowing in the same bare place for the listener
10	√			√		Who listens nothing himself in the snow
11	√			√		And (who) beholds nothing [[11.1 //11.2]]
11.1	√				√	That is not there
11.2	√				√	And that is the nothing
	13			11	2	

Having been analyzed, the poem demonstrates that the clauses are totally encoded by declarative moods. In relation to embedding, the poem consists of both embedded and non-embedded clauses. The poem is encoded by 11 non-embedded clauses and 2 embedded clauses. Therefore, declarative and non-embedded clauses are the automatized patterns because they are normally used in the poem.

3.1.4 Textual Meaning

Textual meaning is a resource for creating message (Halliday, 1994: 36) and textual meaning encodes a theme type and theme modes (Eggins, 1994). A theme type explains the markedness of clauses: unmarked theme and marked

theme. The theme modes include textual theme (structural conjunction of coordinator and subordinator, cohesive conjunction of *moreover*, *therefore*, *however*, etc., and continuative of *well, all right, yes, no, um*, etc.). Interpersonal theme (comment adjunct of *fortunately, honestly, surprisingly*, etc., mood adjunct of *generally, actually, especially, practically*, etc., vocative of *God, darling, John, good morning,* etc. and finite of *can, may, would, should*, etc.), and experiential/topical Theme (participant/ noun, process/verb, complement and adjunct). The result of textual meaning analysis of this poem is presented in Table 4.

Table 4: The analysisof theme

Number	Theme			Rheme
	Textual	Marked	Unmarked	
1			one	must have a mind of winter
2				To regard the frost and the bough of the pine-tree
3				Crusted with snow;
4	and		one	must have been cold a long time
5				To behold the junipers, the spruces rough in the distant glitter of January sun;
6				shagged with ice
7	and			not to think of any misery in the sound of the wind
8		in the sound of a few leaves,		the sound of the land is full of the same wind
9			that	is blowing in the same bare place for the listener
10			who	listens nothing himself in the snow
11	and		who	beholds nothing [[11.1 // 11.2]]
11.1			that	is not there
11.2	and		that	is the nothing
Total	4	1	12	

As mentioned previously, this poem is realized by 13 clauses. From the textual analysis, it can be reported that the poem is constructed by 12 clauses of unmarked theme and 1 clause of marked theme. The marked theme occurs in clause no. 8 (In the sound of a few leaves). Consequently, unmarked theme

is the automatized pattern or the background of the poem, because the poem is normally constructed by clauses of unmarked theme. Textual semantics is constructed by theme and the analysis of theme is offered in Table 4.

3.1.5 Logogenetic Process

According to Halliday and Matthiessen (1998: 184-5), logogenesis is a process of making meaning through an instantial system (a changing system) when text unfolds (in the unfolding text). Furthermore, following Matthiessen (1995: 40), Butt (1988), Hasan (1988: 60), and Eggins (1994), the shifts of the poem can be described as follows:

> The shift from mental process (clause 7) to relational process (clause 8) which coincides with the shift from *the sound of the wind* to *the sound of the land*.

Thus, the instantial system of process is used as a resource for making meanings in the poem, and the logogenetic process of the poem is demonstrated in Table 5.

Table 5: Logogeneticprocess

Clause Number	Lexicogrammatical shift Cf. **latent patterning**	Episodic Shifts Cf. Generic Structure
1	Relational Process	The sound of the wind
7	Mental Process	
8	Relational Process	The sound of the land
11.2	Relational Process	

3.1.6 Lexical Cohesion

Lexical cohesion occurs when two words in a text are semantically related in terms of their meaning (Nunan, 1993). As a text, a poem is not only a group of unrelated words but it should make a unit of meaning, or hang together (Halliday and Hasan, 1985). The coherence of the text, in a poem can be realized by lexical chain, and each chain is employed by lexical items or 'lexical factors' (Rifaterre, 1978). The main lexical chain together with the experiential meaning will play an important role to build the subject matter of the poem. Lexical cohesion consists of several lexical chains and each chain has a number of lexical items (Rifaterre, 1978). The poem is realized by lexical chains consisting of 44 lexical items (presented in Table 6).

Table 6: Lexical cohesion

No	Lexical Chain	Lexical Item	Total
1.	**Persona**	**One (2 x)**	**2**

2.	**Relational Process**	**have (2x), is (3x),**	**5**
3.	Mental Process	Look, aching, watch, watch, dance, sleep, dreamed, woke	4
4.	Material Process	Crusted, shagged	2
5.	Behavioral Process	listens	1
6.	**Repetition**	**Sound (3x), nothing (3x), snow (2x), same (2x)**	**10**
7.	Synonym	Ice = cold, winter = frost, land = place, long = distant, sun = glitter, mind = misery	12
8.	Antonym	Rough x bare, few x full	2
9.	Hyponym	Time - January	2
10.	Cohyponym	Pine – trees - spruces	2
11.	Comeronym	Leaves - bough	2
	Overall total		44

The lexical cohesion analysis indicates that there are three main lexical chains normally used in the poem. They are lexical chain number 1, persona (One), appearing 2 times, lexical chain number 2, relational process, having 5 relational verbs, and lexical chain number 6, repetition, with 10 items. In other words, the main lexical chains are the automatized patterns, because the poem is frequently realized by the main lexical chains: persona, relational process, and repetition. Then, lexical cohesion analysis is displayed in Table 6.

3.1.7 Subject Matter

Field includes subject matter as a special manifestation (Halliday, 1993: 10) and field is realized by experiential meaning (Halliday, 1993:143). Then, field is encoded by both experiential meaning and lexical cohesion (Eggins, 1994: 112). In addition, subject matter is expressed by lexical chains (Butt, 1988: 177), and specifically subject matter is indicated by the main lexical chains (Butt, 1988: 182). Thus, subject matter is expressed by both experiential meaning and lexical cohesion. Section 1.2 shows that experiential meaning is frequently realized by relational process. Section 1.6 also indicates that lexical cohesion is frequently expressed by relational process. It means that subject matter is frequently encoded by relational process. The analysis of relational process is mapped out in Table 7.

Table 7: The analysis of relationalprocess

No.	Carrier	Process	Attribute	Circumstance
1	**One**	**must have**	a mind	**of cold winter**
2	**One**	**must have been**		**a long time**

3	The sound of the land	is	full	of the same wind
4	That	is not	-	there
5	That	is	the nothing	

As demonstrated in Table 7, relational process reveals that the functional constituents are carrier (*One*), relational process (*must, have*), attribute (*a mind*) and circumstance (*of a cold winter* and *a long time*). In short, the subject matter of the poem describes that '*one must have a mind of cold winter a long time'*.

3.2. The Analysis on the Strata of SemioticSystem of Verbal Art

A semiotic system of verbal art consists of three levels: the deep level of meaning, the deeper level of meaning, and the deepest level or meaning. Each level of meaning of the poem can be found by finding the foregrounding based on the lexicogrammatical analysis of the poem as presented in the strata of semiotic system of language (see section 4.1).

3.2.1 Verbalization: The Deep Level of Meaning

Section 4.1.1 shows that elaboration is the automatized pattern, so a combination of extension, and enhancement is foregrounded. Thus, the foregrounding of logical relation takes place in clause numbers 2, 4, 5, and 7. Section 1.2 indicates that relational process is automatized, so other processes (mental, material, and behavioral processes) which refer to clauses 2, 3, 5, 6, 5, 6, 7, 9, 10. and 11are foregrounded. Section 1.2 also demonstrates that present simple tense is automatized, so other tenses (present perfect and present continuous**),** which are realized by clauses 4 and 9 respectively are foregrounded. Section 1.3 describes that non-embedded clause is automatized, so embedded clause, as indicated by clauses 11.1 and 11.2 are foregrounded. Section 1.4 illustrates that unmarked theme is automatized, so marked theme, as demonstrated by clause number 8 is foregrounded. The summary of foregrounding of logical relation, process, tense, embedding, and theme is mapped out in Table 8.

Table 8: Patterns of foregrounding

N	Logical Relation	Process	Tense	E	m

o.	Extension	Elaboration	Enhancement	Relational	Mental	Material	Behavioral	Perfect Simple	Present Continuous		Marked Theme
1											
2					√						
3		√				√					
4								√			
5					√						
6		√				√					
7					√						
8	√										√
9		√				√			√		
10		√					√				
11		√			√						
11.1	√									√	
11.2	√									√	

Patterning of the various foregrounded meanings (1985:95) refers to clauses: **8 to 11.2** (as presented in Table 8, bold clause numbers) because they consistently refer to the foregrounded pattern. It means that the consistency of foregrounding converges toward the last clause complex due to the foregrounding of logical relation, process, tense, embedding and theme. Then, the consistently foregrounded meaning of the poem refers to the following clauses.

> In the sound of few leaves, the land is full ofthe same wind
> That is blowing in the same bare place
> For the listener, who listens nothing himself
> In the snow, and (who) beholds nothing
> That is not there and that is the nothing.

Based on the clauses, the deep level of meaning of the poem can be described as: *in the sound of the leaves, the land is full of the same wind in the same place; the snow man listens and beholds nothing there*.

3.2.2 Symbolic Articulations: The Deeper Level of Meaning

The deep level of meaning functions as a symbol, sign, or metaphor of the deeper level of meaning (Hasan, 1985:98) which is also called the second order of meaning. Section4.2.1 shows that the deep level of meaning describes that *in the sound of the leaves, the land is full of the same wind in the same place; the snow man listens and beholds nothing there*. In other words, *the snow man listens nothing but the sound of the same wind there*. Therefore, the second meaning of the poem is about ***nothing except the wind***.

3.2.3 Theme: The Deepest Level of Meaning

The deeper level of meaning creates the deepest level of meaning or the third order of meaning. Hasan (1985: 97) states that theme is the deepest level of meaning in verbal art; it is what a text is about when dissociated from the particularities of that text. In its nature, the theme of verbal art is very close to generalization which can be viewed as a hypothesis about some aspect of the social life of man (Hasan, 1985: 97). Moreover, Hasan (1985: 54) adds that the deepest level of meaning is a meaning that arises from saying one thing and meaning another. In this poem, saying one thing (*nothing except the wind*) means another (*being without companion*). In summary, the deepest level of meaning of this poem isabout ***solitude.***

4. Conclusion

This study is the application of systemic stylistic analysis in the framework of Systemic Functional Linguistics and Semiotic System of Verbal Art. Linguistically, the analysis of a poem commences from lexicogrammatical analysis at the stratum of semiotic system of language which produces two semantic components: automatized or backgrounded pattern, and nonotomatized or foregrounded pattern. The automatized pattern produces subject matter, and the subject matter of this poem is *one must have a mind of cold winter a long time.*

At the semiotic system of verbal art, the consistency of non-automatization or foregrounding of this poem produces the deep level of meaning at the stratum of verbalization. For this poem, the deep level of meaning refers to clauses 8 to 11 which tell about: *in the sound of the leaves, the land is full of the same wind in the same place; the snow man listens and beholds nothing there*. At the stratum of symbolic articulation, the deep level of meaning functions as symbol or metaphor to reveal the deeper level of meaning or the literary meaning. Based on its deep level of meaning, the literary meaning of this poem is about:***nothing except the wind***. At the stratum of theme, the deeper level of meaning creates the deepest level of meaning or the theme of the poem. Finally, it can be concluded that the deepest level of meaning is about *solitude*.

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Transgender in the 1920s: The Autobiography of Lili Elbe as Revealed in *The Danish Girl* by David Ebershoff

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Abstract

Lili Elbe is known as the first transgender along history, which experienced the sex reassignment surgery. Elbe's story was published after her death by Ernst Ludwig Harthern-Jacobson (under the pen name Niels Hoyer) who compiled her life history from her personal diaries. The book, *Man into Woman*, was first published in 1933 in Danish and German and English editions. At 2000, Ebershoff wrote a novel based on the book *Man into Woman* entitle *The Danish Girl*. The novel is adapted into film at 2015. This study will explore the journey life of Einar Wegener. Einar was a birth name of Lili Elbe before He decided to change his sexual identity. To gain the scientific result, I use queer theory and also apply the autobiography approach. Queer theory has only been named as an area since about 1991, it grew out of gay/lesbian studies (Klages, 2012). The autobiography of Lili Albe as reflected in the Danish Girl covers three areas; they are gender, marriage, and identity. From the deep interpretation through this novel, it can be concluded that gender and sex have contributed to build someone's identity and we can't judge someone not only from their sex because everyone is equal.

Keywords: Lili Elbe, *the Danish Girl*, Transgender

1. Introduction

Lili Elbe was born with the original name Einar Wegener in Vejle, Denmark in 1882. Einar Mogens Wegener was an artistic and precocious young boy. As a teenager, he traveled to Copenhagen to study art at the Royal Danish Academy of Fine Arts. There, Einar met Gerda Gottlieb and they fell in love and married in 1904 at the young ages of 22 and 19. The two artists enjoyed painting together. While Einar specialized in landscape paintings, Gerda was a successful book and fashion magazine illustrator

Lili Elbe was known along history for her sex reassignment surgery in Berlin Germany at 1920. It was believed that she is the first who experienced transsexuals. Elbe's story was published after her death by Ernst Ludwig

Harthern-Jacobson (under the pen name Niels Hoyer) who compiled her life history from her personal diaries in accordance with her last wishes. The book, *Man into Woman*, was first published in 1933 in Danish and German and English editions quickly followed (including reissues of the English version in 1953 and 2004). *Man into Woman* was one of the first widely-available books about a transgender person's life and because of this, it was inspirational (http://www.biography.com/people/lili-elbe-090815)

The Danish Girl novel was written by David Ebershoff, an American writer, editor and teacher, born on 1969. His first debut novel was *the Danish Girl*, which was published on 2000. The Danish Girl novel was Ebershoff First debut novel, the novel was about the life of Lili Elbe as described on the book, *Man into woman*. The novel won the Rosenthal Foundation Award from the American Academy of Arts and Letters and the Lambda Literary Award for transgender fiction, and was also a finalist for the New York Public Library's Young Lions Award and an American Library Association Award. Additionally, it was a *New York Times Notable Book of the Year* and an international bestseller.

In the novel of *the Danish Girl*, Ebershoff said that his novel was inspired by the life of Einar Wegener and his wife. He wrote the novel to explore the intimate space that defined their unusual marriage. Ebershoff wrote the novel by blending some facts of Einar's life and his imagination. When Einar experienced his first sex reassignment surgery, many local papers published the news about it. It also encourages Ebershoff in writing fictional work inspired from the life of Einar or also known as Lili Elbe.

The novel of *The Danish Girl* was also screened into film with the same title at 2015. The film was under the direction of Tom Hooper and starred by an Oscar winner Eddie Redmayne and Alicia Vikander. The film was successfully take attention from audiences as it was awarded by some awards such as best performance by actress in supporting role for Alicia Vikander, best performance by an actor in a leading role for Eddie Redmayne. There were also nomination from some awards such as in Golden Globe, BAFTA Awards, Screen Actor Guilts Awards, African American Film Critics Association, and many more (www. Ibmd.com). The life of Einar Wegener was inspirational as he change his sex into a woman named Lili at the time. The novel and the film of *the Danish Girl* gave a glimpse of some facts and stories about transsexuals which wrapped into fictional work.

Something interesting to be discussed here was the life of Einar Wegener or Lili Elbe. This paper will cover the discussion into three; they are the unusual marriage of Einar and Greta, gender and the identity of Einar. From that discussion hopefully will expose the history of a man who experienced sex change surgery and how his life will give a glimpse of reflection of beginning history of transgender in Europe. The object of the paper is the novel of *the Danish Girl* not a same name of movie. Since the movie was adapted from the novel. The paper will expose some facts and some notable story of Einar

Wegener, so the problem of study is: how is the life of Einar Wegener reflected in the *Danish Girl* novel by David Ebershoff?

2. Theoretical Framework
2.1 Transgender in Brief

Before coming to the history of transgender, we have to look at first to the some terms related to transgender. Being transgender is not an easy to be accepted by society. As it told by Stryker, that being transgender is spending years to be marginalized, experienced of other's people discomfort, ignorance and prejudice (2008; 1). It simply can be said that transgender in our society is regarded to be "other".

According to the definition of world health organization (WHO), Gender refers to the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men (http://www.who.int/gender-equity-rights/understanding/gender-definition/en/). It varies from society to society and can be changed. While most people are born either male or female, they are taught appropriate norms and behaviours – including how they should interact with others of the same or opposite sex within households, communities and work places. When individuals or groups do not "fit" established gender norms they often face stigma, discriminatory practices or social exclusion – all of which adversely affect health. It is important to be sensitive to different identities that do not necessarily fit into binary male or female sex categories. Gender is different to sex, that tends to be physical. But gender is social identity which is based on sexual identity. Gender is changeable based on location, culture, and society. Sex is not the same as gender, sex is considered as biological. Sex refers to reproductive capacity or potential. Man produces sperm, whether woman produces egg.

The term of gender leads into gender role, it refers to social expectation of proper behavior and activities for a member of a particular gender. The stereotype among society is regarded to gender role. In a society, a man should goes work while a women should take care the children at home. A man should be a pilot, while a woman should be flying attendance. The beliefs and norms which are related to different gender causes stereotype and inequality right between men and women.

Gender role problems among society cause the following discussion named gender identity disorder. Gender identity disorder as it stated by Stryker, that it is feeling unhappiness or distress about the incongruence between the gender- signifying part of one's body, one's gender identity, and one's social gender (2008; 13). Medical and psychiatry in the United States named it officially as mental illness known gender identity disorder (GID). Generally, someone who wants to change her/his sexual identity by surgery is diagnosed by gender identity disorder.

Moreover, Transsexual refers to someone who wants to change her/his sexual identity, from a born female body into a man or from a born male body

into woman. The process of changing the identity is through medical surgery. The term of transgender was used in the article by D. O Caldwell , under the titled "psychotapia Transexualis", but it became widely popularized by Dr. Henry Benjamin in the 1950 as the effect of sexual surgery of Christine Jorgensen. This surgery became headline news around the world. Shortly, it can be concluded that transsexual is the changing of sexual identity from man into woman and from woman into man by doing some surgery procedures.

The effect of changing sexual identity among *transman* and *transwoman* bring some social changes in society. Stryker also outlined two definitions of transgender; the first one is referring to people who cross the gender without sex reassignment surgery, the second one is transgender as expansive umbrella term that refers to all identities in practices that cross over socially constructed sex/ gender boundaries (/2008251).

2.2 Queer Theory

Queer theory is a brand new of study or theoretical speculation; it has only been named as an area since about 1991, it grew from the studies of gay and lesbian. Queer theory emerges from gay/ lesbian attention to the social construction of categories of normative and deviant sexual behavior. Queer theory looks and studies anything about sexual activities and identities (Katherine. D Harris, 2005;1). The meaning of queer in the dictionary is odd or out of ordinary. Queer theory insists that all sexual behavior, all concept linking sexual behavior to sexual identities.

Queer Theory is a theory of homosexuals which suggests that sexual orientation is not only seen from one aspect, such as gender (masculine / feminine) or sex (male / female) . Sexual orientation uses these two aspects to identify an individual. The Focus of the theory is the willingness of identity where a person cannot be seen only physically, but they are also seen in terms of the psychically as it is concluded that Queer theory is the understanding of relationship between man and woman including the possibility of between people in the same sex.

Queer theory comes from the idea of Judith Butler in the book *Gender Trouble*. She said that the identity of person is not seen from the sex and gender. but it is seen from the attitude of individual. According to Judith sex is not determined by gender and gender is not determined by sex. In addition, sex, gender and sexual orientation are social construction. The example of Judith theory is the experience of transsexual people, who change his/her sexual identity from man into woman or from woman into man.

3. Research Method
3.1 Research Design

This research used content analysis since the data was in the form of text. The aim of this research is to describe the content of novel *the Danish Girl* by David Ebershoff. This research using autobiography approach to gain deep analysis on this novel, since the aim to look in detail the biography of Lili Elbe as

reflected in *the Danish Girl* novel. Shwalm noted that autobiography is synonymously as life writing that denotes all modes and genres telling of personal person's life (2014).

There are two kinds of writing style of autobiography, the first one is the author told the story of her/ his own life such as Plato's *seventh letter*. This kind of model takes the general model of autobiography writing. In the other hand, there is also the autobiography in which the author is the third person in the writing. The author narrates an autobiography of someone else.

The autobiography approach is applied in this paper to look deeply the biographical aspect of Einar Wegener or Lili Elbe as the transgender in 1920 living in Copenhagen. Although, the novel of *the Danish Girl* is not autobiographical novel, since the work is the combination of real life of Lili Elbe and the imagination of the author, but this novel present the different way of narration life of Lili Elbe.

3.2 Data Source

The primary data was taken from the novel of *the Danish Girl* by David Ebershoff. While the secondary data in this research is anything which is related to transgender or transsexuals in general, it can be from online sources, journal and books.

3.3 Data Analysis

Some procedures in analyzing data are done, they are:

- o Reading the novel of *the Danish Girl* by David Ebershoff from the beginning until the last page
- o Choosing data, both are primary data and secondary data based on the object of the research
- o Taking some notes which are still relevant to the object of the research
- o Analyzing and understanding the data about transgender which is depicted in *the Danish Girl* by David Ebershoff

4. Findings and Discussion

In this part, I will expose a biographical aspect of Einar Wegener or Lili Elbe as it told by David Ebershoff in the novel of *the Danish Girl*. This paper will focus only three categories of biographical aspect of Lili Elbe, they are marriage, gender and identity.

4.1 Marriage

Einar Wegener was the student of royal academy of fine Art in Copenhagen, he came from a bog area named Bluetooth. In the age of twenties, Einar was already a lecturer in painting. In addition, Greta Wegener was twenty nine years old, and a painter. She came from Pasadena California, coming to Denmark with her family. Her father was a long armed with a lambchop beard took his post at the embassy.

Einar and Great firs met at the royal academy of Fine Art on the firs of September, 1914, only weeks after the Kaiser rumbled across the hillock of Luxemburg and Belgium (*The Danish Girl*, Ebershoff; 2000; 14)

Einar was a Professor, while Greta is his student who met him at her seventeen. In the first meeting, Greta was the first who was very enthusiast. Greta was interested to Einar, as she thought that Einar was a pretty man. For Greta, Einar was a man she wanted to escort for her eighteen birthdays and the man she would marry. But, before the party Greta's father decided to move his family to California, since Europe was no longer safe because of war.

After years spending in California, Greta came back to Copenhagen and finally got married to Einar. The marriage of Einar and Greta was unusual marriage; both are living together as painter in an apartment. Einar was an expert painter on landscape, and Greta was an expert painter on person. They lived happily as a marriage couple until something happened after their seventh years of marriage without having a child. One day, Greta should finish the painting of Anna, a friend of her and also a dancer. Greta asked Einar to wear shoes of Anna since she has to finish the part of Anna's legs. Einar was awkward at the time, since he was a man and he worn a beautiful shoes of woman. But Greta insisted on it and said that Einar have a very beautiful leg.

Since that moment, Einar was interested to dress like a woman, and he named her as Lili. Lili was the imagination of Einar's childhood. The appearing of Lili in the marriage of Greta and Einar didn't change anything toward their marriage relationship. Greta was a very strong woman to understand the condition of Einar. As Lili came frequently in their apartment, as Greta would also painted Lili frequently also. The painting of Lili brought good critics and good economy income toward their marriage, then they moved to Paris France.

Greta was actually anxious toward her husband condition as if Einar has two identities as Einar and as Lili. Greta asked Einar to see some doctors whether there was something wrong inside Einar's body since they couldn't have a baby after their long period marriage. But no one doctor could even solve the problem; one of them even said that there was demon inside Einar's body. Greta was unsatisfied at all, and finally she could find Professor Bolk from Dresden Municipal Women's Clinic in Germany. Professor Bolk provides some surgery procedures to reassign sexual change toward Einar.

Greta felt the pique bunching up in her shoulders, something is very wrong. She told herself, and then shoved the thought aside. No, she wasn't going to let a borrowed scarf upset her marriage. Besides, hadn't Greta told Lili to take anything that she wanted? Didn't Greta want, more than anything. To please Lili? (*The Danish Girl*, Ebershoff; 2000; 99)

As a wife, Greta has the main role in supporting her husband's wife, even the decision to be a woman, and living as Lili forever. After two surgery procedures done in Dresden, Einar changed his name to be Lili Elbe and got divorced from Greta. But Greta was still insisted on accompanying and taking care of Einar under her responsibility. They still lived together and came back to

Denmark. Their unusual marriage gave a lesson to us, that we should support whatever the condition of our partner even in the hardest moment as the experience of Greta and Einar. The marriage story of Einar or Lili and Greta described in the novel "the Danish Girl", was similar to their reality life. Although in the novel, there was an imagination of the author, but it still has autobiography side of Einar Wegener's marriage story. As it was told in the *man into woman* book, a book which is written by Einar that they met in Copenhagen Art School and married at 1904 when Einar was 22 and Greta was 19 (*Man into Woman*, 2004).

4.2 Transgender

Einar Wegener was actually a born man, and he lived as a man for years. Even he was getting marriage to a woman. Physically, Einar Wegener according to his wife, Greta, was a pretty man. This physical appearance has attracted Greta to date and marry him. Being a pretty man didn't change Einar's identity to be a man. But finally he changed his identity to be a woman after realizing that he preferred being Lili than being Einar

Physically, Einar was an unusual man; this Greta knew. She would think this when his shirt would split open further, and everyone at the table could get a peek of his chest, which was as obscene as the breast of a girl a few days into puberty. With his pretty hair and his chin smooth as a teacup, he could be a confusing sight. He was so beautiful that sometimes old woman in Kongens have would break the law and offer him tulips picked from a public bed. His lips were pinker than any of the sticks of color Greta could buy on the third floor of Magasin du Nord

(*The Danish Girl*, Ebershoff; 2000; 29)

Einar's childhood was spent in his home at Bluetooth. Bluetooth was named for one of Denmark's first king. It was not much more than a village surrounded by bogs. When Einar was still a boy, he has a close friend named Hans. Both boys were very closed, and they frequently playing together. When Einar was thirteen and Hans was fifteen, they play together in the kitchen of Einar's grandmother. Since then, Einar realized that he has special feeling to Hans.

Furthermore, the imagination of being Lili came out from Einar's early childhood. That he imagines being a little woman and Hans as her partner. The imagination of being Lili was then came again when Einar dressing with woman dress as the request of Greta when she was finishing the portrait of Anna. Then, Einar was frequently dressing as Lili, even he was very confident to go around as Lili.

In this case there are two gender roles were played by Einar, as Einar to be a man and as Lili to be a woman. When Einar was becoming Lili, he would dress and acted like a woman.

Lili turned out to be even shyer than Einar, or at least at first. Her head would dip when he spoke, and sometimes she would become too nervous to stay anything at all. When asked a question as simple as "Did you hear about the

terrible fire on the Royal Greenland Trading Company's dock?" she would stare at Greta or Anna and then turn away. Lili Prefered to write notes and prop them around the apartment, leaving postcards bought from the blind woman outside Tivoli's iron gates on the pickled-ash wardrobe or on the little ledge of Greta's Eassel (*The Danish Girl*, Ebershoff; 2000; 27)

When she opened the door, she found a girl sitting in the rope- bottom chair, and at first Greta couldn't think who she was. The girl was facing the window, a book in her hands and Edvard IV in her lap. She was wearing a blue dress with a detachable white collar, and lying across the bone at the top of her spine was one Greta's gold chains. The girl-did Greta know her?- smelled of mint and milk (*The Danish Girl*, Ebershoff; 2000; 23)

After months being a man and a woman, finally Einar decided to be a transgender through three surgery procedures under supervision of Professor Bolk in Germany. During the process of surgery, Professor Bolk found that Einar has a pair of ovaries, according to Bolk, Lili was possible to be a pregnant woman. That in the last surgery, Bolk planned to transplant uterus inside Lili's womb. But this planning was failed.

Einar Wegener was considered to be one from three people who change his sexual identity through medical surgery from a man being a woman. The news about Lili Elbe highlighted in many newspaper at the time. The history of transgender in Europe at 1920 could be started from the story of Lili Elbe.

4.3 Identity

After having two identities as Lili and as Einar and performing two gender roles as a man and as a woman. Einar clearly showed his sexual orientation that he chose to be a woman. The process of changing identity of Einar Wegener becoming Lili Elbe in my opinion have been much influenced by the support of people around him including his family and his society. Being accepted to be transsexual and transgender is very difficult in our society even right now in Indonesia. But, Greta played the main role that she supported whatever her husband chose for his life. There were number of people around Einar who also supported to his choice, including Carlisle, Greta's brother and also Hans, Einar's close friend in Bluetooth.

After having some surgery procedures to reassign his sexual identity, as Einar became a woman, he changes his identity to be a woman named Lili Elbe. The last name was taken from a river pass over the hospital where she got the surgery with professor Bolk.
And outside another cloud shifted, opening a larger pale blue hole in the sky, and the river brightened and the sailors in their coats looked heavenward, and Lili thought and held her breath and the said, Elbe, Lili Elbe (*The Danish Girl*, Ebershoff; 2000; 223)

Then, Lili and Greta came back to Copenhagen and still living each other. They got divorced after having granted from the King of Denmark; of course they could no longer live as man and wife. But, Greta insisted to living together since she wanted to taking care of Lili. After being Lili, Einar was past

memory for both Lili and Greta. Lili was not a painter again as Einar, Lili applied job to be parfume sales in department store.

From the depiction of Lili Elbe's story in the novel of *The Danish Girl* It can be seen that society, particularly family around Einar Wegener supported to the decision right of someone, even to be a transgender. Based on Lili's diary which was told to *Telegraph* In the hopes of one day carrying a child, she went through another round of operations in September of 1931, this time with the goal of successfully transplanting a womb into her body. Unfortunately, ciclosporin, a drug doctors use to prevent the body from rejecting transplanted organs, would not be used successfully for another 50 years. Lili Elbe died as a result of the procedure on September 13, 1931. While she never experienced the full transformation she was looking for, Lili said "That I, Lili, am vital and have a right to life (http://www.people.com/article/transgender-danish-girl-lili-elbe)

5. Conclusion

Being transgender is frequently experienced the discrimination among society, they are still difficult to be accepted in society. Transgender people are still considered as strange people or having mental illness, so they should be kept away from society. From the deep interpretation through this novel, it can be concluded that gender and sex have contributed to build someone's identity, since beliefs and norms among society believed that everything should be divided into two, they are woman and man. Because of this belief, there are many cases of Lili Elbe over years, some people want to cross over to another sexual identity. As we have to respect people's right to be what they want, so we can't judge someone not only from their sex because everyone is equal.

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Self-Narrative and Agency:
Redefining Postcolonial Body and Identity of Chinese American Woman

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Abstract

This study aims at describing the construction of identity by revealing the binary opposition of "the beautiful body" versus "the other body". The so-called beauty has been standardized by the West through their global cultural machine, one of which is through popular cultural artefact like Barbie doll. The binary causes ambivalent identity as described by Alaina Wong, a Chinese American woman, in her narration entitled China Doll (2001). Using critical discourse analysis, this study analyses the self-narrations of Alaina herself to show how literature, language and discourse related each other under the umbrella of postcolonial studies. The narration shows how Chinese-American woman is being colonized since her body contours do not meet the standard of a beautiful body. On the other hand, the self-narration shows how Alaina is able to redefine the meaning of beauty through the cultural practice of mimicry. By imitating the Western fashion, Kira Doll as the representation of Chinese American woman is disrupting the essential concept of the so-called universal beauty. Furthermore, taking beauty as the topic and self-narration as media in teaching literature can be an alternative to discuss the function of literature as a voice to speak up against the cultural colonialization.

Keywords: Postcolonialism, Chinese American Woman, Body, Identity, Self-Narrative

1. Introduction
Literature is one medium that serves to show the diversity of a nation (Gandhi, 1998: 151). As one of the characteristics of literature as a description of what is happening in the world, literature often represents social conflicts or cultural problems in society. One of them is about the unbalanced representation of particular identity in society.

Furthermore, Ratna (2008: 124) states that literature is a product of culture that is expresses through language. In this sense, the meaning of a

culture attached by language in a particular social context. Meanwhile Bakhtin Discourse in the Novel (via Innes, 2007: 97) asserts that the word is not presented in a neutral and impersonal, but more related to the presence of others. More precisely, it comes through other people's mouths, in other people's context, serving other people's intentions. Thus, it emphasizes that the literature through the language can display how life is socially constructed to and by us.

Talking about literature means talking about the discourse in it as well. Here, discourse is a dynamic process produced by the language. According to Barker (2004: 403), discourse is defined as the practice of language to construct and reproduce the object of knowledge. In line with this understanding, Aschroft, Griffiths and Tiffin (2002: 7) describes the language as a medium that shows the hierarchical structure of power that will define the concepts of "truth", "order" and "reality". This understanding brings us to Foucault's notion on discourse and power which explains how discourse operates, namely by being intimately involved with socially embedded networks of power. Because certain types of discourse enable specific types of individuals to "speak the truth," or at the very least to be believed when speaking on specific subjects, discourses also give these individuals degrees of social, cultural, and even possibly political power. The idea of "speaking the truth" becomes prominent in literature, particularly when it has a political intention to redefine the established meaning of an issue.

Post-colonial studies have a close relationship with literature, social fabric and cultural impact of colonization. For more, Alfonso (2001: 55) says, "This is why Said proposes to regard the literary text as another instance of cultural colonization." This is due to the representation of life in literature correlates with the real life in the society. The interplay of fact and fiction constantly happen, so the readers of literary works can inevitably put their stories in literature in contact with the real life story in the society. Therefore, the study of literature as a social institution that uses language medium cannot be separated from the study of culture.

In the context of post-colonial criticism, literary work is closely related to the historical reality of imperialism as an integral part of Western colonialism. This is according to Said's statement (1994: 84) that

> "I am not trying to say that the novel –or the culture in the broad sense- 'caused' imperialism, but that the novel, as a cultural artefact of bourgeois society, and imperialism are unthinkable without each other. Of all the major literary forms, the novel is the most recent, its emergence the most datable, its occurrence the most Western, its normative pattern of social authority the most structures; imperialism and the novel fortified each other to such a degree that it is impossible, I would argue, to read one without in some way dealing with the other."

Referring to the explanation of literature which is expressed through language and conveys a particular discourse to construct a particular knowledge, here the article discusses the discourse of postcolonial body and identity, which is widely known as one of debatable discussion in postcolonial studies, in a narration entitled "China Doll" written by Alaina Wong, an Asian American woman. The narrative illustrates the alienation experienced by Asian American woman due to having different body contours with the Western woman and being defined by the Western society through some stereotypical assumptions toward their Eastern identities. As the limitation, this study is focused on the issue of ambivalent identity which enables the Asian American woman to challenge the Western's double colonialization toward through some cultural strategies of mimicry as "a trope of partial presence that marks a threatening racial difference only to reveal the excess and slippages of colonial power and knowledge" (Babha in Sharpee, 1995: 100) This cultural strategy is in line with Alaina's aim when writing her adolescence story as part of the self narrative. Furthermore, she says that "(it) provides a whimsical glimpse into the mind of a child, detailing the way girls may come to terms with their Asian features, which so often contrast with the media-defined ideal of beauty. My experiences growing up and slowly becoming race conscious inspired me to write this story… to evoke a sense of familiarity and understanding from people who may have also experienced these feelings." (2001: 107)

2. Methods

The nature of the research is descriptive qualitative research since the study is concerned on the correlation among language, discourse and literature. Here, the study is conducted based on Critical Discourse Analysis using Sara Mills' model of analysis (with some changes based on the postcolonial perspective used in the research) for the topic is dealing with postcolonial female writing as Mill's elaboration on the analysis model to reveal the discourse on gender relations. The steps are explained as the followings:

A. Lexical Level
  1. How does the text describe the Self (the Western) and The Other (Asian-American woman)?
     a. Does the text show that each of the Self and the Other has a certain knowledge about their respective positions?
     b. Does the background knowledge depict the stereotypical assumptions for the Self and the Other? Does the text contain information that can be characterized as a stereotype of the Self and the Other?
     c. How are the Self and the Other named in the text? (Surname, first name, diminutive, title?)
     d. Do the terms used to describe the Self and the Other have negative connotation?
B. Sentence Level
  1. Are there any phrases that directly shows the difference in the Self and the Other?

2. Is there any metaphor used to compare the Self and the Other?
3. Is there any particular transitivity used differently to explain both?
4. Who acts in the text? Explain the use of the passive voice.

C. Discourse Level
   1. Are the Other and the Self described in the same way? What kind of relationship is shown among them? Is there a hierarchy of power within the text? Does it refer to gender, race or class division?
   2. Whose point of view does the text emanate from? Who is speaking? To whom the text is focused? Whose interests does the text seem to be working in?

3. Finding and Discussion

3.1. Representation of Chinese American Woman as the Other

China Doll illustrates the life story of the writer herself, Alaina Wong, when she was in 8 years old. The central topic of the story is about her toy, a doll given by her parents as a gift. However, the doll that she got is not what she really wants. She asked for the Princess Barbie doll, but her parents bought her an Asian feature Barbie doll named Kira. Through this toy, she reflects her identity as a Chinese girl who lives in America.

Postmodern perspective of identity believes that identity is constructed in and through language. Thus, it is always within representation that makes us recognize ourselves. In postcolonial context, identity of the self and the other is always in process related to each other. It means that identity is only conceivable in and through difference (Sarup, 1996: 47) This self-narration employs some figurative languages to show how a particular identity is represented through language. Furthermore, the identity is constructed through bold binary opposition between the Self and the Other.

As a Chinese American girl, she defines her bodily identity which is unconsciously self-reflected through a binary opposition that she experiences when looking at Kira doll. The binary opposition is stated using some metaphorical expressions. For instance, the Princess Barbie is described having "…long blond hair that you could brush and a beautiful shiny gown. She even came with a shimmery white tiara, which… crowned her at the top of her Barbie world." (2001: 108) The mesmerising portrayal of Princess Barbie is compared with the hideous picture of Kira doll which described as "…an unfamiliar black-haired "friend" of Barbie, who wore a floral wrap skirt over a pink bathing suit." (2001: 108). Alaina doesn't recognize Kira as a kind of Barbie doll. By putting the word of friend in a quotation mark is simply showing that Kira doll doesn't fit to be called as a Barbie's friend. The binary opposition of physical appearance which puts the Western female body as the perfect body is shown from the positive imagery like "…blond (or light-brown) hair, broad, toothy smiles, and wide-open eyes." (108). Meanwhile, Kira represents the Other's body with negative analogies of Eastern body, such as "…dark hair, slanted eyes, her lips were curved into a more secretive, sly smile. I wondered

what secrets she was hiding. Maybe she had crooked teeth." Moreover, she is a dull comparison to her blond friend, Barbie doll.

Not only the negative analogy of physical image is represented through Alaina's narrative text, but also the incomplete outfits wore by the doll which make her look horrible. It is illustrated as

"Maybe the store didn't have any more Princess Barbie dolls, so they had to buy me the   leftovers, or the ones that no one wanted. I looked at the name of this new black-haired   addition to my perfect Barbie family. Kira. Kira didn't even have shoes, though her feet   were still arched up, as if they were waiting expectantly for their missing shoes. She   seemed incomplete. She was probably missing lots of things beside her shoes. "**(108)**

The word of "leftovers" or even the phrase of "the ones that no one wanted" emphasizes the peripheral identity of non-Western body which needs to be fixed to complete her identity. Tragically, the doll is not outfitted with a pair of proper shoes or at least a pair of slippery since her costume is a bathing suit. The illustration of standing tiptoe as if expecting somebody puts the missing shoes on her feet is clarify that proper outfit must be completed with foot cover as how the Western people do.

By examining more closely to the appearance of Kira doll, Alaina can relate her feeling of being different from the American girls around her, especially from her girlfriend, Sarah. Sarah is illustrated as a symbol of universal standard of beauty through her Western body. Thus, what is called as beautiful, in Alaina's perspective, is the ones who have Barbie's body contour like slim, tall, white skin, blond long wavy hair, wide eyes, and wearing glamorous outfit. In Alaina's view, the features of Barbie's beautiful body are perfectly inherited by Sarah. She explains, "the best dolls, the most glamorous ones, were always the ones that seemed to look like Sarah. "(2001: 108). On the other hand, Alaina often uses negative metaphors to describe her own body features and to compare with Sarah's body. "Sarah's hair fell in soft waves down her back, while my own black hair was slippery and straight, like uncooked spaghetti." (2001: 108)

The dream of having similar features with the Western becomes obvious for Alaina because she thinks that the Western features will make her be like a famous figure. The narrative uses Cinderella as an allusion to illustrate her dream of body transformation from an ugly duck to be a beautiful princess. She says, "Sarah would grow up to look like Goldie Hawn, some famous movie star. I didn't think I would grow up to look like anybody important, not unless I was like Cinderella, and a fairy godmother went Zap! so I could be transformed, like magic."

The communicative functions of figurative language like metaphor are numerous. Metaphors can furnish vivid and evocative images, convey multiple meanings in a concise fashion, or express that which cannot be stated in literal terms (Graesser, Mio, & Millis, 1989). An obvious implication of this model of metaphor comprehension is that positive metaphors will elicit positive evaluations of the topic, whereas negative metaphors will elicit negative

evaluations of the topic. Related to the topic of Asian body, the function of negative metaphor is to show how Alaina perceives the stereotypical images of her body which are inflicted through identification of physical representation. While the use of allusion is to provide a reference that makes people more easily to imagine the context of the story.

As it is explained by Sarup (1996: 47) that identification forges a unity with the Other and poses an imaginary threat as well. To maintain a separate identity, one has to define oneself against the Other: this is the origin, for Lacan, of that aggression towards the Other who threatens separateness, and thereby identity. That one is not what the Other is, is critical in defining who one is. Thus the truism that an individual is most likely to define herself against who or what she is most like. Thus, to disrupt the identification, the Other must try and think of identity and difference together, dialectically. It can be seen from the excerpt,

"…she [Kira doll] looks kind of like you!" …She did? But I didn't want to look like this   strange new "friend" of Barbie. Everyone knew that the Barbies with the blond hair were the best. They were the original ones. And they always got to wear the prettiest dresses. I noticed something, but I didn't want to say it out loud." (2001: 108)

That emphasizing the similarity between Alaina and Kira doll is one way to construct an understanding that Alaina is different to Susan. Unlike her, the ones who possess "original Western features" will be treated so much better, for instance wearing the prettiest dress. Alaina understands that the differentiation causes in the society, but she chooses not to tell a word about it.

The binary opposition brings Alaina to the marginal position in the American social hierarchy. As a Chinese American woman, she suffers under "double-colonialization". These two layers of colonialization can be seen when Alaina imagines how the Asian body feature of Kira will not be accepted by Ken, a male doll that well-known as Barbie's boyfriend. She says, "I didn't think this new doll would go riding in Barbie's convertible with Ken. Why would he pick her when he already had so many blond friends to choose from?" (2001: 109). Here, Alaina, as Chinese American woman, is a "victim *par excellence*, the forgotten casualty of both imperial ideology, and native and foreign patriarchies". (Gandhi, 1998: 83) She is marginalized through colonial and patriarchal ideology.

3.2. From Self-Narrative to Agency: A Strategy to Redefine Postcolonial Body and Identity

"China Doll" is written in form of self-narrative and told in the first person to minimize the temporal and experiential gap between Alaina as the experiencer and Alaina as the narrator. The literature convention sees an experiencer-narrator's continuous self-reference in the first person as a commonplace linguistic phenomenon. In the past tense, Alaina self-ascribes past utterances to her past experiencing self. Moreover, in the present tense, the narrator is conversing "I" self-narrates, including her own and the other character's direct speech.

One of the purposes of self-narrative is as a therapy. It is to help people to tell their first person narratives so that they may transform their self-identities to ones that permit them to develop understandings of their lives and its events, that allow multiple possibilities for ways of being in and acting in the world at any given time and in any given circumstance, and that help them gain an access to and express or execute agency or a sense of self-agency. (Anderson, 1997: 234) Regarding to postcolonial context, it is through self-narrative that the Other becomes the main character and derives a sense of social or self-agency. By self-agency, it refers to a personal perception of competency for negotiating action. Having self-agency means having the ability to behave, feel, think and choose in a way that is liberating, and also participating to give voice to the colonized body and identity, as what Alaina does. She transforms her marginalized identity into self-agency by giving her voice to the postcolonial victim like her through her writing.

It is generally known that Colonialist ideology has been imposed into every aspect of colonialized life. To take an example, this Eurocentric perspective toward the eastern identity has been inflicted through popular cultural artefact like Barbie dolls. Barbie is a fashion doll produced by Mattel Toys. This doll gives a significant influence to children's imagination. The Economist notes,

From her early days as a teenage fashion model, Barbie has appeared as an astronaut, surgeon, Olympic athlete, downhill skier, aerobics instructor, TV news reporter, vet, rock star, doctor, army officer, air force pilot, summit diplomat, rap musician, presidential candidate (party undefined), baseball player, scuba diver, lifeguard, fire-fighter, engineer, dentist, and many more....When Barbie first burst into the toy shops, just as the 1960s were breaking, the doll market consisted mostly of babies, designed for girls to cradle, rock and feed. By creating a doll with adult features, Mattel enabled girls to become anything they want. (*Economist* 21 Dec 2002, Vol. 365 Issue 8304, 20-22.)

The successful selling of this doll is followed with a lot of controversies about beauty and body issues. Criticisms of Barbie are often centered around the issue of Barbie as the role model of female children and they usually attempt to imitate her. One of the most common criticisms of Barbie is that she promotes an unrealistic idea of body image for a young woman and also lack of diversity in their ethnical features. For more, Barbie becomes an effective media to promote the ideology of universal beauty, the notion that takes Eurocentric features as the standard of beauty.

The difference between Alaina's body or Kira doll and Sarah or Barbie doll construct an ambivalent feeling of Alaina as Chinese American woman. She adores Sarah with her Barbie-look features, but she hates her at the same due to her differentiation. However, Bhabha highlights that the ambivalence often drives the Other to imitate the Self or known as mimicry. It is illustrated that she buttons Kira doll into Barbie's gown and places the tiara on top of "Kira's jet-black hair and … It fit perfectly." (2001: 109) Here Alaina reveals that bodily

identity can be redefined. She imitates Barbie's fashion style by dressing up Kira doll with the glittering gown to show that Asian body can dress up like the Western woman and the dress fits them. Here, she chooses to narrate the ending of the story with a positive message, that what is called as bodily identity of the Other is interchanged. Thus, blond wavy hair Barbie doesn't longer become the only one princess.

5. Conclusion

Finally, postcolonial self narrative written by Alaina Wong, Chinese American Woman, is a transformative discourse. The narration shows how Alaina is being colonized since her body contours do not meet the standard of a beautiful body. Her self-reflection on the binary opposition construct an ambivalence which drives her to imitate the Western cultural practice through mimicry. By imitating the Western fashion, Alaina as a Chinese American woman is disrupting the essential concept of the so-called universal beauty. Furthermore, taking beauty as the topic and self-narration as media in teaching literature can be an alternative to discuss the function of literature as a voice to speak up against the cultural colonialization.

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LANGUAGE TEACHING

Language Learning:
Taking Memes into Account, Is It Accessible?

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Abstract

Our students nowadays are characterized by their split identities, both as student in real life and also as netizen in virtual life. Their first identity is commonly identified with traditional classroom learning setting. Meanwhile, their second identity remarkably falls upon technology product existence where they spend most of their time virtually and 'breath mobile applications' as second life. By exercising mobile applications usage which is quite handy, they roam around the virtual world to meet their needs; downloading and uploading files, giving comments or sharing page; activities that are currently known as part of participatory culture. Taking advantage of those particular identities, memes are considered as an alternative to bridge students' real and virtual life as well as an attempt of utilizing current advance of technology. This paper is intended to reveal the accessibility of using memes as one of digital products in language learning. Since memes are incredibly hype and mobile, it can be used as an implementation of multi-literacies in teaching media. Students' addiction to visual product, catchy phrases or sentences that are embodied into memes, and youth's likability to participate in "what is happening now" would be beneficial to be involved in learning activity.

Keywords: Multiliteracy, Participatory Culture, Memes

1. Introduction
1.1 Literacy
This paper tries to grasp literacy meaning into a new perspective. It is not necessarily viewing literacy *per se* as we used to know but gripping literacy meaning into a different realm due to its engagement with digital world. First, let us take a glimpse into our students' characteristics by reading following definitions. It has been a continuous debate whether our students' nowadays are best to be described as Digital Natives or not. This kind of definition occurs since they are constantly equipped and surrounded by technology and Internet.

So, basically who are these Digital Natives? Originally taken from Prensky explanation in 2001a (1), Digital Natives are "…..all 'native speakers' of the digital language of computers, video games and the Internet." Digital Natives are those who converse fluently utilizing the language of digital words. Reinstating Prensky's ideas, Cornu (2011: 3) comes up with further description of Digital Natives' characteristics;

> "Digital natives understand the value of digital technology, and they can practice it in a spontaneous way. Among these values, one can quote immediacy, accessibility, free access…. They are "born digital", which applies to the digital devices, but also to reading, writing, coping with knowledge, etc…. They have an intuitive mastery of informatics, computers, electronic devices, and mobile equipment…. This generation is the generation of "web 2.0": interactivity, community, communication, collaboration. This gives them a new vision of time and space: "I can communicate with any person, at any time, in any place," "I can access lots of information." Constant accessibility to people is now considered as normal. Immediacy and mobility are two major keywords of this generation. They are used to a multiplicity of communication modes, they are permanently connected, even over connected, in a kind of digital hyper-activity."

Taking into account the needs of understanding these Digital Natives as core component of current teaching and learning process, Dingli and Seychell continue Prensky's ideas into a clearer explanation.

> "Digital natives are today's young people who were born into the digital era and are growing up exposed to the continuous flow of digital information. Digital natives are a generation or population growing up in the environment surrounded by digital technologies and for whom computers and the Internet are natural components of their lives." (2015: 9)

In sum, above definitions give us the highlight of major traits of Digital Natives:
a. They are always in constant hype of communication (what's new, what's popular, what's trending).
b. Almost all of them are information go-getter.
c. Their existence is best validated through by how fast they absorb current issue. Speed does matter.
d. To meet their needs, Digital Natives often times use Internet access, mobile application as well as gadget as their ultimate vehicle.
e. Time and space are relative concept for Digital Natives since they rely almost all of their needs via internet, smartphones, and mobile applications.

What about the opposite counterparts; Digital Immigrants? They are often described as those who are engulfed using 'digital language'.

"Digital Immigrants learn – like all immigrants, some better than others – to adapt to their environment, they always retain, to some degree, their "accent," that is, their foot in the past. The "digital immigrant accent" can be seen in such things as turning to the Internet for information second rather than first, or in reading the manual for a program rather than assuming that the program itself will teach us to use it." Prensky (2001:2)

It is unlikely that Digital Immigrants do not use any latest invention of technology at all. Indeed, they use it but they get 'stuttered' once they are asked to speak using 'digital language' due to multiple causes.

"This could be due to various reasons including the lack of technological knowledge, the inability of learning how to use such innovative devices and not finding any particular need to make the crossover from previous methods." Dingli and Seychell (2015: 14)

To understand the difference between Digital Natives and Digital Immigrants better, we would like to give you an example by giving the following questions.
a. At first place, which one do you prefer, looking for information via Internet or asking people?
b. Do you feel the constant urgency to get connected with Internet connection wherever or whenever you are?
c. Will you be okay without your smartphone and Internet connection?

Digital Natives could not be separated from gadgets and Internet. They prefer to seek information by themselves through Internet connection. There is a kind of instant gratification of self-satisfaction by the time they are able to solve their problem by themselves without any guidance.

Do you still remember the very first time we are being introduced to alphabet and number? When you see this number:

1

Which one comes first, do you learn how to read it or how to write it? The old concept of literacy evolves around how to master writing and reading ability well through printed text. One can master 'world knowledge' by the time he has an access into it. But, nowadays, literacy's definition shifts. It is no longer seen as an ability to read and write text well. But it's how we see it *ontologically*. (Lankshear and Knobel, 2011: 28-29). Literacy is a set of new 'stuffs'. It is best placed side by side with the emerging of digital electronic technology as well as the no longer use of printed text materials. Practicing this particular type of literacy is like composing and generating texts, images, and sounds in one package which is dispersed through digital network and current time. Printed

materials, time, and place are no longer core issues. In short, it is an activity that combines practices, technology, and social and cultural relation. What is meant by practice actually? Silvia Scribner and Michael Cole (1981) define practice as follows:

> [A] recurrent, goal-directed sequence of activities using a particular technology and a particular system of knowledge …
> [It] always refers to socially developed and patterned ways of using technology and knowledge to accomplish tasks …
> [T]asks that humans engage in constitute a social practice when they are directed to socially recognized goals and make use of a shared technology and knowledge system.
>
> <div align="right">(in Lankshear and Knobel, 2011: 35)</div>

Based on their opinion, a practice is a mutual combined component of technologies, knowledges and also skills. From this part, we can conclude that literacy has gained its extended definition. It can be said that "…literacy practices are 'what people do with literacy'…" (Barton and Hamilton, 1998: 6). Furthermore, we could add Hirst's (1974) idea of 'science literacy' in relation to 'forms and fields of knowledge', literacy is all about "To 'be on the inside' of a form or field of knowledge meant being able to 'speak' its language and 'read and write its literature'." (in Lankshear and Knobel, 2006: 20). Thus, our ability to read or write texts itself is certainly insufficient to dig into the core of literacy. We may be able to read or write text but we may be 'illiterate' when we talk about it.

1.2 Digital Literacy

Now, our discussion moves further into 'Digital Literacy' term. What is 'Digital Literacy'? This term is initiated by two famous figures Richard Lanham and Paul Gilster. Lanham (1995) says that literacy reaches further grasp of meaning from 'the ability to read and write' to now meaning 'the ability to understand information however presented'. In addition, he restates that Digital Literacy enacts 'being skilled at deciphering complex images and sounds as well as the syntactical subtleties of words'. (Lanham: 1995 in Lankshear and Knobel, 2006: 21-22)

Those who are digitally literate by then; "….'quick on [their] feet in moving from one kind of medium to another . . . know what kinds of expression fit what kinds of knowledge and become skilled at presenting [their] information in the medium that [their] audience will find easiest to understand'." (in Lankshear and Knobel, 2006: 21-22) The one who is digitally literate do not find any difficulty in adapting or fitting themselves into the way information is presented. Since, there is an ample choices of formats once an information is delivered using the medium of computer and internet. (Gilster, in Pool 1997: 6)

We need to highlight the specialty needs of corresponding skill and experience in utilizing internet to achieve digital literacy which is accomplished

through conquering its ultimate task performance. The task performance incorporates four skills: *knowledge assembly, evaluating information content, searching the internet, and navigating hypertext.*

1.3 Multiliteracy

Multiliteracy originally is a pedagogical approach generated by New London Group project in 1994. It consists of ten researchers, educators, and visionaries. The group has a purpose to incorporate a multiform of culture, linguistic, communication and technology medium into classroom teaching. It is strongly recommending a wide mix of those four components to increase students' benefit in fast world changing condition. It is closely connected to multimodal meaning. "Multimodal meaning is no more than the other modes of meaning working together, and much more as well." (New London Group)

When we are discussing about multiliteracy, it cannot be secluded from two main ideas. The first is, multiliteracies in its relation to duplication and a combination of particular making-meaning modes. It is "…where the textual is also related to the visual, the audio, the spatial, the behavioral, and so on." (Azden et.al., 1994: 64). The second idea is multiliteracies seen "…as a way to focus on the realities of increasing local diversity and global connectedness." First and second ideas reflect what educators and students are: an active doer. Both, educators and students are agents of social change.

1.4 Participatory Culture

Following Jenkins et.al (2009) definition of participatory culture, it may be described as follow:
  a. relatively low barriers to artistic expression and civic engagement,
  b. strong support for creating and sharing creations with others,
  c. some type of informal mentorship whereby what is known by the most experienced is passed along to novices,
  d. members who believe that their contributions matter, and
  e. members who feel some degree of social connection with one another (at the least, they care what other people think about what they have created).

This new type of culture is best validated through 'affinity space' point of view. Gee (2004: Ch.6) describes an affinity space as a means to help us to understand the complexity of literacy. It is a space which is specially structured based on common interest. The space itself varies. It may start from a simple thing like game into a complex one; fan made game websites.

In addition, participatory culture changes the attention of single literacy into a multiple entanglement. It may promote community participation.

> "Participatory culture is emerging as the culture absorbs and responds to the explosion of new media technologies that make it possible for average consumers to archive, annotate, appropriate, and recirculate media content in powerful new ways. A focus on

expanding access to new technologies carries us only so far if we do not also foster the skills and cultural knowledge necessary to deploy those tools toward our own ends."

So, it is no longer bound to age, class, race, gender, and educational level as it is used to be. (Gee: 2004) It is merely focusing on dispersing technology and information so that more people can enjoy its benefits. Well, of course it should be accompanied by adequate skill and cultural knowledge as well.

2. Review and Implementation
2.1 Memes

Memes as the products of digital literacy will be further explored in this paper. At the beginning, meme is derived from Greek terminology "mimemes" means imitation (McGrath, 2004). "The examples of memes are tunes, ideas, catch-phrases, clothes, fashions, ways of making pots or of building arches." (Dawkins, 2006: 192) When a person creating a concept or idea, he actually creates a meme within his mind. Then, when he tries to talk to another person about his ideas or concepts, he is actually spreading memes. Once this meme is accepted, distributed and multiply many times, the previous concept of meme is no longer valid. Due to its rapid movement and its characteristics, memes could be named after as a virus of mind (Broodie, 2009).

Meme is the rapid uptake and spread of a particular idea of cultural stuff (Shifman, 2014). People create memes, share, and influence other to accept it. Content and inflection within memes do play a significant role. In order to be able to dispersed easily, an idea needs vehicle to take it out from one's mind to another mind. In a such way that other people could receive and process that idea. Therefore, memes are loaded on various vehicles such as images, texts, artifacts, or rituals (Shifman, 2014).

Generally, people tend to identify memes as the image consist of picture(s) escorted by catchy words/phrases which is commonly found on social media sites. Actually, memes are not limited only on image memes. It has variety of 'vehicles'. But, to focus our discussion into a single core, we limit the discussion only about image memes. It is a meme which is specifically designed to use image as its tool to travel across people's minds. This image meme fits our students, currently called as generation Z, well since they are addicted to visual things (Kleinschmit, 2015).

According to Dawkin (1976, in Lankshear and Knobel, 2006), the one who proposes memes at the very first time, there are three characteristics of memes: fidelity, fecundity, and longevity. Fidelity deals with the quality of the meme that enable the 'copying' of the meme that keep it 'intact' as it passed from mind to mind. Units of information that make sense or are meaningful to a person and can be successfully imitated or reproduced will more easily become memes than the ones that are not easily copied or understood. Susan (1999,

1976, in Lankshear and Knobel, 2006) stated that memes are successfully spread because they are memorable rather than important or useful.

The second characteristic of memes is fecundity. It refers to the rate and the speed of the memes' spreading. In the other words, the more quickly a meme spreads, the more it will capture sustained attention. As stated by Broodie (2009), memes tend to infect minds more quickly when the meme is transmitted by 'trustworthy others'. When the memes are presented by a trustworthy person, that kind of memes will be consumed and contagious immediately. Thus, it makes the memes become viral among netizen.

The third characteristic deals with lasting possibility called as longevity. The longer a meme survives, the more it can be copied and passed on to new minds. Longevity is determined by the optimal conditions for memes be replicated and innovated.

Concerning the three characteristics of memes and its viral popularity among generation Z, specifically our students, it opens an opportunity to pull the use of it into classroom activity. Our students need something fun and tightly viscous on their daily consumption, in which memes are interestingly included.

The accessibility of memes utilization in this paper is specified into teaching in writing class. It is first derived from an argument state that writing is the most difficult among the four language skills as it requires solitary, creative, thoughtful, accurate and focused compositional energy, plus a higher degree of reflective thinking and (usually) personal engagement (Andrew & Smith, 2011). It is often found that students are reluctant to write since they feel less motivated and overwhelmed by the thinking that writing is difficult and have no idea how to start (Richards, 2015). Memes, in the other way, provide magnificent opportunity for students to trigger their willingness to write creatively. All they have to do is just look for an interesting image and write an attractive caption about it. Lately, sharing memes on their social media becomes cyber competition among netizen – Internet users – and be a part of their lifestyle.

Taking advantage from students' lifestyle of sharing memes, we propose teachers to use this situation to bridge students' real life (classroom) with students' virtual life (memes). In order to gain more attention from students to make them interested to write, it is important for teacher to go along with the stream. By the stream we mean students' hype preference, memes.

We have been conducting a mini research of memes utilization in writing class. We have received very good responses from the students, as they love to learn in a very interesting and joyful classroom ambiance (Ekaningrum et al., 2016). They have no difficulty in creating memes, eventough, there was several errors in the accuracy of the sentences that need to be further checked and revised. Therefore, we add two additional steps into our proposed activity procedures.

2.2 Activity Procedures

The procedure of using memes in classroom for writing task is adopted from the principles for teaching writing skills proposed by Brown and Lee (2015). It covers pre-writing, planning, writing, sharing, editing, and submitting. Previously, we have arranged teaching memes procedure within four steps: pre-writing, planning, writing, and sharing. We stopped the steps up to sharing, and we found that students need feedback and time to revise their creation of memes. Therefore, we add two additional steps into our proposed activity procedures and the details are described as follows:

• Pre-writing

In pre-writing step, teacher is required to give an introduction about the task. Indeed, memes are popular among the students, but it was for memes in Bahasa Indonesia. Meanwhile for English memes, not all of students have already understood about it. At first, teacher could show a meme using Bahasa Indonesia, it is important because native language involvement will help students to understand new materials (Levitan, 2015). It takes role to build certain schemata or concept of what the task exactly is about.

• Planning

In this step, teacher is required to give guidance for students, starting making groups and determining some rules such as the students are only allowed to use their own pictures or celebrity (public figure). It is aimed to avoid students to make joke of their other friends. Then, the teacher should provide the topic regarding to the task given such as vacation, task deadline, and friendzoned. It is suggested to give the viral topics therefore the students would do the task happily.

• Writing

Students are given time to make memes. They have to look for image and compose certain caption towards the memes. Students could make it using one single photo or combination of some pictures/photo collage. They are allowed to use Internet in order to get more inspiration or simply check translation and word choices.

• Sharing

Students are presenting their work in front of the class. They are required to explain what the memes about and how the image relates to the caption they made. It is needed in order to have peer-feedback and teacher-feedback.

• Editing

Students are given time to revising the memes based on the feedbacks, whether it is about the appropriateness of the image and caption or the correctness of the language use.

• Submitting

Memes are to be submitted to the teacher. Therefore, teacher could give final judgment towards the students work.

3. Conclusion

Utilizing memes into teaching and learning process may promote multiliteracy among our students. It is the perfect yet performable examples that elaborate culture, linguistic, communication and technology within a single form. It also helps our students to reach a wider enrichment from their community. The community that automatically does not stop at their nearest existence but will be extended across the globe.

Due to its characteristics of fidelity, fecundity, and longevity; memes are best to be the real time example of participatory culture. Where everyone shares the same right to gain, evaluate, and share information from it. Keeping up towards technology's rapid change leaves challenge for teacher, especially English language teacher to take advantage of it. By taking memes into account which is interestingly accessible, students' interest and classroom activity are supposed to be able to go hand in hand. By bridging their virtual life and real life, it is expected to make the students becomes more motivated and enjoying the materials being given.

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Six-Dice Sentences: From a Trivia Game to Meaningful Grammatical Activities

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Abstract

Constructing a correct sentence structure is still considered to be challenging for typical high school learners in Indonesia. In particular, group of students often fail to organize a perfect subject-verb agreement either in oral or written communication. In any case, the 2013 curriculum which is mostly adapted in several Indonesian schools advocates grammatical materials through its English syllabus. Huge models are implemented in the classroom in order to minimize students' tension in learning English grammar. A game is one of the alternative ways. This paper attempts to reveal how a trivia game can generate meaningful grammatical activities. "Six dice sentences" game focuses to explore the students' understanding specifically in dealing with subject and verb agreement. The game is expected to be able to turn the students' negative viewpoints towards English grammar and emerge adorable impressions among of them without neglecting the objectives of teaching and learning in the class. Questionnaires are employed to evaluate the students' understanding while a focused-group interview describes their responses towards the game activity. Over the entire processes of research, the findings demonstrate positive output that 'six-dice sentence' game fosters students' grammatical accuracy as well as creating an exciting learning atmosphere.

Keywords: Grammar, Game, Subject-Verb Agreement, Meaningful Activities.

1. Introduction

When I think of grammar, I think of word usage – which, of course, everyone butchers. I despise grammar. I find the rules trite and boring. Grammar (and its enforcers) need to loosen up and enjoy life more. Grammar makes my stomach churn (DeCapua, 2008). The above statement probably reflects what English Foreign Learners (EFL) frequently feel about in learning English grammar. Grammatical class tends to bring unpleasant memories to students' minds as

well as carrying such unexciting lessons with monotonous activities emphasizing on rules of how students should apply in their communication. DeCapua (2008) then, adds that grammar is what allows language users to create and understand an unlimited number of new and original sentences. Furthermore, no language has only one grammar; each language has subsets of grammar, which are generally referred to as dialects (p. 9).

In the context of English as a Foreign Language (EFL), such as in Indonesia, certain groups of students repeatedly fail to organize a perfect subject-verb agreement either in oral or written English. In any case, the 2013 curriculum which is mostly adapted in most schools advocates grammatical materials through its English syllabus. Huge grammatical teaching models are implemented in the classroom in order to minimize students' tension in learning English grammar. A game is one of the alternative ways. In recent decades, much research is being conducted to promote games as a medium instruction in English Language Teaching (ELT). Amrullah highlights (2015) that learning by playing is considered effective to answer the students' boredom over serious, strict and monotonous study in the classroom. By using games, the students are expected to enjoy their study process without forgetting the main goal of the study.

In an Indonesian high school where I taught, I used to notice the facts showing that the students encountered grammatical problems dealing with subject-verb agreement during their communication. Although some grammatical patterns of tenses had been introduced both in formal class and English club, some of them were still unable to avoid making incorrect sentences. Moreover, they could not deny the sentiment that learning grammar was awfully hard.

In response to the above mentioned problems, the idea of using a grammatical refresher in the class came up. Promoting 'six-dice sentences' game in grammatical classroom might answer the learners' dilemmas. Through this game, the teaching and learning activities were expected to be more interesting, impressive and meet the objective of teaching grammar as well. Two questions underlying this research were how could six-dice sentence game enhance students' understanding of subject-verb agreement? And what were the students' responses toward the six-dice sentences game activity?

2. Theoretical Framework
2.1 The Nature of Games in Learning

The importance and usefulness of games in foreign language learning has become more and more vital in the current world. Basic lesson activities such as written exercises and chapter translations tend to be tedious after a while (Blomberg, 2014). Wright et al (2006) define 'game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Games can be beneficial for the students especially when the class becomes boring and the students have tired

of serious discussions. Carrier points out that games are very useful in a class because they 'provide an opportunity for students to use their language in a less formal situation', without the pressure of speaking in perfect form, but with the enthusiasm for winning the game, as well as practicing the language (in Sanchez, 2007, p. 4).

Games involve many factors: rules, competition, relaxation, and learning, in particular. The main focus of using games in class is to help students learn and have fun. However, to use games in classrooms, it is equally important that before playing the rules of the games are clearly explained and well understood by the students. There should be only a few, well-explained rules. Demonstrations also can be very helpful because it can help students understand the instructions and help them follow the rules. Otherwise, they will misunderstand the purpose of the game and they may not get the benefits they should from the game. As cited in Ariani (2010), Gower et al propose that many conventional games can be adapted to foreign language teaching, as with any communicative activity the areas of languages produced may be predictable and therefore useful as a guided activity

2.2 The Teaching of Grammar in Indonesian Context

People still argue regarding how important grammar in English learning is. Even so, grammar is regarded a crucial aspect as it serves as the basis of further language mastery. Without correct grammar, the communication both in verbal and written pattern will not meet precision. Instead, some small errors may lead to misinterpretation or misunderstanding among the people.

Cahyono and Widiati (2011) claim 'Regardless of how grammar is taught, it seems that some grammatical points are likely to be so hard for some students that they lead to usage errors' (p. 104). Some teachers, furthermore, remain adopting a conventional method and are unable to bring effective and impressive learning experience in grammatical lesson. Those worsen the students' viewpoints and awareness of how important learning grammar is.

In recent decades, there seems to be changes in how grammar is taught in Indonesian schools. This shift is affected by several aspects such as curriculum and educational policy. Cahyono and Widiati (2011) mention some models that Indonesian teachers used to adapt in grammatical classroom as like Grammar-Translation Method (GTM), Structure-Based Orientation, Text-Based Method and so forth. Over years, the teaching of grammar has gone through emphasizing and deemphasizing in practice (p. 92). Under the 2013 curriculum, the Ministry of Education and Culture recently encourages the English teachers to teach grammar as supporting element of both oral and written communication.

2.3 The Role of Game in Grammatical Class

Although some teachers of English see language games as time consumers or classroom techniques for fun, games have a special role in any foreign

language teaching program because they facilitate foreign language learning especially for young learners (Arikan and Yolageldili, 2011). In Indonesia, the use of games as a means of teaching grammar seems to be very less. Although many researchers conduct the research on the use of games in teaching English, Yet very few teachers practically apply game activities in the grammatical teaching process. The teachers have no information regarding what appropriate games they must use to teach English in EFL classroom setting. It occurs because most of them do not posses any access to find the best games as a medium for teaching English. Consequently, the grammatical class frequently does not meet what the students expect instead of causing tediousness and negative notion.

Hiles and Murcia (1998) point out that when students are engaged in games or game activities, their use of language is task-oriented and has a purpose beyond the production of correct speech. This makes these activities ideal for communicative practice of grammar if, in fact, the activities can be structured to focus learners' attention on a few specific forms before the communicative practice (p. 132). They further add that when this is successfully achieved, problems and games help reinforce a form-discourse match, since the form(s) targeted for attention occur naturally within the larger discourse context created by the game or the problem.

2.4 Subject-Verb Agreement

Subject-verb agreement is simple: if the subject of a sentence is singular, then the verb must be singular; if the subject of the sentence is plural, then the verb must be plural (Phillips, 2001, p. 248). As sentence's subject must agree in number with its verb. For instance;

Nadia *practices* traditional dances a lot
We *have won* the futsal match
Adin and Gina *are discussing* a school assignment now

Most English speakers have little trouble matching subjects with the correct verbs, but a few grammatical constructions do pose some problems (Olson, 2006, p.128). The verb forms of auxiliary do, does, have, has and to be (is, am, are, was and were) many times emerge structural puzzles since the principal parts are formed in such unusual ways. The following list shows how to use the verb form 'have and has' and 'to be'.

Table 1: The Use Of Auxiliary Verbs

Auxiliaries	Subject
Is	She, he, it (singular)
Am	I
Are	You, they, we (plural)
Was	I, she, he, it (singular)
Were	You, they, we (plural)
Do	I, you, they, we (plural)

Does	She, he, it (singular)
Have	I, you, they, we (plural)
Has	She, he, it (singular)

Example

Incorrect: You <u>is</u> feeling unlucky today

Correct: You <u>are</u> feeling unlucky today

Incorrect: He <u>do</u> not understand what the teacher explains

Correct: He <u>does</u> not understand what the teacher explains

Incorrect: She <u>have</u> washed the dishes on the table

Correct: She <u>has</u> washed the dishes on the table

Subject-verb agreement is also interfered by the presence of time adverb. This phenomenon is generally included in 'tenses' discussion. As its major discussion works on how subject and time adverb can alter the main verb forms of a sentence. In essence, both subject-verb agreement and tense posses the identical focus dealing with verbal shifts.

3. Method

In conducting the research, 'six dice sentences' game was designed and adapted under the basic action research model by Lewin (in Costello, 2003). This model comprised four stages of plan, act, observe and reflect. The model was then extended into the following steps. Plan: (1) Identify a problem encountered by the students in using subject-verb agreement, (2) Prepare the six-dice sentence game design, resources, procedures and supporting materials to be applied in the class, (3) Assure that supportive resources and involved people can be mobilized for the research. Act: (1) Bring the game into the field, (2) divide students into some groups, (3) explain the rules of play, (4) explain the lesson briefly and have an experiment with the students. Observe: (1) Observe how the game works to solve students' problem in constructing a perfect sentence. (2) Observe how students work with the groups and any possible problem and response that might come. Reflect: (1) Check the students understanding about subject-verb agreement, (2) Get the students' response and feed-back about the activities.

Prior day before conducting the field test, the initial questionnaire sheets were distributed to the students to define students' problem in learning grammar particularly subject-verb agreement. 24 Indonesia students were assigned to participate in the experimental process. However, due to certain interest, three of 24 participants were unable to take part completely in the field test. The game was carried into the field test right after all the materials had been prepared. All game equipments had been distributed to all groups before I explained the rules of playing the game and subject verb agreement. The game activities covered the following equipment and procedures.

Game Equipment:

1. 'Six dice sentences' game board
2. Dices (6 for each group)
3. Markers
4. Dice roller boxes
5. Tissue/erasers
6. Timer (optional)
7. Game procedure and subject verb agreement explanation.
    Game Procedures:
    Pre activities (30 minutes)
1. Split the class into some groups which consist of 6 people
2. Distribute the game materials to each group
3. Explain the materials and the rules briefly
4. Give a short illustration of how to play the game
    Whilst activities (45 minutes)
1. A group should decide who will go first the game then go clockwise direction to the next member.
2. Each player should roll all dices
3. 1st dice indicates the subject, 2nd for verbs, 3rd for object, 4th for manner, 5th for place and last dice for time.
4. If a player gets 1-3-4-2-6-1 in his/her turn, means that he/she must use the 1st subject, 3rd verbs, 4th object, 2nd manner, 6th place and 1st time.
5. The column 6 (time) is the keyword indicating the appropriate tense/verb form that the player must use.
6. The player reads the perfect sentence she/he has arranged quickly and loudly. (no more than 20 seconds)
7. The correct answer will gain 3 points and wrong or late answer will be -1.
8. The groups continue the game until 30 minutes are over or until a player of a group achieves a certain maximum score.
9. A player with the highest score will go to the final round to defeat other groups' members.
    Post activities (15 minutes)
1. Give a reward to the player winning the final round
2. Evaluate the activities by offering some questions to the groups relating to the materials

At the end of class section, the second questionnaires were circulated to 21 participants of field test to evaluate students' understanding of subject-verb agreement after the practice of '6 dice sentences' game. Then a focused interview with three students finally completed the investigation to acquire students' response towards the whole activities.

4. Findings and Discussion

4.1 Initial Study before Implementing 'Six Dice Sentences' Game

The first survey, through the first questionnaire, illustrated that some participants encountered problems to construct a correct combination of subject and verb. 17 out of 24 students (71%) admitted that they used to find a problem in constructing a perfect sentence. Then this fact was clarified by the next item of questionnaire question whether they often get difficulty in choosing what verbs and auxiliary verb forms to use in an English sentence. 13 students (54%) agreed that they frequently experienced that problem. At the end of the questionnaire, I attempted to check students' capability of composing sentences from provided words. 10 of them failed to write a good construction of sentence. They still experienced a trouble in determining which form of verb to be used in particular time signals. It was further supported by students' view of how difficult learning grammar mainly in determining the correct forms of verb or auxiliary.

From the last questionnaire variable of whether students expected to play a game in a grammatical class, As many as 20 students (83%) strongly wished to have a grammatical game. Considering this reason, I was assured to bring 'six dice sentences' game into the field to examine whether the game would work and be able to shift learners' thought of how hard learning grammar was.

4.2 Six Dice Sentences Game Field Test Process

During the implementation of six dice sentences game, I observed how students worked with the game. At the first, some of them might meet puzzle to understand the game instruction. But after illustration had been given, students could understand well how to play the game. The second problem appeared in students' duration of constructing the sentences. Some of them needed more than the given time because they had to remember the number of six dices before composing the sentence. However, what made them excited was because the sentences were sometimes unpredictable and sounded ridiculous. It was able to create laughter and joy for most players.

At the end of the class section, I evaluated the activities by checking the students understanding of using subject-verb agreement. The evaluation was done in two ways. First, I tried to compete each group by offering several questions to each group. Most of groups competitively answered the offered questions.

The second evaluation was done with the questionnaire. The last questionnaire was designed to examine whether after playing the game the students' understanding of subject verb agreement increased and if this game was able to turn their negative views of learning grammar. At the end of questionnaire sheets, I rechecked their progress of constructing a perfect sentence from the provided words as they did in the first survey. The following table indicated the evaluation result through the second questionnaire.

Table 2: The Result of Questionnaire 2

Variables	N	Min	Max	Mean	SD
After practicing '6 dice sentences' do you feel your understanding about the application of subject-verb agreement in English improve?	21	3	5	4.38	.590
With '6 dice sentences' do you know better how to apply structure with subject-verb agreement in English?	21	3	5	3.95	.498
After practicing '6 dice sentences' game, do you think you know better how to use adverb of time and verb form accurately in English?	21	3	5	4.05	.498
Does '6 dice sentences' game increase your understanding about the use the use of auxiliary verb accurately?	21	3	5	4.10	.539
With '6 dice sentence' game, do you think grammatical lesson becomes more exciting?	21	2	5	4.14	.793
Do you recommend '6 dice sentences' game to be applied in grammatical lesson specifically in learning subject-verb agreement?	21	3	5	4.38	.669
Valid N (listwise)	21				

Through the first-four questions, it was obviously noticed on the table that there was significant progress of learners' understanding in working with subject verb agreement. 20 students (83%) were aware that they earned better understanding of subject-verb agreement after playing the game. The next two variables manifested that most students expressed positive responses towards the game. 19 students (75%) expressed their excitement during playing the game. It was then confirmed by students answer in the interview stage. From the three interviewees, all of them bore the positive perception towards the use of 'six dice sentences'.

The answers of the three interviewees exemplified affirmative reactions towards 'six dice sentences' game. Students truly expressed their joy, amazement, enthusiasm and spirit in taking a part in the game. One of the interviewee described the game in the following statement.

"It seems that the description of the activity using this game is only something exciting, without being scared of learning, serious or what. But within, we are also able to learn lessons indirectly and easily remember them"

4.3 Students' Progress of Constructing a Sentence

Evaluation is an integral part of teaching and learning. It examines the students' progress and accomplishment in the study. To measure how 'six dice sentences' succeeded in enhancing students' subject-verb agreement accuracy, I attached a very simple test in final section of both questionnaires. This instruction was simply to justify the learners' capacity in constructing a well-ordered sentence before and after the implementation of 'six dice

sentences' game. The students were instructed to compose a sentence with a correct grammar by using the provided word lists on the table. The table comprised three different lists of subjects, verbs, objects and adverbs of time. In the initial survey, 10 students failed to answer the instruction correctly. Most of them gained difficulty in working with the correct use subject and predicate both ordinary verb and auxiliary verbs. Yet after experiencing a practice of playing 'six dice sentences' game, they comprehended better how to engage with subject and verbs. The second survey result revealed that from 21 participants, all of them correctly formulated a perfect sentence from the provided words. Hence, this game proved to successfully solve students' issue of subject-verb agreement.

The fact showed that 'six dice sentences' game successfully explored students' grammatical competence without any tension. It conformed to Hiles and Murcia's paradigm (1998) that when students are engaged in games or game activities, their use of language is task-oriented and has a purpose beyond the production of correct speech. This makes these activities ideal for communicative practice of grammar if, in fact, the activities can be structured to focus learners' attention on a few specific forms before the communicative practice. When this is successfully achieved, problems and games help reinforce a form-discourse match, since the form(s) targeted for attention occur naturally within the larger discourse context created by the game or the problem.

5. Concluding Remarks

Six dice sentences games tried to boost up students' grammatical performance specifically in working with subject verb agreement in a different learning atmosphere. It exploited students' understanding towards grammatical formula without neglecting the main learning purpose. This game significantly proved to upgrade their ability to construct a perfect sentence as well as their spirit in learning grammar.

In the practice, this game obtained various positive responses from the students. However, the most responses which were noted both in questionnaire result and the interview demonstrated that most of the students were interested in playing the game, It indicated that most of the students expressed their good responses towards the 'six dice sentences'. For this reason, I personally considered this game successfully created a meaningful grammatical classroom.

Games could be best alternatives for the teachers in order to create joyful atmosphere not only in the grammatical class but also other classes. In teaching subject verb agreement, 'six dice sentences' can be an option for them. But in applying this game, the teachers are expected not to adopt the game instantly. Instead, they are encouraged to select and modify the games based on the students' proficiency level, objectives and setting.

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7. Appendices

7.1 Appendix A. "Six dice sentences" game board

7.2 Appendix B. Questionnaires
QUESTIONNAIRE 1 FOR STUDENTS

Please give a tick (√) to the appropriate answer in accordance with your views. The score values are as follows:

1 = Absolutely No
2 = No
3 = Moderate
4 = Yes
5 = Absolutely Yes

NO	QUESTION	1	2	3	4	5
ABOUT SENTENCE STRUCTURE						
1	Do you think learning grammar or structure is important in English? *(Apakah menurut anda belajar grammar atau struktur bahasa inggris itu penting?)*					
2	Do you think learning and using grammar in communication are difficult? *(Apakah menurut anda belajar dan menggunakan grammar dalam komunikasi bahasa inggris itu susah?)*					

3	Do you often find a problem in constructing a perfect sentence? *(Apakah anda sering menemui masalah dalam menyusun kalimat yang sempurna dalam bahasa inggris?)*					
4	Do you often get difficulty in choosing what verbs and auxiliary verb forms to use in an English sentence? *(Apakah anda sering kesulitan memilih bentuk kata kerja atau kata kerja bantu yang tepat dalam sebuah kalimat bahasa Inggris?)*					
5	Do you understand the use of time signals with correct verb forms (tenses)? *(Apakah anda faham penggunaan waktu dengan bentuk kata kerja yang tepat dalam tenses?)*					
ABOUT GRAMMATICAL CLASS AND GAME						
6	Do you dislike the grammatical class? *(Apakah anda tidak menyukai pelajaran grammar?)*					
7	Do you think that grammatical lesson is boring and monotonous? *(Apakah menurut anda pelajaran grammar itu membosankan dan monoton?)*					
8	Do you like playing game in learning? *(Apakah anda menyukai permainan dalam belajar?)*					
9	Does your English teacher rarely teach grammar with a game? *(Apakah guru bahasa inggris anda jarang mengajar grammar dengan permainan?)*					
10	Do you wish to play a game in grammatical class? *(Apakah anda berharap untuk bermain game dalam pelajaran grammar?)*					

Please compose a sentence with a correct grammar by using the following word lists.

Subject	Verb	Object	Adverb
She	Eat	A pizza	Now
You	Buy	Fried rice	Everyday
They	Sell	Ice cream	Already

Answer:

……

……

……………………………

QUESTIONNAIRE 2 FOR STUDENTS

Please give a tick (√) to the appropriate answer in accordance with your views. The score values are as follows:

1 = Absolutely No

2 = No

3 = Moderate

4 = Yes

5 = Absolutely Yes

NO	CRITERIA	1	2	3	4	5
1	After practicing "6 Dice Sentences" do you feel your understanding about the application of subject-verb agreement in English improve? *(Apakah setelah mempraktekkan game " 6 Dice Sentences" anda merasa pemahaman anda tentang penggunaan subject-verb agreement dalam bahasa inggris meningkat?)*					
2	With "6 dice sentence" do you know better how to apply structure with subject-verb agreement in English? *(Apakah dengan permainan "6 Dice Sentences" anda bisa lebih tahu bagaimana menerapkan struktur subject-verb agreement dalam bahasa inggris?)*					
3	After practicing "6 Dice Sentence" game, do you think you know better how to use adverb of time and verb form accurately in English? *(Apakah setelah mempraktekkan game " 6 Dice Sentences" anda merasa lebih tahu tentang penggunaan keterangan waktu dan bentuk kata kerja yang tepat dalam bahasa inggris?)*					
4	Does "6 Dice Sentences" game increase your understanding your understanding about the use of auxiliary verb accurately? *(Apakah permainan "6 Dice Sentences" menambah pemahaman anda tentang penggunaan kata kerja bantu yang tepat?)*					
5	With "6 dice sentences" game, do you think grammatical lesson becomes more exciting *(dengan "6 Dice Sentences" apakah menurut anda*					

	pelajaran grammar menjadi lebih menyenangkan?)						
6	Do you recommend " 6 Dice Sentences" game to be applied in grammatical lesson specifically in learning subject-verb agreement? *(apakah anda menyarankan permainan "6 Dice Sentences" untuk diterapkan dalam pelajaran grammar khususnya dalam pembelajaran subject-verb agreement?*						

Please compose a sentence with a correct grammar by using the following word lists.

Subject	Verb	Object	Adverb
She	Eat	A pizza	Now
You	Buy	Fried rice	Everyday
They	Sell	Ice cream	Already

Answer:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………

.... 2016
RESPONDENT

(....................................)

7.3 Appendix C. List of Interview Questions

1. Did you enjoy the activities of playing "6 dice sentences" game?
2. What lesson could you learn during playing "6 dice sentences" game?
3. What impression did you get when playing "6 dice sentences" in grammatical class?
4. How do you describe the grammatical class using "6 dice sentences" game?
5. What do you hope for the "6 dice sentences" game?
6. What do you hope for the grammar class in the future?
7. What do you suggest for the teachers in teaching grammar?

Indonesian English Lecturers' Implementation of Post-method Pedagogy in Islamic Universities Context

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Abstract

In the beginning of the 20th, post-method pedagogy has been emerging as a good alternative method in EFL teaching context. Unfortunately, this method is not extensively implemented by Indonesian local lectures. They mostly believe that a conventional teaching method is the only way to create an effective EFL teaching. In fact, the EFL teaching needs multi methods or integrated strategies (Kumaravadivelu, 2006). This study investigates the implementation of post-method pedagogy in professional growth of lecturers to enhance EFL students' English proficiency using quantitative approach with open-ended questionnaires and in-depth interview to gather the data. The present study is worth noting to understand how local teachers comprehend pedagogical innovation and how they may encounter challenges in implementing the innovations in teaching practices. The research population of this study consists of eight EFL lecturers (3 females and 5 males) in the English language department at three Islamic universities with 5 to 25 years teaching experience. The finding shows that only 2 out of 8 participants are familiar with PMP, but all participants still have not effectively implemented PMP because of several challenges. The study recommends the lecturers to be more aware of the incoming issue of pedagogy. In addition, the lecturers should also be more sensitive to learners' difficulty and give them alternative strategies immediately.

Keywords: Post-method Pedagogy (PMP), Implementation, Indonesian EFL Teachers.

1. Introduction

For many years, English Language Teaching (ELT) practitioners have been conducting and developing a variety of in-depth research to figure out the most appropriate English teaching methods. Some of them are Grammar Translation Method (1850'-1950'), Direct Method (1884-1920'), Audiolingual Method (1940'-1960'), Communicative Language Teaching (1980's-now), and Genre-based (1990'-now). In the beginning of twentieth, the practitioners believe that there is no single method that fit EFL learners' necessity. They finally name it as Post-Method Pedagogy era (henceforth PMP). It believes that every method has advantages and disadvantages, which can be adjusted to the needs of the learners and the circumstances of the class.

Kumaravadivelu (1994) categorized three characteristics of post-method pedagogy. First, PMP comes against the use of single method in the teaching learning process. It offers a good foreign language teaching alternative in a way that teachers or lectures can combine two or more methods, or switch from one method to another method during the learning process. The second characteristic of PMP is teacher's autonomy. Teachers should be free to adopt a reflective approach to their own teaching. In other word, PMP teacher should be able to "theorize from their practice and practice what they have theorized" (Kumaravadivelu, 1994:30). The third one is 'principled pragmatism'. It means that teachers should not be simple receiver of methods but should analyze the context in order to fit the teaching practice. According to Kumaravadivelu (2006), teachers should not depend on nor top stiff to the method used because it may limit teachers' foreign language innovation and strategies. This belief is totally different from the mid-1880s to the mid-1980s when method was very crucial for teaching language. Anthony (1963) defined method as an overall plan for systematic presentation of a language teaching based on the certain chosen approach. Yet, Kumaravadivelu brings a new idea that teaching language does not always depend on methods. He also offer on the micro and macro strategy of teaching foreign language (2006, p.209), he named it as 'pedagogical wheel'. There are ten guidelines in pedagogical wheel offered by him, 1) maximizing learning opportunities, 2) facilitating negotiated interaction, 3) minimizing perceptual mismatch, 4) activating intuitive heuristic, 5) fostering language awareness, 6) contextualizing linguistics input, 7) integrating language skills, 8) promoting learner autonomy, 9) ensuring social relevance, and 10) raising cultural consciousness.

PMP is not a brand new issue in teaching practices since its emergence in the beginning of 20th. Some other researchers have discussed PMP issue such as Saengbon (2013) conducted a qualitative case study to obtain 6 Thai EFL university lecturers' opinions about PMP and how they implemented PMP in their own teaching conditions. Through semi-structured interviews and snowball sampling, the researcher found that although the participants did not mention exact post-method strategies they used, their response patterns pointed to a high level of understanding of the PMP philosophy.

Khany & Darabi (2014) also conducted study to explore the reflection of Principles-based and PMP in teachers' performance in the classroom in Iranian ELT context. They used a checklist to evaluate 21 EFL teachers' performance across those principles. The result showed that Principles-based and PMP were not highly applied in teacher's performance in the classroom. In this study, the effects of other factors like teaching experience, education level, and gender on teachers' performance were also investigated.

The other study was conducted by Molthaka (2015). He investigated the use of PMP for professional growth of lecturers to improve ESL students' English proficiency through qualitative approach with open-ended questionnaires and in-depth interviews to collect data. The participants of this study were 12 ESL lecturers (6 females and 6 males) in the faculty of education at 3 institutions of higher education five to twenty years of teaching experience. The finding showed that PMP recognizes the need for inclusivity of students and the empowerment of lecturers to make something different from the classroom. The results suggest that lecturers know their own powers as great sources in creating methods for their professionalism and creation of a meaningful learning environment.

From the previous studies above, all of researchers intentionally selected participants who have understood PMP. They also investigated whether PMP theory was effectively applied in the participants' teaching performance. Whereas, the current study is different from the previous ones, because we intend to find out the extent of local lecturers' knowledge towards PMP in Islamic universities context, their implementation of PMP principles in their professional growth, and the predicament they cope to enhance EFL students' English proficiency. Hence, our primary questions were as follows:
1. Do local lecturers understand post-method pedagogy?
2. To what extent they comprehend post-method pedagogy?
3. How do they encounter challenges in implementing pedagogical innovation in EFL teaching practices?

This study can make contribution to both levels of language teaching: theory and practice. Theoretically, this paper gives additional information about holistic understanding and implementation of PMP in Islamic universities. Practically, this paper is fruitful to give insight towards lecturers in language teaching to develop teaching practices derived from PMP.

2. Methods

This study employed a questionnaire survey which was distributed to eight lecturers, who were randomly selected from three Islamic universities in Malang, East Java. In detail, four lecturers are selected from State Islamic University and the others are from Private Islamic University. They were ensured that the result of this study would be confidential, and those who were willing were asked to participate in this study without ignoring the requirement of participant that their teaching experience must be more than five years. This study also followed by a depth-interview to search more information and to

investigate the consistency. The questionnaire was developed by the researchers based on the theory of Kumaravadivelu's pedagogic wheel of macro strategies in post-method pedagogy (PMP), and it has been validated by the expert. The questionnaire consists of 15 (fifteen) closed-form items asking about the lecturer's strategies during the implementation of pedagogical innovation. The categories of the questionnaire include the amount of 10 (ten) macro strategies of PMP, proposed by Kumaravadivelu (2003) contains maximizing learning opportunities, facilitating negotiated interaction, minimizing perceptual mismatch, activating intuitive heuristic, fostering language awareness, contextualizing linguistics input, integrating language skills, promoting learning autonomy, ensuring social relevance, and raising cultural consciousness. The depth-interview was carried out with all of the respondents to explore their different pedagogical innovation and predicament. Interview is needed to check whether the participants misinterpret the questions or not, so that the interviewer may follow up with clarifying questions. Besides, interview is also beneficial to recheck the truthfulness of the responses (Best, J.W., Khan, J.V. 2003:323).

3. Findings
3.1 Questionnaire result
Table 1: Frequency of PMP macro strategy implementation

Item	Statement	Never	Seldom	Sometimes	Often	Always
Maximizing learning opportunities						
1	Teacher brings a particular learners' difficulty to be discussed in front of the class immediately	0	0	25	25	50
2	Teacher modifies teaching methods based on learners' wants, needs, and objectives	0	0	0	50	50
Facilitating negotiated interaction						
3	Teacher gives freedom for learners to initiate and navigate the discussion	0	0	12.5	37.5	50
Minimizing perceptual mismatch						
4	Teacher is aware of learners' misinterpretation	0	0	37.5	25	37.5
Activating intuitive heuristic						
5	Teacher provides enough	0	0	12.5	37.5	50

	textual sources for the learners					
Fostering language awareness						
6	Teacher uses L2 to explain the materials in the classroom	0	0	0	37.5	62.5
Contextualizing linguistics input						
7	Teacher teaches the materials in certain contexts	0	0	0	25	75
Integrating language skills						
8	Teacher conducts activities through two or more language skills (e.g. reading and speaking, or listening and writing)	0	0	0	12.5	87.5
Promoting learner autonomy						
9	Teacher identifies learners' learning strategies	0	25	0	50	25
10	Teacher equips learners with strategic necessary to self-direct own learning	0	0	25	50	25
11	Teacher recognizes learners' (better) attitudinal changes of their learning strategies	0	0	62.5	25	12.5
12	Teacher facilitates learners to monitor their performance and assess their outcomes	0	0	25	50	25
Ensuring social relevance						
13	Teacher is sensitive to the social issues which are associated to the teaching and learning materials	0	0	0	37.5	62.5
Raising cultural consciousness						
14	Teacher assists the learners to gain understanding of native speakers and their perspectives	0	0	12.5	25	62.5

1 5	Teacher treats learners as cultural informants of L2 and shares the learners' perspectives	0	0	0	62.5	37.5

In general, the questionnaire data shows clearly that participants mostly implemented post-method pedagogy. It is indicated from high percentage of those who chose 'Always' which contains the highest point among five categories of 'never', 'seldom', 'sometimes', 'often', and 'always' in questionnaire. At the point of maximizing learning opportunities, 50% participants respond that they always bring learners' difficulty to the attention of the class, and show equal result that 50% of them always modify teaching method based on learners' wants, needs, and objectives, while others often do it. In the point of facilitating negotiated interaction, 50% participants always give freedom for learners to initiate and navigate the discussion. However, the different result occurs in the point of minimizing perceptual mismatch that both 'always' and 'sometimes' have the equal degree. 37.5% participants show that they are always aware of learners' misinterpretation and other 37.5% are sometimes. Then, in activating intuitive heuristic point, half of the participants always provide enough textual sources for the learners. In fostering language awareness point, there is significant result that 62.5% participants always use English to explain the materials in the classroom. Significant result continues in contextualizing linguistics input point that 75% participants always teach the materials in certain contexts. In integrating language skills point, the most significant result occurs that 87.5% participants always conduct activities through two or more language skills. Yet, a fluctuation occurs in promoting learner autonomy point which consists of four indicators. In the first indicator, only 25% participants always identify learners' learning strategies but 50% of them often do it. In the second indicator that teacher equips learners with strategic necessary to self-direct own learning, it has the same degree as the previous indicator. Nevertheless, the result is different in the third indicator. It shows the most insignificant result of all that only 12.5% participants always recognize learners' (better) attitudinal changes of their learning strategies because most of them admit that they just sometimes. For the last indicator, it still has the same degree as the first indicator that half of the participants often facilitate learners to monitor their performance and assess their outcomes. In ensuring social relevance point, 62.5% participants are always sensitive to the social issues which are associated to the teaching and learning materials. Finally, in raising cultural consciousness point which consists of two indicators shows different result in each indicator. 62.5% participants always assist the learners to gain understanding of native speakers and their perspectives but only 37.5% of them who always treat learners as cultural informants of L2 and share the learners' perspectives.

3.2 Interview result

Table 2: Participants' identity

No	Participant	Institution	Teaching Experience	Subject
1	A	Universitas Islam Malang	28	Grammar
2	B	Universitas Islam Malang	30	Literature in ELT
3	C	Universitas Islam Malang	6	Reading
4	D	Universitas Muhammadiyah Malang	8	Sociolinguistics
5	E	Universitas Islam Negeri Maulana Malik Ibrahim Malang	20	Speaking
6	F	Universitas Islam Negeri Maulana Malik Ibrahim Malang	10	Grammar
7	G	Universitas Islam Negeri Maulana Malik Ibrahim Malang	16	Teaching English as a Foreign Language (TEFL)
8	H	Universitas Islam Negeri Maulana Malik Ibrahim Malang	22	Cross Cultural Understanding (CCU)

From the results of the interview, it was found that 6 out of 8 participants said that they are unfamiliar with the notion of PMP. Two of them are aware of PMP, one of them explained that she is aware of PMP, because she has joined the seminar about PMP, and the other participant did not tell further about his understanding about PMP. Although 6 participants were not familiar with PMP, they were basically implementing the ideas of PMP. The following comments are from participant A, C, and D:

Participant A: I don't know too much, I did the strategies but I don't know what experts named it.

Participant C: I am not familiar with post method pedagogy, but I think it is like teaching methods.

Participant D: I am a half familiar and a half no,… I think PMP is about preparing teaching and learning materials based on students' needs, culture etc.

However, in maximizing learning opportunities, 6 of 8 participants directly discussed the learners' difficulty in front of the class immediately. The ways they recognized their learners' misinterpretation and misunderstanding

were varied. Participant A tended to observe the learners from their small discussion, they way they asked question, and responded to their friends' ideas/opinions. Participant B recognized learners' difficulties from the way they answered the questions, it was systematic or complicated explanation. Participant C directly asked to the learners 'are you following?' Participant D identified learners' difficulties from their attitude. When the learners just kept silent, he needed to mention one by one the possibility problems faced by his learners. Unfortunately, participant E and participant G did not mention the way she found out her learners' difficulties. Besides, participant F and participant H would only discuss their learners' difficulties in front of the class when it was necessary.

It is very important as lecturers to identify learners' needs, and then they could adjust or modify the teaching method. To know learners' needs, 5 (five) of the participants asked the learners openly, and 2 (two) of them made a deal in the first meeting based on the syllabus (making contract). Furthermore, it is crucial for lecturers to know the learners' learning strategies to recognize their difficulties during teaching and learning process, so the next discussion concerns about alternatives learning strategies that the lecturers offer to their learners. Participant A realized that his learners have extrovert and introvert characteristics. He gave advice to the learners to choose the strategies which fit their own characteristics. Participant B, participant C, participant D, participant F, participant G, and participant H had never limited their learners to apply certain learning strategies. Yet, participant B applied two strategies like Think Pair Share (TPS) and contextual learning in the process of teaching EFL. Participant E offered several strategies to her learners such as regularly listening to and watching video, doing mini-drama or role play to improve their English. After the participants gave some advices and several strategies to the learners, they admitted that the learners showed better attitude changes and skills improvement progressively.

To facilitate negotiated interaction, all of the participants agreed to give their learners a freedom to initiate the discussion. To provoke their learners to start the discussion, participant D, participant E, and participant H gave their learners hot issues portrayed as follows:

Participant D: I start it with news, hot issues from the West like gender, and sometimes local issue like religion.

Participant E: I give them controversial issues in the form of video …

Participant H: … by giving them provoking issues

Participant C and participant G provoked their learners to start the discussion by giving examples and general descriptions, participant C and participant F were likely to encourage the learners to open the discussion by giving leading questions. To make his learners initiate the discussion, participant A gave them problems (because he teaches Grammar, the problems were in the form of sentences). Participant B motivated her learners not to be nervous to open the discussion and told them that all their ideas, opinions, and analyses would be always accepted.

During the teaching learning process, 5 (five) of the participants always use English to explain the materials, and never switch to Indonesian. They believe that they are teaching language, so that they ought to use the language (English). The following comments are from participant B and D:

Participant B: I never switch to Indonesian, I always try to use another words when my students do not understand my language. …I believe if I always use English in the class, also when texting them, they will motivate to speak English too.

Participant D: I never switch the language to the L1 (Indonesian), because I believe that teaching language is not useful when you do not practicing a lot. … and if I often switch to the L1, students will not encourage speaking English. I believe that English teacher or lecturer have to motivate them to use English all the time, especially in the classroom.

The subsequent data is drawn from the way the participants provide sources to activate learners' intuitive heuristic. The lecturers have to provide enough sources to them. Most of the participants provide two printed books and several e-books, and they welcome their learners to search additional references from library and internet. However, participant C has a unique way to provide sources. He summarized the materials before the class began. Whereas, participant A always reminds his learners to choose their additional sources which written by those, who come from English speaking countries to ensure the authenticity.

To make the learning materials more authentic, lecturers should contextualize the materials. All of the participants have their own strategies to contextualize their teaching materials, such as participant B and participant E would select Islamic context, since they believe that their students can draw the Islamic values within English text. Even participant B proposed her learners to select the sources which written by Islamic authors. Participant C and participant F were likely to specify the topic to the daily life, participant D was by carrying out some examples of lifestyle to the class. Participant G and participant H tended to bring the issues based on the topic would be discussed in the class.

From the beginning to the end of the learning process, learners are ideally facilitated by instruments to monitor their self performance and assess their outcomes. For example, self assessment, peer judgment, and diary to record their learning progress. Luckily, 6 (six) of 8 (eight) participants did so. Participant A and E employed peer judgment. Participant A asked another learner to give comment on their friend's work, e.g. speaking performance, and writing style. Participant E and F added using self assessment to facilitate their learners to monitor their performance, by answering questions about their performance during the learning process. Participant C as well as participant D used internet application, namely *blog and Edmodo*, to record their learners' performance, and asked other learners to give comment on their friends' works.

4. Discussion

The data shows that from 8 (eight) participants, only 2 (two) out of them are familiar with post-method pedagogy (PMP). It proves that, our local English lecturers, in the context of Islamic universities, are mostly unfamiliar with this notion. Somehow, the two of them, who know the notion of PMP, seemed not to implement the ideas of PMP in a whole. They only did partial ideas of PMP. For example, they modify the methods based on learners' wants, needs and objectives; provide enough sources and maximize the use of internet to support their teaching materials, and even employ more than one strategy to teach language. They realize that only applying one method for teaching EFL is not adequate. After we conduct the interview, all of the lecturers admitted that they trapped in troubles during the implementation of pedagogical innovation. They have several challenges to practicing the entire ideas of PMP. Here, we generalize into 3 (three) main points of their predicament; 1) learners' activities outside campus, 2) learners' lack of willingness for reading the materials before class, and 3) learners' passiveness during teaching learning process. However, the lecturers exclusively have their own strategies to cope with these barriers.

Having many activities outside campus is good for the learners actually, but it should have positive contribution to their language exposure, such as participating English in debate community, joining English course, having English club, and so forth. Nevertheless, many students of Islamic universities lived in dormitory, so that they have limited time to practice English in their spare time. The lecturers feel reluctant to give certain strategies to improve their learners' language skills. Some lecturers only suggest their learners to study together with their friends out of the class to share their difficulties, so that they might gain solution from their friends.

Lack of willingness for reading materials seems to be the most challenging thing for lecturers. It occurs since learners are less motivated in reading. Consequently, it does not matter how qualified and excessive the sources, if learners have no intention to read, they will be lack of knowledge and understanding, so that it would impede the language and knowledge transmission during the teaching learning process. In this case, the lecturers have different ideas to motivate their learners to do reading. One of them humbly summarizes the materials and gives to the learners. Giving punishment to the learner who did not read the material is the strategy from another lecturer to motivate the learners to read. The rest of them just give advice to their learners to read the materials before class, and tell them the important of reading materials.

The last one is passiveness during learning. Some learners tend to be silent and passive even if the learning activities demand them to be more active. The reason of this passiveness can be varied. The greater reason is from learners' motivation. Lightbown & Spada (1999:57), stated that motivated students can be recognized from those, who actively participate in class, express interest in the subject-matter, and study a great deal. The impact of the passiveness is lecturers could not easily identify what the learners need, so that

lecturers are not able to give effective learning strategies for learners. To deal with this problem, the lecturers have their own way to face it like making some groups discussion consist of both active and passive learners, stimulating learners with leading questions, and trusting learners' opinion whether their idea is true or false. On the other hand, one of the lecturers did to force learners by threatening them—the passive students will not pass the course.

5. Conclusion

The study suggests that despite post-method pedagogy has emerged as a good alternative for EFL teaching, our local lecturers in Islamic universities context are not, under certain circumstances, familiar with that. However, they realized that this pedagogical innovation offers multi-methods which could be effectively implemented in EFL teaching. We conclude that the notion of PMP was unfamiliar for mostly local lecturers in Islamic universities context, but still they recognized that using only one single method for teaching English was not sufficient. Therefore, some of them needed to modify their teaching method like asking learners' needs to adjust the strategies. They also identified learners' difficulties to give them alternatives strategies, but instead of giving specific learning strategies to the learners, they just give general advices. All of them provided enough sources to enrich learners' skills, and two of them optimized internet applications to assess learners' outcomes by posting their works to the *blog* and *edmodo*. From the case, we believe that although the local lecturers did know much about PMP, they did the principles of PMP.

This study also recommends the lecturers to be more aware of the incoming issue of pedagogy by, for instance, joining seminars or writing pedagogical articles to increase their pedagogical competence. In addition, the lecturers should also be more sensitive to learners' difficulties. As a result they would be able to arrange suitable EFL teaching methods for the needs of the learners, offer the alternative learning strategies immediately, afford enough sources, and creatively equip learners with the instruments—like peer judgment sheet and self assessment sheet—which could be used to monitor their performance and assess their outcomes.

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Employing Facebook Group in Fostering Students' Quality in Writing

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Abstract

In recent years, computer technology has been widely used for educational purposes. A huge number of users are using multimedia applications for foreign language teaching and learning. Facebook Group (FG) an online social media can be used as an alternative media. There are beneficial sides of using FG instead of other social media regarding to the features to support the teaching of writing, such as news feed and comment. This study aims to attend one of the online social media FG as an interactive media in teaching writing. While the students published their writing product, the other group members give their online corrective feedback. This activity provides more opportunities to share ideas and gain confidence to make a good quality in writing. As this study is proposed to offer a new teaching media, the result of this study is a concept of teaching writing by employing FG along with its values.

Keywords: Online Social Media, Facebook Group, Writing Product

1. Introduction

Curriculum of teaching English in Indonesia is addressed to facilitate students to learn all four skills namely: listening, speaking, reading, and writing. Writing as one of the language skills has an important role in mastering the language. Writing is also as a means of communication has its own position to represent a language. Writing is classified as productive skill becoming the indispensible skill that must be learned in the last process of learning English language. Besides, its function is to develop students' skill in learning the language. It is pointed out that writing is like a process, which deals with word and ideas, where the students should be able to develop their imagination in order to get the ideas easily to write.

Nowadays, because the tendency of writing is considered to be the final product of writing activity, writing is considered as a proof to measure the students' ability. It is the tool to know the students feed back after learning process. White (1987) stated that through writing, students can see what has

been achieved. It is in line with Cahyono and Widiati (2011) who says that in the light of writing as product, writing is considered to be the final product of writing activity. Pertinent to productive skill, it is undoubtedly true that product of writing tends to over emphasize excessively than considering the process of writing in classroom (Brown; 2007). Therefore, the final product is focused to be assessed by teacher based on good writing criteria in classroom.

Commonly, writing skill is often considered as the most difficult skill to be mastered by foreign language learners compared to the other skills. Writing skill is not easy due to its difficulty in generating, organizing, and translating ideas into understandable text (Richards and Ranandya; 2002: 303). It is also widely believed that writing becomes a complex process not only grammatical and rhetorical devices but also conceptual and judgment elements (Heaton, 1988). In other words, students have to produce their writing in straight to the point form (Brown; 2007).

Consequently, to encourage the students to write and explore their ideas, the English teachers need to find a way to motivate their students to write. Teachers should also know that the most important factor in writing is the involvement of the students. The students need to be personally involved to make the learning process experience fun and interesting. By involving themselves in the first to the last stage of writing, the students will get more advantages of it. Besides, the activity should also create the teaching of writing in such a way that students can see the goal of it and make measurable progress through the performance of realistic and relevant task. In other words, they need a media which help teacher to deliver teaching materials, to stimulate students' attention, interest, mind, and feeling in learning teaching process in order to achieve the lesson objectives.

Celce (2000) stated that media are the technological innovation in language teaching as the aids of the teacher in teaching learning process. While Brinton (2001) stated that media help teacher to motivate students by bringing a slice of real life in the classroom and by presenting language in its more complete communicative context. In line with those theories, the role of media is essential in teaching writing. In the digital era, the researchers see that some internet technologies, like social networking can be used as the media to teach English, especially writing skill. By using internet and social networking that have existed nowadays, the possibility to communicate and build interaction in other languages, especially in English, is opened widely since US and European users dominate the use of internet (Hyland, 2002:77). Hadley (2001:302) stated that technology plays a role in fostering social interaction and foreign language literacy through written communication. In addition, the use of social networking can bring a new atmosphere for the students to learn. They do not only play with paper and pen, but they can also learn by using social networking that they are already familiar to use. Smith (2010) and Hoyer (2010) stated that Facebook was found to be the most popular social networking site used by students.

Facebook phenomenon is mushrooming all over the world. The young generation now is spending more and more time online on Facebook. The one who does not have any facebook can be considered as an old fashion young generation. Thus, teachers as the educators have to consider it to be the value for educational purposes. Facebook as one of the social networking can be used as useful and enjoyable as media in teaching writing. Some Facebook features which are able to support the teaching of writing are status, groups, notes, chats, page, and many more.

Facebook Group (FG) is one of the Facebook features that is available on the social networking site of Facebook. In the Facebook Group, the users can make a new group or join and participate in the existing one. Members of group can share and discuss about something in common among them. Currently, the Facebook Group becomes one of the most popular online social networking sites among young generation. Students as Facebook Group users are involved and contributed actively in it. In this case, a Facebook Group can be considered as one of media which is able to help the students to learn writing easily. For this reason, teachers can create Facebook Group specifically for the purpose of providing students with a space where they are in control of the content and the direction of their learning, as well as providing more opportunities for students to write. Through Facebook Group, the users can give comment or feedback about certain topic which is discussed among them, so they can read the other opinions that are possible to enrich their opinions about certain topic discussed. In Carroll and swain (1993) and carol (2001), direct metalinguistics feedback outperformed all other types of correction. The teacher acts as a facilitator for the group. Those activities can be very helpful for the students in order to improve their writing.

2. The Nature of Writing

Writing is a complex process to a composition of words resulting from the exploration of thoughts and idea, drafted into written text, and subsequently revised to ensure that the writing product can clearly be understood by readers (Nunan, 2003: 88, Brown, 2007: 391). Writing permits a society to permanently record its literature, its history and its technology. The creation development of writing system is therefore one of the greatest of human achievements (Ibid, 2000).

Writing is an activity to show idea, thinking, and feeling in written form. According to Percy (1981:3), writing is an action time for writers to reflect, play with their ideas, gain new and deep knowledge into what they feel and believe. It is time for them to refine the things about they wish to write until they become clear and understandable communication.

Nunan (1998:88) stated that we may think, read, imagine, organize, edit, and reread in the process of writing. This is both physical and mental act. Physical act means that in the beginning level, writer may write without logic or write disorderly. As physical act, writing requires practices regularly. While the mental act means that writer may write by expressing his feeling, thinking, or describing

an object. Smalley (2001) added that writing is a personal act in which a writer draws on knowledge and complex mental processes in developing new insights. It can be known that a writer has succeeded in catching much knowledge and been ready to share with the reader. That is why, writing as a productive skill, takes an important role to the level of thinking and intelligence (Pramudya, 2002 in Hanani, 2004:3).

Writing is an activity of immediate self-expression, in which we put out ideas spontaneously and inspirationally. People can share their though and ideas through writing. By writing, the writer tries to communicate with the readers using literary devices and compositional techniques. Moreover, writing is a process of composition in the sense of making or building which involves constant reconstruction. We need to steer the repeated stages of writing and rewriting which enable first thought to be directed into a sustained ideas or arguments. In other words, a piece of writing comes into existence as the result of a response to a situation that often demands immediate attention.

3. Online Social Media

Recently, most of the people are mostly digital native. They tend to use any kind of technology in their daily life. The common of technology such as computer, laptop or even mobile phone are easy to be accessed. People communicate via SMS, Facebook, Whatsapp, line and all social media without knowing well the people whom they are communicate. In online social media, once they go online and log in, they become part of it and everything they write is published. Furthermore, Klien (2008) treats Social Media as an offline word of mouth and describes it as a combination of "Media", "Social platform" , and "Technology". Example of social platform includes social networks, forums, wikis, social bookmarking, and blogs. According to Solis (2007), social media are the online tools that people use to share content, profiles, opinions, insights, experiences, and perspectives. These tools include blogs, social networks, message boards, wikis, and bookmarks. Those tools have been known in the students' range, especially social networks. Social network is an online community of people that share common interest, such as Facebook, twitter, flickr, MySpace, Tumblr, and many more (Boyd, 2008). Facebook, a social media web application and most popular social networking website. Students use Facebook for communicating with friends and playing games. Since they use Facebook frequently and comfortably, teachers may use this entertainment oriented site as an edutainment tool. One of the alternative ways to use Facebook for teaching is to start a Facebook Group.

3.1 Facebook Group

Students are engaged with technology, they are already familiar with blogs, Facebook, Twitter, text messages and other applications. They tend to write anything they like, most of the students consider these types of informal writing as "communication" and not likened to the "writing" tasks that are given in schools (Yancey, 2009). This shows that students are still unable to see the

connection between the writing learned in the classroom and the meaningful communicative use outside of the classroom. Yancey then proposes the use of one of the feature of facebook, facebook group, in helping students make that link in order to make them better writers.

Facebook group is a feature that is available on the social networking site, Facebook. This feature allows for an unlimited number of members to participate, communicate and interact via post for a specific purpose (Melor, 2011). Of educational interest is the fact that this means that users are continuously involved in the sharing of information, interacting and communicating with other users, collaboration and the sharing of ideas and opinions via posts and status updates. In a facebook group, community building, inter-personal relationships and social networking occur without the conscious effort of the user. This can be seen as learning and practice opportunities for learners via informal learning. Learners work together to construct knowledge, work collaboratively to negotiate content and meaning and indirectly learn from one another (Line, 2012). Moreover, they can take the benefits of authentic language interaction as well as the sosialization awareness that is gained through use of facebook groups, the member can give online corrective feedback which are more often than not neglected if learned through language text books. The students can post their writing product, thus the other member are actively "posting" and "commenting" on the application. They can take every opportunity to practice their writing skills. Students also discover new sentence or writing structures by reading the comments and posts from their peers (Kabilan et al, 2010).

Melor et. al (2011) in his study proposes Facebook Group in teaching ESL writing, The respondents were 43 students in TESL, in the Faculty of Education, Universiti Kebangsaan Malaysia (UKM). The result shows that Facebook group does help in the students' writing process It is shown that FB groups help in the brainstorming process, in organizing their thoughts before the actual. writing, learning new vocabulary from reading comments of others in the group, reducing spelling errors via the spell-check feature, helping to get a better idea before writing from the ideas or opinions posted by friends, and students finding it easier to complete their essays after participating in the Facebook Group discussion (Melor et al, 2011). This research in line with the research conducted by Ping (2015) which tests the effect of Facebook Group on the writing performance, the result show the positive effect, the students' writing performance shows improvement in term of their interest and when they read their peers' comments. Ideas posted by peers have helped other weaker learners to obtain ideas and they found it easier to write an essay on the same topic in class.

The concept of Facebook Group (FG) which I propose is similar to the Ping's, it requires the teacher and students to do project, teacher has to make a facebook group then invites all the members of the class. The teacher merely acts as a facilitator for the group. Teacher gives opportunities for the students to express their thoughts and share with the others. The teacher also plays a

major role in guiding the comments of the students. Such activity could be called virtual exercise. Facebook groups also allow for almost immediate feedback and fun interaction that will motivate students in improving their writing (Boyd, 2008).

4. The Implementation of Facebook Group in Teaching Writing

The use of Facebook group as media in teaching writing should include writing process. The writer should take each stages before the writing can be served to the readers. Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The students choose the topic and the idea into an outline to organize it. The second stage is drafting, it is focusing on the fluency of writing and is not pre occupied with grammatical accuracy or the neatness of the draft.. In this stage, they just write rough draft that can be developed in the next stage. Next, the students have to develop their idea in the first step into paragraph and make it coherent, also the students should think how to make the writing become ease to understand and interesting to read. The third stage is revising, The students are asked to check their writing. They have to fix it before they submit on the Facebook Group (FG). After they submit on the Facebook Group (FG), the students have opportunity to give comments or feedback to their friends' writing. Here, each student can give comments or feedback to their friends before continuing to the last stage. The fourth stage is editing, the students are engaged in tidying up their texts by editing their writing depend on their friends comments, suggestions, corrections about the content, organization, vocabulary, language use, and mechanics in writing. It means the students should fix their errors to make the reader fully understand with the contents and the organization (Hogue 2003:65). After doing all of those stages, the students can submit their final writing on the Facebook Group (FG), then the teacher can evaluate the students' writing product.

These concepts can be applied into various topics according to the most recent environmental or social condition among the students like a hot issue in that country so the topic will not be boring and keep the students interested to engage the activity. On the next meeting, teacher can give feedback about the previous activity. The feedback can include correction of content, organization, vocabulary, language use, and mechanic, in order to make better improvement for the next writing.

5. Conclusions and Suggestions

Facebook Group (FG) is one of the media that can be used in teaching writing. The use of Facebook Group (FG) in teaching writing is considered to be very helpful in fostering the students' quality in writing. When the members of the FG submit their writing product on the FG, they have opportunity to give comments or feedback to their friends' writing. Here, each student can give comments or feedback to their friends before continuing to the last stage. The fourth stage is

editing. In this stage, the students can edit their writing depends on their friends comments to their writing product. After doing all of those stages, the students can resubmit their final writing on the FG.

The main challenge that teachers need to take note is the distractions by other

features of Facebook such as FB chat, games, and other applications. It is also discovered that despite the positive affective influences FG have on the respondents, many still prefer the actual classroom discussion instead of that in the FG. It is likely that though students like to learn independently, a teacher or a facilitator is still required to guide and direct the learning, especially over a virtual discussion space where students are left to their own devices. It is recommended that further researches could focus more on the challenges of integrating FG for teaching and improving writing, and look into the perception of teachers as well. Experimental studies regarding this research topic could also be done to see how the affective influences of Facebook and Facebook Group (FG) help in improving students' writing skills.

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Enhancing Students' Critical Thinking Abilities in Writing by Implementing Intensive Expository Writing Treatment

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Abstract

Undergraduate students in Indonesia often face difficulties in exposing and employing their critical ideas in the form of writing. Tesema (2005) stated that learning to write in a foreign language is an uphill struggle for most of the English language learners. Accordingly, students need intensive expository writing treatment to boost their critical thinking abilities in expounding something in writings. This research aims to ascertain whether the treatment brings significant improvement on students' abilities in developing their critical thinking in writings. Using descriptive qualitative and true experimental research design, this study involves 30 English Department students of Universitas Negeri Malang who are separated into two groups: 15 students who get intensive treatment and 15 students who do not. The treatment is, genuinely, given for a whole month. The findings indicate significant differences between each group's final results, mostly in terms of cohesiveness and coherence between paragraphs and sentences. Therefore, lecturers are hoped to try implementing intensive expository writing treatment in any writing courses, specifically for undergraduate students, because writing is one of the especial ways to enhance critical thinking abilities. Thus, expository writing should be taught intensively, and the given topics should, expectantly, get harder each time new assignments are given.

Keywords: Expository Writing, Students' Critical Thinking Abilities, Intensive Expository Writing Treatment

1. Introduction

Everyone does need language in order to be able to communicate with others. Larsen-Freeman in Styati and Vendityaningtyas (2015) said that language is a mean of communication to interact with one another in the society. Communicating with other people from different countries which do not use the same language is quite hard. That is why people chose a global language to bridge the gulf between the two speakers from different country, and that language is English. English is used widely for communication between people

who do not have English as the first language or even a second language (Harmer, 2007). By using the unanimous language, people can communicate and even express what ideas they have in their mind.

Expressing ideas through language is often identical with speaking or oral communication. Actually, writing can also be one of the methods to express what people think. Murcia (1991) said that writing is the ability to express one's ideas in written form in a second or foreign language. Accordingly, writing is an activity to express anyone's ideas in written form. Sometimes, expressing ideas through writing is considered more effective because any ideas in the form of writing is easier to acquire. Moreover, people who are looking for information can obtain deeper understanding if they read a passage rather than listening to a sermon because they can always keep reading the part they do not understand. As one of the methods to communicate and to express ideas, writing also has some benefits for people who learn it.

Those benefits people can get are concerned as the importance of writing. People, specifically students, need to master how to write, express, and elaborate ideas cohesively and coherently for it can help them to deliver vivid definition of something. Writing can help them to do so because there are rules and regulation on how a good piece of writing should be. By following those rules, students can produce a schematic and systematic piece of writing. Furthermore, writing can also develop students' critical thinking. One of the primary aims of undergraduate education is to develop citizens who are able to engage in critical thinking and clear writing, and major degree programs play a critical role in the development of these abilities (Georgia State University, 2008). So, it is crystal clear that students need to learn writing as well as critical thinking because of its importance and benefits.

However, writing is not a piece of cake, especially writing in foreign language. Tesema (2005) asserts that learning to write in a foreign language is an uphill struggle for most of the English language learners. Hays in Kogen (1986), pointing to the work of Piaget and others on the cognitive development of children, suggests that college students have difficulty in writing because they have not succesfully negotiated the move from lower to higher states of cognitive development. This statement implies that students do need to have developed critical thinking, or at least second thought, when they are about to write or learn how to make a tremendous piece of writing. Richard and Renandya in Alawi (2011) said that writing is the most difficult skill for second language learners to master because the difficulty lies not only in generating and organising ideas, but also in translating these ideas into readable text. The problems experienced by students in writing effectively are attributable, in part, to their difficulties in executing and regulating the processes which underlie proficient composing, planning, and revisions of their work (Troia, 2003).

Talking about difficulties in writing, there are many types of writings, and each of them has its own difficulties. One type of them is expository writing. Expository writing, coming from the word expose which means to explain, is a type of writing that explains, exposes, and expounds one's thinking in a vivid

and complete way without even containing any bias. To cut it short, expository writing means to show one's thinking, proven by valid facts. Expository writing is related to critical thinking. This critical thinking in expository writing is quite different with the term critical thinking in opinion and argumentative writing. In either opinion writing or argumentative writing, critical thinking refers to the ability to face an issue, then take side, and even make the counter argument to argue with the opponent. On the contrary, in expository writing, one needs to expound their thinking coherently, cohesively, effectively, and efficiently towards the given issue, but still there must contain no bias.

The researcher believes that expository writing can be used to enhance undergraduate students', specifically English Department students, critical thinking in facing different kinds of issues from different kinds of majors and sciences. This is because students need to at least read about the given topics from several worldwide articles or academic articles. They also have to synthesise their understanding with the materials they get from several reliable sources in order to produce a coherent, cohesive, and understandable piece of writing without injecting any bigotry. That is the reason why the researcher comes up with the idea to implement an intensive expository writing treatment.

Based on the statements above, the researcher wants to investigate the effectiveness of intensive expository writing treatment towards undergraduate students' critical thinking abilities in writing. Accordingly, there comes a research problem which is:

"Do students who are given intensive expository writing treatment produce and indicate better critical thinking abilities in writing than students who are not given any treatment?"

2. Methods

The study is true experimental research. Charles in Latief (2015) states that in a true experimental research, the researcher has the access to random selection of the samples and random assignments of the samples into experimental and controlled groups to ensure the equivalence of groups and to control for many interfering variables that might otherwise contaminate the results of the investigation.

The study involved 30 random English Department students in Universitas Negeri Malang who have taken Paragraph Writing course and have GPA more than 3.00. They were assigned into two groups, 15 students are assigned into the first group, experimental group, which is given the treatment, and the rest 15 students are assigned into the second group, controlled group, and get no treatment. This study lasted for a month, and they were given 15 topics to finish in the whole month. The treatment was done via WhatsApp and the submission was done via email. The topics were using the concept of active learning. Bonwell and Eison (1991) affirms that active learning are tasks that move from the simple task to a more complex one. In other words, the active learning task begins with the simplest one and ends with the most complex one.

The data were obtained from the submitted assignments. Those assigments were later analysed and evaluated one by one. The students were given feedback after they submitted the assignments and they were also asked to give their comments about the topics.

3. Findings and Discussion

The students were given 15 topics to write. They have to expound and elaborate their own knowledge with facts related to the topics which mostly do not ring a bell. The topics are as follows:

Table 1: Given topics and their difficulty level

Week	Topics	Difficulty Level
1	The reason why Malang is nominated as one of the "Kota Pelajar" in Indonesia	1/15 *)
	Strong influence of foreign cultures in Indonesian pop cultures	4/15
	The reasons why Orangutans are on the verge of extinction	4/15
	How land reclamation harms environment	5/15
2	The implementation of ethno-pedagogy in Indonesia	5/15
	Current condition of creative economy industries in Indonesia	5/15
	What makes Denmark becomes the happiest country in the world	5/15
	The reasons why the British choose to do Brexit	6/15
3	What Google does in order to make its employees jubilant	6/15
	The realisation of Jokowi's Revolusi Mental program	8/15
	Current researches on future food sources and resources	9/15
	Today's development of terraforming project and how it works	11/15
4	Indonesian-Australian bilateral relationship in education	13/15
	Indonesian-Philippine-Malaysian trilateral relationship in military and security	14/15
	The existence of altruistic behaviour all over the world	10/15

*) 1 out of 15 students finds it difficult

Active learning is used in determining the topics. The difficulty level of each topic is varied from the simplest one to the most complex one. It can be drawn like this:

Simple Task   Complex Task
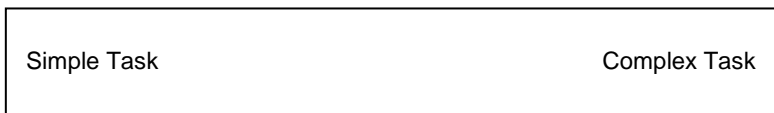
Figure 1. Illustration of Active Learning (taken from Jumariati, 2015)

In making the writing, they have to at least create one paragraph or maximally two paragraphs; each of the paragraphs contain 8 – 12 sentences. In delivering the treatment and the topics, the study was divided into 4 phases in a month. The first phase is the simplest one, the second is the less simple, the third is the less complex, and the last is the most complex. In every phase, students were given 4 topics to write and submit, except for the last phase, they only got 3 topics to finish. Those phases were labeled as week 1, week 2, week 3, and week 4. The implementation and realisation of the treatment can be seen as follows:

3.1 Week 1
In the first day of the first week, students were introduced to expository writing. Then, they had to create an expository writing without even given any treatment before. This means to investigate their basic knowledge on what expository writing is. The result shows that most of them often include their subjective personal opinion in their writing. Some students also state too many facts, and that makes their facts and their critical thinking on the given issue become not specific. The students comment that the topic is easy, but their ignorance of expository writing makes them confused in creating it. After receiving feedback from the researcher, they start to know how to develop a good expository paragraph and they also know how a good expository paragraph should be. The given feedback are that they should use mind map to list what facts they want to elaborate and focus on them. Those are aimed to produce better writing in terms of cohesiveness and coherence (structure).

The second task for them is getting harder. Some of the students do not even know about the material, yet almost none of them wants to read more about it. They only read a little so that they misinterpret the meaning of the topic. In terms of structure, their paragraphs are getting better than before even though there are still some students who just take the previous feedback for granted. Most of them present three ideas in their paragraph, and that is actually a very good number; however, they do not elaborate and specify their ideas. Their accuracy to the topic is somehow bad. The feedback for them is that they need to read more in order to be able to present more accurate facts

in their paragraph(s). The students are also warned to pay further attention to the coherence and cohesiveness of their paragraphs.

In finishing the third task, the students do need to read more. They do read more and that makes their paragraphs tremendous. Some of them say that it is quite easy to find out about the materials on the Internet so that they can understand the materials better. For that, they can provide better facts for their paragraphs. Unfortunately, they do not expound those facts specifically. They tend to read about many facts on the Internet and later they paraphrase them. Paraphrasing is indeed a good thing, but detailing the facts is what expository writing should be. Some of them write the facts and explain them specifically. It is a very great thing, but the thing is they forget to make their paragraph cohesive and coherent. The researcher then give them feedback on how to focus on just three facts and elaborate them better to make them cohesive and coherent.

The last task in the first week is quite challenging for them. Some of them take a lot of time finishing this one. They say that the topic is quite new to them so that they need to learn it from the very beginning. Impressively, they can make this one cohesive and coherent though the facts are not strongly proved. Feedback for them is they need to keep maintaining the progress they have made so far and they also need to improve it to develop their critical thinking abilities in writing.

3.2 Week 2

The first task in the second week is also quite difficult for them. The term "ethno-pedagogy" is very unfamiliar for them even though they have experienced learning from this method so many times. Mostly, in order to acquire correct understanding about what ethno-pedagogy is, they need to read academic articles or book related to it. Some of them are not accustomed to read and deal with the complexity of journals and that makes them take too much time in finishing this topic. In terms of structure, they managed to create a cohesive and coherent paragraph(s), but in terms of content, some of them are not able to expound what their thinking and facts about the topic are. The feedback in the second week is more personal. Each of the students is given different feedback, depending on what their disadvantages are. However, all of them are told to accustom themselves to academic articles because the rest topics will be very hard if they do not enrich their knowledge by reading materials in academic articles.

The second task is also quite hard for them. Most of the students do not know well about the topic and again, they tend to not reading the materials. Some of them just guess about the topic and it definitely worsens their writing. Even though the cohesiveness and coherence of their paragraph(s) is getting better all the time, but it contradicts with the result of the content development. Their ability in producing a cohesive and coherent writing is improving quickly, yet their ability in improving the content of their writing is slowly improving. Thus, the feedback given to every of them is mostly about how to express their

objective thinking towards the issue by providing several supporting facts and specific explanation.

The third task, for them, is not as hard as the previous two tasks, but what makes it hard is that they are confused about how they can explain their thinking towards this topic. They can find many information and facts related to the topic, but their minimum and limited knowledge about Denmark prevents them from being able to elaborate the thing they find with their knowledge. Again, they can only produce a well-structured essay. The feedback for them is that they have to read a lot and try to list what they want to write in the form of a mind-map.

The last task in the second week is very hard for them. Although the news of Brexit has become quite viral recently, many of them still do not know what Brexit actually is. Some of them also say that they have try to read the news about it, but it seems that many terms that are used in the news are difficult to understand. From this, we can conclude two things. The first is that it is very hard to comprehend something from different majors without any intensive study before, or the second, students are not having enough proportion something above their level. The feedback is that students are suggested to read some articles they like before they read the main materials. This is aimed to warm their brains up before being used to think something serious.

3.3 Week 3

The third week is kind of different with the previous two weeks. Here, students are asked to assess themselves after reading their own writing. The purpose is to build self-awareness of the students so that they can self-evaluate themselves in writing. This also counts as one way to develop students' critical thinking abilities in writing. Coming to the next topic is not that hard compared to the next three topics in week 3. Students are having no hard time in finishing this. Both the structure and the content are very good. After self-evaluating themselves, they say that this topic is not that hard, and the needed materials can be found easily on the Internet.

The next topic, Revolusi Mental program, is considered very hard by some of the students. The structure of the paragraph(s) they make is very good, but the content is not that amusing. Some students said that they do not interested in politics, that is the reason why they cannot elaborate their ideas well. Some students say that they have a little interest in politics, but they do not really know about the program and what purposes the program has. Some students also say that by reading this topic, they can understand about politics better. However, there are some terms they cannot understand well even after reading it twice or thrice.

The next topic is quite troublesome for several students. Some of students' writing are not accurate at all to the topic because they misunderstand about the topic. This misunderstanding leads to serious major problems when they are writing. Some students mention a prediction of café and restaurants

development in the future. After being clarified, they realise that they are wrong in understanding the topic. From this accident, the researcher concludes that sometimes some students do not really get the meaning of the topic because this is not the first time this accident occurs.

The last topic in week 3 is very difficult for them. None of them knows what terraforming projects are. Some students state that though the information about terraforming projects on the Internet are easy to understand, there are not many information to read as references. However, even though the information is quite limited, students are still able to produce writing which are fairly good in both content and structure.

3.4 Week 4

The last week is very different from the previous three weeks. In the last week, students just have three topics to write. However, what makes it hard are because the three topics are extremely and extraordinarily hard (except the last topic) and they get no feedback. The first topic in the last week is extremely hard for them. Only two students think that the topic is fairly easy, but the rest of them feel that the topic is burdensome. Even though the available materials are so many on the Internet, it does not change the fact this is their first time making a writing about international relationship. This deals a great impact in terms of submission deadline. They need further deadline to finish the topic because of the difficulties mentioned above. The result is fairly good, the structure is good, but the content is so-so.

The next topic is extraordinarily hard. The materials are very limited, even on the Internet, and that makes almost all of them late to submit the writing. The result is somehow below the expectation. They manage to produce a very good structure of their writings, but they cannot elaborate any ideas of them. The ideas are so general and not specific at all. The researcher concludes that this topic is probably too hard for them.

Lastly, the last topic is not that hard. The materials are easy to found and to understand; and the core concept of altruism is very easy to comprehend. The results of experimental group, the one who get treatment, are compared to the results of the controlled group, the one who get no treatment. The results are, students of experimental group produce paragraphs with far better qualities than the students from controlled group. But, in terms of context, students of experimental group slightly do better than the controlled group. This means that the difference in content result is not significant.

4. Conclusion

Intensive expository writing treatment is a intensive writing treatment which is aimed to boost students' critical thinking abilities in writing through the use of active learning and expository writing. After conducting the research and analysing the data, the researcher finds that intensive expository writing treatment does improve students' critical thinking abilities in making cohesive

and coherent paragraphs, but it does not really effective in helping students to learn how to create good and specific content in their writing. Probably, it is because the treatment time is considered too short and the number of writing they need to create in just a month is too many. For that reason, a further research and longer treatment are need to make in order to investigate the effectiveness of this treatment, probably in a semester.

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Correlation between Students' Linguistic Intelligence and Students' Reading Skill
(An Experimental Research on Students of D4 Nursing Study Program of Malang, State Health Polytechnic of Malang)

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Abstract

The purpose of this study was to find out whether there is any correlation between students' linguistic intelligence and students' reading skill. The design of the research was an experimental research. It was carried out in State Health Polytechnic of Malang from March to May 2015. The data were taken from the fourth semester students of D4 Nursing Study Program of Malang in the 2013/2014 Academic Year which consisted of 52 students. Prior to data collection, a linguistic intelligence test was conducted to measure the students' level of linguistic intelligence. After analyzing the result, the finding shows that there is a correlation between students' linguistic intelligence and their reading skill. Therefore, it is recommended for teachers to enhance students' linguistic intelligence to improve the students' reading skill.

Keywords: Experimental Research, Linguistic Intelligence, Reading Skill

1. Introduction

Nowadays, reading is becoming one of the important skills in language mastery for this globalization era. This is especially applied to those who involve in the academic field that needs reading activities in the process of transferring knowledge. When the reading process runs well then the purpose of transferring knowledge will also happen as the readers want it. By reading, it is expected that the ideas conveyed in the reading textbooks can be well extracted.

Basically, reading is a transaction between the text and the reader. As we read, we search for and construct meaning based on what we bring to the text and what the text bring to us. Cooper (2002), states that reading is a strategic process by which readers construct meaning to a text by using the clues in the text and their own prior knowledge. Snow (2001:1), also states that reading comprehension is the process of simultaneously extract and construct meaning through interaction and involvement with written language. Thus, reading

comprehension consists of three elements; the reader, the text, and the activity or purpose of reading. Those statements above imply that reading is a process of constructing meaning from written text; the reader interacts with the graphic symbols that represent language, his language competence and his background knowledge.

Nunan (2003: 69) states that reading is the most important skill to master in order to ensure success not only in learning English, but also in learning any content subject where reading is required. With strengthened reading skill, learners will make greater progress and development in all other areas of learning. So we can see that English proficiency particularly in reading skill is assumed to be essential for university or college students. It will give much contribution for their success in study. Accordingly, it is very important to train students to read and comprehend English texts better.

To improve the quality of teaching reading in class, more research in reading need to be conducted to help teachers defining the best ways to improve students' capability in reading because we know that usually different students need different approach to make teaching and learning process runs well. By doing the research we will know crucial matters to be taken into consideration to improve students' reading skill. Not only that, some new ideas concerning with reading as one of the skills need to be mastered in English are expected to be discovered. Hopefully, those will bring good impacts to improve reading abilities of the students.

The essence of reading is comprehension. To have a good skill in reading, students need to master some indicators in reading skill. They include the ability to obtain meaning and select the message from written text by finding reference, identifying main ideas, finding detail information, comprehending the meaning based on the context, identifying lexical meaning, and understanding communicative functions. Burns, et al. (1996: 207) state that the objective of all readers is the comprehension of what they read. Meanwhile, Pang, et al. (2003: 16) suggest that reading comprehension is an active process of constructing meaning from connected text that involve word knowledge as well as thinking and reasoning.

Students' reading skill are influenced by some factors. One of them is the students' linguistic intelligence. It plays a very important role because it will determine the students' level of involvement and comprehension in a reading class. It is assumed that if students have high linguistic intelligence they tend to have high level of involvement and comprehension in reading. Teachers must be aware about this to have a better understanding on their students' to be able to decide what teaching techniques should be applied to their students.

This study focused on linguistic intelligence because this is one of the most widely incorporated intelligence in a classroom. The linguistic intelligence involves aptitude with the oral and written workings of language. According to Gardner, any individual could exhibit sensitivity and strength in all or some of the following linguistic abilities: word meanings, word order, word sounds, and language function (2011). Kagan and Kagan (in Dillon, 2005: 118) describes it

as "Word Smart". Oak (2010) also states that linguistic intelligence involves deep understanding of words and sensitivity to literal as well as figurative meanings of words. It involves highly developed written and oral communication skills, proper knowledge of grammar rules and the information about as well as a zest to learn different types of languages. Individuals with highly developed linguistic intelligence may be a poet or a novelist. People who possess strong linguistic intelligence traits will have a high interest in reading, writing, listening; have a good skill in listening; sensitive to patterns; enjoy word games; have a good memory for general knowledge; orderly and systematic; good ability in reasoning; and have a good capacity to become a public speaker/debater though may prefer either oral or written communication.

2. Methods

This research was an experimental study. It used a factorial design to analyze the main effect of both experimental variables and attributive variable as well as an analysis of the interaction between the treatments. Factorial design is a further development of the experimental technique, which allows for two or more different characteristics, treatments, or events to be independently varied within a single study. This research was aimed at observing whether there is a correlation between students' linguistic intelligence and students' achievement in reading. The class then was classified into two different levels of linguistic intelligence, high and low linguistic intelligence.

This research was carried out at D4 Nursing Study Program of Malang, Health Polytechnic of Malang. The subject of the study was the fourth semester students of D4 Nursing Study Program of Malang, State Health Polytechnic of Malang. The number of the population was 52 students. It was conducted from April to June 2015. Total sampling was employed since the number of the population was not too large. The class was divided into two groups, the students with high linguistic intelligence with 26 subjects and those with low linguistic intelligence also with 26 subjects.

Some tests were used to collect the data about the level of students' linguistic intelligence and the students' reading skill. In testing the students' linguistic intelligence, the writer used Linguistic Intelligence Test in the form of an Internal Test. An internal test is a written or oral assessment of students' achievement that is (a) designed specifically for the students and (b) not commercially produced or standardized (Johnson and Johnson, 2002: 62). It is generally formulated and scored by the teacher himself. This internal test was formulated based on the indicators. Meanwhile, to test the students' ability in reading, the writer uses a reading test in the form of multiple choice test with four possible options.

3. Findings and Discussion

This study aimed at finding out the correlation between students' linguistic intelligence and their reading skill. Linguistic intelligence test was conducted before the treatment to measure the level of students' linguistic intelligence and then at the end of the treatment they were given a post test in reading. Based on the group analyzed, the description of the data was as follows:

3.1 The scores of the students who have high linguistic intelligence

The analysis shows that the highest score obtained by the students is 90 and the lowest one is 55. The range is 35. The class is 5 and the class width (interval) used is 7. From the calculation result of statistics, the mean is 69.38, the mode is 59.59, the median is 68.5, and the standard deviation is 9.96. The frequency distribution of the data can be seen in table 1 and histogram and polygon in figure 1.

Table 1. Frequency Distribution of Data 1

Class Limits	Class Boundaries	Midpoint	Frequency	Percentage
55 - 61	54.5 – 61.5	58.00	8	30.77
62 - 68	61.5 – 68.5	65.00	5	19.23
69 - 75	68.5 – 75.5	72.00	6	23.08
76 - 82	75.5 – 82.5	79.00	3	11.54
83 - 90	82.5 – 90.5	86.50	4	15.38
Total			26	100
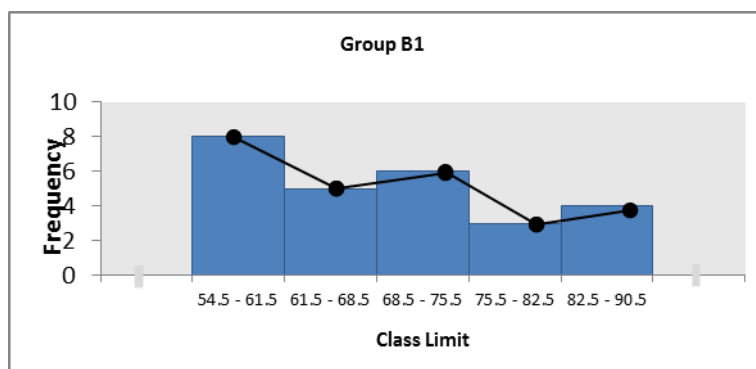
Figure 1. Histogram and Polygon of Data 1

3.2 The scores of the students who have low linguistic intelligence

The analysis shows that the highest score obtained by the students is 65 and the lowest one is 35. The range is 30. The class is 5 and the class width (interval) used is 6. From the calculation result of statistics, the mean is 46.78, the mode is 34.5, the median is 46.5, and the standard deviation is 8.40. The frequency distribution of the data can be seen in table 2 and histogram and polygon in figure 2.

Table 2. Frequency Distribution of Data 2

Class Limits	Class Bounderies	Midpoint	Frequency	Percentage
35 - 40	34.5 – 40.5	37.50	9	34.62
41 - 46	40.5 – 46.5	43.50	4	15.38
47 - 52	46.5 – 52.5	49.50	6	23.08
53 - 58	52.5 – 58.5	55.50	4	15.38
59 - 65	58.5 – 65.5	62.00	3	11.54
Total			26	100
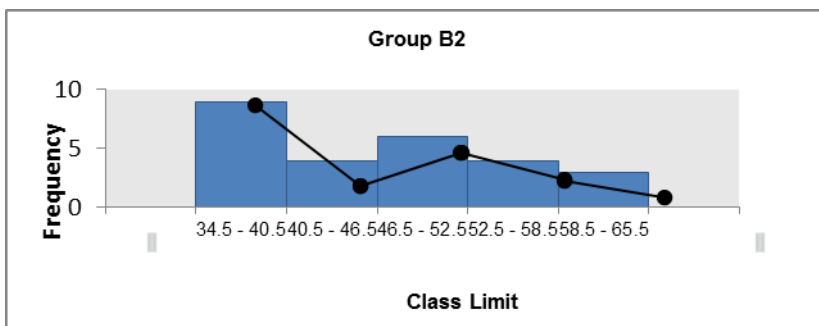
Figure 2. Histogram and Polygon of Data 2

The data above shows that the students who have high linguistic intelligence have higher scores compared to the students who have low linguistic intelligence.

The result of ANOVA test also shows that F_o between rows (151.87) is higher than F_t(4.04), then we can say that the difference between rows is significant. Therefore, the null hypothesis (H_0) stating that there is no significant difference in reading ability between the students who have low level of linguistic intelligence and students who have high level of linguistic intelligence is rejected. Then, it can be concluded that the difference in achievement between the subjects having high linguistic intelligence and those having low linguistic intelligence is significant.

Furthermore, the result of t-test shows that the value of q_o between rows is 17.43 and the value of q_t = 2.92 for α = 0.05. Because q_o (17.43) is higher than q_t (2.92), it means that the students who have high linguistic intelligence are significantly different in reading competence from the students who have low linguistic intelligence. The mean score of the students having high linguistic intelligence (69.80) is higher than the mean score of those who have low linguistic intelligence (47.00). Thus, it can be concluded that the students who have high linguistic intelligence have better reading skill than those having low linguistic intelligence.

Based on the result of the analysis above, that is, students who have high linguistic intelligence have better reading skill than those having low linguistic intelligence, it can be concluded that there is a correlation between students' linguistic intelligence and their reading skill.

The result of the study supported the idea stated by Gardner (2011) who describes that linguistic intelligence involves aptitude with the oral and written workings of language. Any individual could exhibit sensitivity and strength in all or some of the following linguistic abilities: word meanings, word order, word sounds, and language function. Students who possess strong linguistic intelligence traits will have a high interest in reading, writing, listening; have a good skill in listening; sensitive to patterns; enjoy word games; have a good memory for general knowledge; orderly and systematic; good ability in reasoning; and have a good capacity to become a public speaker/debater. We can see that reading interest and ability is also one of the language skills involve in linguistic intelligence.

Oak (2010), defines that students with low linguistic intelligence tend to find difficulty in learning a language. They are not good at reading, writing, listening, and speaking. They are not capable to memorize the words so they lack of vocabulary. They often have difficulties in putting their thoughts in right words and wording their emotions and also low ability in understanding a text .

As teachers, we can do some activities to strengthen the students' linguistic intelligence. Armstrong, (in Dillon, 2005: 119), explains that the following activities can involve and strengthen linguistic intelligence. He proposes using worksheets, manuals, brainstorming, word games, sharing time, student speeches, storytelling, talking books and cassettes, extemporaneous speaking, debates, journal keeping, individualized reading, reading to the class, memorizing linguistic facts, tape recording one's works, publishing, and writing. Campbell, Campbell, and Dickinson also suggest using all the activities listed

above by Armstrong, but also list others such as teaching and expanding upon effective listening skills, interviewing others for knowledge, developing a classroom library, nurturing an appreciation for the process of writing, and including computer programs to learn linguistic concepts. More narrowly, to engage students' linguistic intelligence, Kagan and Kagan (in Dillon, 2005: 119) suggest an activity they term "Round Robin," which can be easily applied to college instruction. It makes students share their written work with their peers for the purposes of either sharing or generating ideas or publishing their work. Those activities can be employed by teachers language classrooms to enhance students' capacity in linguistic intelligence.

4. Conclusion

Based on the finding of the research, it shows that there is a correlation between students' linguistic intelligence and their reading skill. In conclusion, linguistic intelligence also influences the success of learning a language. This may happen since the students with high linguistic intelligence can enjoy reading, play with words, rhymes, love telling stories, and basically quick in acquiring other languages. Learning a language feels like doing a fun activity for them. On the other hand, students with low linguistic intelligence will find it hard in learning a language and share or express what they have in mind using words. Often times, students with low linguistic intelligence feel shy and reluctant to involve in any activities related to the use of language especially if that language is not their native language. Not only that, their environment sometimes does not give enough support for the students to be able to develop their linguistic intelligence, even their peers usually make fun of them when they make mistakes while practicing the language.

But, we also see that linguistic intelligence is possible to be enhanced. Some activities may be conducted to improve one's linguistic intelligence. The activities involve some teaching techniques which can make students be able to express their ideas, opinions, arguments, beliefs, etc. freely in such a comfortable atmosphere that makes them studying and employing a language without any burden. Various interesting and attractive activities must be applied to maximize the students' involvement and achievement in reading classroom, such as by involving them in group discussions and debates during teaching and learning process. By doing various interesting and interactive activities to strengthen students' reading skill in English, it is expected that they will find that learning English language, especially the reading skill, is a fun and attractive activity. If teachers can create such kind of learning atmosphere, then the students will be able to learn the language as well as improving their linguistic intelligence.

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Teaching Grammar in Context for Writing:
A Recipe for Inspiring a Love of Language

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Abstract

Writing is difficult for many reasons. Yet, the more important reason is that it demands us to perform something unnaturally, attending to linguistic forms as we strive to convey meaningful context. Scholars in the field of rhetoric and composition have agreed that teaching formal grammar has no effect on improving learners' writing ability. Teaching grammar discretely, in fact, results in learners being knowledgeable in particular grammar points while failing in applying the rules perfectly acquired into their writing practice. The challenge this paper presents is how grammar should be taught in context to adapt learners' need in their writing class. Teaching grammar in context for writing is meant to offer a shift from traditional perspective of formal grammar teaching proved to be ineffective towards a standpoint where grammar requires context to be more functioning whenever needed in practicing writing skills.

1. Introduction
1.1 What Teachers Have Come Across
I would like to start this paper by illustrating what I was doing in my grammar class as I had a 'great expectation' class members would fulfill themselves with grammar knowledge to assist them in their productive skill class namely writing. I did turn their center of attention to experience tremendous number of practices in a discrete discussion of grammar points required for their writing task. However, I never confirmed if they were able to really apply the knowledge they received in the grammar class in their writing subject.

Problems started mounting when I frequently found, I am sorry to say, 'silly mistakes', when I checked learners composition. I definitely figured out they performed perfectly in the grammar class. Such questions from why to how kept my mind busy as I start questioning 'why do they fail practicing their grammar knowledge in writing?', "what did I do wrong in my grammar class to learn my students failed to practice their knowledge in their writing?' and at last 'how can I be their facilitator to overcome their problem?' Being teacher of grammar I cannot really release myself from what I called an 'academic guilty feeling'. I feel responsible for the mistake they have made.

I then turn myself to a perspective that the most common reason for teaching grammar as a system for analyzing and labeling sentences has been to accomplish some practical aim or aims, typically the improvement of writing. For decades, however, research has demonstrated that the teaching of grammar rarely accomplishes such practical goals. Relatively few students learn grammar well, fewer retain it, and still fewer transfer the grammar they have learned to improving or editing their writing.

The above facts and perspective have been enough to demonstrate that writing is in anyway difficult. Many reasons are ventured to respond to writing difficulties. However, one of the important reasons is that writing requires us to do something that doesn't come naturally. Writers are supposed to attend to linguistic form as they struggle to render meaningful content. Speaking is very much confirmed to be easier to perform since it does not demand careful thought of language structure. Interlocutors do not pay much attention to the speakers' grammar as much as readers of a writing as they focus more on the message.

1.2 Grammar, Incontestably Substantial but not Transportable in Writing Instruction

In the context of writing, studying grammar allows us to analyze patterns and avoid making mistakes. In this way, it can lead to more accurate productive skills performance among the students. Some teachers prefer to applying the structural method in teaching their students thinking that this method is the best to enhance the proficiency in the language. Free-from-context grammar is taught where learners are trained to work on practices of isolated grammar points. On the other hand, there are teachers favoring to use the communicative method in teaching grammar to their students. Their belief is teaching grammar should be done in a communicative manner whereby the students will grasp the parts of speech without going through the tiring and boring way of learning the language. Context dependent is chosen as a method to teach grammar points as teacher believe that is no use of delivering knowledge without knowing how to use it.

However, grammar in textbooks is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation. These exercises are designed to provide learners with formal, declarative mastery, but unless they provide opportunities for learners to explore grammatical structures in context, they make the task of developing procedural skill—being able to use the language for communication—more difficult than it needs to be, because learners are denied the opportunity of seeing the systematic relationships that exist between form, meaning, and use.

During the 1960s and 1970s, in what perhaps can be best described as an experiment of sorts, teachers at some public schools replaced traditional grammar with transformational- generative grammar in the hope that it would improve students' writing proficiency. These efforts were short-lived for several

reasons, but among the more important was that modern grammars are challenging and require substantial formal education in them to understand fully. Few teacher-credential programs, then or now, provide such training.

As teachers, we need to help learners see that effective communication involves achieving harmony between functional interpretation and formal appropriacy (Halliday 1985) by giving them tasks that dramatize the relationship between grammatical items and the discourse contexts in which they occur. In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication. In addition, as Celce-Murcia and Olshtain (forthcoming) point out, only a handful of grammatical rules are free from discoursal constraints. This, by the way, is one of the reasons why it is often difficult to answer learners' questions about grammatical appropriacy: in many instances, the answer is that it depends on the attitude or orientation that the speaker wants to take towards the events he or she wishes to report.

Teachers should further realize if learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings. For example, getting learners to read a set of sentences in the active voice, and then transform these into passives following a model, is a standard way of introducing the passive voice. However, it needs to be supplemented by tasks which give learners opportunities to explore when it is communicatively appropriate to use the passive rather than the active voice.

Supplementing form-focused exercises with an approach that dramatizes for learners the fact that different forms enable them to express different meanings; that grammar allows them to make meanings of increasingly sophisticated kinds, to escape from the tyranny of the here and now, not only to report events and states of affairs, but to editorialize, and to communicate their own attitudes towards these events and affairs. Unfortunately, many courses fail to make clear the relationship between form and function. Learners are taught about the forms, but not how to use them to communicate meaning. For example, through exercises such as the one referred to in the preceding paragraph, they are taught how to transform sentences from the active voice into the passive, and back into the active voice; however, they are not shown that passive forms have evolved to achieve certain communicative ends—to enable the speaker or writer to place the communicative focus on the action rather than on the performer of the action, to avoid referring to the performer of the action. If the communicative value of alternative grammatical forms is not made clear to learners, they come away from the classroom with the impression that the alternative forms exist merely to make things difficult for them. We need an approach through which they learn how to form structures correctly, and also how to use them to communicate meaning. Such a methodology will show learners how to use grammar to get things done, socialize, obtain goods and services, and express their personality through language. In other words, it will

show them how to achieve their communicative ends through the appropriate deployment of grammatical resources.

If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings. For example, getting learners to read a set of sentences in the active voice, and then transform these into passives following a model, is a standard way of introducing the passive voice. However, it needs to be supplemented by tasks which give learners opportunities to explore when it is communicatively appropriate to use the passive rather than the active voice.

1.3 Teaching Grammar in Writing Context: Modeling Weaver's Guidelines

Many people resist the conclusion that grammar instruction fails to improve writing because it seems to fly in the face of common sense. After all, before we teach children how to read, we first teach them the alphabet. Letters form words, words form sentences, and so on. Common sense, therefore, tells us that writing instruction should follow a similar bottom-up approach, with grammar being the building block for sentences and paragraphs, just as the alphabet is the building block for words and reading.

Advocating teaching grammar in context, Constance Weaver offers guidelines for teaching grammar in the writing class. Guidelines provided are aimed to facilitate the learners reaching more success not only in applying the rules in the grammar class, but more importantly use their grammar knowledge to enhance their writing ability. Thus, problems found in their composition such as making a 'trivial grammar mistakes is likely to be avoided.

While the specific audience for these guidelines may be elementary and secondary teachers, much of it is applicable and integral to college teaching as well. Some steps are highly recommended to be applied in the writing class when it comes to helping students compose appropriately.

a. Engage students in writing, writing, and more writing.

Basically, the more the learners write, the more they are articulate in expressing their ideas. Give them plenty of time to write daily, in writing workshops - and see that they write not just during English and language arts, but across the curriculum.

Help them reconsider their writing, revise for content and organization, revise again for sentence structure effectiveness, and finally help them edit and proofread their writing for publication or formal sharing of some sort. At levels where students have separate classes in different subjects, writing across the curriculum may require collaboration among teachers, but the results are well worth it.

b. Immerse students in good literature, including literature that is particularly interesting or challenging syntactically. Reading and even listening to well-written literature will promote the acquisition of syntactic structures, for speaking and writing, by both native and nonnative speakers of English. The

knowledge of language that is culturally shaped by speakers values benefit students as it will enrich their grammar and vocabulary and extend the content of their writing

c. Teach only relevant aspects of grammar within the context of students' writing. Teach to students only those aspects of grammar that can help them write more effectively. There is no such limit in learning the rules of a language, but not all rules are to be applied in particular context. Before we start selecting the aspects, knowing the purpose of writing will help us much in determining the aspect of grammar we deliver. For instance, in writing a job report, teacher is demanded to design grammar points that will help students accomplishing their report writing, namely clauses in English, past tense, and some modal auxiliaries.

d. Introduce only a minimum of terminology. Definitely, there are hundreds of grammar terminologies teachers have acquired. However, the question is whether or not all the grammar terms should be taught. Though knowing grammar terms is essential, much of them can be learned sufficiently just through incidental exposure - for example, as we discuss selected words and structures in the context of literature and writing. For many grammatical terms, receptive competence is all that's needed; that is, students need to understand what the teacher is referring to, but they do not always need enough command of the terms to use such terms themselves.

e. Emphasize the aspects of grammar that are particularly useful in helping students revise sentences. These syntactic structures and revision techniques can be taught by example, with terminology used incidentally. Such teaching might include: (1) how to use "new" kinds of syntactic structures that students haven't noticed before; (2) how to reorder and otherwise manipulate sentence elements; (3) how to expand and combine sentences. Teaching such concepts within the context of writing can help students develop more effective writing styles. Furthermore, help students expand their syntactic repertoire and explore style by considering effective examples, then experimenting and discussing the results.

f. Also highlight the aspects of grammar that are particularly functional in helping students edit sentences for conventional mechanics and appropriateness. Such teaching might include: (1) concepts like subject, verb, and predicate; clause and phrase; grammatical sentences versus run-ons and fragments; (2) usage; (3) grammatical features that differ among the Language of Wider Communication [standard spoken and written dialects in English] and other dialects .Have students experiment with and discuss various activities in sentence combining, expanding, and manipulating.

g. Teach required terms, structures, and skills when writers need them, ideally when they are ready to revise at the sentence level or to edit. Structures and skills that are first practiced during revision and editing may later become sufficiently internalized that they are incorporated into drafting, but at first it is easiest and most effective to deal with them only after a draft has been written and revised for content and organization.

h. Explore the grammatical patterns of ethnic and community dialects - through literature, film, and audio-tapes, for example - and contrast these with the corresponding features of the Language of Wider Communication. Students can make such comparisons by translating a well-known or well-liked text into a particular dialect or by writing original poems, stories, and plays in one or more ethnic and community dialects as well as in the language of wider communication. Such language study and writing can help students appreciate each others' dialects as well as consider which dialects are most appropriate for what kinds of writing and under what circumstances.

i. When grammar is taught as inquiry, draw not only upon traditional grammar but upon insights from structural, transformational, and functional linguistics. Such teaching may involve helping students choose, develop, and collaboratively investigate some questions and problems that will lead them to discover for themselves some of the insights provided by different theoretical approaches to grammar study.

j. Become a teacher-researcher to determine the effects of your teaching of selected aspects of grammar or your students' study of grammar as an object of inquiry and discovery. Teachers might ask reflective questions as they have applied some techniques in teaching grammar in writing context such as Are students better able to revise their sentences for greater effectiveness? Better able to edit? More versatile in their use of syntactic alternatives or language variants, such as ethnic and community dialects and the Language of Wider Communication? Better able to explain similarities and differences in grammatical patterns? More interested in revising and editing their writing, or in studying language? Such questions can be investigated by collecting pre-teaching data and, later in the year, comparing such data with data gathered under comparable circumstances. Other questions can be investigated by comparing your data with data from comparable students in classrooms where the teacher uses a different approach. For example: Are your students more or less competent in revising sentences and in editing than are peers in other classes who have simply studied traditional grammar but not had teacher and peer help with revising and editing? Are your students more or less competent in revising and editing than are peers in other classes who have written a lot but not had teacher and peer help in revising and editing? Are any differences in revising and editing skills (or students' growth therein) also reflected in differences in the sections of standardized tests that deal with grammar, punctuation, and usage? In standardized or state-mandated assessment of reading and writing?

All and all, teachers as facilitator are demanded more on acting as motivator encouraging students to practice their writing more and more. However, the above guidelines may be such a good way to be developed in the classroom provided students are ready with their grammar competence as they need to perform it in their writing. What is put forward is instead of imposing

grammar rules in isolation; make an endeavor to strongly incorporate them into language use.

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Utilizing Elevate Brain Trainer Application to Develop Students' Reading and Writing Abilities

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Abstract

Referring to the illustrious internet slogan 'the world is in your hands', Mobile-Assisted Language Learning (MALL) indicates that languages can be taught independently through mobile application. MALL in English Language Teaching (ELT) provides excessively kinds of applications to offer in dealing with language skills, whether it is on iOS or Android OS. Specifically in android application, Elevate Brain Trainer develops one's language skills through games and riddles in an independent learning method. This conceptual article aims to familiarize readers with this resource and to show how it can be exploited in order to develop students' reading and writing abilities independently. Independent learning involves the learners taking more responsibility for organizing their own learning rather than relying upon teacher. In Elevate Brain Trainer, the students can organize their needs in language learning based on their proficiency. The features inside Elevate Brain Trainer provide several training sessions for the students to practice their skills in a pleasurable way.

Keywords: Mobile assisted language learning, MALL, Elevate Brain Trainer, independent learning, reading, writing, android

1. Introduction

Technology nowadays offers us tremendous benefits and boons to learn anything in just a click away. Motteram (2013) stated that technology can help learners to work independently and engages them to learn more to improve their language development. Currently, Generation Z as a 'Digital Natives' (Prensky, 2001), tend to learn using technology, interacting through social media and making internet as their second home. Gen Z, also known as Homeland Generation and iGeneration, is a generation who was born in mid-90s to mid-2000s who are living in the rapid widespread of internet and technology. They tend to familiar themselves using technology in daily life, especially in mobile smartphones as their primary needs. Specifically in mobile technology, it emerges in an express yet highly technical way through time. As seen in the Ericsson Mobility Report (2016), there are approximately 3.2 billion

smartphones subscriptions used by the global community today. The report also predicts that the numbers will be doubled in 2021, reaching 6.3 billion users all over the world. Another thing that can be underlined based on the report, mobile technology is incrementally growing in a rapid way leaving the Personal Computer and Tablet users behind. It segmentally changes overtime and develops swiftly towards the other devices. Furthermore, mobile technology leads us to expansion of the mobile learning (m-learning), it is a subject that deals with the utilization of learning media and materials in any mobile platforms. Trivanova et al. (2004) discusses that mobile learning platforms may be 'any device that is small, autonomous and unobtrusive enough to accompany us in every moment and can be used for educational purposes'. The use of mobile learning refers to handy learning resources such as portable radios, PDAs, audio-CDs, and DVD players. Additionally, Kukulska-Hulme & Shield (2007) defines that m-learning focuses on the trending or current technologies. As stated above, today, one of the salient technologies is a gadget for the Generation Z. In this case, a gadget is related to handheld devices which are frequently used and functioned as a primary needs in daily life. In specific, it supplements us to get any information, learning resources, or even as a problem-solving material to face with our problems in learning. In addition, Ogata & Yano (2005) summarizes the major features of mobile learning, for example, permanency, accessibility, immediacy, interactivity, and situating instructional activities. The features make people to learn and encourage themselves in learning language independently. It is supported by Huang et al. (2012) that mobile technology has plenty supremacy, including low cost, flexibility, and user-friendliness. The following attributes can also stimulates us more through independent learning, especially by having mobile gadgets as our daily companion.

The use of mobile technology is also expedient to learn language independently by utilizing mobile application. Such term is notably known as independent learning. Independent learning is a condition when learners should find solutions for their own problems and grasp the knowledge that they need to discover individually (Kesten 1987, & DeLong 2009). By doing an independent learning, Watkin (2009) & Meyers et al. (2008) state that learners may also boost their academic purposes, creativity, interpersonal skills, self-reflection &motivation, and urge collaboration. Further, it basically focuses on the students' problems and fulfills their demands in learning. It also encourages the students to be more active and involved in any circumstances to solve and face their own learning needs. A study conducted by Meyer, et al. (2008) reports that independent learning has frequent advantages for the students, including 'increased motivation and confidence, boosted academic performance, students' awareness and fostering social inclusion'. It shows that the theory can be flexibly applied to create a new context in learning language by using mobile technology. Gadgets may be augmented as supplementary materials or teaching media in their home, while the students are still getting the traditional language teaching and learning treatment in the classroom. In this case, independent learning plays a role in bridging the students and mobile technology in

the language learning by stimulating their knowledge and ideas through puzzles and games.

This paper aims to discuss the one of the mobile-assisted language learning (MALL) media in Android Operating System, Elevate Brain Trainer Application, to be used as an independent learning material and or media to learn English language. Henceforth, two foremost skills (reading and writing) are set to be utilized in the riddles, games and daily practices presented by the apps.

2. What is Mobile-Assisted Language Learning (MALL)?

2.1 Definition

Due to the overflow of mobile subscriptions over the past decade, people shifts their usage of technology from computer-oriented into mobile-oriented. Currently, mobile phones are three times bigger than personal computers (Kukulska-Hulme, 2013).The innovation of smartphone, urges people leave their Personal Computer (PC) for some reasons. Wang & Smith (2013) states that people choose mobile phones rather than PC because it almost has similar exact features with a smaller size. They inform that (1) smartphone has the same wireless connection as PC does, (2) besides being connected to local WIFI, it is also more flexible since it can be connected using mobile data networks, and (3) the screen and resolution size has now been developed into a bigger scale. In addition, it is handier and portable that can be used everywhere. For that foundation, the use of Computer-Assisted Language Learning (CALL) is now fading away and Mobile-Assisted Language Learning (MALL) becomes the new successor in this age.

MALL is the utilization of mobile platforms that offers plentiful advantages and facilities for learning a language (Brown, 2015). Mobile technologies currently provide extravagant features and accessories that enable us to explore the world. Today, mobile phones are equipped by GPS, WIFI, cameras, internet access, music and video player, e-mail, SMS, MMS, chats, Twitter, YouTube, Facebook and other applications. These lavishness of applications and easy internet access of smartphones, simply achieve the illustrious slogan 'the world is in your hands' comes true. The world is 'literally' in our hands in just a click away to surf anything that we need. In addition, the use of MALL affords a variation for the digital native learners to get a new modern approach of language learning.

As stated by Stockwell (2013) & Chinnery (2006), MALL devices consist of (1) Media players and podcasting, (2) PDAs, and (3) Mobile phones. Three of them run splendid pedagogical benefits for the language learning in technology. However, in this paper, mobile phone is chosen since nowadays it covers the previous two devices in a time. The reviewer chooses smartphones due to the following reasons: (1) smartphone is a complete and easy gadget to be used by the digital natives, (2) its rich features and applications, and (3) it has the most vogue operating systems (OS) in the market, Android and iOS. In the last main point, the researcher elects Android OS since it is friendlier used, familiar and placed as the number one used OS in 10 years.

2.2 MALL in Android Smartphone

As stated by Felker (2011:9) Android Operating System (OS) is a Linux-based kernel platform under the name of Android Inc that was purchased by Google in 2005. Later, Google first launched it in 2008 and now it is becoming a worldwide phenomenon based on its swift growth. It reached 160,000 users in just two years and a million in its 4 years anniversary. It is currently the largest mobile operating system in the world with 1.4 billion users worldwide (Farooqui, 2015) and over 4000 different devices are registered. Statistics by Netmarketshare (2016) states that Android leads the OS market by 66%, leaving iOS (27.84%), Windows phone (2.79%), Symbian (1.03%) and Blackberry (0.85%) behind. Additionally, it also offers numerous free applications and e-books in Play Store as its official markets. Around 1.43 million apps published, 50 billion downloads are provided free and paid in it (Ranger, 2015).

Specifically in Android apps for language learning, plentiful apps are presented in the form of games and riddles based on meaningful drilling. Various names such as Moodle, Busuu, Duolingo, and elevate are the splendid ones. These apps have unique features and provide a variation of games or training related to language skills and components. Several of them also offer Spanish, Dutch, German, Latin, and French languages. Among the following names, elevate is more practical, reliable and focusing on the English language skills and components development compared to others.

3. Elevate Brain Trainer and its contribution to Reading and Writing

Elevate Brain Trainer is an Android application developed by Elevate Inc. in San Fransisco, California. It is a brain trainer application to improve someone's ability in the four skills of language mastery and math. The users are provided with a personalized game-based training program. It provides 18 various exercises for the free version and 40 exercises for the pro version. Additionally, it was awarded by Apple as the App of the Year in 2014 and Android Application's Editor Best Choice in the same year. Since the launching in May 2014, it has been downloaded more than 10 million times on the App Store and Google Play.

At first, when users are playing the game, they will get their progress and language levels after finishing the pre-test score. It is presented in a graph and the term is called as Elevate Proficiency Quotient (EPQ). In addition, it ranges from 0-5000 and is based on game performance, consistent training, and game variety. EPQ is determined into six levels (1) Novice (0-1250), (2) Intermediate (1250-2500), (3) Advanced (2500-3750), (4) Expert (3750-4250), (5) Elite (4250-4750), and (6) Master (4750-5000). It tracks users' performance in Listening, Speaking, Writing, Reading, and Math. The detailed graph of EPQ is presented below.
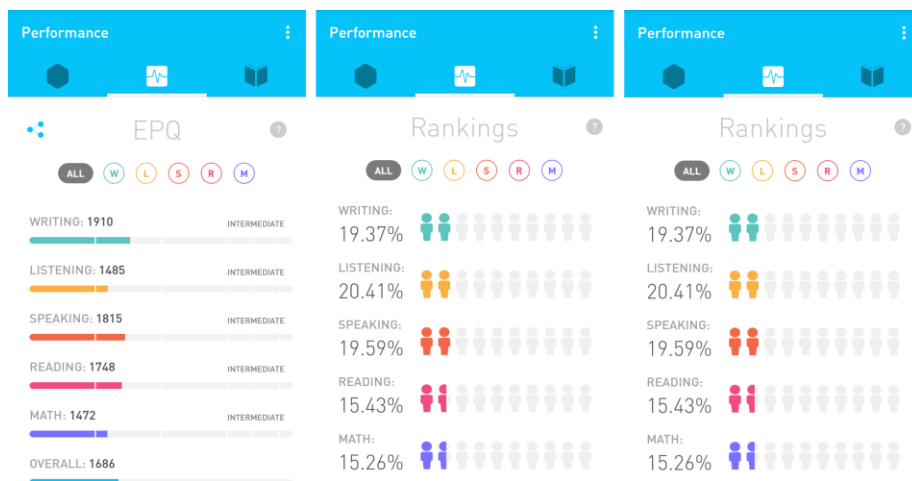
Figure 1, Elevate Proficiency Quotient (EPQ) statistics

The skills of the language are presented clearly and noble. In a session, the users get 3 types of games in each day. Games and riddles are chosen randomly and proportionally based on their EPQ level. After finishing a session, the apps will give tips, advices, theories and recommendations in learning English. Tips presented in the apps are public speaking, speed reading, math and vocabulary building. However, the application could not record and assess the speaking activity from the learners. It tends to check users' vocabulary, diction, and spelling accuracy. Thus, the validity of the speaking exercises given in the application is low. Due to its lack of validity in some skills, the author prefers to see its contribution to Reading and Writing skills to be determined.

3.1 Reading
List of Games
There are 8 games offered in this area namely Agility, Comprehension, Connotation, Context, Extraction, Processing, Visualization, and Word Parts. Below are the descriptions of each game:

Table 1: List of reading Games in Elevate

Game	Description	Availability
Agility	This game makes us find synonym of the shown words in limited time	Free version
Comprehension	In this game, our comprehension is tested through a single paragraph followed by three questions	Free version
Connotation	This game helps us to define the connotation of some words.	Free version
Extraction	This game trains our skimming and scanning abilities in reading a passage	Free version
Processing	This game helps the users improve their	Free version

	reading speed with a unique and attractive way	
Visualization	This game helps you to learn new vocabulary by providing new words and some pictures to be matched	Free version
Word Parts	This game trains the users to find a word based on the description given.	Free version

Agility game provides such a good display that the users may be addicted to the game. When playing this game, the player will act as a rocket which is launched from the earth to go to the moon. To maintain the rocket to keep boosting, the user should choose the right synonym of the given word. If the player fails to choose the correct answer, the rocket will lose its power and therefore it falls to the earth. By playing this game the user will master new words and expand their vocabulary. The words served in this game also help the user to understand more when reading advanced books and magazines.

In the Comprehension game, the users will be introduced to a text by first giving a picture and a brief explanation about what the text is about and after a single tap, a comprehensive paragraph will be shown to the user. This time, the user has to read the text comprehensively before facing the three awaiting questions which are about the overview of the text, technique, and information detail. Besides improving reading comprehension, this game also trains the user to remember more details in magazines, books, and journals.

Connotation Game makes us understand meaning and tone while reading and avoid misunderstanding in written communication by getting us to build our own castle. To achieve the castle we want, we have to get the bricks which can only be acquired when we define the connotation of the word correctly; whether it has negative or positive connotation. If we give the wrong connotation the castle will be demolished.

Extraction game provides 45 seconds for skimming the three-paragraph text. This activity trains us to learn time-saving techniques for skimming long pieces of writing. The users then have to answer 2 review questions and 3 questions that require us to quickly scan the text to find the related sentences to show the answers.

Processing game is a very unique one, since a paragraph is served in word-by-word and the word is served like number in motorcycle speedo meter. The speed of the word appearance starts from 190 words / minute up to 310 words / minute and it is addictive. By reading quickly, we can also improve our comprehension skill since after quick reading we have to answer a question, so, we have to pay attention to the detail information of the text that we read quickly.

Visualization game provides a word and some pictures to be matched. The number of picture will improve as we match the previous word correctly. The effect of this activity is that we accidentally create visual memory cues to remember words. The last is Word Parts game that is able to develop a more

varied and complex vocabulary, and to decode the meaning of unfamiliar words by presenting a word that is split into some parts and we have to combine the right parts to make a correct word that matches with the word description provided.

3.2 Writing
List of Games
In the writing section, Elevate offers 10 kinds of games, namely Brevity, Clarity, Detail, Error Avoidance, Expression, Inversion, Punctuation, Refinement, Spelling, and Syntax. However, there are only 5 games that can be played in the free version. The table X below is the short description of each game in Elevate under the writing section.

Table 2: List of Writing Games in Elevate

Game	Description	Availability
Brevity	It focuses on removing unnecessary word in each sentence.	Free Version
Clarity	It helps the user concisely articulate his or her thoughts by avoiding wordiness in communication.	Pro Version
Detail	It helps the user to identify spelling, punctuation, capitalization, and other errors to improve the writing.	Pro Version
Error Avoidance	It helps the user to avoid mixing up commonly confused words when writing.	Free Version
Expression	It helps the user to master common phrases and sayings to avoid mistakes in writing.	Pro Version
Inversion	It helps the user to broaden vocabulary by associating words with their opposites.	Pro Version
Punctuation	It helps the user to improve the use of apostrophes, colons, commas, hyphens, periods, and more.	Free Version
Refinement	It helps the user to organize and refine his or her writing to articulate the thoughts more clearly.	Pro Version
Spelling	It helps the user to eliminate spelling errors in his or her writing.	Free Version
Syntax	It helps the user to identify grammatical errors to improve the writing skill.	Free Version

As this article is aimed to familiarize the readers with Elevate Brain Training application, this following part describes about how the games work and what benefits that the users can get by continuously train themselves. However, only 5 games that are discussed here since those are accessible for everyone including non-pro users. Brevity, Error Avoidance, Punctuation, Spelling, and Syntax are the provided games for non-pro users. Those games can only be played if one of them is presented as your today's training menu.

Brevity game is used to train the users to be able to write efficiently. This game demands the user to remove unnecessary words by tapping the word in a sentence. The user will lose one life every time the wrong word is tapped. The content of this game is adjusted to the user's level of proficiency. Elevate mentioned that Brevity leads the user to write precisely and briefly so that the sentence can still retain its meaning without having more words. This game is also helpful to prevent repetition in someone's writing, thus the sentence can be expressed directly.

Error Avoidance allows the user to swap or retain two commonly confused words. In this game, the user will read a sentence containing two distracting errors and the user must decide whether those words are in the right order or not. By playing this game, it is expected that the user will be able to differentiate between two similar words.

Punctuation gives the user a chance to improve his or her ability in using appropriate punctuation in writing. This game can be played by reaching the expert level in writing.

Syntax is aimed to train the user's grammar knowledge. The user is asked to determine whether the sentences contain errors by swiping the option left or right. This game has attractive appearance, the user has a task to make the ship sails to the right direction by continuously make correct answers. By playing this game, the user can avoid mistakes and master tricky grammar rules. There will a tip and correction when the user makes certain mistakes.

3.3 Contribution to Microskills for Reading and Writing

Most of the games in Elevate, for instance: Agility, Connotation, Visualization, and Word Part, focus more on the vocabulary enrichment. The users' vocabulary is improved through various ways but with the same focus. As English Teachers, we admit that the more vocabulary the learners have, the easier they understant the text they read. In addition, it is found that there is a strong correllation between students' vocabulary mastery and their reading comprehension skills since it is contributive in in helping the students comprehend the text (Furqon; 2013).

Beside the simple yet addictive vocabulary games, this app also concerns on improving the comprehending skill in an efficient rate of speed which is the third microskills of reading (Brown: 2015) through the Processing Game. As we know, finding advanced books or magazines to exercise our comprehending skill is easy, but to find a media that trains our reading speed and comprehending skill simultaneously is a different case. We often do it manually;

we set a certain time limit ourselves using a stopwatch to read a passage and set it again to answer the question. This game, however, does not require us to do so, we only need to follow the instructions to test our skills and the reading materials are limitless, the only thing that we need is the internet connection to download the content of the game.

Another microskill, which is recognizing word classes and particular meaning, is also provided by this app. All in all, after we observed this app we think that this app is of abundant games that cover all microsklills of reading and are addictive yet educative.

It should be underlined that Elevate does not train the users by writing a certain types of discourse. The activity for each 5 games above is emphasized on the users' identification and recognition ability in order to choose the right answer. From our point of view, Elevate tries to improve the users' ability from the small aspects first or the microskills. As we know that writing is a complex process, the writer should be able to write in such an appropriate way to produce a good piece of writing. Lado (1967:248) mentioned that knowledge in language structure and lexical items are needed during the process of writing using a foreign language.

In teaching writing, students should be given more challenge to involve essentials aspects in their work such as punctuation, grammar, vocabulary and so on. Before producing a larger type of discourse, students must have enough knowledge in microskills of writing. As mentioned in Brown and Lee (2015), microskills of writing indicate that someone is able to generate English graphemes and orthographic patterns, write efficiently in a timely manner, form a decent core of words and apply relevant word order patterns, employ various kinds of grammatical systems, patterns, and rules. The last microskill of writing is being able to express a distinct meaning using different grammatical forms.

Furthermore, the microskills of writing application tend to emphasize more on the mechanical of writing at the word level such as spelling, verb, punctuation, etc,. Based on our analysis, writing games in Elevate cover all of the microskills in writing. In Elevate, the users are trained to produce the smallest meaningful contrastive unit and apply the rules in writing system. For example, in Spelling game, the users are asked to complete three parts of practice; the first part is vowel choice which orders the users to choose an appropriate vowel to complete the words, the second part is flip flop which involves users' ability in recognizing certain diphthongs, the last part challenges the user to decide whether certain words have double or single letter. Every game in Elevate has time limit, it trains the users to think and decide quickly. If the users are accustomed to write in a timely manner, they will produce a good piece of writing at an efficient rate of speed. In addition, the users can learn about core words and proper word patterns by playing Brevity, Error Avoidance, and Syntax since those games present questions using appropriate sentences. Every time the users make mistakes, there will be some tips explaining about the mistakes.

4. Conclusion

Elevate Brain Trainer application offers an independent activity to enhance students' reading and writing abilities. The games provided in this application cover some microskills for reading and writing which can be beneficial for both of the teachers and students. Various features inside Elevate such as Agility game assist the students to master vocabulary in an enjoyable way. Besides, the writing games such as Brevity and Error Avoidance are also potential to be the students' preference for writing skill enhancement.

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Teaching English Vocabulary to Young Learner: Learning from Experience

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Abstract

This paper briefly outlines my experience of teaching English vocabulary to young learners for three months. They were 7-12 years old elementary school students from 1-6 grade. Their only access to learn English was an informal course. There was no English curriculum in their school. Some of them enrolled in English course after school while others spent their time playing. However, this English course employed a traditional teaching technique where they should memorize grammar pattern and list of words every meeting. Consequently, they still got difficulties when I tried to involve them in conversation. Considering this problem, I implemented various teaching techniques and found out that some of them were successfully able to help the learners acquire English vocabulary while others failed to enhance their vocabulary.

Keywords: Young Learners, Teaching English vocabulary

1. Introduction

I was an undergraduate program student when I taught English to young learners in my hometown for the first time. I spent my holiday to gather some elementary school students (7-12 years old) near my home to learn English in my home for free. This idea came up in my mind since they didn't have an English curriculum in their school. In my first experience, I employed a very traditional teaching strategy. I focused on delivering grammar explicitly and had the students to memorize some vocabulary items. After teaching them for 2 months, I had to leave and continue my study in a different city. The next holiday six months later, I conducted the same program where most of the participants were still the same person. In fact, I was disappointed to find out that they completely forgot what I've taught them.

I started the same program several years later. Some of the students were the same participants who attended in the previous program while most of them were new comers. They came from the same school which didn't have an English class program. The difference was some of the participant enrolled in an informal English course while the others spent their free time playing.

However, this informal program applied the traditional teaching technique where the students should memorize some grammar patters and list of words. Therefore, they got confused when I engaged them to communicate. They couldn't respond even in a simple sentence. Although they were better in grammar than their colleague who didn't take this course, their vocabulary acquisition was very low.

This phenomenon forced me to create the most effective methods to help the students enhance their vocabulary acquisition. The first thing that I did was selecting the appropriate textbook. Then by consulting to the books, I arranged a lesson plan consisting of classroom activities, classroom language, games, songs, etc. I run this program for two months and applying the teaching technique in the lesson plan. Then at the end of the class, I conducted the learners' progress especially their vocabulary retention. Surprisingly, they were able to use very simple conversation with me or their friends (e.g. asking about things, respond to a question, answer a question) and describing a picture. Several months later, I met them and had a conversation in English. I was very glad to see that they could recall the lesson they had several months ago.

In this paper, I wrote some activities that are effective to help my students to acquire new words and using a very simple English conversation. In addition, I also explained some activities which failed to enhance the students' ability. Finally, I do hope that this paper will be helpful and become a consideration in creating classroom activities to teach English vocabulary for young learners.

2. Defining Young Learners

Young learners are supposed to be children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Kalendova, 2008). Slattery and Willis (2001) divide young learner to two groups; they are young learner under aged 7 or very young learner and young learner aged 7-12 years old. Those two groups have different characteristics as described below:

1. Very Young Learner (under 7)
    - Acquire through hearing and experiencing lot of English the same way they acquire L1
    - Learn things through playing; they are not consciously trying to learn new words or phrases. For them it's incidental
    - Love playing with language sounds, imitating, and making funny noises
    - Are not able to recognize their learning
    - Are not able to read or write in L1; important to recycle language through talk and play
    - Their grammar will develop gradually on its own when exposed to lot of English in context
2. Young Learner (7-12 years old)

- Are developing as thinkers
- Understand the difference between the real and the imaginary
- Can play and organize how best to carry out an activity
- Can work with others and learn from others
- Can be reliable and take responsibility for class activities and routine
  It is important to remember that an early start alone will not necessarily

improve young learners' ability to learn English. A teacher should also consider another such as teaching techniques and presents English in meaningful and communicative context.

3. Teaching English Vocabulary for Young Learners
The primary things that should be consider before teaching young learners is their characteristics. Teacher should be very careful selecting classroom activities, textbook, or teaching methods since they are different from adult. In teaching English vocabulary for young learners, Brewster (2004) suggests some teaching principles that teacher should bear in mind:

1. Keep the teaching simple and clear. Do not give complicated explanations.
2. Relate the present teaching to past knowledge by showing a pattern or analogies.
3. Use both oral and written presentation - write it on the blackboard as well as explaining.
4. Give most attention to words that already have been partly known.
5. Tell the learners if it is a high frequency word that is worth noting for future attention.
6. Do not bring in other unknown or poorly known related words like near synonyms, opposites or members of the same lexical set.

4. Some Ideas for Teaching English to Young Learners
Teaching English to Young Learners has become its own field of study in century's around the world. Learning English as a Foreign Language in the critical period (12-13 years old) make the learners achieved better. However, an early start is not a solution to become more proficient in English. It depends on other factors such as the learners' environment, types of program and curriculum, number of hours spent in English class, and the activities and techniques used (Shin, 2006). The ideas given below were my teaching experience when teaching English to young learners.

5. Expression and Gesture
Facial expression and gesture help the learners to guess and memorize some words, expression, or simple instructor without translating the meaning into their

L1. I noticed that the learners could retrieve a word easily when I use gesture and expression to describe a word.

> Example 1
> Teacher: Open your book! Open (I opened my book) your book (I lifted the book)
> Learners: (they opened their book indicating that they recognized the word "open" means "membuka" and "books" means "buku")
> Teacher: Open page 4! (I showed them my book page 4)

For the first time, they were confused since I added a new word "page", but I checked every student and asked them to open page 4 by showing them page 4 in my book. The next day when I had them open their book on page 5, they directly performed it without my assistance.

5.1 Routines and Repetition

Young learners function well within a structured environment and enjoy repetition of certain routines and activities. Having basic routines in the classroom can help to manage young learners. For example, to get the students' attention before starting the class, I invited them to have basic communicative interactions in English using some classroom language.

> Example 2
> Teacher: Good afternoon, class!
> Learners: Good afternoon, Ms. Ira.
> Teacher: How are you today?
> Learners: I'm fine, thank you.
> Teacher: Ok class, before we start the class, let's pray together! (Although the students couldn't understand each word, they still knew that if they heard this sentence, means that they should pray)
> Learners: (they pray in low voice)
> Teacher: Where is Rafa? (If one of the students didn't come to class)
> Learners: I don't know Miss/ Rafa playing

At the beginning of the class, all students didn't know how to respond when I said "good morning" or "how are you today". Then I explained those expressions and how to respond them in their L1. When it was time talking about greeting, I asked the students what "Good afternoon"/ "how are you today?" is. All of them remembered them along with the respond.

5.2 Use L1 when Necessary

Sometime I felt very difficult to explain certain words/ sentences without using L1. Some words and directions couldn't be described using gesture or picture and quite complicated when explained in L2, so consider using L1 when it is more important to spend time doing the activity rather than explaining it. However, I tried to use English as much as possible and for words that the students can figure out, I relied on visuals, realia, and gestures.

Some students who constantly used L1 when answering a question or refused to use English in the classroom were acceptable. Some students felt uncomfortable and discourage when all communication must be English. However, whenever possible, I recasted their words/ sentences in English. The example below shows how I employed recast strategy in the classroom.

> Example 3
> Teacher: How many cows in the picture?
> Learner A: Lima sapi.
> Teacher: Five cows
> Learner: yes
> Teacher: Five cows (showing my five fingers and pointing at the cows).
> Learner: Five cows

5.3 Utilize Picture

I selected several textbooks to be used before the class started. I decided to use a book which provides a lot of pictures in every page since young learners love pictures. Seeing lot of pictures in the book made the students interested to read and observe it. Their interest in the textbook became one of the main key to engage their motivation to learn English. Moreover, pictures helped them recognize some vocabulary items without consulting dictionary. They know word "pineapple" means "nanas" by seeing the picture. It also reduced time consuming to explain a single word from L2 to their L1. However, relying only on pictures was not effective for the students' vocabulary retention. The first time I used pictures in my classroom, I only showed the students a number of pictures and ask the meaning in their L1. Then the following day when I recalled the previous lesson, they didn't remember most of the vocabulary items.

I chose two different books adjusted by the students' class. The 7-8 years old learners (class 1-2) used book A which provides them a lot of activities to enrich their vocabulary such as labeling pictures, matching pictures, drawing, coloring, etc. The other students used book B (level 1 & 2) which contains more complicated activities such as role-play, practice with a partner, simple grammar, and labeling picture.

A picture below is one of activity from book A which requires the students to label the picture. Then I asked them to draw a wild animal they like/

dislike. The next page the students should cut out the animals and paste them

Write and say the name of each animal.

| bear | panda | elephant |
| dolphin | snake | lion |

Draw a wild animal.

above their names.

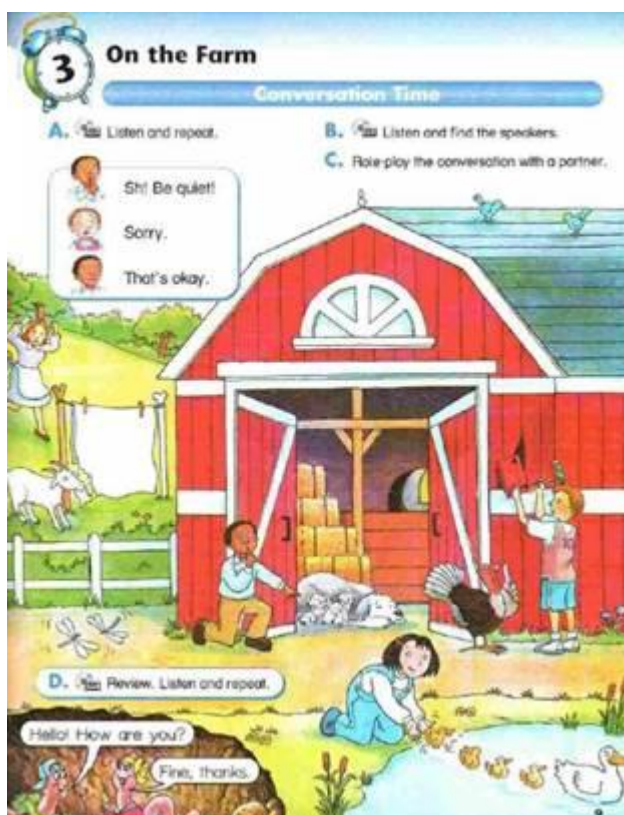*Picture 1: (taken from My New Words Activity Book published by Macmillan/McGraw-Hill)*

Generally, the students were interested and motivated to do this activity. It was a good idea to make them stay quiet and focus on the lesson. However, this activity only worked on the students' short term memory and didn't work on their long term memory. They memorized most of the animals when I reviewed the lesson in the end of the class. On the other hand, they only remembered 30-50% of the words when I recalled the lesson in the next meeting. Then I assumed that it probably happened because the students were not exposed to use the words more frequently. The teaching process was only about introducing them some new words. There was no classroom language where the students could implement their new vocabulary in real communication.

5.4 Incorporated various activities

Young Learners tend to have short attention span and physical energy. The younger the learner, the shorter the attention span. In my case, 7-8 years old learners loved to play around and disturbed their friends when they were bored. Sometimes I was exhausted and spent much time managing the class. Consequently, it prevented me to deliver the lesson maximally. Then, I designed 3-5 activities for each meeting. I moved from one activity to other

every 10-20 minutes. By increasing the amount of language learning in class, the learners more likely to stay focus on the lesson. The followings are the examples of various types of activities which I assumed to be effective in helping the learners to increase their vocabulary acquisition.

First, I started the class by reviewing previous lesson. We usually played game, showed some pictures, or sang a song. This was to enhance their enthusiasm and recall what they have learned. Moving to the first part, the book has provided a very simple conversation between two speakers and a picture related to the theme. I got them to listen and repeat the conversation. Then they should find the speakers and practiced the conversation with a partner. I sometimes modified this activity by asking them about the topic. For instance, the topic was about farm animal, so I asked them some animals they have known and their favorite farm animal. This activity was very effective to make them ready and let them get into the main activity slowly. Besides it prevented the students' confusion about what was going to be discussed in the class.

Picture 2: (taken from English Time 1 by Rivers and Toyama)

The next activity was started by providing the learners some words with the pictures. I asked them to guess the words based on the picture. It was more effective than asking them to consult a dictionary to find the meaning.

Picture 3: (taken from English Time 1 by Rivers and Toyama)

Under the list of vocabulary, there was a bigger picture illustrated some animals in a farm and some people doing an activity. First, I wrote a letter besides each word. Then I asked the students to write the letter based on my direction, for example, "label a pig with C", "B for cows", etc. This activity was more challenging than only asking the students to number the animals in the picture according to the list. After that the students should listen and point the picture based on what I produced. If I said "horse", they should point a horse. Another modification activity was asking every student to point and say the words.

By doing these activities, the students listened the pronunciation and helped them remember better since they had to see the same picture more than once.

Picture 4: (taken from English Time 1 by Rivers and Toyama)

In the following activity, I explained a simple grammar as presented below. I had to use L1 when describing each expression since it was hard to deliver the material in L2. They didn't understand when I had to explain it in English, for example "you can use *what's this?* to ask something next to you or *what's that?* for something far from you and the answer can be *it's a pig*".

Picture 4: (taken from English Time 1 by Rivers and Toyama)

After that I used questions in picture 4 to ask the learners about picture 3. It didn't only create communicative classroom language, but also showed to the students how to use those expressions in real situation. It was easier to do so rather than asking them to memorize the pattern. The example below illustrates how I created classroom language by practicing the pattern.

Example 4
Teacher: Please open page 3!
Learners: (open page 3)
Teacher: What's this Liana? (I pointed a cow in the picture)
Learner: It's a cow.
Teacher: What's this Reza?
Learner: It's a horse.
Teacher: What's that Lia? (I pointed a picture of lion on the wall)
Learner: mmmm... (He didn't know lion since it was not mentioned in the list)
Teacher: Lion, It's a lion
Learner: It's a lion.

Having given the students a model like the example above, I engaged them to role-play the conversation with a friend next to them using picture 3 in turn. I also motivated them to use English when they wanted to ask *"apa ini/itu?"* to me or their friends. Gradually, the students were able to communicate in English although it was a very simple expression and they had to mix L1 and L2 all the time when they didn't know a certain word/ sentence.

The last, we usually played game such as guessing picture, miming, bingo, etc and sang a song related to topic to review the lesson they have

learned. It helped the students to acquire the vocabulary better before they went home.

5.5 Sing a song

Songs can be a useful tool in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Besides, songs can add interest to the classroom routine and potentially improve student motivation. Songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning. The song

The song and the lyrics need to be selected carefully to complement the target vocabulary. Therefore, I sometimes made my own song and used a melody which was familiar to them. Moreover, the book has provided a song for every chapter based on the theme or the topic. Here is one of songs written in the book.

Song 1: **What's this?**
(Melody: Head, Shoulders, Knees, and Toes)
What's this?
It's a pig. It's a pig
What's that?
It's a cow. It's a cow
Sh! Be quiet!
Sorry
That's okay.
What's that?
It's a cat. It's a cat
What's this?
It's a chicken. It's a chicken
What's is that?
It's a horse. It's a horse
Sh! Be quiet!
Sorry
That's okay.
What's that?
It's a sheep. It's a sheep
(taken from English Time 1 by Rivers and Toyama)

This song is a good example used to teach vocabulary. It contains some repetitive words which are easy to listen, imitate, and remember. Teachers don't need to drill new words, yet singing this song is interesting for

young learners. It can allow young learners to practice a new sound without producing the same level of boredom

5.6 Play games

Another activity that makes the students interested and increases their motivation to learn English is teaching vocabulary through games. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Some researchers found that games are effective in helping students to improve their vocabulary building skills (Anil, 2011; Purnata, 2013; Al Masri & Al Najar, 2014).

The role of games in teaching and learning vocabulary cannot be denied. However in order to achieve the most from vocabulary games, it is important that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and classroom settings are factors that should be taken into account.

In my context, I chose a game that matched the topic and exposed the students to use the new words frequently. In addition, the game should be simple and easy to play. I avoided a complicated game to save the time and to avoid the students getting confused because of their limited vocabulary acquisition. The example below illustrates some game that I employed in the classroom.

5.6.1 Bingo

Time   : about 10 minutes per round
Topic   : The students repeat the numbers from 1-24 (the topic is free e.g. fruits, animals, phrase, sentences)
Material: 24 numbered cards with the numbers 1 through 25 on them. (I didn't have much time making a lot of cards. Therefore, I usually called out a number and asked each student to chose a number)

Preparing the game
-    Teacher explains the rules of the game sketching grids on the board.
-    Students draw the grid.
-    Students write the word BINGO above the grid and colour the square in the middle as A FREE SPACE.
-    Students write their choice of numbers into the grid. The students can mix the numbers in the columns. You can see an example on the right.
-    Teacher calls out a number or has each student to produce a number. The students cross out that number on their paper. They do it until they can make a straight line from 5 squares,

B	I	N	G	O
12	21	2	14	24

1	16	5	8	4
7	13	FREE	17	23
15	6	18	9	19
11	20	3	10	22

To make this game more fun, I allowed a student who had 5 squares in a row to do something (e.g. use the words in a sentence). If he succeeds, he could go home earlier than their friends.

5.6.2 Simon Says

Time   : about 10 minutes per round
Topic   : The common topic is part of body, but we can change it to other topics.

Preparing the game
- asks the students to stand up (we can also do this game while sitting down)
- Designate someone as Simon. Whoever is chosen to be Simon will then stand in front of and face the rest of players in the group (teacher can take this role when nobody wants to be Simon)
- Explain the rule. If Simon gives a command by first stating, "Simon says…" the listeners must obey Simon's command. If Simon gives a command without first saying, "Simon says…" the listeners must not obey his command. some common commands Simon can give include:
  • Touch your toes
  • Hop on one foot.
  • Dance around the room.
  • Do some jumping jacks.
  • Give yourself a hug.
- Keep playing until there is one remaining listener left. The remaining listener is the winner for the round, and becomes the new Simon

5.6.2 Find the treasure

Time   : about 10 minutes per round
Topic   : the topic is free

Preparing the game
- Teacher makes a group (it can also be an individual game)
- Teacher can make a board as a map to find the treasure. Cover all the grids on the board that the students can't see where the treasure/ the bomb. If it is hard to make the board, Teacher can draw blank grids on the board. Write number 1-5 horizontally and letter A-E vertically out of the grids.

	1	2	3	4	5
A					
B					
C					
D					
E					

- Teacher asks the student to choose a row e.g 1E, 2B, 5C. Then teacher opens the chosen box.
- If the students get "a bomb", they have to do/ make/ say something as the punishment (e.g. making a sentence, spell a word). If the students get "treasure", they are free from the penalty.
- Keep playing until there is no more remaining treasure. The group who gets the most treasure is the winner.

5.7 Teach in themes

It's very important to plan a variety of activities to support the language learning. However, it is better to connect those activities to each other. Moving from one activity to others that are related in content and language reinforces the students' understanding (Shin, 2006).

Including activities which were not related to the others failed to help the students increase their vocabulary acquisition. Moreover, it could make the class easy to lose the focus. The following is the example of activities and words that were not related to the theme. The topic was about farm animals, but the words were not about farm animals. When I asked some of the words in the end of the class, some students could remember very few of them while the others couldn't memorize at all.
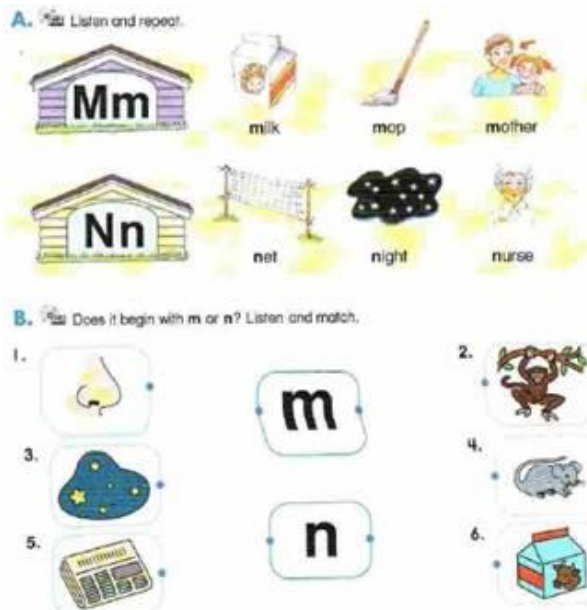
Picture 5: (taken from English Time 1 by Rivers and Toyama)

It is more effective teaching English vocabulary to young learners with related words/ activity rather than spending time presenting some words which are out of the theme/ topic. This gives students plenty of practice using the language learned and helps them scaffold their learning of new language.

6. Conclusion

This paper describes an experience teaching English vocabulary to young learners. The participants were 1-6 grade elementary school students from 7-12 years old. These students had very limited English access both in their school and their environment. Their vocabulary acquisition was very low. Therefore, I created lesson plans to help them enhance their vocabulary retention. Some of the activities were very effective and the others less effective to increase their ability to learn new word. By observing the class progress, I found that some of them were able to have a simple conversation and describe a picture. Finally, I do hope that this paper will be helpful and become a consideration in creating classroom activities to teach English vocabulary for young learners.

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Testing Speaking Achievement: Concept and Application

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Abstract

After completing a speaking program, an instructor needs to develop and administer a test to measure the students' speaking skills achievement. Such test results would enable her to make reliable instructional evaluative decisions such as measuring the success of the language program and advancing the students to the next level of the program. To be able to develop a valid speaking test, the teacher should have conceptual knowledge about speaking skill construct, criterion-referenced test and analytic approach, criteria setup, scoring and grading. The article attempts to give both theoretical and practical knowledge for making a good speaking achievement test. The article also reports the speaking test results when implemented to testing the speaking skills achievement of the students enrolled in English 1 Class of Medical Record Study Program of State Health Polytechnic of Malang.

Keywords: Speaking Test, Achievement Test, Criterion-Referenced Test, Analytic Approach, Scoring, Grading

1. Introduction

An English speaking class teacher normally needs to conduct a test to the students in order to evaluate their speaking achievement upon the course completion. In the test, the students are given a task that requires them to use the language communicatively so the examiners can get samples of their speaking performance to be rated or judged. Passing judgment on the students' performance, subjective scoring implementation should be in place, where correctness or acceptability of answers is a matter of degrees. Two approaches to subjective scoring have been known to commonly take place: holistic and analytic approaches. Analytic scoring of a speaking test which separates speaking skill into its features or subskills to be scored separately is more appropriate for classroom purpose than holistic approach where scoring is just based on the rater's overall impression. The current article reports the development and implementation   of a speaking test at Medical Record and Health Information depatment of Malang State Health Polytechnic, which covers the issues of criterion-referenced test (CRT), speaking-skill construct, analytic scoring , setting-up of the criteria and descriptors, and grading guide.

2. CRT

CRT is a very important household tool in the big family of teaching profession. This instrument functions as a test which measures a student's performance according to a particular standard or criterion which has been agreed upon even before classroom instruction is started (Richards, Platt, and Weber, 1985; Cohen, 1994; Djiwandono, 2007), which is the objective of the instruction. CRT is produced to measure well-defined and fairly specific instructional objectives (J.D. Brown 2005). Often these objectives are specific to a particular course, program, school district, or state. An example of a very strict instructional objective would be the following: "By the end of the course the students will be able to underline the sentence containing the main idea of an academic paragraph of 200-250 words at the eleventh grade readability level with 60 per cent accuracy." However, objectives come in many forms. Other objectives might be defined in terms of tasks we would expect the students to be able to able to perform by the end of the term, or experiences we would expect them to go through. For example, "by the end of the term students will be able to watch at least five English language movies with no subtitles."

Douglass Brown (2004) suggests that criterion-referenced tests be also designed to give test-takers feedback, usually in the form of grades, on specific course or lesson objectives. Classroom tests involve the students in one class, and is connected to a curriculum, thus the result of the tests are expected to be useful for the pursuit of teaching effectiveness in the class and the curriculum repair efforts, or what Oller (1979, in D.H. Brown 2004) called "instructional value." In a criterion-referenced test, the distribution of students' scores across a continuum may be of little concern as long as the instrument assesses the objectives. From the results of CRT several decision-makings like classroom-level achievement decisions and classroom level-diagnostic decisions can be based.

In terms of interpreting the test scores, the interpretation of scores on a CRT is considered absolute. Each student's score is meaningful without reference to the other student's scores. In other words, a student's score in a particular objective indicates the percentage of the knowledge or skill in that objective that the student has learned. Moreover, the distribution of scores on a CRT need not necessarily be normal. If all students reach 100% of the objectives, then they all should receive the same score with no variation at all. Therefore, on a CRT final examination, students who have learned all the course material should all be able to score 100 per cent on the final examination. Thus, very homogeneous scores can occur on a CRT. In other words, very similar scores among students on a CRT may be perfectly logical, acceptable, and even desirable if the test is administered at the end of a course. In this situation, a normal distribution of scores may not appear. In fact, a normal distribution on CRT scores may even be a sign that something is wrong with the test, with the curriculum, or with the teaching (J.D. Brown 2005).

3. Speaking and the Test of Speaking

To speak is to express ideas orally, to make a person's mind or thought known to and understood by others as the addressees. To make his oral expression known and understood well a speaker need to attend to factors bringing to oral message delivery success: (1) definite message, problem or topic to be delivered, (2) well organized message delivery, (3) clarity of message which can be established through implementing the right words choice and use, accurate grammatical rules, and intelligible pronunciation and appropriate fluency (Djiwandono 2007). In addition, Harmer (1993) posits that speaking ability should cover interactive skill. Those components of speaking skill are decisive to successful communication, hence, should be taken into consideration when developing a speaking ability test.

4. Speaking Test Approach

Two approaches to productive-skills testing, analytic approach and holistic approach, are commonly used in testing practices for educational purposes. They are used for setting up criteria for measuring up the test-takers' performance in productive language skills. Holistic approach uses a single general scale to give a single global rating for each test-taker's language production (Djiwandono, 2007). In this approach, the rater judges the learner, say, speaking ability on the basis of his/her overall impression on the learner's oral performance without separating the speaking ability into its features. In the procedure of holistic scoring approach, the rater directly comes to a single score which measures the aspects of speaking ability like content, fluency, pronunciation, vocabulary, grammar, etc., as one whole for concluding the test-taker's oral performance. A high expertness of rating skill is truly required to be able to apply this scoring approach responsibly and rightly for speaking ability judgment (Djiwandono, 2007), otherwise validity and reliability of the scoring results are at risk here. Although holistic approach can be applied more easily and practically for scoring criteria, it is not easy to get explicit and specific feedbacks that can tell information about the areas of student's strengths and weaknesses in their speaking achievement.

Analytic approach, on other hand, refers to a procedure of scoring the learner's speaking ability by separating the features of speaking skill into sub skills. In this procedure, the rater scores each feature and then sums up the sub scores into a final score (Underhill 1997). Perhaps some people would think that putting or designing the skill into more separated analytic aspects or components would be hard to implement, and the scoring would be too complicated to do for the rater. However, with a more discretely separated features of the speaking skill would allow the rater to do the scoring in a more confident way. The rater would not experience problematic decision making as happening when a single score should be assigned or given to assess or

evaluate two or three components or subskills which are treated and scored as a single unit. By doing so, the scoring can be done more objectively, hence, with higher validity and reliability estimate.

5. Scoring and Weighting

In speaking test, a judgment is called for in the part of the scorer, thus the scoring is said to be subjective. In second and foreign language teaching, subjective marking is usually required for scoring writing and speaking tests (Henning 1987; Underhill, 1991; Hughes, 2003). In subjective scoring, "examiners are required to make judgments which are more complicated than the right or wrong decision…their job is to assess how well a candidate completes a given tasks" (Alderson, Clapham, & Wall, 2002:p. 107).

Related to scoring is weighting. Weighting refers to the values that are placed on certain test items within the test. Test items may be weighted differently. One item for example is weighted higher as compared to other items based on the consideration that the mastery of the objective tested with the first item reflects more learning than mastery of another objective measured with the latter test item (Cohen 1990).

Speaking is basically an activity of transferring or conveying messages/ideas between persons involved in a communication. The success of this speaking or communicating activity is dependent on each person' communicative competence in producing understandable content of a message as well as in understanding the delivered content of a message. This ability of delivering understandable message content and understanding delivered message content represent the communicative competence of the communicator. To be able to deliver an understandable content of a message and to understand an addressed content of a message a person needs to make use of not only his linguistic competence, but also his discourse, sociolinguistic, and strategic competence, which together integratedly they make up a person's whole communicative competence (Savignon 1983). By understanding this nature of communication, consequently, content factor should be the main consideration when judging or measuring a person's speaking ability. Thus, in developing a speaking test, content should be considered the most important criteria of speaking ability, which therefore be given the most weighting than the other components of speaking ability.

Grammatical or linguistic competence is the smallest construct of communicative competence as opposed to the other constructs of communicative competence, i.e., discourse competence, sociolinguistic competence and strategic competence (Savignon, 1983:35-42). Agreeing with this theoretical stance, grammar aspect should be considered less important criteria of measuring speaking ability. Thus, grammar criterion should be given lesser degree of weighting in a speaking test development.

Pronunciation is phonological knowledge (Canale & Swain 1980 in D.H. Brown 2002). In an analytic scoring approach, pronunciation may be isolated and scored analytically or separately from the grammar criteria. By treating it so,

the examiner will be able to get practical benefit for measuring fairly and confidently the two components separately. Pronunciation may be given similar weighting as grammar criteria because they both represent linguistic competence.

6. Test Development
State Health Polytechnic of Malang is a vocational higher education institution specifying in health education. Medical Record and Health Information (MRHI) is one study program in the institution which prepares the students to be effective English users. Thus, two series of English subjects of English 1 and English 2 are provided in the first and second semester.   In both classes the students are taught and trained on speakig skills. The class used for this project is English 1.

Since the test to be developed is aimed at testing speaking achievement of MRHI students, the MRHI curriculum is to be considered. The general objective of English 1 related to speaking skill is to make the students competent in talking about issues related to health in general, such as "health and the environment," "food and health," "the importance and development of medical record," "mental health," "health and lifestyles," "diseases and illneses," etc.

7. Test Topics
When a test is meant for measuring speaking ability, supposedly the speaking test measures the students' ability in speaking about the topics which they once discussed to speak about during instructional activity. Therefore, four topics are selected from the aforementioned list of activity topics. But yet, the students should not know they are going to talk about the topics they once used during class activities. To add to the degree of spontaneity of their speaking performance, the students may be asked spontaneous questions prepared by the examiners about the chosen topic. Thus, the four topics selected for the topics of the test include : (1) The effect of environment to Health (2) The Habit of Cigarette Smoking (3) Drugs Abuse (4) The Importance and Development of Medical record (See APPENDIX 1). The four topics are selected because they are assumed as the topics with relatively equal level of difficulty.

8. Test Tasks
The test tasks to be selected in the speaking test should be those relevant with the students' ability level and those which students are already familiar with. The tasks used to obtain information or data about the students' speaking performance in the current speaking test model are recount and question-and-answer.

To recount is to tell somebody about something (Oxford Dictionary 2000). Recount is used as a test task in the speaking test because the activities of telling and sharing story, experience, opinion, knowledge, etc, are used as

the main instructional activities during learning process. Thus, in the recount session of the speaking test, the students tell about their story, knowledge, experience, opinion, examples, etc, about the topic they have chosen. The students do individually the recount test task face to face with the tester.

Another task that can be used in combination with recount is question-and-answer task. After telling about the given topic, the students should answer questions from the tester about the topics they have told. Question-and-answer task is implemented because the task is believed to be effective for measuring spontaneous speaking ability. This task is also used since question and answer is a typical activity during group discussion which is considered main activity in the learning process in English 1 Class for MRHI students. The tester should have supplies of questions available for each of the four topics to be asked to the students. The questions developed are Wh-questions that supposedly require elaborate explanations for the students to answer (See APPENDIX 2).

9. Set-up of Criteria and Criteria Indicators/Descriptors

When the speaking construct is classified into discrete components of content relevance, content completeness, grammar and pronunciation, these components become the criteria for referencing the students' speaking performance in the speaking test. Then, the test developer gives descriptions or indications each criterion covers. The following table shows the component criteria and their each criteria descriptors or indicators.

Table 1: Criteria and criteria description of speaking test

COMPONENT CRITERIA	DESCRIPTION/INDICATION
RELEVANCE OF CONTENT	The speech content is relevant with the topic to be spoken about. The speech content of the answer is relevant with the question asked.
COMPLETENESS OF CONTENT	The speech content is supported with good knowledge, details, examples, facts, and other supporting arguments relevant with the topic to be spoken about and the question to be answered.
GRAMMAR ACCURACY	The oral language use applies accurate grammar that can deliver the clearest and the most understandable meaning of the content.
PRONUNCIATION (Intelligibility/ fluency)	The pronunciation is intelligible. The speed speech or fluency is natural.

Each component is then graded into degrees or levels of mastery in a range of "very good," "good," "adequate" or "fair", "inadequate" and "poor", where very good category is given score 5, good 4, adequate 3, bad 2, and poor 1. Thus, if the student could perform best in the tasks when the performance are referred the three components of content, grammar, and pronunciation, then he/she would be assigned the highest mark or score 5 for each component criteria.

And, if the student perform so poorly in the speaking test when referred to the three components, then he/she would get the lowest score 1 for each component. The setting-up of descriptors or indicators for each level of mastery in each component criteria and the marking or assigning of marks to each component mastery level can be seen in APPENDIX 4: The Indicators, Marking, Weighting and Scoring System.

10. Implementation of the Speaking Test
To begin the test, students are called one-by-one to do the speaking test face-to-face with the tester. After a short greeting "good morning" and "how are you" to make the student feel comfortable or to ease anxiety in the test session, the student called is asked to choose randomly one of the four faced-down cards containing one topic each (Appendix 1) that they are going to recount or tell about to the tester. After choosing the card, the student is asked to read loudly the topic stated in the card, for example "The Importance of Medical record" and also the short instructions: "tell as much as possible for 2.5 minutes about the topic". Then the examiners welcome the student to begin telling about the topic "Now please tell about your opinions about the importance of medical records" and inform him that "The examiner would give notification when the time allotted for recount is up." When the students are doing the recount the examiner should be listening attentively and not doing anything that could interrupt or annoyed the students doing the task. Then the test is continued for the next 2.5 minutes with question-answer session. The tester could use the list of ready-to-use questions (see the list of questions for every topic in APPENDIX 2) already made available. The examiners should ask the questions to the students in well-articulated manners.

11. Scoring
The tester rates the students' speaking performance trough analytic approach by using and referring to the score sheet he/she should have prepared. The score sheet contains the cells for each of the components scored: content, grammar, and pronunciation. Each component criteria is divided into five mastery levels. Each level of mastery of each component is described with defined indicators/descriptors. The tester check "√" in the relevant cell under each descriptor's cell to measure each student's speaking performance in each component. The score sheet can be seen in APPENDIX 3.

Each component of content, grammar and pronunciation is graded in a range of "very good," "good," "adequate," "inadequate," and "poor," with the scores of 5, 4, 3, 2, and 1, respectively. Thus, if the student could perform best in the tasks for the three component criteria, then he/she would be assigned the highest mark or score 5 for each component criteria. And, if the student perform so poorly in the speaking test when referred to the three components, then he/she would get the lowest score 1 for each component. The raw scores or marks each student gets for each component criteria is multiplied with the

weighting percentage each component bears: content relevance 30%, content completeness 30%, grammar 20%, and pronunciation 20%. Consequently, their marks on content relevance criteria and content completeness criteria are multiplied with 3, while the marks they get in grammar and pronunciation criteria are multiplied with 2, to get the students' scores for each component criteria. Each student's scores in each component criteria is added up to generate the student's total score and thus the final grade. The marking, weighting, and scoring can be seen in APPENDIX 4.

Since the current speaking test model is based on a criterion-reference test, the grading system commonly used in norm-referenced test is not applicable here. As known, a NRT test result is interpreted based on the concept of normal curve or normal distribution. Being so, the minimum passing grade is usually the scores which fall or scatter close around the mean score or between -1 and +2 standard deviation (SD) of the mean, usually is graded C. And the assigning of grades A, B, D and E is decided by how many standard deviations do the scores lie from the mean. For example, the scores that fall 2 SD below the mean (normal tendency) is assigned D, and the scores lying 4 SD below the mean are assigned E. On the other extreme, the scores lying 2 SD above the mean or the normal portion are assigned B, and the scores lying 4 SD above the normal portion are assigned A.

As a criterion-referenced test, the deciding of minimum passing grade and the assigning of other grades on the students' speaking performance cannot be referred to the normal curve distribution concept and its grading system of using normal portion and standard deviations, but should be referred to the set up criteria. Each student's performance on a CRT is compared to a particular criterion in absolute terms, without reference to the other students' scores (Brown 2005). So, in the current test, as mentioned earlier, every level of ability for each content component has their own specified and formulated set of criteria. The grading, i.e., from A, B, C, D, to E, therefore, should be based on or referenced to the accumulated scores of the three components. Each grade indicates detailed specified criteria containing indicators that the test takers or the students should achieve.

Thus, to generate total minimum acceptable score for the speaking test, the minimum acceptable scores of the three components should be added together. Thus, adding up the minimum acceptable content score (18) with minimum acceptable grammar score (6) and the minimum acceptable pronunciation score (6) results in the minimum acceptable speaking achievement test score (30). This score is the total minimum score for the current speaking test which represent the acceptable level and minimum criteria of performance in all the three components. The range of scores for each level of speaking ability and the assigned grades to be used for pass-or-fail and other decisions can be seen in APPENDIX 5.

12. Conclusion

At the end of a learning program, a teacher has to evaluate how much the learning objective has been achieved by the students by developing and conducting an achievement test, for making decisions about, e.g., which students would be advanced to the next level of study, which students should graduate, or simply for grading the students. The results of an achievement test can also serve as feedbacks that can tell the change direction for improving curriculum design, staffing, facilities, materials, equipment, etc.—which factors influence the teaching and learning endeavor. Using a criterion-referenced test instrument to measure students' learning achievement can generate trustable or valid results and information about the students' achievement for CRT principally measure the students' achievement performance with reference to or based on particular standards or criteria set up n relation to the instructional objective of the course in question.

To measure speaking ability, the test instrument should measure the learner's actual performance covering the language components, functions, and interactive skill. An analytic approach to scoring which separates speaking skill construct into discrete subskills is a very suitable and useful scoring procedure for classroom practice since it can generate explicit and specific valuable feedbacks both for the teacher and the students. In the scoring procedure, weighting may be given in different doses to the speaking components respective to the essential roles or degrees each component plays in making up the speaking construct in whole. Content component is expectedly given more weight than the others like grammar and pronunciation. Each component criteria then should be given explicit, easily understood and informative descriptors of expected mastery as a guide for rating the students' oral performance in each component.

In developing the test, firstly the general objective of the course should be identified. If the general objective is "to enable the students to participate and express their ideas spontaneously in a group discussion, story telling, describing, and reporting," the test objective should be made accordingly, which is "to measure the students' ability in expressing their ideas spontaneously in communicative activities of group discussion, story telling, reporting, etc." Secondly, consider the selection of topics and tasks for the speaking achievement test. The topic and task selection should consider the objective of the test, students' level of speaking mastery and their familiarity with the topics and tasks in question. As the final words, students' achievement is what matters most in teaching profession, not the teacher's contentment. Therefore, as far as information and feedbacks for the betterment of classroom instruction is concerned, no detail is too much or too small to consider in developing and conducting a powerful speaking achievement test.

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APPENDIX 1:

One of the four cards used in the speaking test and questions for interview

T**OPIC**
The Importance and Development of Medical record

INSTRUCTION
1. Tell about the topic as complete as possible for <u>2.5 minutes</u> right after you have completed reading the whole instructions.
2. Respond as quickly and completely as possible to the questions the topic being talked asked by the tester.

Interactive questions:
- Can you describe the job of a medical recorder?
- How have medical records documentation developed?
- What are the pros and cons of electronic health and medical records?

APPENDIX 3:

The score sheet for speaking test
Name of student: ………………..
Date of evaluation: ………………

COMPONENT	MARKS/DESCRIPTORS				
	5	4	3	2	1
CONTENT RELEVANCE	Highly relevant with the topic	Finely relevant with the topic	Adequately relevant with the	Inadequately relevant with the	Poorly relevant with the topic
	√				

CONTENT COMPLETENESS	Very well supported with good knowledge, details, examples, facts, and other supporting arguments	Well supported with knowledge, details, examples, facts, and other supporting arguments	Adequately supported with knowledge, details, examples, facts, and other supporting arguments	Inadequately supported with knowledge, details, examples, facts, and other supporting arguments	Poorly supported with knowledge, details, examples, facts, and other supporting arguments
		√			
GRAMMAR ACCURACY	Highly appropriate or accurate grammar use, and error-free	Very few or infrequent grammatical error which still do not harm or disturb	Some errors in grammar use which somewhat disturb meaning	Frequent errors in grammar use and many times meaning	Almost every sentence contains error and meaning is hardly understandable
		√			
PRONUNCIATION (Intelligibility and Fluency)	Perfectly intelligible with very natural speech speed or fluency and free of mispronunciation	Satisfactorily intelligible and natural speech speed or fluency with very few mispronunciations	Slightly slow speed or fluency and only occasional mispronunciations causing occasion	Very slow speech speed or fluency, and so many hesitation or paucity occurs, with	speech speed too slow and full of unexpected or unnecessary hesitation, and filled with
		√			

APENDIX 4: The indicators, marking, weighting and scoring system

COMPONENTS	INDICATORS/DESCRIPTORS	GRADE	MARK	WEIGHT	SCORE
RELEVANCE OF CONTENT	Highly relevant with the topic	Very Good	5	X3	15
	Finely relevant with the topic	Good	4	X3	12
	Adequately relevant with the topic	Adequate	3	X3	9
	Inadequately relevant with the topic	Inadequate	2	X3	6
	Poorly relevant with the topic	Poor	1	X3	3
COMPLETENESS OF CONTENT	Very well supported with good knowledge, details, examples, facts, and other supporting arguments	Very Good	5	X3	15
	Well supported with knowledge, details, examples, facts, and other supporting arguments	Good	4	X3	12
	Adequately supported with knowledge, details, examples, facts, and other supporting arguments	Adequate	3	X3	9
	Inadequately supported with knowledge, details, examples, facts, and other supporting arguments	Inadequate	2	X3	6
	Poorly supported with knowledge, details, examples, facts, and other supporting arguments	Poor	1	X3	3
GRAMMAR ACCURACY	Highly appropriate or accurate grammar use,	Very Good	5	X2	10

	and error-free.				
	Very few or infrequent grammatical error which still do not harm or disturb meaning	Good	4	X2	8
	Some errors in grammar use which somewhat disturb meaning,	Adequate	3	X2	6
	Frequent errors in grammar use and many times meaning is difficult to understand	Inadequate	2	X2	4
	Almost every sentence contains error and meaning is hardly understandable	Poor	1	X2	2
PRONUNCIATION (Intelligibility/ fluency)	Perfectly intelligible with very natural speech speed or fluency and free of mispronunciation.	Very Good	5	X2	10
	Satisfactorily intelligible and natural speech speed or fluency with very few mispronunciations but intelligibility is not affected.	Good	4	X2	8
	Slightly slow s peed or fluency and only occasional mispronunciations causing occasional unintelligibility	Adequate	3	X2	6
	Very slow speech speed or fluency, and so many hesitation or paucity occurs, with frequent mispronunciations which very often affect intelligibility.	Inadequate	2	X2	4
	speech speed too slow and full of unexpected or unnecessary hesitation, and filled with incompetent paucity	Poor	1	X2	2

APPENDIX 5: Grading system: conversion of scores to grades

RANGE OF SCORES	GRADES	
44-50	VERY GOOD	A
37-43	GOOD	B
30-36 (MINIMUM PASSING SCORES)	ADEQUATE (MINIMUM PASSING CRITERIA)	C (MINIMUM PASSING GRADE)
20-29	INADEQUATE/BAD	D
10-19	POOR	E

Model of Critical Literacy on English Debating Society for Students' Critical Thinking

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Abstract

Literacy practices currently become one indicator of academic success, particularly in higher education in Indonesia. It requires a model to implement effective literacy practices which should be in line with pedagogic principles. This study focused on English Debating Society (EDS) of State University of Surabaya as a model of literacy practices in relation to improving students' critical thinking. During regular practices, this community is believed to accommodate the members for self-actualization through critical literacy such as instructional strategies among members to gain detail and objective information, critical discussion through debate, students' engagement attesting the issues based on logical analysis and relevant sources, and autonomous behavior in self-actualization. This research employed focus-group observation and discussion focusing on the pattern of critical literacy practices of the members. The results will become the basis for policy-making in promoting critical literacy for the university students.

Keywords: Critical Literacy, English Debating Society (Eds), Critical Thinking

1. Introduction

Literacy is now becoming one of the academic agendas in Indonesia. It is because of the low number of its practices in Indonesia. The survey result announced by Program for International Student Assessment (PISA) in December 2013 on education and students' ability from 65 countries showed that Indonesian students were ranked 64 out of 65. Indonesia scored 375 for Mathematics, 396 for Reading, and 382 for Science (international average was 500). This ranking has decreased continuously since 2003 (Balitbang Kemendikbud, 2015).

This fact also becomes one concern of State University of Surabaya (UNESA) where this study took place; therefore, the university established literacy center in June 2014 and becomes the only university in Indonesia having literacy center. By this declaration, UNESA Literacy Center has prepared

itself to be the center of literacy studies in Indonesia. Moreover, to be in line with the global demand, literacy practices should be developed in school/college environment. This development should be more comprehensive and applicable, not only to be able to read and write. For that reason, literacy activists at UNESA believe that literacy is not only represented by the ability to read and write, but also, more importantly, the ability to understand the readings and solve the problems critically.

Currently, the definition of literacy is not only the capability of a person to be able to read and write, but also a powerful means to organize, expand, and provide resources and information that can be used to change our social efforts (Bazerman, 2000). For example, in this digital era, information literacy, which means a person's ability to use technology, access information and think critically while receiving information and then organizing it in social, cultural, and philosophical context (Bruce, 2003), is much more important for individuals; therefore, literacy practices should cover an understanding of other aspects, such as norms, attitudes, culture, and truth and feeling.

In educational context, especially in higher education, information literacy is very useful to support the education process in which students should find information by themselves and use various resources to get the information. As stated by Breivik (1998), there are some characteristics of literacy, especially information literacy, including strategic skill and knowledge to access the information; attitude towards the information such as perseverance, detail attention, or doubt toward the information, so it needs an effort to determine the validity of the information; need driven related to one's self-evaluation whether the information is suitable with their needs; and computer literacy dealing with the use information technology, such as computers and gadgets in optimizing the process of information search.

Through focus group observation and discussion on the English debating society (EDS) of State University of Surabaya which is able to accommodate literacy practices consisting of reading and understanding the readings, and also solving problems critically, this study is intended to observe the implementation pattern of critical literacy model in EDS in improving students' critical thinking. This community trains the students to think critically, solve problems, and make advocacy. This critical thinking gives positive impacts on students' academic achievement. The members of this community should up-date their information regarding issues on social politics, humanity, international, science, economic policy, education, natural disasters, United Nation Organization, and many others. Those various topics oblige the members (debaters) to possess an autonomous behavior to access information whether through libraries, mass media, online media, almanacs, books, or journals. Moreover, the ability to think critically which is reflected in academic debate motivates the students to carry out an in-depth research on related information through various resources, and then write down the results.

The results will become a model for the development of literacy practices which are more comprehensive and effective, not only the ability of

reading and writing, and become the basis for policy making in promoting critical literacy in the university. This study is an ongoing research as the basis for university's policy to implement the concept of literacy practices dealing with critical literacy to the students. An effective approach and model are needed in the implementation of critical literacy, so the students are motivated to be involved in literacy practices in the university.

2. Methods

This is a qualitative study which aimed to observe patterns and aspects of critical literacy in debating community practices in accommodating literacy practices. The pattern includes the instructional strategies involved in order to accommodate critical literacy practices effectively. The study was conducted to an English debate society (EDS) at State University of Surabaya. The EDS has been established since 2000, and joined regional and national championships with reputable achievements. The activities of the EDS consist of routine practices, coaching clinics to other institutions, adjudicating activities in regional and national championships, and discussion forums for the members. All these activities were the media in conducting the research.

Researchers tried to directly keep in touch with the members of EDS in order to get detail descriptions about the debate community activities, such as the interactions among the subjects (members and instructors), and the members' activities and communication (Creswell, 2008). In this qualitative study, the researchers were the main instrument (Mertens, 2010), so we were able to: (1) have intensive and consistent interactions with the subjects (EDS members and instructors/coach) and formal or informal questions to collect data in order to result in a theory; (2) use theoretical samples in order to fill the gap in the process of formulating a theory; and (3) make a concept on how the systemic code and activity patterns and principles are integrated in the theory to model the critical literacy practices.

Currently, some active members are dominated by English Department students; there are some members however from other faculties as well. All these members were involved in this study. By having experiences as debaters and lecturers of Speaking for Debate, the researchers got benefits in preparing the research and having access in conducting a research in UNESA English debate community.

Research instruments used to collect the data were namely 1) Observation sheet and observation notes to control the collected data to be in line with the expected results. It consisted of check lists and was given an open column to write unique activities during the observation; 2) Guideline for focus group discussion (FGD) consisting of two parts, namely *opinionnaire* sheet with questions on general information, and the second part was a set of question guideline to cross check the members' answers in the *opinionnaire* sheet and findings during the observation. This question guideline was focused on various literacy aspects, such as instructional strategies to accommodate literacy practices, reading resources, information understanding, information validity,

opinion and attitudes towards the information they have read, and problem solving strategy.

In general, the data of this qualitative study was collected through in-depth observation, and focus group discussion (FGD). The data in this study was analyzed by using triangulation. The analysis proses was done by checking and comparing the data got from FGD, data from observation result, and other supporting data. There were some rationales why these techniques were chosen, namely:

There was only limited number of EDS members, so each member had enough opportunities to speak, to deliver his ideas, and to be actively involved in the discussion.

The participants of FGD (EDS members) were from the same targeted population or a homogeneous group having the same characteristics based on the purpose of the study, that was a specific study on the activities of English debate community.

The researcher having a role as the moderator had a full access, so the participants and the researcher were close during data collection through FGD.

3. Findings and Discussion

The findings and discussion of this study mainly cover some classified aspects namely the instructional strategies to accommodate the critical literacy practices, students' motivation, strategic investment by the students as members of EDS, and critical thinking as performed by the students. The following are the findings and discussion of this study through observation. The observation was scaled from 1 to 5, which 1 corresponds to disagree or ineffective, while 5 means agree or very effective.

3.1 Instructional Strategies to Accommodate Critical Literacy in Debating Practices

The field observation was intended to find the pattern of the debating practices as well as instructional strategies in accommodating the relevant aspects of critical literacy, namely the ability of the students to have clear stance towards the information they have read or the emerging issues in the debate topics (motions).

Table 1: Instructional strategies of critical literacy in debating process

Aspects	Guiding statement	Average score	General findings
Interactions	Debaters have equal opportunity to deliver their idea or arguments.	4.40 (very effective)	All debaters had the same opportunity to deliver idea.
	Debaters gave feedback each other.	3.54	Debaters provide feedback: internal team mostly.

Instructional Strategies	Small group discussion in debate practices is more effective.	3.84 (effective)	The common grouping was divided into small group consisting three members (based on their team).
	Debaters work individually.	3.24 (effective)	In some special cases could be seen during the case-building. It was believed that debaters needed to concentrate with their cases.
	Level-based or mixed teams.	3.00 (flexible)	Depended on the goal practice, there were variations like based on the level or fixed team for competition.
	Debaters work and discuss with peers.	4.08 (effective)	Debaters were not shy to discuss with peers, even though some others preferred to search by themselves.
	Debaters are independent learners.	4.00 (effective)	Debaters were determined to pursue their target through self-regulated learning.
	Debaters prefer to do assignment individually.	3.24 (effective)	Individual learning moment: analyzing motion, case-building, finalizing arguments, self-reflection before debate.
Coach Instructions	Debaters are independent learners.	4.00 (effective)	Debaters were determined to pursue their target through self-regulated learning.
	Debaters prefer to do assignment individually.	3.24 (effective)	Individual learning moment: analyzing motion, case-building, finalizing arguments, self-reflection before debate.
	Coach/instructor should provide constructive feedback, both individual and group.	4.56 (very effective)	Coach/instructed provided personal and group feedback in the form of verbal adjudication. Often, coach/instructor invited other debaters to give comment.
	Coach/instructor requires debaters to read particular sources.	3.76	Coach mentioned some names of magazines and sources, e.g. New York Times and World Bank

	Coach/instructor always gives opportunity to debaters about any decision.	3.85 (effective)	Always. Coach always gave opportunity to all debaters to express idea or solution.

The first aspect in the instructional strategies to accommodate the criticality of the students was how to provide wide opportunity to the students to express their aspiration during the debating practices, and also the space to give responses to their peers' aspiration. Through this opportunity, students may have close engagement by exchanging opinion through critical discussion based on the information that they have read. This instructional strategy is believed to encourage the students to optimize their critical thinking.

This aspect cannot stand alone as the active engagement of the students is influenced by their content preparation of the threaded discussion in the community. Critical thinking is not an automatic feature of the discussions; it needs to be nurtured through clear expectations, carefully crafted questions, timely and useful feedback (from peers and instructor), and creative facilitation (from the instructor) (Kelly, 2014). In this case, the instructions from the coach to read and gather information from several sources would be very essential to prepare the students in engaging in critical discussion because they are knowledgeable, informed, and have sufficient evidence of what they are about to say in the thread critical discussion.

Similar idea stated by Caram and Davis (2005) stated that student engagement in critical discussion should occur when the topic of the discussion is meaningful and facilitated with the instructor who provides the students with open-ended questions. During the observation, instructor kept giving questions to the students who gave their opinion, such as: "Why is it important?", "Why do you think this issue is significant to the society?", "What is the nature of that policy?", and other questions which were intended to encourage the students to provide deeper analysis and support their opinion with relevant evidence according to the sources they have read.

Thus, the following findings related to the instructor's instructions that the students are required to read several sources are very effective. They have rationale that students should be resourceful in order to participate in critical discussion. Moreover, they should test their sources by taking stance during threaded critical discussion during debating practices and also they should keep scrutinizing the sources by not taking into account every statement in the news. This is one of the concepts of critical literacy when students struggle to understand the discourse of the information by understanding the message and context beyond the text that they have read.

3.2 Students' Motivation and Critical Literacy Practices
In conducting any program related to literacy practices, what we should concern is one, students' motivation and dedication. As stated by Cambria and Guthrie (2010) thoroughly how students' dedication affects their success, especially

through reading habits; this should be part of the consideration before planning any literacy practices for students. Dedicated students plan for their success; they believe the more they read may affect their success for their skills. This concept also applies in debating practices and also critical discussion during the practices.

Table 2: instructional strategies of student motivation abd critical literacy practices

Aspects	Guiding statement	Average score	General findings
Motivation	Debaters have target and they have to give big effort to pursue it.	4.40 (very effective)	Common reason and motivation of joining debate was self-actualization. The others were competition, study major-related competence, and language proficiency, etc.
	Debaters will try to ask my teacher/instructor about something that they don't understand during the class/practice.	4.08 (effective)	Some debaters preferred to search by themselves. Some others were asking coach & peers during discussion session.
	Debaters are responsible for the success/failure in practices.	3.76 (effective)	Debaters came to debate practices with prepared matters, punctually, and actively.

The findings above describe how debaters have high motivation and they have set their target thoroughly. During the focus discussion with some debaters, they believe that their main motivation of joining debate community is for self-actualization; specific for language students, they feel debating may enhance their language (communicative) competence, especially in terms of public speaking and rhetoric. In order to pursue those targets, debaters have always prepared the matters as the discussion materials before coming to the community. This motivation may nurture their autonomous behavior which in turn will affect their efforts to do reading and gaining information beyond the regular schedule (of debating practices).

This motivation should be introduced to the university students in order to pursue their target. For critical literacy, if the students do not have sufficient preparation, it may affect to information deficiency in the critical discussion and

debating activities. As the students know how the demand is high in debating, they should always be prepared in order to achieve the best.

In addition, in case the debaters feel unsatisfied with the information they have gathered, they tried to crosscheck and confirm the information with the other information. One debater during the interview stated that to discuss one motion, they needed to research the matter from more than one source. Online magazine and data can be the best resource for them, and they have to know which magazines are classified into conservative and liberal by nature as it may affect their philosophical approach to the issues being debated. This two-sided information becomes essential for the students before debating as they can construct sturdy argument as well as predict their opposing view and prepare the counterargument towards it. In this level, critical literacy applies very well among the debaters in debating community.

3.3 Strategic Investment by Students towards Emerging Issues
Corroborated from the previous findings on how debater's motivation may affect their autonomous behavior and strategy to search the information, in this session, there were two kinds of strategic investment by the students, namely strategic investment based on their internal motivation which is students' autonomous behavior and external motivation which was from the coach/instructor.

Table 3: Instructional strategies of strategic investment by students toward emerging issues

Aspects	Guiding statement	Average score	General findings
Strategic Investment	Debaters often read and/or watch video about controversial issues.	4.40 (very effective)	YouTube and online news were primary sources for individual learning beyond the debate practice.
	Debaters like searching different information out of the topic of my class/major.	4.56 (very effective)	
	Coach/instructor encourages the debates to make notes or outline to make structured arguments.	4.68 (very effective)	Coach/instructor required debaters to bring "big book" specialized for debate.
	Coach/instructor always encourages the debaters reading various kinds of books	4.64 (very effective)	Always. Online news, video, newspapers, and others.

	or literatures.		
	Coach/instructor always encourage debaters to take stance from the current issue or texts they've read	3.85 (effective)	There was not clear instructions to take stance during practices; it's all about brainstorming and discussion. Different case when debate exhibition, stance is important.

The average score for internal motivation for the students' strategic investment is higher than external factor which is from the instructor/coach. Both factors, however, have effective influence to build students' behavior for literacy by searching information from various sources. According to the students' inquiry, the most common sources that they accessed are New York Times and other prominent international magazines such as The Economist, The Guardian, Almanac, and even World Bank as the statistical resources.

The instructions from the coach covered the encouragement to the students to read as many information and analyze the information as to support their stance. Taking stance could be a good approach for someone to be critical towards the information, especially by understanding the context of the information. Besides that, the instructor sometimes provided some recommended readings as the enrichment towards the students' current information related to debating activities.

3.4 Critical Literacy as Performed through Students' Opinion

Prior to the focus group discussion, the debaters were asked to fill opinionnaire in the form of short opinion towards the issues provided in it. From this inquiry, it can be analyzed the students' performance as the realization of critical literacy practices. In order to know how good the students applied the critical literacy, their opinions were analyzed in terms of their clear stance of the opinion, logical analysis and reasoning, the use of relevant evidence based on the sources they have read, and how they gave responses to the opposing view.

In terms of the stance, most of the debaters showed clear stance whether they agreed or disagreed with the issues provided. The clarity indicates that they were well informed towards the issues; few issues were left with unclear stance as the indication they considered the issues were too sensitive or too complicated. For example they were hesitant to decide bold position for the topics like climate change and social welfare. The reasons were: the parameters and context were not clear because they tried to bring the case into Indonesia, and it is irrelevant. For climate change, subjects preferred populist stance due to long debate for this topic.

The second aspect focused on the way the debaters applied logical reasoning to support their opinions. Most of the debaters were to set the required parameters and context of the issues. From this strategy, it was easier

for them to state the analysis and reasoning. This strategy is believed to help the debaters to avoid fallacy or illogical analysis due to blurred context. In setting parameters, one way is through providing relevant models, which are only understood if the debaters have sufficient information about the issues.

The other aspect was how the debaters provided relevant evidence to support their opinion. The results showed that debaters were able to give evidence in their opinion even though they could not provide detail statistics; in other words, they preferred to emphasize the parameters and model analysis instead of dealing with statistics or evidence. This might be contradictory with the critical literacy practices, but this might be due to limited space for the opinion (only 100 word opinion which is considered too short to accommodate detailed evidence).

The last part of the debaters' inquiry being analyzed was their strategy to give response to the opposing views. For example, they clarified the status quo or the proposed cases. Some clarifications were not elaborated well because they were not in the form of complete arguments (too short space for opinion); some debaters preferred to provide bold stance towards the opposing cases and focus on their own stance instead.

4. Conclusion

According to the discussion, there are some conclusions in relation to the critical literacy practices in university. Firstly, in order to engage into critical literacy and critical discussion, students should be knowledgeable towards the emerging issues by having sufficient information and readings upon the topics. In addition, facilitation from the instructor is essential to encourage the students to provide deeper analysis during the discussion, gather information through several sources, and also create meaningful threaded discussion in the forum. Secondly, students' motivation is essential aspect in order to promote literacy in university. In relation to critical literacy and language pedagogy, it has been proven that autonomous behavior has positive correlation to students' competence. Moreover, promoting literacy should be also promoting motivation to do routine activities, especially reading and writing routines. The last aspect in critical literacy practices is students' strategic investment beyond the classroom. This is closely related to their autonomous behaviors in learning. When the students feel motivated that information becomes fundamental needs for their (academic) success, they have good autonomous behavior to access the information. Another factor that may affect students' motivation for strategic investment is the instructions from the coach, such as the requirement to read several sources, e.g. online magazine, would trigger the students to expand their reading; and it was considered effective during the debating practices in the EDS State University of Surabaya.

Further research should be conducted in order to measure the significance among factors in the debating practices in relation to critical literacy. Another idea is related to promote critical literacy for university students such as by involving non-debating students. Another expertise of critical literacy

such as information and technology is also very interesting to study as it has close relation to students' life as university students and requirements of globalization and IT-based learning trend in higher education.

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The Implementation of Facebook Group to Improve Students' Skill in Writing Recount Text

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Abstract

Facebook is one of the most popular social networking which is used by many people around the world in this era. This study attempted to investigate the implementation of Facebook group to improve students' writing skill in writing recount text and to investigate their perception toward the use of Facebook group in teaching writing recoun text. An action research was designed and carried out through pre-cycle, cycle 1, and cycle 2. The research was conducted in SMAN 1 Ciranjang. The subjects of this study were 38 students of X MIPA 3. The research was analyzed by using mix method, in the form of qualitative data and also supported by quantitative data. This research used writing tests, questionnaire, and observation as the instruments for collecting the data. The results of the study showed improvement of the students' achievement. The students' average score of pre-test in pre-cycle was 68.76, the average score of post-test 1 in cycle 1 was 73.92, and the average score of post-test 2 was 78.73. The analysis of the questionnaire showed that the students gave positive responses towards the implementation of Facebook in their learning. They felt motivated and more confident in writing and learning English.

Keywords: Facebook, Facebook group, Writing, Action Research, Recount Text

1. Introduction

The development of information and communication technology in this globalization era is increasing rapidly. The presence of social networking as the impact of the development of information and communication technology also influencesthe activities, both of positive and negative.Nowadays, there are many social networking appear as the product of the development of information and communication technology, such as Facebook, Twitter, MySpace, Friendster and Tumblr. Most social networking services allow users to share their opinions, interests, activities and events within their individual

networks (Yunus *et al*, 2012). These social networking are used by many people around the world, but most of the users are students or teenagers. As the growth of technology, most of students have smartphone or gadget. Currently, social networks are used by millions of users, most of whom are students and adolescents, for a variety of purposes but with a heavy emphasis on social needs (Yunus & Salehi, 2012). It eases them to access social network.

The presence of social networking affects many sectors, including the educational site. Nowadays, modern educators involve those development technology and social network as the media or language-learning tool to make modern teaching learning process. It is supported by Yunus and Salehi (2012) that in this age of modern technology and ICTs, online social networks have captured the attention of educators and policy-makers as an alternative tool for language teaching and learning. Modern educators involve those development technology and social network as the media or language-learning tool to make modern teaching learning process. Such technologies enhance teaching methods by providing students with an intellectually sound environment that promotes creativity and that caters to students' need (Prihatiningsih, 2011, p 34, cited in Yunus *et al*, 2012).

Facebook become the most popular site used by many people all over the world. The students as active users can update status by writing on the box that available on Facebook. Actually, it becomes their habitual to write through Facebook or any kind of social media, but in fact their writing achievement at school is low.

Based on the researcher's experience when doing teaching practice at SMAN 1 Ciranjang, most of students stated that writing is one of four English basic skills that is difficult to be mastered, moreover in exploring their ideas. This is in line with Harmer's statement (2004:61) cited in Khusnita (2013:2): "a common response of many students when they are asked to write is that they have nothing to say". That is why the students have low interest in writing. They stated that they cannot write in English because they cannot use English well.

Those problems are influenced by some factors. Based on the researcher's experience, the problems come from the less of practice in writing and the teaching technique that is used by teacher. There is no attractive way in teaching writing. The teacher just gives the explanation and exercise from textbook. It makes such a boring teaching technique. Another one, the teacher just focuses on reading and speaking aspect. It makes the students have less practice in writing. The fact that I found when doing teaching practice is the students' writing score is low, especially students of X MIPA 3 at SMAN 1 Ciranjang. It can be seen from the students' performance in writing. The students were hard to make sentence due to grammar mastery and less vocabulary. There were still many students who had low score for just writing a descriptive text last semester. Some of students' score did not pass KKM of English subject.

According to Nunan (1989) cited in Mutiara (2013: 10), writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. While Harmer (2001: 79) stated that writing is a form of communication to deliver through or to express feeling through written form.

Based on the syllabus of second semester, recount text as one of texts which is taught at tenth grade. Anderson & Anderson (1997:48) cited in Khusnita (2013: 17) define "Recount text as a piece of text that retells past event, usually in the order in which they happened".

From the problems above, this research investigated the implementation of Facebook Group to improve students' skill in recount text. The researcher used Facebook as the media to solve students' problems who are rare practicing writing and low ability to write.

2. Methods

This study employed a classroom action research, which was conducted in two cycles namely cycle I and cycle II. It was conducted in five meetings. In this research, each cycle was done in four steps, namely planning, action, observation and reflection and cycle II was the improvement of cycle I.

Cohen and Manion (1985) cited in Nunan (n.d:18) argued that action research being concerned with the identification and solutions of problems in which to improve the current state of affairs within the educational context. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice (Burns, 2010, p. 5). That is why a classroom action research was conducted to solve the students' problem in writing and to make improvement, both of their skill and motivation.

The data were collected by using quantitative data and also supported by qualitative data. In collecting quantitative data, the researcher used writing test and observation sheet. But for qualitative data, the researcher used open-ended questionnaire.

The participants of this research were the students of X MIPA 3 at SMAN 1 Ciranjang. The participants were chosen purposively due to the fact that the researcher had found the students' English writing problem in the class.This research involved 38 students, 27 females and 11 males.

In analyzing the result of test, it would be scored using Brown and Bailey's scoring technique which was cited by Brown (2010: 286-287). To know the average of students' score in each cycle, the following formula were applied based on Purwanto (1985:38) cited in Giyatno (2011:67):

$$\bar{X} = \frac{\sum x}{N}$$

In which:
$\bar{X}$ = Mean
$\sum x$ = Total score

N = Total number of students

The result of students' score was also based on the English minimum score (KKM = Kriteria Ketuntasan Minimal) of SMAN 1 Ciranjang. The minimum score of tenth grade students in English subject is 75.

After that, to categorize the percentage of students who pass the KKM, the researcher used the formula taken from Marpaung and Sinulingga (n.d) :

$P = \frac{R}{T} \times 100\%$

Where:

P = The percentage of those who pass the KKM

R = The number of students who pass the KKM

T = The total number of students

The data from questionnaire which consisted of 8 questions was interpreted by describing the students' answer in each question to find out the students' perception toward the use of Facebook in learning writing recount text.

Meanwhile, the data obtained from the observation were analyzed to describe the students' behaviour during learning process. It was analyzed by counting the students' behaviour in each indicator in pre- test, cycle 1 and cycle 2 to see whether there was any positive response or not from students during the whole research. After counting the data, it was calculated in percentage to categorize the percentage of students' test by using the formula below.

$P = \frac{R}{T} \times 100\%$

Where:

P = The percentage of students' response

R = The number of students'response

T = The total number of students

3. Findings and Discussion

This research was conducted in two cycles. Before conducting cycle, the researcher conducts pre-cycle to give pre-test. After conducting pre-cycle, the researcher conducted each cycle by involving Facebook as a media in writing Recount text. Implementing Facebook as a writing media was started after conducting pre-cycle. The researcher asked the students to post their pre-test on Facebook group that made by the researcher called "Diary Box". So that online activity was conducted after every meeting in the class. Online activity was held for a week from after class activity until before class activity in the next meeting. During a week, the students did online activity such as posted their writing, commented each other, and also responded teacher's questions.

After the whole research had been done, below is the result of students' improvement.

Table 1: The Improvement of Students' Score in Writing Recount Text

No	Competences	Pre-Test	Post-Test 1	Post-Test 2
1	Total Score	2609	2810	2995
2	Average	68.65	73.94	78.81
3	Number ofstudents who passed KKM	9	19	29
4	Percentage of students who passed KKM	24%	50%	76%

Table above showed the comparison of students' improvement in each test. In the first meeting or called pre-cycle before implementing Facebook group as a media in teaching writing, the researcher gave pre-test to measure students' basic skill. After counting the students' score in pre-test, the researcher got 2609 as the total score of students' pre-test. The average of the students' score in pre-test was below the English minimum score (KKM) which was 75. The average of pre-test score was 68.65. The result from pre-test also showed that there were only 9 students who passed the minimum score. It means that from 38 students only 24 % could pass the minimum score and 29 students did not pass the minimum score.

In the cycle 1 after implementing Facebook group, the researcher gave post-test 1 to the students. The total score of students' post-test 1 was 2810 and the average score was 73.94, eventhough it had not passed the minimum score, but it increased 5.27 point from pre-test. Both from total score and average score in post-test 1 showed improvement than pre-test.The result of post-test 1 also showed the improvement of students' number who could achieve the English minimum score. There were 19 students who still fewer than 75 and 19 students passed the minimum score. It means that from 38 students, 50% students could pass the minimum score and it increased 10 from the pre-test.

In cycle 2, the researcher gave post-test 2 as the last test. The average of post-test 2 was 78.81. It means that the average score had passed the English minimum score and it increased 4.87 point from post-test 1 which was 73.94. The result of post-test 2 also showed good improvement in the number of students' achievement. There were 9 students who still fewer than 75 and 29 students or 76% students passed the minimum score. It means that the number of students who were able to pass the English minimum score increased 10 both from post-test 1.

Those improvement also confirmed by the findings of some researches, such as from Giyatno (2011), Khusnita (2013), Mutiara (2012), and Ningsih (2015). Besides from the improvement above, the improvement was also showed by the highest and lowest score in each test. Below the comparison of students' writing score.

Table 2: The Comparison of Students' Writing Scores

Point	Pre-Test	Post-Test 1	Post-Test 2
Lowest Score	51	60	68
Highest Score	82	84	89

Table above showed that the lowest score in pre-test was 51 and the highest score was 82.In post-test 1, the researcher found that the lowest score was 60. It increased 9 point from pre-test. The highest score was 84. It increased 2 point. While in post-test 2, the lowest score was 68. It increased 8 point from post-test 1. The highest score was 89 and it increased 5 point from post-test 1. Overall, the improvement showed that the students' skill in writing Recount text improved since they used Facebook as a media in writing Recount text. Those improvements were indicated that online activity on Facebook such as giving comment contributed to the students' skill. From posting on Facebook, they got feedback from teacher and other students who commented on their writing. So that they learned from their mistakes and they could improve better from it.

Besides from the test, the result of questionnaire showed that the use of Facebook as learning media had many benefit. By commenting each other, they got benefit to write better, and it increased their motivation in learning English. Facebook was interesting media in learning writing. It was fun learning media. They felt fun and enjoyed toward the learning activity. It is in line with Friedman & Friedman (2012:17) who argue that "the best way to bring courses to life and make learners more exciting, energetic, and enjoyable is by using social networking site in their learning". So that it made students felt motivated to participate in learning activity, they did not feel bored in participating learning activity and also they could be more confident to write in English. As stated by Yunus & Salehi (2012:95) that after participating in the FB group, the students are more motivated and confident to write.

This research also collected the data from observation. Below the comparison of the result from observation during the research.

Table 3: The Comparison of Observation

No	Indicators	Cycle		
		Pre-cycle	Cycle 1	Cycle 2
1	Attention to the teacher's explanation	55%	63%	76%
2	Active	7%	26%	63%

	participation			
3	Positive response towards the media	26%	36%	63%
4	Interest in writing recount text	18%	26%	57%
5	Seriousnessin writing recount text	18%	42%	65%

Table 3 showed that the percentage of each indicator improved in each cycle1. In pre-cycle, 55% students attention to the teacher's explanation. It increased in cycle 1 after implementing Facebook became 63%, and also in cycle 2 became 76%. The second indicator about students' active participation, in pre-cycle as the beginning only 7% students participated actively, but in cycle 1 increased became 26% and in cycle 3 also increased became 63%. The third indicator about students' response towards the media. In pre-cycle, 26% responded positively toward the media, which was using paper as the media to write. The students looked bored when they were asked to do pre-test on a piece of paper. Most of them just daydreamed when they were asked to write. It could be seen from their result of pre-test. They wrote too short until the end of learning activity. While in cycle 1 increased becaming 36% students who responded positively by participating in online activity on Facebook group, but other students did not participate in online activity, they just read, saw, and liked their friends' writing.

In the beginning of cycle1, the students were still confused to participate in Facebook group. They were confused in giving comment. They had not be able to correct their friends' writing. They just commented such as "Are you happy?", "Good writing". The figure below is the example of students' comment in the beginning of cycle 1.
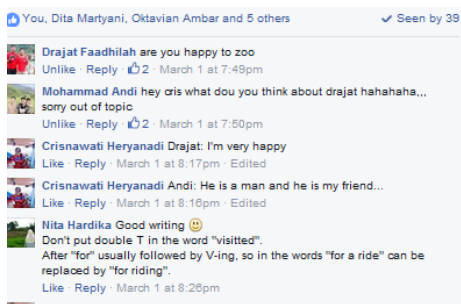

Figure 1. Students' comment

Besides the students were confused in giving comment, peer-comment activity was usually begun by me. Some students only posted their writing without partcipated by commenting each others. They stated that they were confused to give comment. So the researcher had to start first to comment. And day by day, the students could show the improvement. It was begun by imitating the researcher's comment, they knew what they had to comment.

Figure 2. Students' comment

The figure above showed that the students could start to comment though by imitating what the researcher's usually did. The students could understand which part that should be corrected. In cycle 1, when did peer-comment, it had not be started by me, because they knew what they had to comment. The students were interested in that new writing media. Facebook created fun atmosphere to the students. Writing on Facebook enabled them to interact with their friends.

In cycle 2 there were 63% students who responded positively toward the implementation of Facebook group. During cycle 2, the students could participate actively on Facebook group. By imitating what the researcher wrote, the students could start giving comment and analyzing their friends' error. It made the students got feedback from their friends' comment. It is supported by Khusnita (2013:91) stated that the use of Facebook as writing media enabled them to get much feedback on their writing. From the teacher's feedback and their friends' feedback on peer-comment or peer-review, the students could improve their writing skill. It is supported by Marza & Hafizh (2013) who stated that Facebook can be an interesting learning activity and the main point is that Facebook peer-comment can be media to improve students' writing skill.

Involving Facebook as a learning media also made the students enjoyed in following learning activity. They felt comfortable to write their experience on Facebook. They became more enthusiastic in learning with this media and they enjoyed participating in online activity. When the students posted their recount text as post-test, they posted a photo that related with their writing. Below is the example of students' writing as post-test 2.

Yuni Indrianty
April 1 at 7:29pm

POST TEST 2
TRIP TO CURUG KEMANG

One month ago,i and my best friend went to Curug
Kemang,Bojongpicung. First we went to Andi's house by motorcycle. At
10.00 am we walked to Kemang,it was so far and we were very
tired,then we arrived at Kemang and we took some pictures and we
swam there.
We back to home at 1.00 pm,and we were very tired because we
walked again,but we were very happy and we brought a lot of
memories.

Figure 3. Students' writing

Figure above showed the student could understand how to use Simple Past Tense in recount text. Through teacher's explanation and also peer-comment from their friends, the students could get feedback to write better.

Day by day, they were also enthusiast when did peer-comment. Some students who rarely participated in the previous cycle, but in cycle 2 they got involve by commenting each other. There were various comment and they could arrange good comment. It can be seen in the sample of peer-comment below.

Figure 4. Students' comment

Figure above showed that the students could understand the content of the story and they could know which part that uncorrect. They could think critically and they also asked the clarification to the teacher.

The fourth indicator about students' interest in writing recount text. In pre-cycle, there were only 18% who interested in writing recount text through paper, Basically, they wrote because they had to, not because they liked it. They wrote without noticing the aspects of writing. The students were bored with writing activity. They needed something new and innovative in their writing class. When they were introduced to Facebook as the writing media, they were really curious and interested to try it.

So that it increased 26% when Facebook group was implemented. Facebook is close with the students as active users. They could spend their time for just online on Facebook. When Facebook was implemented as writing media, it was easy for them, because it was like what they often do. Even though some students did not participate well, because they prefer to online for other reasons than for participating on Facebook group "Diary Box". It was proven by some students who just read, saw, liked without participating on Facebook group.

Moreover in cycle 2 increased becoming 57%, because by using Facebook, it became fun learning activity who made the students enjoyed in joining learning activity. Day by day, by seeing their friends' activity on "Diary Box", it made other students participated. They realized that it was fun. They could online as usual while learning. Students were excited to use Facebook in their learning. It was fun for them because it could be done while they were relaxed. Learning writing with Facebook made them more enjoy. Because online was one of their habit nowadays, it made them did not feel bored like in classroom activity.

In the last indicator about students' seriousness in writing recount text, there were only 18% who were seriouss in writing through paper, most of them murmured when they were asked to write. But in cycle 1 after implementing Facebook, they showed their seriousness in writing through Facebook. It was proved by 42% students seriouss in writing through Facebook. The students wrote their post-test seriously and carefully based on the aspects that would be measured. However, other students still did not focus on their writing; they did something else such as joked with their friends, ignored the aspect writing. And in cycle 2 increased becoming 65%. The students became more careful in writing, even though there was still error. But they showed their seriousness in writing. It could be seen from their writing skill which improved.

4. Conclusion

After analyzing the data, it was found that the students' writing score in writing recount text improved from pre-cycle to the second cycle. It can be seen from the result of average score on each test.The average score of pre-test in pre-cycle was 68.65, the average score of post-test 1 in cycle 1 was 73.94, and the average score of post-test 2 was 78.81. It means that there was an improvement on the students' achievement in writing recount text through Facebook Group. It states that the scores improved from pre-test to the last test continuously. Therefore, it can be concluded that Facebook group can be useful media to improve the Junior High School students' achievement in writing recount text.

The result of questionnaire showed that the use of Facebook as learning media had many benefit. By commenting each other, the students got benefit to write better. They could get much knowledge from that activity; they could know how to use past tense, they could arrange good paragraph based on the structure of recount text. They also got many vocabularies by seeing their friends' writing, by commenting each other, and also they could start writing good sentences. Another benefit showed that Facebook group increased their motivation in learning English. They felt fun and enjoyed toward the learning activity. So that they felt motivated to participate in learning activity and they did not feel bored in participating learning activity. They also felt more confident to write English.

Another result from observation during teaching learning process showed that the students were enthusiastic in joining the learning activities, because by involving Facebook it can be an attractive way to practice in writing English.

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Thai EFL Learners' Perceptions on Learner Autonomy

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Abstract

This study was conducted to investigate the perceptions of first year students of Walailak University regarding learner autonomy dimensions in learning English. It examined their responsibilities and abilities in learning English inside and outside the classroom. The study also examined students' level of motivation in learning English. In order to reach these aims, a questionnaire adopted and adapted from Dickinson (1993), Littlewood (1996) and Macaro (1997) was used and distributed among 107 first year students in three EFL class. Those students were from various majors who are currently learning general English in the second term. The results indicated that, regarding the students' motivation level, more than half students were moderately motivated and also average to take charge their abilities in learning English. While highly motivated students had good abilities to decide their learning. In terms of responsibilities, both highly and moderately students had strong beliefs that managing and improving aspects of learning outside class was their responsibility while in class was the responsibilities of teachers and students. It showed that they were ready to accept the responsibilities of some aspects of their learning and they also had abilities to manage their learning, considering their ability as average.

Key words: Learning Responsibility and Ability, Language Learner Autonomy

1. Introduction

The term of autonomy in teaching and learning process is students' skills to decide their own laws in learning. When the students have become autonomous learners, they can take their responsibility and ability to accomplish, reflect, control, adjust, adapt and adopt their own learning. The concept of autonomous learning has various sources and extensive implications for language learning and teaching since it has many contributions to the development of learning and teaching in language classrooms.

Learner autonomy has become a central concern among scholars, and many scholars believed that it should be taken as a desirable educational aim in order for students as learner-centred to master the target language (Brindley; 1990, Munby; 1991, Rivers; 1999, Holden and Usuki, 1999). Learner autonomy is essentially crucial since it can assist students to take control over their learning, as stated by Holec (1981), autonomous learners have the ability to take charge of their learning. In other words, they have to hold the responsibility for all the decisions concerning all aspects of the learning. In addition, the concept of learner autonomy has been seen more as producers rather than products (Holec, 1981). Thus, in order to contribute to the development of teaching and learning in classrooms, it is essential for the students to be involved in taking control of their own learning.

Autonomous learning is an empirical goal to foreign language learning and teaching because autonomous learners are able to understand the purpose for their learning. When students are more autonomous, "they are likely to be more enthusiastic about learning" (Littlejohn, 1985, p. 258) and will develop a focused and a purposeful approach towards their language acquisition process (Camilleri, 1997; Chan, 2001, 2003; Dam, 1995; Little, 1991). Holec (1981) and Little (1991) emphasize that autonomous learners accept responsibility for their learning, set their own goals, initiate their learning activities, and are involved in the ongoing revision and evaluation of their work. Thus, learners should be taught and guided to become autonomous and take the responsibility for their learning as well as to improve their language skills.

Many researchers have done some studies related to learner autonomy, they claimed that learner autonomy can improve the quality of language learning because teachers are able to promote democratic societies, a human right, prepares individuals for life-long learning, and it allows learners to make best use of learning opportunities in and out of the classroom (Camilleri, 1997; Cotterall, 1995; Palfreyman, 2003). In a brief, learner autonomy can assist students. Importantly, when they leave the classroom, they are able to direct their own learning and choose their own learning activities.

Other researchers have noted that learning autonomy is positively related to English performance. Borg and Ai-Busaidi (2012) found that the importance of promoting learner autonomy in the process of foreign language learning. Additionally, Parisa (2013) indicated that the relationship between English proficiency and Iranian high school learner autonomy is relatively high and Le (2013) reported the effective training program improved learners' English language proficiency and learner autonomy. Similarly, in Indonesia, Myartawan, Latief & Suharmanto (2013) figured out that Indonesian college learners' autonomy and English proficiency were reported a significant correlation. In summary, the development of autonomous learning is essential for language learners since language learning is a lifelong activity and none that begins and ends in a language classroom. Importantly, Chan (2001) who investigated students' readiness, willingness and capacity to learn autonomously found that teachers need to help students become autonomous learners by raising the

students' awareness and re-adjusting the learning approaches which have discouraged them from learning autonomously. Another suggestion comes from Dam (1995), he pointed out that a gradual move from teacher-centred teaching to a learner-centred class is required in order to enhance learner autonomy in a classroom.

Accordingly, the researcher assumes that students and teachers may not be able to realize and recognize the existence of learner autonomy although teachers take the whole responsibility as teacher-centred way in the process of teaching and learning. It also may not be easy for the students to adjust themselves to be the role of autonomous learners as learner-centred. Thus, the researcher needs to fully understand the students' current responsibility and ability for learner autonomy in order to implement teaching approaches and activities to correspond to their needs gradually for enhancing students' autonomy. Therefore, the measurement of learner autonomy is sufficient enough to be conducted to the first year students who are learning a foreign language in general English course. Importantly,

The purpose of the study is to investigate the students' perceptions of their responsibilities and abilities on learner autonomy and the related activities conducted inside and outside the classroom as well as find out whether or not Thai EFL learners from various majors in Walailak University have a high responsibility and ability to be autonomous learners. In addition, the study examines whether responsibility, ability and activities undertaken vary significantly according to motivation level. Furthermore, leading to the results from this study, it is expected to reveal the current attitudes on learner autonomy in learning English, and to assist and provide information for the lecturers on how to promote learner autonomy in their class using appropriate materials.

2．Literature Review
2.1 The Concept of Learner Autonomy

Learner autonomy has become a topic and a goal among language teachers and learners. In addition, it has been a central concern among theorists of education, particularly for language teachers and learners. The concept of learner autonomy has various sources and wide-ranging implications to language teaching and learning. Holec (1981) defined learner autonomy as "the ability to take charge of one's learning" by determining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedure of acquisition by properly speaking; and evaluating what has been acquired. Additionally, Little (1991) described learner autonomy as a capacity for detachment, critical reflection, decision-making, and independent action, particularly in learning. In other words, the learners are able to develop a particular kind of psychological relation to the process and content of learning. Furthermore, Dickinson (1987) views autonomy as "a mode of learning; one in which the individual is responsible for all the decisions connected with her learning, and undertakes the implementation of these

decisions" (p.27). Importantly, Thanasoulas (2000) suggested that autonomous learners have insights into their learning styles and strategies, take an active approach to learning the task at hand, are willing to take risks in their learning, and are good guessers. Thus, the definitions mentioned above have focused on learner autonomy as having the characteristics of being free in taking responsibility of learning. In other words, it is the complete responsibility of learners' learning ability carried out without the investment of a teacher or pedagogic materials. Therefore, those learners who have become autonomous learners, they are able to chooses what, how and when of learning without the constraints of formal education. The purpose of learner autonomy research is to help students to take control over their learning (Holec, 1981; Little, 1991; Chan, 2001, Benson, 2001; Xhaferi & Xhaferi, 2011; Ceylan, 2015). Importantly, there have been many studies and research about learner autonomy in language learning have been done from various perspectives, such as providing appropriate definitions to learner autonomy, exploring the theoretical background of learner autonomy, designing course curriculum and strategies with the aim to foster learner autonomy. However, the research which has a purpose to investigate and explore the students' responsibility and ability still has room to be examined, particularly for the learners who are using the target language as a foreign language. Therefore, the current research is attempt to promote learner autonomy in the field of a foreign language education through examining students' responsibility and ability.

2.2 Responsibilities and Abilities on Learner Autonomy

Autonomous learners have the abilities to learn the process of learning and be able to manage the complex learning goals, materials, and decision making. In other words, they decide how materials and tasks should be used and done, as well as to evaluate their learning in order to reach this level of being able to use the target language. The key to understand the autonomous learners are they are able to know the concept of responsibility and ability for learning (Dickinson, 1993). Littlewood (1999) highlighted that the features of learner autonomy are divided into two dimension features, namely learners' responsibility and ability. Learners' responsibility is the first dimension of learner autonomy in which the learners should take responsibility for their own learning since all learning process can in any case only be carried out by the themselves. Moreover, they are also able to develop the ability to continue their learning after finishing outside the class. Furthermore, learners' responsibility means that they position themselves learners who are taking ownership of many processes which have traditionally belonged to the teacher, such as deciding on learning objectives, selecting learning methods, and evaluating the process. The second task of the concept of autonomy is the students should be able to maximize their ability which is reflected from their responsibility. Learners' ability is another dimension of learner autonomy which refers to the learners' capability of accomplishing the tasks of responsibility. The development of this ability is necessary for students to take responsibility for their own learning (Scharle & Szabo, 2000). Thus, it

worth to remember to find out and examine the learners' level of knowledge on the learner autonomy, particularly the learners' responsibility and ability in language learning in order to foster the learner autonomy by proving the learners some practices about learner autonomy to help them become autonomous learners.

3．Methods

This paper applies quantitative research based on survey research conducted for the purpose of making descriptive statistics about the participants' competence in learner autonomy of learning English. This study aims to determine students' perception of two measurements about learner autonomy, namely first year students' perceptions of their responsibilities and what they are capable of achieving in and outside the classroom at the three classes of general English at Walailak University. In this study, quantitative data are collected and the data are collected through two questionnaires, one of which aimed to identify students' responsibility on learner autonomy and another one aims to investigate learners' ability to accomplish on autonomous learning. A number of 110 students are chosen randomly who are from various majors and attend the class where English is learned and become the primary medium of instruction in the learning process. Additionally, these students learn English at skill lab as language preparatory program for one year. Hence, this sample group was expected to represent different features of language learners.

The questionnaire about characteristics of autonomous learners is adopted and adapted from Dickinson (1993), Littlewood (1996) and Macaro (1997). The questionnaire consists of 20 statements and is divided into two sections. These sections based on participants' perceptions of responsibility and ability. In section one, the 10 items of statement ask who should take the responsibility during English lessons and for the section two, the items inquire how the students measure their ability on autonomous learning during English lessons. Furthermore, the questionnaire was translated into Thai that has been checked for clarity and accuracy by two lecturers of English majors. Furthermore, the present data are analysed by descriptive statistics analysis in which the researcher describes the basic features of the data in a study and provides simple summaries about the result from the sample and measurement. This analysis helps the researcher to simplify a large amount of data in a sensible way into a simpler summary.

4．Results

4.1 Finding

From 110 questionnaire distributed in three classes, the researcher obtained 107 chunks of the questionnaire, then he addressed and highlighted the finding in line with the questionnaire in two tables by using descriptive statistics, that is, participants' perspective of their responsibilities and abilities on learner autonomy. Moreover, the researcher also differs students' motivation levels of autonomous learning, as showed in the table 1.

Table 1: Students' motivation levels of autonomous learning

No	Motivation Level	Frequencies	Percentage
1	Highly motivated	40	37,38 %
2	Moderately motivated	64	59,81 %
3	Low motivated	3	2,80 %

N: 107

The table showed that most of the first year students of Walailak University had an adequate motivation to learn English; it could be noticed from the result of students' level of motivation, more than half students had a moderate motivation to learn, that was 59,81%, and 37,38% of students believed that they had high motivation, while only 2,80% of students who admitted that they had low motivation to learn English.

Table 2: Data questionnaire of students' motivation levels of autonomous learning seen from students motivation

Questionnaire Items	Students' Responsibility								
	Highly Motivated			Moderately Motivated			Low Motivated		
	Students	Teachers	Both	Students	Teachers	Both	Students	Teachers	Both
Ensuring that you make a progress on your learning in the class	6,54	9,35	**21,50**	6,54	13,08	**40,19**	0,93	0,93	0,93
Ensuring that you make a progress on your learning outside the class	**14,95**	8,41	14,02	**38,32**	5,61	15,89	0,93	-	**1,87**
Stimulating your interest in learning English	5,61	14,95	**16,82**	10,28	22,43	**27,10**	-	0,93	**1,87**
Identifying your strengths and weaknesses in learning	9,35	12,15	**15,89**	17,76	14,02	**28,04**	-	-	**2,80**

English									
Choosing what materials to use for your learning in the class	3,74	**22,43**	11,21	2,80	**37,38**	19,63	-	0,93	**1,87**
Deciding the objectives of your English material	4,67	**20,56**	12,15	4,67	**38,32**	16,82	-	0,93	**1,87**
Identifying learning strategies that are not working in the class	**13,08**	12,15	12,15	12,15	22,43	**25,23**	**1,87**	-	0,93
Developing your learning activities in the class	0,93	15,89	**20,56**	4,67	26,17	**28,97**	0,93	0,93	0,93
Deciding how long to spend on each activity	2,80	**19,63**	14,95	2,80	**40,19**	16,82	0,93	-	**1,87**
Evaluating your learning progress	3,74	15,89	**17,76**	5,61	**35,51**	18,69	-	0,93	**1,87**

N: 107

From the table above, it could be wrapped up that in term of managing and planning aspects of learning outside class, the students believed that it was their responsibility, such as ensuring students' learning progress in outside the class, High Motivated Students (HMS) = 14,95 %, Moderately Motivated Students (MMS) **=** 38,32%, while Low Motivated Students (LMS) believed that it was both (1,87%). For controlling and planning a learning inside the class, most of students agreed that it was teachers' responsibilities, such as choosing what materials to use for learning in the class, deciding the objectives of English material, and deciding how long to spend an activity in class (HMS=22,43%, 20,56%, 19,63%, MMS=37,38%, 38,32% 40,19%), while for LMS believed that these responsibilities were both students and teachers (1,87%, 1,87%, 1,87%). Another similarity from them was in enhancing aspects of learning, they believed that these aspects were the responsibilities of both teachers and students, such as ensuring students' learning progress in the class, stimulating students' interest in learning English, identifying students' strengths and weaknesses in learning English, and developing students' learning activities in

the class (HMS= 21,50%, 16,82%, 15,89%, 20,56%, MMS= 40,19%, 27,10%, 28,04%, 28,97%, and LMS= 0,93%, 1,87%, 2,80%, 0,93%).

Even though they had some similarities, those students also had significant differences, particularly to identify and evaluate their learning. For instance, with regard to identifying learning strategies that are not working in the class, HMS and LMS believed that it was students' responsibility, 13,08% and 1,87% while MMS agreed that it was the responsibility of both, 25,23%. Finally, for evaluating students learning progress, HMS and LMS agreed that it was the responsibility of both (17,76% and 1,87%), while MMS thought that it was teacher's responsibility (35,51%).

Table 3: Data questionnaire of students' motivation levels of autonomous learning seen from students' ability

Questionnaire Items	Students' Abilities								
	Highly Motivated			Moderately Motivated			Low Motivated		
	Poor	Average	Good	Poor	Average	Good	Poor	Average	Good
Selecting your learning activities in the class	0,93	14,02	**22,43**	1,87	**31,78**	26,17	0,00	**2,80**	0,00
Selecting your learning activities outside the class	2,80	14,02	**20,56**	1,87	**33,64**	24,30	0,00	**2,80**	0,00
Selecting your learning objectives in class	0,93	14,95	**21,50**	0,00	**32,71**	27,10	0,00	**2,80**	0,00
Selecting your learning objectives outside class	1,87	16,82	**18,69**	2,80	**28,97**	28,04	0,00	**2,80**	0,00
Selecting your learning materials in the class	1,87	14,02	**21,50**	2,80	**34,58**	22,43	0,00	**2,80**	0,00

Selecting your learning materials outside the class	1,87	13,08	**22,43**	5,61	26,17	**28,04**	0,00	**2,80**	0,00
Identifying your learning strategies that are not working	1,87	**19,63**	15,89	6,54	**32,71**	20,56	0,00	**2,80**	0,00
Deciding how long to spend on your learning activity	2,80	14,02	**20,56**	0,93	**30,84**	28,04	0,00	**2,80**	0,00
Identifying your strengths and weaknesses in learning English	1,87	12,15	**23,36**	4,67	24,30	**30,84**	0,93	**1,87**	0,00
Evaluating your learning progress	1,87	10,28	**25,23**	4,67	25,23	**29,91**	0,00	**2,80**	0,00

N:107

For the data in Table 3, it revealed that overall, HMS perceived their abilities to perform all 10 activities to be good, but only in identifying their learning strategies activity which was performed as average. For MMS' perception, they performed the activities to be average for overall, and as good for three activities, those were selecting their learning materials outside the class, identifying the strengths and weaknesses in learning English, and evaluating learning progress. Both HMS and MMS had no tendency to learn and decide their activities to be poor. While for LMS' perception of their ability was average and those students did not have liability to decide their activities either poor or good.

4.2 Discussions
This section outlined the research questions of this study
4.2.1 What are students' perceptions of the responsibility for autonomous learning?
From the result of this study, there are no variations related to the ten questions of responsibilities responded by HMS, MMS, and LMS. However, there are some interesting points which are worth to be discussed. It is quite interesting since the only task where a majority of students in all three motivation levels felt the responsibility lies with the learners themselves are in response to Question 2, that is, ensuring learning progress outside of the classroom.

It likely happens since there is a misperception or misunderstanding among the student beliefs. The students feel that it is their responsibility to continue learning outside of the classroom in which the teachers are not present. In other words, the students likely assume it is their responsibility, but may or may not act upon that responsibility and engage in autonomous learning. This particular finding is line with Ustunluoglu (2009), she found that students do perceive themselves as motivated, but they neither look for nor are willing to engage in activities outside the classroom. Moreover, this result is also supported by Dickinson (1995) and Fazey (2001), they emphasized that the importance of motivation in which students will accept more responsibility if they feel they have more control over the outcomes. Regarding to this result, it is suggested that teachers should encourage students to be intrinsically motivated, as stated by Scharle and Szabo (2000), they believed that motivation is a prerequisite for learning and responsibility alike and that encouraging intrinsic motivation, which can be gained through autonomous learning and self-determination, can make students take on more responsibility for their learning outcomes.

Another noteworthy finding concerns the perceptions of the responsibility of both the students and the teachers. The finding in responding Q5, Q6, Q9, Q10, The students agreed that these are teachers' responsibility and also the responsibilities of both. The students likely felt that the tasks referring to assessment and setting learning goals should be shared equally with teachers, which demonstrates an aspect of autonomy. It has been supported by Littlewood (1999) and Sakai, Chu, Takagi and Lee (2008), who surmise that taking responsibility involves learners taking some control of the learning process usually overseen by the teacher, including deciding learning objectives and assessing learning outcomes. Nevertheless, they might be autonomous learners as long as the teachers can deal with them. They need a hard effort to encourage more students' responsibility by assisting them to be more aware of the importance of their roles in making decisions regarding their learning. In order to develop a sense of students' responsibility, they need encouragement from teachers to realize that success in learning is the responsibility of both the teacher and students (Scharle and Sazbo, 2000). Littlewood (1999) highlighted that East Asian learners have the same aptitude for autonomy as Western learners if they are given the right training and teachers promote an environment where learner autonomy is encouraged.

In responding the Q1, Q3, Q4, Q8, the students felt the responsibility lay with the teachers. Their perceptions of teacher responsibility seem to fall in line with conclusions made about East Asian learners. Holden and Usuki (1999), Littlewood (1999), and Sakai et al. (2008), a common perception is that East Asian students tend to strongly accept that teachers are the authority figures, and in that, they are responsible for making the majority of the decisions regarding student learning.

From the finding above, there is a strong need for the teachers to encourage more student responsibility by helping them become more aware of

the importance of their roles in making decisions regarding their learning. This study also shows that the students have a potential to be autonomous learners as long as the teacher can encourage the students. As stated by Scharle and Sazbo (2000), they agreed that autonomy and responsibility need active involvement. Therefore, in order for learners to develop a sense of responsibility, they need encouragement from teachers to realize that success in learning is the responsibility of both the teacher and student.

4.2.2 What are students' perceptions of the ability on autonomous learning?
The result showed significant differences. HMS and MMS have the perceptions of their ability are average and good, while LMS has the perception of their ability on average. It seems that the students understand know what they are able to do, but they do not have the confidence to take responsibility for their learning. As a result, the teacher role is essential as a guidance to lead them to be autonomous learners. Related to the Q2 on the students' responsibility, only HMS students are relevant (responsibility and ability), while for MMS and LMS, their ability to do regarding Q2 is only average. What the students supposed to do is MMS should be confident enough to do this activity but they do not. Thus, they are likely lack of the training to match their motivation in their learning.

This result is understandable since it is also confirmed by Holden and Usuki (1999), they stated that students have a conception of themselves as independent learners but are unclear about how to actually apply their knowledge to the task of learning. What the students need to improve is, for HMS students they need to improve their abilities in learning strategies, LMS students must concern themselves in the learning activities in and outside the class, objectives in and outside the class, learning materials in and outside the class. While for LMS students they need to improve all of the aspects of the task. Thus, consolidating and reinforcing students' perception are essential. The development of students' ability is necessary to take responsibility for their own learning (Scharle and Szabo, 2000). Furthermore, it also suggests that LMS students are most in need of the teacher's guidance in developing their abilities, which is necessary for taking more responsibility for their learning. They also need the most training and reinforcement in order to better understand how important their involvement is for their learning.

5. Conclusion, Suggestion, and Implications
From the results above, it can be concluded that the students have a potential to be autonomous learners since their abilities indicate that they are ready to be involved in the learning process. However, the students still do not act for the responsibilities based on their feelings since they still view that some tasks are the teacher's responsibilities. In addition, the students are still lack of confidence to express the tasks. Thus, the teachers should be able to trigger and promote the learner autonomy for their students.

Furthermore, the study has only 107 participants, it would be good if the next researchers increase the number of participants, so that the results will be

more valid. Moreover, it will be more interesting for the next researchers to conduct the topic qualitatively.

For the implications of this study, the teachers need to involve the students in learning decision making, clarify the materials on the objectives, activities in the learning based on the students' interest, equip the students in choosing their learning materials, assist the students to make study plan, improve students' reflection skills, and then provide some opportunities related to learner autonomy activities.

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Integrating Life Skills in Developing English Teaching Materials for People Working in the Indonesian Court of Justice

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Abstract

This paper aims at presenting the design of English teaching material for people working in the Indonesian Court of Justice by integrating with life skills. Life skills or soft skills have been defined as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life"(WHO). Designing English teaching material for people working in the Indonesian Court of Justice presupposes two goals, namely, enabling students to negotiate effectively at home or work place, to have thinking skills as well as social skills and when faced with difficult situations they tend to think critically, to analyze all the pros and cons of the situation to think out of box to find a solution to seemingly difficult problems. Here integrating life skills in the teaching material is done by selecting certain topics related to law and through the activities promoting life skills, such as discussion, debate, role play and et cetera. It is expected that this teaching material will enable the students to develop better English skills as well as life skills.

Keywords: English teaching material, Indonesian Court of Justice, life skills

1. Introduction

One of the strategic solutions to solve social problems in Indonesia is by integrating life skills or soft skills in the teaching of subjects and it can be done in English classrooms. It is in line with Sajidin et al. (2013) who state that the integration of life skills can also be done properly in English classroom through integrating life skills with the teaching materials to give character education. In his study Awuor (2014) finds that textbooks are the most available and used materials for teaching life skills education.Therefore, the goal of language teaching is not only for developing learners' communicative competence, but it is also for developing learners' life skills or soft skills.

Regarding this fact, in this paper, the writer intends to develop an English teaching material for English courses for people who are working in the Indonesian court of justice. She thinks that life skills should be integrated in the material for the learners who have an important role in making justice in Indonesia and they are expected to have good characters. Designing English teaching material for people working in the Indonesian Court of Justice presupposes two goals, namely, enabling learners to negotiate effectively at home or work place, to have thinking skills as well as social skills and when faced with difficult situations they tend to think critically, to analyze all the pros and cons of the situation to think out of box to find a solution to seemingly difficult problems.

2. Nature of Life Skills

Life skills or soft skills have been defined as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO, 2000). It is defined that **'Adaptive'** means that a person is flexible in approach and is able to adjust in different circumstances. 'Positive behaviour' implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as 'thinking skills'; and skills related to dealing with others termed as 'social skills'. While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively.

'Emotional' can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both

thinking and social skills for consensus building and advocacy on issues of concern.

The ten core life skills as laid down by WHO are: (1) Self-awareness; (2) Empathy; (3) Critical thinking; (4) Creative thinking; (5) Decision making; (6) Problem Solving; (7) Effective communication; (8) Interpersonal relationship; (9) Coping with stress; and (10) Coping with emotion. Self-awareness includes recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others. Empathy - To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either! We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours.

When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media. Creative thinking is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.

Problem solving helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain. Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance

to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. It may mean being able to ask for advice and help in a time of need. Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress. It can be solved by changing our environment or lifestyle and learning how to relax. Coping with emotions means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

3. How to Develop English Teaching Materials by Integrating with Life Skills

Researchers propose how to integrate life skills in English teaching materials. Hemson (2007) states that students need to spend time in real-life contexts that offer opportunities to develop and assess practical skills, and expose them to issues that require critical reflection. Chang, Anagnostopoulus and Omae (2011) also notes the importance of integrating real-life context in the teaching materials. He concurs by stating that real-life contexts can serve as a catalyst to students' understanding of social difference.

Interesting ideas are also proposed by the other two researchers about how to integrate life skills in English teaching materials. Sajidin et al. (2013) state that selecting materials reflecting life skills should meet teaching goals. Meanwhile, Khosravani et al. (2014) state that informative textbooks with rich socio-cultural constructs that foster learners' life skills are needed. EFL textbooks should improve the EFL learners'essential life skills considerably especially leadership life skills, critical thinking life skills, and decision making/problem solving life skills.

From the ideas of the reasearchers above, the writer then can get information of how to integrate life skills in English teaching materials. Then she formulates questions as a guidance to develop English teaching material for people working in Indonesian court of justice. The questions for developing teaching material are:

1. *What life skills can be used to teach English for people working in the Indonesian court of justice?*
2. *How can English materials for Department of Justice be designed by integrating life skills?*

In developing English teaching materials reflecting life skills for EFL learners working in the court of Indonesian justice, the writer needs to discuss with practitioners of Indonesian law and the content lecturers who teach

Indonesian law in her institution. This step is important to investigate the topics and life skills that the learners need. Then after having enough information about the topics and what life skills that the learners need, she concludes that the learners need to develop their leadership skills, critical thinking skills, decision making/problem solving skills, effective communication skills personal, and social skills These life skills are needed, especially for the learners who have a position or role as the decision maker in the court of Indonesian justice.

After deciding what life skills will be integrated, the writer tried to find information about what activities can be used to teach English by integrating life skills. Koross (2009) has carried out a study on factors that affect teaching and learning of life skills. The study sought to examine the role played by instructional resources in influencing the teaching of life skills. In her findings she notes that the type of instructional resources used to teach life skills are mainly teacher reference books and students' textbooks.

According to Power (2006), he states that the integration of life skills should be carried out through content and process. To select learning materials for content-based language teaching (including life skills content), is based on the kind of contents being taught. It is particularly true that if we teach students about 'responsibility', the material should reflect 'responsibility' in terms of its topic or its language content. Otherwise, teachers create their own learning materials related to it.

It is generally suggested that the content should share the following criteria: (1) appropriate with students' physical, cognitive, emotional development, (2) relevant to their need, (3) appropriate with the existing time and resources, and (4) relevant to students' culture. By process, it means practicing life skills in classroom settings during teaching-learning process. For example, to develop interpersonal skills, the students are grouped to work together among their peers (Power, 2006; Depdiknas, 2007; UNICEF, 2005; Postma, Getkate, and van Wijk, 2004).

Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes discussing in small groups and pairs, brainstorming, role plays, games, debates, demonstration and guided practice, educational games and simulations, case studies, story telling and decision mapping or problem trees (Vihar, 2011). In this case, the writer will apply those teaching activities by adapting with the topics and life skills will be focused on.

4.Content of the Teaching Material

The teaching material is designed for intermediate level learners. It consists of 10 units on various topics and it trains the students' reading, writing and speaking skills. The reading texts are selected based on the learners' background that is Indonesian Court of Justice and each unit has a reading text that is relevant with the life skills will be applied. The titles are as follows:

1. *Biography of Baharuddin Lopa*
2. *Anti-corruption agency arrests top Indonesian judge*
3. *Death penalty is in line with Indonesian law*
4. Inequality before the law

5. *Islamic inheritance*
6. *Indonesia to execute 9 drug convicts amid international uproar*
7. *Australia claims corruption in trail of 2 drud traffickers in Indonesia*
8. *Indonesia says it will not delay execution of Mary Jane Veloso*
9. *Abraham Samad detained for document forgery*
10. *KPK investigates the PDI-P politician*

5. Design of the Teaching Material

In designing the teaching material for English course of people working in the Indonesian Court of Justice, the writer provides some activities, which cover pre-reading activities, whilst-reading and post activities reading activies. Pre-reading activities consist of two activities, such as asking the students about current issues in Indonesian justice and providing vocabulary exercise related to the text. As an example questions taken from Unit 4 with the topic 'Inequality before law', the questions are: (1) What current issues in Indonesian justice do you know? and (2) What do you think about Indonesian justice nowadays? These two question are provided to train the learners' critical thinking. For vocabulary exercise is taken from the words in the reading text will be read by the learners.

In Whilst-reading activities, the learners read a reading text on the current case. The text is selected based on a currect law issue. In Unit 4, as an example, the title of the reading text is 'Inequality before law'. It provides the story about an old woman who struggles for justice from Indonesian court. The topic is selected to train the students not only to train the English communicative competence but also to think critically of how to make a wise decision for a problem. Therefore, unit 4 is more focused integrating critical thinking skills.

Post-reading activities contain answering questions from the content of the reading text followed by other activities, such as role play, problem solving activities and et cetera. Those activities also train the students' life skills.

6. Conclusion

In conclusion, the social problems that Indonesian face nowadays might be solved by providing materials which promote life skills in English classes in schools or courses. The creation of a book on how to teach English integrated with life skills will be able to help EFL learners, especially learners working in Indonesian court of Justice to develop awareness of the importance of developing their life skills and understanding other people. It is expected that by integrating life skills in English lesson, the learners will have a high awareness to other people.

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8. Appendix

## UNIT 4
INEQUALITY BEFORE LAW

A) Before reading the text, answer these question.
1. What current issues in Indonesian justice do you know?
2. What do you think about Indonesian justice nowadays?

B) Draw a line to match the word on the left (1-5) to their meaning on the right (a-e).

1) transgression   a) to refuse to obey a person, law
2) law enforcement   b) to decide in law that someone is guilty of a crime
3) defy   c) the system is designed to punish than help the victim
4) defenseless   d) the activity of making certain that the law of an area is
                             obeyed
5) convict   e) unable to protect themselves from attack

C) Look at the words above and the pictures. Decide what the reading text will be
   about.
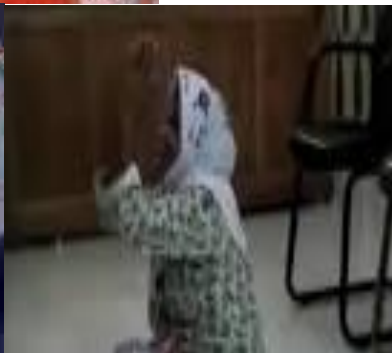
D) Now read and understand the following text.

Inequality before the law

Since its birth almost 70 years ago, this nation has tirelessly promoted equality before the law; but the latest two cases of poor elderly persons being forced to stand trial for minor criminal charges show that sense of justice is missing entirely.

The arrest and trial of Asyani, 70, a woman from the East Java town of Situbondo, and Harso Taruno, 67, a man from Gunungkidul regency, Yogyakarta, for allegedly harvesting teakwood belonging to state forestry company PT Perhutani is a testament to strict, indiscriminate law enforcement, which is a must.

Indeed, nobody – not public officials or ordinary citizens, old or young, rich or poor, man or woman – should stand above the law in this country. But law enforcement here turns out to follow its own tragic logic: those who have access to money and power can defy, or even bend, the rules.

Unlike the defenseless Asyani and Harso (whose cases immediately received government attention only after persistent media coverage), certain businessmen convicted of stealing trillions of rupiah in state money manage to flee the country just before state prosecutors come to arrest them: The son of a top government official can escape prison after the car he drove killed people in a traffic accident; a heavyweight politician can evade criminal charges despite a defendant's testimony against him; and a law enforcer can fight back and criminalize his arraigners.

Someone should explain why state prosecutors managed only to arrest a prominent convict five years after the Supreme Court upheld a jail sentence handed down to him for assault. This is beyond our common sense to comprehend.

The rampant phenomenon of the "untouchables", or "nearly untouchables", is

an acute problem that has prevented the country's justice system from working effectively. As critics have said, the law is strictly enforced against the weak, but leniently enforced against the powerful.

Such an allegation would have been confirmed had the government not backed down from its plan to relax a regulation that would allow corruption convicts to enjoy generous remissions. The plan not only ignored the public's sense of justice, but also contradicted the national consensus that classifies corruption as an extraordinary crime.

As in the cases of Asyani and Harso, our law enforcers have considered the Criminal Code (KUHP) and the Criminal Law Procedure Code (KUHAP) holy books they dare not violate. They seem to follow the two codes to the letter in order to uphold the law, but this reduces law enforcement to a merely procedural matter, and the substance is lost in the process.

The will to uphold the law indeed is a requisite and all citizens must abide by the law as a result of the social contract. A law-abiding society warrants orderliness that will be attractive to foreign investors.

But because law is created to deliver justice for all, defying the sense of justice is a transgression of the law itself.
The Jakarta Post | March 20 2015
http://m.thejakartapost.com/news/2015/03/20/inequality-law.html

Task 1. Answer the following questions.
1. Who is Nenek Asyani?
2. Why is Nenek Asyani arrested?
3. Do you agree that Nenek Asyani is arrested? Give your reasons.
4. How about other citizens who break the law? Are they arrested?

Task 2. Ask your partner what he/she would do if he/she were a judge of Nenek Asyani's
   problem.

EDMODO:

Increasing the Effectiveness of Learning and Teaching Process

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Abstract

Technologies have been developing so fast and obsessing our lives these days. One of the technologies that has been being so helpful for human's life is internet. By using Internet, people can find and utilize applications that can support learning and teaching process. The problem that is commonly faced by the teachers, such as the way to communicate with the students can be minimized by the usage of the application. The difficulties for the students can also easily be helped by using this application. Relating to the advancement of this era, any application on the internet is not only made for students or teachers but also for parents in monitoring their children. Edmodo helps the parents to see the process of learning of their children. How Edmodo can support the learning and teaching process is by providing forum or place to share works and having any kind of discussion. This application will be so much advantageous in many aspects. The further explanation about this beneficial application will be explained in the paper.

Keywords: Edmodo, application, learning and teaching process, advantageous.

1. Introduction

Technologies have been becoming a very close thing in our lives and being a crucial issue that comes up in our society. The society might think that technology brings positive and negative impacts toward our lives, but it actually depends on how we see the usage of the technologies itself. The technologies have successfully influenced many aspects, such as economics, social, and education. What we are going to talk further in this paper, will be more on the education field. How technologies can be developed so fast and how its improvement affects people. The technology that has so big influence in our society is internet. Utilizing the internet for students can be considered as a good impact if the students understand how the internet can be used for supporting their studies. Some social networks tools were applied in teaching and learning such as Twitter, Twiducate, Facebook, Edmodo, and Ning (Mirabolghasemi and Huspi, 2012; Roblyer et al., 2010; Hineman and Norris,

2011; Forte et al., 2012; Galán, 2011)[15](Brady et al., 2010) (Mack et al., 2007) in Thongmak (2013). Beside, the impact of the improvement of internet is not only happen to the students, but it also be experienced by teacher and parents to check and observe the study of the students. Social networks is one of many kinds of internet's improvement since in this era, we have media advertisement, entertainment, and social media to attract the attention of the students (McLanahan et al., 2008) on FAAPI Conference. For the teacher, this social media is good to communicate with the students without coming to the class and for the parents, this kind of application can help them to monitor the study of their children. One of the applications or social media that might be very useful is Edmodo.

According to Hourdequin (2014) on The Turkish Online Journal of Educational Technology, Edmodo: is a simple M-learning tool using to present the lesson contents, it is common to all operation systems of smartphones; it provides useful tools for students and teachers to interact online outside class anywhere, anytime. This is one of advantageous of using media social for learning and teaching process. Another definition of Edmodo was stated by Duncan and Chandler, 2011; Halm et al., 2012 in Thongmak (2013). There, they said that Edmodo is a private social platform which provides a secure space for teachers and students to connect and to collaborate. Cauley (2013) on "A Guide to Explain it all" (IT Babble.com) also stated that Edmodo is an educational website that brings the concepts of a social network and change them to make it appropriate for classrooms. There are so many kind of social networks like has been stated before, but if we compare to Facebook and twitter, we have Edmodo which is more focus on learning and teaching process. In Facebook and Twitter, we do can interact with our teachers, but there is no guarantee that the students will only focus on the process of learning without having any other activity out of the learning and teaching process. That is why Edmodo is here to help and create the better learning and teaching process.

To get the more understanding about the feature for parents in Edmodo, here are some questions that can be answered in the paper:
1. How far the understanding of parents about social networks, especially Edmodo?
2. How do the parents monitor their children in Edmodo?
3. How does feature for parents be useful for learning and teaching process?

2. Methods
The method that is used to get the data is quantitative research and the questionnaires are spread to more than ten respondents. They consist of the users and the parents that the children are using Edmodo for their study. The questionnaire consists of eleven questions so that it will be easier to be transformed into table, statistics, or diagram. One advantage of using this kind of questionnaire is to cuts off the time and energy needed.

Since it focuses more on the feature for parents, the respondents for this questionnaire are the people aged 25 and above. They are asked to fill the form and thick the most suitable answer. Likert scale is utilized here to get the data of the research.

3. Findings

After doing the survey, the results of the questionnaire are recapitulated and processed as in the following table:

Table 1: The result of the questionnaire

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In this modern era where technology has been developed so fast, Internet is very useful for parents in monitoring the teaching and learning process of their children	0	0	2	10	2
2	One of the application that needs internet connection and it is very useful is Edmodo	0	0	3	8	3
3	Edmodo helps parents to know more about technology so that the parents will be more familiar with the developed technology	0	3	4	6	1
4	Edmodo is a social network which is simply operated by students and parents	0	4	7	2	1
5	There is no other social network that is more practical than Edmodo	1	2	9	1	1
6	The problem while using Edmodo is in the internet connection.	0	1	2	9	2
7	The main problem of Edmodo is the parents that are not familiar with Internet	1	0	0	7	6

No	Statement					
8	Feature for parents in Edmodo is considered as an effective feature for students because they can study anywhere and the parents can monitor the children anytime.	0	1	5	7	1
9	Edmodo is one example of the improvement of the Internet.	0	0	2	8	4
10	Social network, especially Edmodo needs to be socialized to all Indonesians in any level of education.	0	0	2	9	3
11	I, personally, do support the feature of parents in Edmodo.	0	0	0	11	3

Based on the data provided, it can be seen that most of the respondents have positive opinion about the usage of Edmodo, especially feature for parents. But there are some opinions that believe that Edmodo is difficult to be used by the parents nowadays since not all parents comprehend in using Internet. In addition, some might choose neutral since they do not really sure with feature for parents in Edmodo. So, there must be some points that we can take notes about the parents' feature on the Edmodo.

3.1 Parents' Understanding about Edmodo

Technology has developed so fast and has become something common in our lives. According to Shirkey (2008) in Dworkin, J., Connell, J., & Doty, J. (2013), technology and the Internet in particular have drastically changed the way we receive information, interact with others, entertain ourselves, make plans, and organize our lives. One of the kinds of technology is the Internet which everyone can operate this thing so easily. As we all know, the functions of the Internet are to connect people and to get information as fast as possible and those functions are needed by parents these days. The Parents have read newspaper stories about some of the problems associated with permitting children access to the vast world of the Internet (Spanton, 1997 in Reese, 1999). Some parents prefer to do their activity online but turn out to worry when their children are also using the Internet, too. This kind of anxiety is the main cause why parents need to monitor their children while using the Internet. This is related to the question 1 where most of the respondents agree that the Internet can help parents to watch the Internet's usage of their children. Though some parents are not familiar enough to the Internet, they still believe that the Internet can be a good tool to observe their children.

As what we have discussed before, one of the advantages in using social network in the Internet, like Edmodo is that, this application was not only made for educators and students, but also for parents. In the questionnaire, for the second question, we know that the respondents agree that Edmodo is profitable for parents to watch their children's improvement in learning that is shown by none of them answered disagree. And in the seventh statement, it is true that the parents need to master the Internet in order to be able in observing their children without any limitation of place and time. In other words, the parents need to be able to operate the Internet if they want to monitor their children. Based on Plantin and Daneback (2009)'s research in Dworkin, J., Connell, J., & Doty, J. (2013), they stated that the majority of today's parents search for both information and social support on the internet. This result of research can tell us vividly that the ability to use the Internet is needed to access the process of children in learning.

3.2 Monitoring Children through Feature for Parents

It is easy to apply to classrooms since its appearance is similar to Facebook, that many students are already familiar with (Haefner and Hanor, 2012; Holland and Muilenburg, 2011). However, those students need to be made aware of what constitutes the social networks tool and to be suggested the opportunity to use it for meaningful purposes (Ng, 2012) in Thongmak (2013). Those sentences are the proof that Edmodo is one kind of social networks that can support the learning and teaching process. Since it is good to be implemented in the classroom, the parents have agreed that Edmodo is good for their children because the parents can also join Edmodo to monitor their children. It also correlates with the statements number 1, 4, and 8. The parents can know exactly what is actually happened in the classroom, whether or not their children follow the course and discussion well and how their children's development in the teaching and learning process by joining this application. Before the parents can observe their children, they need to have the code of the children. As Cauley (2013) on "A Guide to Explain it all" stated that parents will, of course, need the code to join the Group. Once in, parents can only view information sent from the teacher or from their child (which includes grades on assignments). They cannot send any messages to other students or parents.

In today's society, schools and parents are responding to increased expectations, economic pressures, and time constraints. In these changing times, effective partnerships between teachers and parents become even more essential to meet the needs of the children they "share." (Clay, 2005). Also Epstein (1995) in Clay (2005) describes communicating with parents as one of six major types of parent involvement practices critical to establishing strong working relationships between teachers and parents. But, if we take a look on that statement, the thing that needs to be mastered by the parents to have great relationship with the teacher and the students, the parents should master the Internet. And if the relationship between teacher and parents are built in Edmodo, the parents must be able to utilize this social network. As we see in

the questionnaire, number seven shows how the respondents realize the fact that the parents need to understand the Internet to sign in to Edmodo and have a contact with the teacher related to the study of their children. In addition, cultivating the teacher-parent relationship is also considered vital to the development of schools as learning communities (Schussler, 2003 in Clay, 2005).

While using Edmodo for observing the students, parents can also have written communication with the teacher through the chat in Edmodo as what Williams & Cartledge (1997, p.30) in Clay (2005) said, "Written communication is probably the most efficient and effective way we can provide valuable ongoing correspondence between school and home". Graham-Clay (2005) also added that written communication is a permanent product that requires careful consideration regarding format and content. The goal is to organize concise, accurate information so that parents will read and understand it. Furthermore, the benefit why the parents need to use Edmodo is that the parents can know the score of the assignment, the result of the quizzes, and the task that has been submitted.

If the parents have already logged in, then here are the things that can be done by the parents related to the learning and teaching process of the students in Edmodo.

Table 2: the activities that can be done by the parents in Edmodo

- If an *Assignment* **has been submitted** on Edmodo, you will see a green checkmark and the submission date.
- If an *Assignment* **has not yet been graded** by the Teacher on Edmodo, you will see "Awaiting Grade."
- If an *Assignment* **has been graded** on Edmodo by the Teacher, you will see a score below your child's Assignment submission. Click "**View**" to see what your child has submitted.
- If a *Quiz* **has been taken** on Edmodo, you will see a green checkmark and the submission date of the Quiz. You will also see a score below the Quiz.
- Quizzes can include short answer questions which must be manually graded by the Teacher. If these question types are not yet scored, you will not see their points reflected in the Quiz score. You can see if the all of the questions have been answered by selecting "**View**" to see your child's Quiz results including the questions and their answers.

Source: www.support.edmodo.com (2016)

3.3 The Implementation of Edmodo and the Use of Parents' Feature in Indonesia

According to Priowirjanto (2016), Internet users in Indonesia in 2012 was dominated by those aged 12-34 years, which is about 64.2 percent of the total 63 million users (source: Survei Asosiasi Penyelenggara Jasa Internet Indonesia (APJII)). From the data, we can know that actually, the Internet users in Indonesia are mostly the teenagers and adults and it means that any social

learning network can be mastered by Indonesians in order to support the better teaching and learning process. He also added that the total of Edmodo users is increasing significantly.

Edmodo Users in Indonesia

2,980,547

695,976

270,804

65,652

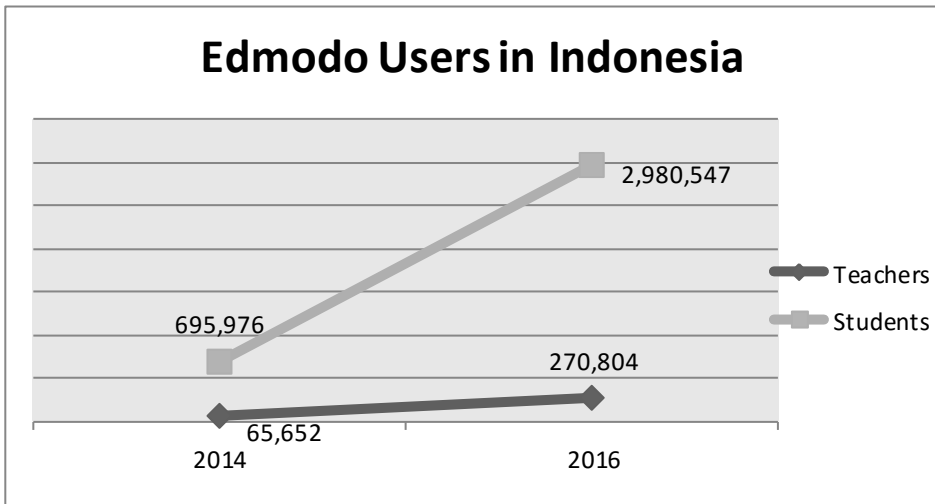2014   2016

Teachers
Students

Table 3: Edmodo users in Indonesia

Source: Priowirjanto (2016) in Best Practice of SEA-Digital Class Learning at the 21st Century

What is meant by the better teaching and learning process is that when the parents can also be included in the learning and teaching process. As stated by Fan & Chen (2001) in Clark (2007), Research shows that parental involvement in their children's learning positively affects the child's performance at school. From that sentence, it is important for the parents to monitor and know the process of their children's learning process directly. By getting the result of their children quickly, the parents can consider what their children should do at home, whether they have to get more practices or not. Since the enthusiasm of using Edmodo is high, the implementation of the usage of Edmodo can be widely implemented in any levels of education in Indonesia. Research also shows that the earlier parents become involved in their children's literacy practices, the more profound the results and the longer-lasting the effects Mullis, Mullis, Cornille et al., (2004) in Clark (2007). Moreover, based on the questionnaire number 11, all the respondents agree that the feature for parents in Edmodo is beneficial for learning and teaching process.

4. Conclusion and Suggestion

Edmodo is a social learning network where it provides forum for teachers, students, and parents to communicate, have a discussion, and share any

assignment. This social network has the same basic with other social media, such as facebook and what makes edmodo different from facebook is the focus of Edmodo is for education. From the research question above, we can conclude that:

1. Some parents might not know how to use the Internet and if we take a look on the questionnaire, we can know that some parents believed that Edmodo is taking a role in helping to understand the Internet better. When they learn how to use the Internet by opening the Edmodo, we can say that the parents are doing learning by doing. So, they learn how to operate the Internet by directly operating the Edmodo.

2. The aim of the feature for parents in Edmodo is to ease the observation of the parents towards their children while they do the learning and teaching process online. The parents just need to sign in to Edmodo and enter the code of the students. Then, the parents will easily know the result of the examination, the score of the quizzes, or even just to check the assignment that their children have submitted.

3. Feature for parents is considered as the rewarding social learning network since it gives beneficial effect for the parents and the teachers as the ones who educate the students. By having a forum for the teachers and the parents, they can interact each other through Edmodo, so that there will be transparency between the teachers and the parents about the students' learning process. Also, the parents can decide what they have to do with their children after knowing the result of their children's process.

I, as a researcher, have some suggestion related to the topic in this paper since there must be mistakes and demerit in it. The research about this topic needs to be developed further and deeper in order to get the more valid and accurate data. In addition, my personal opinion about edmodo is that Edmodo must consist of good and bad impacts for the users. As long as the users know how to deal with this kind of social network, the problem, such as the Internet connection and the ignorance on how to operate the Edmodo will not matter.

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Students' Mental Block in EFL Writing Instruction:

Students' and Teacher's Perspectives

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Abstract

Successful writing depends on how often the students practice in EFL writing. In fact, many EFL students are reluctant to make breakthrough in practicing because they are afraid of making mistakes. This is one of the indicators of students' mental block experienced by the students. It is widely known that one of factors contributing students' difficulties in writing is the existence of mental block within the students themselves. This sort of barriers distracts the students' motivation in writing. This paper examines types of mental blocks experienced by the students regarding EFL writing instruction and how the teachers perceive those problems. Since the mental block character becomes the barrier for both the teachers and the students in engaging effective classroom instruction, this study is worth conducted. This study employs questionnaires and interview to answer the research questions. Meanwhile, Adam 6 types of Conceptual Blocks (DCE, 2013) are adapted to analyze the students' mental block. They are perceptual blocks, emotional blocks, cultural blocks, environmental blocks, intellectual blocks, and expressive blocks.

Keywords: Mental Blocks, Students, Efl Writing Instruction, Teacher

1. Introduction

One might argue that writing should be always instructed simply because the ability to write a text that is error free is not naturally acquired skill but is formally learned in formal instructional settings (Banda, 2003). However, this argument seems to limit the dimensions of writing skill, in particular, and language in general because it only values the linguistic side of the skill and overlooks the strategic side. In fact, learning to write seems to be a typical example where the components of communicative competence (Canale & Swain, 1980) can meet, interact, and develop. In fact, many EFL students are reluctant to make breakthrough in practicing because they are afraid of making mistakes. This is one of the indicators of students' mental block experienced by the students. It is widely known that one of factors contributing students' difficulties in writing is the existence of mental block within the students themselves.

Next, the following sub sections will discuss about some approaches regarding EFL writing instruction. Raimes (1991) presents a comprehensive historical account of four major approaches to L2 writing instruction in TESOL. These are, in chronological order of their development: focus on form, focus on the writer, focus on content and focus on the reader. Focus on form is also known in the literature as the product approach (Hyland, 2002) and it emerged as the product-approach.

Concerning with the EFL writing instruction in Indonesia, it is necessary to review some major ones in English writing instruction. First, the product-based approach, which is text-oriented (Hyland 2003), is inclined to emphasize the text from its orderly arrangement of words, clauses and sentences. Writers are presumed to be able to encode a full semantic representation of their intended meanings (Hyland 2002:7) simply by applying correct forms. Students are projected to write for teachers or for the evaluation of their mastery of linguistic knowledge, in which their final products are analyzed towards the accuracy and clarity of the vocabulary, grammar, syntax and mechanics (Pincas, 1982).

Then, there is the process-based approaches which are writer-oriented (Hyland, 2002), and assume writing as a non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning (Zamel, 1983:165). A main feature of writing process is identified as a record of an idea developing (Shaughnessy, 1977:234) rather than an outcome of that well-formed idea.

The third approach to teaching writing is genre-based approach, which is reader-oriented and emphasize linguistic knowledge (Hyland, 2002). It is perceived to arise as a response to the inadequacy of the process approach. and an extension of the product-approach. Based on the systemic linguistic model (Halliday *et al.* 1964), the notion of genre is defined in various ways and is still controversial. Another important approach to writing instruction is the combination of process and genre which incorporates complex interrelationships among various elements such as the writer, the reader, the text and reality (Grabe & Kaplan, 1996) as a whole.

1.1 Product Writing Approach

Product writing approach shares the ideas of accuracy, linearity, and prescriptivism in the way they deal with teaching writing. They deal with writing as a straight forwards action, as marks on a page, as related words, as clauses, and as structured sentences (Hyland, 2003). Based on this perspective, writing development is considered to be the results of (structurally or rhetorically) imitating and manipulating models provided by the teacher (Hyland, 2003:3). In addition, teaching product-based writing involves such aspects as guidance, control and assistance with questions to answer, a model to follow, an outline to expand, an incomplete piece writing to complete, or an incorrect text to correct (Brown, 2001:335; Pincas, 2001:2).

In a similar vein, the Current-Traditional Rhetoric orientation places writing in the limited context of the classroom, and the teacher as the target audience. What differentiates this orientation from the previous one is the emphasis it places on text organization. As Silva (1990) observed in the Current-Traditional Rhetoric, writing is "a matter of arrangement" and students have to learn how to identify and use prescribed patterns.

The aim of product-based writing is to introduce students to structures accepted by the native speakers. EFL students need to be guided systematically to avoid any L1 interference. In the light of this teaching, writing might include such strategies as following teachers' rule and corrective feedback, writing without collecting information, writing without planning, following outlines, focusing on organization, neatness and layout, constant editing of grammar, vocabulary use and punctuation, avoiding writing sentence fragments, etc. In conclusion, if the strategy is related to the 'form' feature of writing, then we it is considered as product-oriented strategy. It generally focuses on the strategies of accuracy, linearity, prescriptivism, imitation and dependence on teacher's assistance.

1.2 Process Writing Approach

The second approach is process writing. The product approach became the target of criticism in the 1970s when researchers and educators embraced the cognitivist philosophy and shifted their attention from the product to the writer. This new approach became known as the process approach, it stemmed from the developments in L1 writing and it aimed to explain writing on the basis of mental processes which the writer engages in when creating meaningful messages. Raimes (1987, p. 409) pointed out, "In place of 'accuracy' and 'patterns' came 'process', 'making meaning', 'invention', and 'multiple drafts'". The content took priority over the form and the writer's cognitive activities were closely analyzed: from generating ideas, through execution of writing to revising, receiving the feedback and acting on it.

However, Raimes (1987, p..410) argued that this approach with its revolutionary practices, which included allowing time for students to choose their own topics and exploring ideas, providing constructive meaning oriented feedback, using communicative tasks (e.g. writing journals or diaries) and providing opportunities for peer collaboration proved quite demanding to implement in the teaching instruction, and consequently some teachers reverted to the product approach. Another limitation of the process approach was pointed out to be the lack of clear assessment procedures. This can be attributed to the nature of the cognitive processes which are in the state of flux and they do not render themselves to direct examination easily.

In short, process If a strategy is related to the 'content' feature of writing, then we call it a process-oriented strategy. The process-oriented writing strategies, therefore, focused on the strategies of flexibility, creating ideas, discovering meaning, considering audience, purpose, and context of writing, revising, and collaborating.

1.3 Genre-based Approach

Badger and White (2000) added the genre approach to the process one in what they called a genre process approach that sees writing as a series of stages starting from a particular situation, purpose, to process writing and then finally to the final text. Exploring all the approaches, the authors offer some suggestions for the teaching of English writing in the EFL context at the end of the paper.

Genre is how things get done, when the language is used to accomplish them. They range from literary to far from literary forms: poems, narratives, exposition, lectures, seminar, recipes, manuals, appointment making, service encounters, new broadcasts and so on. The term genre is used here to embrace each of the linguistically realized activity types which comprise so much of our culture (Martin, 1985:250). Further, he adds that genre a system underlying register. One revolves around the fact that genres constrain in which register variables of field, tenor, and mode can be combined in a particular society. Genres comprise a system for accomplishing social purposes by verbal means.vGenres have beginning, middles, nand ends of various kinds.

In addition, Feez (2002) asserted the cycle of teaching and learning using genre approach consists of a number of stages which the teachers and the students go through so that students gradually gain independent control of a particular text-type. They are *Building the Context, Modeling and Deconstruction Text, Joint Construction of the Text, Independent Construction of the Text* and *Linking to Related Text.*

The activities in *Building the Context* are mostly related to the introduction of text modeling for the students. The authenticity of the samples text becomes the priority besides the course objectives and the students need. Other consideration is given to the text genre and the context where those genres are used social purposes laid.

Meanwhile, in *Modeling and Deconstructing the Text,* the students are required to learn deeply the generic structure of the text and make some comparison among those text types. Here, the students are able to analyze the language features of each text.

As the name implies, *Joint Construction of Text* is intended to pay attention on how the text is constructed. In this stage, it is important for the students to notice each text type they already learned and investigated. Each text type posses different features as well as structure as its label attached. Teacher is suggested to conduct some activities which stimulate the students' understanding in constructing the text, such as delivering questions, discussing and explaining the skeleton text and other related activities.

After experiencing a set of scaffolding activities in modeling and deconstructing text, it is time for the students to work independently in constructing the text. *Independent Construction of the Text* enables students to write their own piece of writing. And their writing products would represent as achievement assessment.

Finally, the last stage in genre based writing approach is by evaluating *Linking Related Text*. This activity evaluates students' comprehension whether they have been able to figure out among the different text types and context or not. The activities in this stage might in the form of contrasting among the text types, investigating text-types used across different fields and experimenting on text-types with different individuals and connections.

The aforementioned stages on genre based approach have already been implemented by the secondary teachers in Indonesia (Emilia, 2011). Some studies have shown significant results on the use joint construction as an effective process of collaborative writing (Humphry & Macnaugt, 2011; Dreyfus & Macnaught, 2013).

1.4 Recognizing Mental Blocks

Mental blocks can be defined as a form of uncontrollable resistance or discharge, suspected to originate in the brain. It is defined as the unconscious denial of a thought or an emotion. A mental block appears as a mode of defense, removing from his conscience any representation likely to disrupt him. A mental block may occur in the case when a person is no longer able to think properly and to organize his thoughts, which was no concern before. A typical example is the mental block of a writer who, after being productive for a long time, is unable to write. Symptoms of mental blocks vary widely depending on the type of blockage and the unconscious purpose for which this block occurs. I believe this also often occurs to beginner writer who has not experienced writing in EFL contexts. There must be many barriers and obstacles to write. It is important for the EFL writing teachers to detect and recognize the students' problems regarding mental blocks in writing. Later on, after types of mental blocks can be identified by the teachers, then both teachers and students could discuss the blockbuster's solution respectively. The types of mental blocks adapted from Adam's category are discussed in the following paragraph.

There are six types of conceptual blocks promoted by Adam (2013). They are:
a. *Perceptual Blocks*. Limiting the problem unnecessarily stereotyping and saturation or information overload
b. *Emotional Blocks.* Fear of risk taking (number one inhibitor); lack of appetite for chaos (must learn to live with confusion); judging rather than generating ideas (wild ideas); inability to incubate
c. *Cultural Blocks;* (taboos)
d. *Environmental Blocks;* distraction.
e. *Intellectual Blocks*(don't have background knowledge)
f. *Expressive Blocks* (can't communicate easily with others)

In addition, Goman (2013) also classified mental blocks into five categories.
a. *Negative Attitude vs Attitude Adjustment*

Negative attitude focuses the attention on negative aspect of the problem or possible unsatisfactory outcomes hampers creativity while attitude adjustment lists the positive outcomes and aspects of the problem, realizing that with every problem there is not only danger of failure but an opportunity for success.

b. *Fear of failure vs Risk taking*

Fear of failure is one of the greatest inhibitors to creativity is the. Fear of failure and the inability to take a risk. On the other hand, risk taking outlines what the risk is, why it is important, what is the worst possible outcome and how you would deal with this failure.

c. *Following the rules vs Breaking the rules*

Some rules are necessary, such as stopping at a red light, while others hinder innovation. Breaking the rules means practice trying new things. Take a different route to work, try new food, and go somewhere you've never gone.

d. *Over-reliance on Logic vs internal creative climate.*

Over- reliance on logic is a need to proceed in a step by step fashion may unfortunately relegate imagination to the background, while internal creative climate turns the situation over to your imagination, your feelings your sense of humor. Play with insights and possibilities.

e. *Not creative n Vs Creative belief*

Believing that you are not creative is a serious hindrance to generating creative solution. Believing that you can't do something is a self-fulfilling prophesy. Creative belief encourages your creativity by asking "what if" questions: daydream, make up metaphors and analogies. Try different ways of expressing your creativity.

2. Methods

This research is qualitative in nature. It allows the researcher to identify the mental blocks experienced by students in writing class. Also it also involves an EFL writing teacher in identifying students' mental blocks during writing the instruction. It was undertaken at Islamic University of Lamongan in the academic year 2015/2016.   The participants of this research are an EFL Writing teacher and the students taking writing 1 course consisting of 30 students. The data were collected through questionnaire and interview.

3. Findings and Discussion

3.1 Mental block experienced by the students

After analyzing the data from questionnaires most of the students experience what so called *Intellectual Blocks.* Their difficulties in writing are caused by inadequate background knowledge related two factors. The first is the knowledge in how to write well and the "sources" or materials to write about. This is in line with William (2011) that one of the greatest predictors of new

learning is prior knowledge and understanding. Meanwhile to overcome such problems, teacher plays paramount important role in giving motivation and providing reading-like habit to improve their knowledge.

The second is *Emotional Blocks,* which is the fear of risk taking (number one inhibitor); lack of appetite for chaos (must learn to live with confusion); judging rather than generating ideas (wild ideas); and inability to incubate are some examples of emotional blocks experienced by the students in writing. This situation is also affected by fear of making mistakes, less practice, low confidence in writing in foreign language.

Cultural Blocks (taboos) is a kind of mental blocks which also influences the students in term of different perspective or writing styles in English and in their first language. Writing straight to the point is the new experience for the students. Also, some topics in eastern culture become sensitive issues to write, such as religion and ethnical issues.

Environmental Blocks refers to the classroom setting which influence the students in writing. Some students prefer to have a quiet place to write while others require some 'noise' to boost their ideas. Of course these are two different requirements hardly fulfilled by the teacher since they belong to the same classroom setting.

Expressive Blocks are similar things to distraction. Every student posses different barriers or obstacles in writing. Student's difficulties are mostly caused by their inadequate knowledge on technical writing in EFL context, while others are classical reasons, such as poor vocabulary competence, and also poor grammatical competence.

The last*, Expressive Blocks* refer to inability to communicate easily with others. Students often do not realize the power of sharing, collaborating, and talking to their pals. Sharing about topics in writing would empower their understanding on a certain topics, yet they are reluctant in doing it. Students prefer to keep silent if they have problems in writing. And I believe this is also a matter of cultural bocks, being shy even they get lost.

3.2 Teachers Act in Overcoming students Mental Blocks.

This research actually uncovers students' problem and help the teacher and offer some possible solutions for students' writing performance. Regarding some mental blocks experienced by the students, the teacher also adopt Adam's mental block solution or what so called 'blockbuster' solution. Concerning with students problem on *Perceptual Blocks* can be done by limiting the problem unnecessarily stereotyping and   saturation or information overload. Students' misinterpretation and incorrect beliefs about EFL writing should be removed by the teachers. In this case, by giving continuous motivation that they can write tag line would help their writing anxiety.

When it relates to *Emotional Blocks,* It is commonly happened if the students would experience fear of making mistakes in foreign language writing. Fear of risk taking, lack of appetite for chaos or must learn to live with confusion; judging rather than generating ideas; inability to incubate are to

mention some examples of emotional blocks. These deal with students' low confident in writing.

Meanwhile, sometimes 'inappropriate' culture would also interfere students' writing creativity. Let's take an example, guilty feeling in writing certain story considered as taboo in a certain society. Some topics related to gender, race, or religion could become something to be avoided in writing. This is what iscalled *Cultural Blocks.*

Finally, the last three "EIE" factors are Environmental *Blocks,* Intellectual *Blocks, and Expressive Blocks.* Sometimes some circumstances might contribute on students' writing performance, such as the noise, less conducive classroom atmosphere, classmates, and such things. Dealing with intellectual blocks, there is no solution but students' willingness to improve their knowledge capacity. More readings, more discussions, more teacher and students talk for improvement would be beneficial solution. The last but not least is expressive block which requires students' intrapersonal skills or collaborative skills. Teacher as a classroom director should facilitate the classroom collaborative leaning, such doing teamwork, pair work, discussion session, conferencing, etc.

4. Conclusion

Teacher's awareness in recognizing students' difficulties in EFL writing is a paramount importance. Identifying students' mental blocking and uncovering those blocks should become EFL writing teacher's major concern. As we know, most of the students experience the mental blocks in EFL writing and it is believed as barriers to be productive writer, especially for the beginner. Thus, the teacher should provide some strategies, motivation, and solution in overcoming such problems.

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