

“LINGUISTICS AND LANGUAGE TEACHING
FOR CULTURAL UNDERSTANDING”



**THE FIRST
INTERNATIONAL CONFERENCE ON
LINGUISTICS AND LANGUAGE TEACHING**

I-coLLate

12 - 13 May 2015

**YOGYAKARTA STATE UNIVERSITY
INDONESIA**

**“LINGUISTICS AND LANGUAGE TEACHING
FOR CULTURAL UNDERSTANDING”**

Proceeding

PROCEEDINGS

The First INTERNATIONAL CONFERENCE ON LINGUISTICS AND LANGUAGE TEACHING I-CoLLaTe

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Prof. Dr. Suhardi, M.Pd.
Drs. Rohali, M.Hum.



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ISBN 978-602-7981-56-0

I. Paper

II. Judul

III. Prof. Dr. Suhardi, M.Pd., dkk

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Judul Buku :

**“LINGUISTICS AND LANGUAGE TEACHING FOR CULTURAL
UNDERSTANDING”**

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Tata Letak :

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Penerbit:

UNY Press

Kompleks Fak. Teknik UNY, Kampus Karangmalang

Yogyakarta 55281 Phone : (0274) 589346

E-mail : unypress.yogyakarta@gmail.com

MESSAGE FROM THE CONFERENCE CHAIR

Assalamu'alaikum warrahmatullah wabarakatuh
May peace and God's blessings be upon you all

First of all allow me to extend my warmest greetings and welcome to you all to the 1st International Conference on Linguistics and Language Teaching, held by Yogyakarta State University to celebrate its 51st anniversary.

Raising the theme – Linguistics and Language Teaching for Cultural Understanding - this conference is designed to promote the use of language as a vehicle of cultural understanding, to promote the use of Asian languages as a lingua franca in Asia, and to promote CAFR (Common Asian Framework of Reference for Language)-based learning and teaching. Hopefully, all discussions in this conference can be inspiring and useful for us to improve the quality of cultural understanding.

Ladies and gentlemen

For your information, we will proudly present one keynote speech, four plenary presentation sessions and six parallel presentation sessions. Four outstanding speakers in the field of linguistics and language teaching have been invited. They are Dr. Katharina Endriati Sukamto from The Indonesian Linguistics Community (MLI), Indonesia, Christine Moerman from Institut Français d'Indonésie (IFI), Prof. Sombat Khruathong, Ph. D. From Prince Songkla University, Thailand, Prof. David Reeve from University of New South Wales, Australia, and Nguyen Ngoc huongGiang, M.A. from Hanoi University, Vietnam.

Let me also inform you that 85 presenters from abroad and many parts of Indonesia will be discussing various important issues on linguistics and language teaching in the parallel presentations sessions. Most of them are teachers, lecturers, and undergraduate, graduate, and even postgraduate students.

Ladies and gentlemen

We have done our best to prepare for this conference. So, my highest appreciation and heartfelt thanks to all committee members. As to err is human, shortcomings may occur here and there. On behalf of the committee, I would therefore like you all to accept our apologies.

At the end of my speech, I would like to kindly request the Rector of Yogyakarta State University to officially open the conference.

To conclude, let me wish you a fruitful discussion during the conference and an enjoyable stay in Yogyakarta. Thank you very much for your attention.

Wassalamu'alaikum warrahmatullah wabarakatuh.
May peace and God's blessings be upon you all

Yogyakarta, 12 May, 2015
Conference Chair
Drs. Rohali, M.Hum.

**SPEECH BY THE DEAN OF
THE FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

Assalamu'alaikum warohmatullahi wabarokatuh

Globalization has led changes in all aspects of human's life, including language as a means and product of culture to occur. The language and behaviors of language communities have undergone changes, shifts, mixing, or even replacement as a result of contacts of cultures and languages constituting a consequence of the globalization. It shows how big the role of globalization is in the human's life.

This brief description is actually very extreme because it can be assured that in the language communities the awareness of the importance of self identity of a language community tend to exist. This is identified by the language and the language behavior. From this point the awareness of maintaining, developing, or even preserving a language for the sake of imaging of the self identity of a language emerges– once again as a mode and product of a culture. That language shows who we are has long been believed to be true. Thus, the existence of globalization strengthens the essential position of language to show the self identity of a community (nation) in a multicultural society, a world society. In the global multicultural society's life the understanding of cross culture is getting more crucial. That is why I warmly welcome and extend my highest appreciation to the committee members of the “International Conference on Linguistics and Language Teaching” the members of the organizing committee for their hard painstaking work to bring the issues on linguistics and language teaching for the cultural understanding as the main topic of the conference and develop it into a number of sub-topics related to language, culture, and language teaching including in it curriculum and evaluation. Such issues are crucial to discuss. Sharing experiences among the conference participants will build the understanding, appreciation, and implementation of multiculturalism for realizing a peaceful life of the communities despite the heterogeneous, plural, and global condition.

To conclude, once again in this occasion let me extend my highest appreciation to the committee for organizing this conference. To all participants, I would like to say “welcome to Yogyakarta.” Great thanks go to all presenters for their participation. Hopefully, this conference can bring to us benefits. Finally, let me wish you a productive discussion and a fruitful conference.

Wassalamu'alaikum warohmatullahi wabarokatuh
Yogyakarta,
Dean,

Prof. Dr. Zamzani, M.Pd.
NIP 195505051980111001

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***The First International Conference on Linguistics
and Language Teaching
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12-13 May 2015
Yogyakarta State University, Indonesia.***

**Best Practice in Language Teaching:
Lessons from teaching Indonesian in Australia**

**David Reeve,
University of New South Wales**

Language teaching is a field where methodology changes rapidly, with five major shifts in methodology over the last sixty years. It can be confusing for teachers to keep up with change, and to adopt the best methods in the classroom. In this paper I would like to talk about the evolution of language teaching methodology – from the experience of teaching Indonesian in Australia – to discuss what we can learn from these developments since the 1960s. One of the recurring questions over the years is how to teach about ‘culture’ when teaching ‘language’. We all agree that language cannot be separated from culture, but it is hard to know how to address that question in the classroom, when time is always limited. Should culture be taught separately, for example with readings on cultural topics like say ‘Borobudur’ or ‘Tarian Bali’? What I suggest here is that we seek the culture IN the language.

1. The evolution of language teaching methodology – teaching Indonesian in Australia in the last century:

The first phase of Indonesian teaching in Australia was the grammar-translation phase, from 1958 to 1968. The core components of a typical grammar-translation lesson were the presentation of a grammatical rule, a study of lists of vocabulary, and a translation exercise. There were occasional comprehension passages. Few were conversations.

Grammar translation had been a very powerful method of language teaching; first used as the traditional method of teaching Latin and Greek in Europe, it had come to be used in teaching ‘modern’ languages such as French, German and English in the nineteenth century. At its best it produced students with a fine and detailed knowledge of the workings of the formal language, and a subtle capacity to access and to translate great works of literature, hardly skills to be scorned.

The greatest problem of the grammar translation method was that its most valued and practiced skills were reading and writing. It was not clear when students would listen to the language, much less speak. So it was an appropriate method for students who might never visit the country whose language they were studying, but who sought to access the riches of that society through its novels, poetry, short stories and plays, the ‘languages and literatures’ tradition.

From around 1968, in Australia, grammar-translation was relatively quickly replaced by the Audio-lingual method, with its emphasis on dialogues, real-life situations and pattern drills, speaking and listening rather than reading and writing. The advent of wide-bodied planes and cheaper fares in the 1960s marked the start of mass tourism; students were now much more likely to visit the countries they had studied, to want and need to talk to native speakers. For Southeast Asia, the great wave of interest generated in schools and universities was a product of involvement in the Vietnam War. The stakes were more urgent than a cultivated interest in literature. If students were to visit the countries of Southeast Asia, then they wanted to be able to discuss a range of social and political topics.

Also permitting and causing the shift to audio-lingual was the relatively cheap availability of language laboratories. Here was a shift from pen and book, to mouth and machine. In the hours in the language lab, a whole class could be talking their heads off. ‘Talking to a machine!’, said later critics scornfully, pointing to the distance from the strains, tensions and negotiations of real-life

conversations. They were right, but that later insight should not obscure what a great change this methodological shift entailed at the time.

The key elements were: pattern practices; speech habits; meaningful units in context; articles with thematic titles – e.g., ‘An Outing’, ‘An Accident’, ‘Entertainment’, ‘Going Shopping’; the 20 ‘dialogue sentences’ comprising the core of each unit; the visual aids; more realistic formats; the shift from writing and translating to imitating and transforming oral cues; native speaker recordings as models; and always the tapes to be used in the classroom and language laboratory – the golden age of the language lab.

The language teaching texts of this time for Indonesian had a richness of classroom exercises, including an elaborate technique for the exploitation of dialogues, covering and uncovering the text, listening, repeating, chanting as whole-class, or by groups and individuals. There were reading passages with comprehensions, and exercises of at least seven types: substitution, transformation, fill-in, complete, matching, true/false and scrambled sentences; there were special notes and remarks, songs and games.

These texts envisaged the task of the Australian student as learning about Indonesia, not learning how to discuss Australia in Indonesian. Several texts took the new idea of building their book around Australian visitors to Indonesia. But when Tom Johnson of the Australian Dairy Company meets business colleagues in Surabaya, they discuss the history of Majapahit rather than business (Sumaryono, Book Three, 1974).

Although fresher elements were appearing, the old didactic high-literature tradition remained. Some of the readers had a ‘high literature’ feel, with the exclusion of daily life. When daily life was covered, it was the village and its folktales. Collins’ *Bunga Rampai* looked to the future, drawn from Indonesian press articles, rather serious. And Sumaryono’s Book Three made much use of real-life material from magazines and newspapers, including cartoons, anecdotes, advertisements, jokes and articles. The current debates on realia are in fact some 40 years old.

Methodological innovation did not come until 1988, for Indonesian learning texts, when Ian White started publishing his notional-functional text series, *Bahasa Tentangaku*. This method had come earlier for other languages in Australia, and the 1980s saw new lively texts for Italian, German, French and Japanese. Low student demand postponed such initiatives for Indonesian, so that the new methodologies of functional-notional and communicative language teaching occurred side-by-side from around 1988.

Functional-notional methodology demonstrated a shift from language form to language use. Functions were defined by asking ‘what does the speaker want to do?’ The answers to this question, almost always ending in ‘-ing’, were the functions, such as ‘agreeing’, ‘apologising’, ‘asking for’. A further question elicited the particular ‘notions’ that the function was about. The key factor in teaching and text-writing was to ask what function was needed, and then to choose between the easier and more difficult ways in which that function might be realised in real life.

In White’s texts, the contents page for each ‘topic’ is laid out on a grid, displaying language functions, and grammar points. One good example is the language functions for Chapter Four, on ‘shopping’:

- Colours
- Asking about price
- Identifying objects
- Expressing surprise and shock
- Bargaining: Offering a price
- Refusing a price
- Agreeing on a price
- Describing quality
- Comparing two objects
- Comparing more than two objects
- Indicating wants and needs
- Transport
- Personal language: my chores.

Julia Read's comments on communicative methodology:

There are five main aspects of communicative pedagogy that differ from earlier methodological approaches. The first is an emphasis on sociolinguistic appropriateness, the area formerly neglected in language pedagogy. The second aspect is message-focus, which means that pieces of language are treated as carriers of message rather than as exemplars of grammatical structure. On the level of receptive skills, message-focus is manifested in information transfer exercises, where students extract information from a passage (authentic resource materials created as a means of communicating content and not for some pedagogic purpose are preferred) and use it to perform a task, e.g., a reading task might be used to extract information that feeds into another task (success in the task being dependent on understanding the reading).

This task-dependency provides immediate feedback to the learner. In productive practice, students are placed in positions where they will want to say something and are provided with the means to say it. Information or opinion gap activities are the pre-eminent or archetypal learning activity in communicative pedagogy, based on the rationale that where there is a genuine desire to find out something, then there exists a communicative situation, i.e., one that takes the learners' attention away from practising structures (form-focus) and puts it on getting the message across (message-focus).

The third contribution of communicative pedagogy is deliberate stimulation of psycho-linguistic processes. Meaningful tasks tap students' own situations, experiences, opinions, feelings and preferences. The tedium of older-style exercises is replaced by genuine information exchange. All the psycholinguistic processes used in communication begin with the user's desire to convey or obtain a message, e.g., the negotiation of meaning that occurs in face-to-face interactions. Psycholinguistics provides the insight that listening is always done for a purpose and that listeners process selectively, not attending equally to every word of a message. Unlike traditional listening comprehension exercises in which the learner is made to focus on each word, information transfer exercises require the learner to attend only to those parts of the message relevant to a task.

Emphasis on risk-taking skills is the fourth contribution of communicative pedagogy mentioned by Johnson & Johnson 1998: 71. In the past, because of the emphasis on thoroughness and the desire to avoid errors, students were characteristically taught to read texts word by word. CLT recognises that this procedure not only fails to help, it positively hinders development of an important communicative skill – that of understanding a message in a linguistic context which is only partially understood. Learners who visit a country where the TL is spoken will need this skill.

Free practice techniques are the fifth contribution. In older approaches, the emphasis was on part practice, not discourse. There was virtually no free production stage or preparation for it. Communicative pedagogy recognises that spoken communication is a complex skill, requiring rapid formulation of utterances which are simultaneously 'right' on several levels, involving far more than the sub-skill of being grammatically correct. Holistic practice is thus important to allow practice of sub-skills in combination. The development of free practice techniques is a hallmark of communicative pedagogy and a major contribution to language teaching.

Some of the best teaching and learning materials used for communicative teaching made use of creative processes on the part of students: role-plays, writing and performing skits, writing small poems and songs, studying a genre eg advertisements, and then working in pairs or small groups to create one's own advertisement, or other genre. There was a welcome emphasis on extensive use of realia in the classroom, and on setting real-life-like writing tasks.

2. Intercultural Language Learning (IcLL):

IcLL has become increasingly accepted across Australian school curricula over the last ten years. I think it is much less well known in Indonesia, so I will quote some of the key principles as described by its major conceptualisers, Tony Liddicoat and Angela Scarino - here drawn from the Asia Education Foundation website in its guide for teachers: Materials on Getting Started with Intercultural Language Learning:

Quote no 1:

Intercultural Language Learning (IcLL) connects the study of culture to language learning and sees them as integrated and holistic. IcLL requires students to reflect on the knowledge and assumptions they make about their own cultures as well as those of the target language. It reformulates what it means to teach a language and provides new and richer ways of connecting language learning to other learning domains.

Quote No 2:

Explicit Teaching of Culture is a Central Part of Language Teaching

The ultimate goal of Languages teaching and learning is to be able to communicate in another language. Cultures shape the way language is structured and the ways in which language is used. Cultural knowledge is not something that learners can just pick up. In fact, cultural differences may often go unnoticed by learners until they actually create a problem. If learners are going to develop their cultural knowledge about the target language group, they need to be helped, through explicit teaching, to notice when their culture is similar to or differs from that of others.

Culture is Integrated Into Other Language Skills, Not a Separate Skill

Often culture has been considered to be some sort of fifth macro-skill, which is introduced once the skills of speaking, listening, reading and writing have been established. Quite often in language textbooks we see a separate section reserved for culture. However, these notes, while interesting, are not usually the elements of culture that learners typically experience difficulty with. When we use a language, we are involved in culture, whether we are speaking, listening, reading or writing.

At a global level the goals of intercultural language learning are as follows:

- understanding and valuing all languages and cultures
- understanding and valuing one's own language(s) and culture(s)
- understanding and valuing one's target language(s) and culture(s)
- understanding and valuing how to mediate among languages and cultures
- developing intercultural sensitivity as an ongoing goal.

Liddicoat, A.J., Scarino, A., Papademetre, L. & Kohler, M. 2003, *Report on intercultural language learning*, p.46. Canberra: Commonwealth Department of Education, Science and Training

Understanding and Valuing Cultures from the Beginning

We need to start teaching culture at the very beginning of language teaching, because even simple language conveys culture. Whether we think we are teaching culture or not, we are actually providing cultural information in classrooms. Language is not learnt in a cultural vacuum that can be filled in later, rather learners create their own cultural assumptions as they learn. Ignoring culture does not leave a vacant cultural space which can be filled in later. Rather, it leads to a cultural space which is filled by uninformed and unanalysed assumptions.

Quote No 3: *The 'Cultural' in Intercultural – Liddicoat, Scarino et al (2003):*

Language Acquisition Involves Intercultural Exploration

Most learners have not had opportunities to learn about the way in which their own culture works and how their own language reflects their culture, and without this knowledge it is difficult to come to terms with a different culture. The most important cultural learning that can come about in the Languages classroom is that cultures are relative, not absolute. Exposure to another culture provides an opportunity for comparison with one's own culture, just as learning another language provides opportunities to develop metalinguistic awareness. A deeper understanding of one's own culture and the ways in which cultures vary may be a long-lasting outcome of Languages learning.

The 'Culture' in Intercultural

'A knowledge of and engagement with the systems of culture are fundamental to being able to communicate successfully, and provide a basis for the ways in which speakers of a language establish shared meanings and communicate shared concepts and ways of seeing the world.'

Source: Liddicoat, A.J., Scarino, A., Papademetre, L. & Kohler, M. 2003, *Report on intercultural language learning*, p.45. Canberra: Commonwealth Department of Education, Science and Training. IcLL draws upon the relationship between language and culture. New conceptions of culture demonstrate this relationship.

Culture

- culture is multifaceted, variable and dynamic
- culture is created through interaction rather than a pre-existing construct
- culture is fundamentally related to our understanding of who we are.

Culture Learning

- all learners already have a culture
- culture learning starts with learning that one's own viewpoint is culturally determined
- learning a new culture involves examining how the culture is constructed and enacted
- culture learning is an interaction between the existing culture and the new culture
- culture learning means reconsidering who we are: the 'third place' (see p.17 for more information)
- culture learning involves reflection on the self, the other and one's reactions to both.
-

Culture and Language

- language use is central to the construction and enactment of culture
- culture cannot be learnt independently of language nor can language be learnt independently from culture
- culture is learnt through language and through language use.

First Culture(s)

- learners have pre-existing cultural knowledge
- learners view the world through their own culture
- learners' cultural practices are often invisible to them
- learners have stereotypical views of their own culture.

The Culture to be Learnt

- learners have stereotypical views of the target culture
- the world view of the target culture may not coincide with learners' own culture
- practices of the target culture may seem deviant
- practices of the target culture are often more visible, but may be interpreted as individual rather than as cultural.

General Issues About Culture

*culture is constructed, reconstructed and transmitted by members of a group

- cultures are relative
- cultures frame our thinking about the world
- cultures frame our actions in the world: behaviour is cultural.

Source: Liddicoat, A.J. 2004, *National training, Asian Languages Professional Learning Project Phase 1*, Melbourne: Asia Education Foundation.

Static and Dynamic Views of Culture

In a static view of culture

- culture is seen as facts and artefacts
- culture learning is the acquisition of information about a country and/or its people
- cultural competence is the recall of this information.

IcLL examines culture as a highly variable and constantly changing phenomenon, and emphasises a dynamic approach to culture.

In a dynamic view of culture

- culture is seen as practices, beliefs, attitudes
- culture learning is an engagement with these practices, beliefs, attitudes
- cultural competence is intercultural competence.

These three quotes are taken from: Materials on Getting Started with Intercultural Language Learning, from the Asia Education Foundation website:

http://www.asiaeducation.edu.au/teachers/professional_learning/languages/getting_started/getting_started_icll.html; Accessed September 9, 2014.

3. Summing up approaches to culture in the major language teaching methodologies:

Major methodologies in Indonesian Teaching in the Australian experience	Links to Culture (& character)
Grammar – translation, 1960s	This method (a) made students aware of the nature of a second language and thus of the nature of their own language; and (b) lead on to cultural study in the reading and translation of literature, particularly short stories and poetry, sometimes novels and drama.
Audio-lingual text series, from 1968 to 1980s	This method had the benefit of (a) above but added the dimension of performance much more strikingly, although a large part of that performance was in the language laboratory, involving repetition and manipulation of sentences. Cultural material in these texts came from readings on cultural topics, or in taped dialogues related to themes.
Functional-notional, from late 1980s	The functional-notional method is a way of re-arranging teaching material, from grammar points to functions, and does not have much to say about teaching culture, except through socio-linguistic material on functions.
Communicative methodology from the 1990s	This method is largely a way of re-organising class-room activities to elicit more student talk and less teacher talk. It brings the creative nature of performance more strikingly into focus, emphasising students working together to create meaning. One of the four components of cultural competence is 'cultural competence' so this is one of the core principles. There is also attention to sociolinguistic factors.
ICLL, Inter-Cultural Language Learning, from around 2003	Cultural comparison is at the core of this method, and cultural comparison is the starting point for later language work. Themes are now used for intercultural comparison.

4. Practical points in teaching culture through language:

Section 1. Indonesian terms for 'you':

George Quinn's recent Learners' Dictionary (pp502-504) gives '24 of the most commonly used forms' of "you" - many of them are family terms. His list of 24 is

Personal name	Abang	Anak	Anda
Ayah	Bapak	Bibi	engkau
Ibu	Kakak	Kakek	kalian
kamu	lu	Nyonya	Nenek
Nona	-nya	Om	Paman
Saudara	situ	Tante	Tuan.

Of his 24, 13 include 'family' terms of address. This becomes 15 if we add the very common Mas and Mbak. I think we can make a point that forms of address in Indonesian commonly speak as if the person spoken to is a member of the family.

Such a linguistic issue can then be extended outwards through various points about 'family' in Indonesia: the importance of the family in Indonesian life, the roles of the mother, father and children, the derivation of the word 'family' (Sanskrit - kawulo-warga), the role of the family in businesses, the role of the family in politics, the idea of the company or branch or school or university as a big family, the nation as a family. The notion of 'kekeluargaan' has had a role in Indonesian political thinking since at least the 1920s. The economy of Indonesia is supposed to be based on 'kekeluargaan', according to pasal 33 of the UUD 45. The concept of 'kekeluargaan' has been used by national figures including Ki Hadjar Dewantara, Sukarno, Supomo, Hatta, and Suharto. There is always the discussion about 'whose family?'

Section 2. Names:

I am always struck by the fact that every Indonesian newspaper is filled with Indonesian names. And each name seems to reveal something about the background of the person named. Such a lot of effort goes into choosing names for children, and books about names in Indonesia were an increasing phenomenon in the 1990s. If an Indonesian looks at a list of names of people who will attend a meeting, for example, and the list contains the following names:

Agus Supriyanto	Putu Kompiang,	Dadang,
Mulya Lubis,	Chaniago	Bobby Setiawan -

then the Indonesian reader will already have a certain set of information or predispositions about the people involved. But it takes the foreigner years to build up any sort of familiarity with the information coded into these names. So I have summarised below some preliminary information I have drawn together, about some of the sorts of names met with in Indonesia. these provide a fascinating basis for weaving into classroom teaching

2.1 Balinese names:

a. Ranking by birth:

1. Made, Kadek
2. Gede, Wayan, Putu, Iluh (perempuan)
3. Nyoman, Komang
4. Ketut.

Then start over again, for 5th, 6th, 7th, 8th child, then start again for the 9th.

b. Names associated with caste:

Information from: <<http://www.balivision.com>>

Brahmana: (High Priests & Religious) Men addressed as Ida Bagus Women addressed as Ida Ayu or Dayu (shortening).

Satria: (Descendants of warriors or rulers) Variable depending on the family. Male names can begin with: Cokorda Gede, Cockorda, Anak Agung, Dewa, Dewa Agung, Ratu, Tjokorde, or Prebagus. Female names can begin with: Dewa Ayu, Anak Agung istri, or Tjokorde istri. An example: Dewa Gede Putu: Dewa is the title, Gede is an honorary prefix meaning great, and Putu denotes first born.

Wesia: (Administrators, Merchants, economist class) Male names begin with Gusti or Dewa(Overlap with Satria class) Female names begin with I Gusti Ayu or Desak. Group names are also important to this class an example is the Arya descended from Raja.

Saudra: (Lower Class) 90% of population adopt the 4 name roundabout naming system described above. These names are prefixed with either 'I' for males or 'Ni' for females. Under the old system it is the Sudra's duty to labour for the three upper classes

2.2. Javanese names:

Typical pattern: Su...(o)..o (Sukarno, Suharto, Sutrisno, Sudomo, Surono, Sugiharto);Kartini/Kartono, Martini/Martono.

2.2.1. By ranking of birth (Sanskrit/Kawi?):

Eko (satu)	Eko Sumarwan, Eko Mardiyanto, Eko Purwanto Eko Wardiyati, Ekowati, Dyah Ekorini
Dwi (dua)	Dwi Hatmoko, Joko Dwiyanto, Dwijo Suranto Dwi Kusumowati, Endang Dwiningsih, Dwiyani
Tri (tiga)	Triwibowo, Triman, Agus Trisasongko Trisedyo, Triwulandari, Eni Triningsih
Catur (empat)	Catur Adiprabowo, Catur Atmojo, Moh. Catur Wiseso Catur Astuti, Dyah Catur Wanito, Caturtyastuti
Panca (lima)	Poncogimo, Poncosutowo, Poncoyono Endang Poncorini, Poncowati, Poncowarni
Sad (enam)	Sadirin, Sadimin, Sadmoko
Sapto (tujuh)	Sapto Raharjo, Sapto Hudoyo, Agus saptono Saptaningsih, Saptaningrum, Wiwik Saptorini
Hasto (delapan)	Hastomo Arbi, Hasto Widagdo
Nowo (sembilan)	Nowo Murtiyanto
Doso (sepuluh)	Doso.

2.2.2. By Javanese day (pasaran):

1. Legi	Legiman, Bogi, Misgiwati
2. Pahing	
3. Pon	Poniman, Ponirin, Mispon
4. Wage	R. Wage Supratman, Wagimin
5. Kliwon	Pak Kliwon, Tukliwon

2.2.3. By Month/Special period?

Januar	Pebrianti	Agus/Agustina
Pascaliskartini		Ramadan

2.2.4. By special event around the birth:

Centrisia	- born in a Centris taxi
Pestiati	- saved from the plague (pes)
Irianto	- father took part in the struggle for Irian
Subiakto	- father served in Biak

2.2.5. Other positive themes - great, fragrant, good character:

*** *light/sun/moon/stars*:

Nur	Cahyo/Cahyono	Fajar
Suryo	Baskoro	Purnama/Purnomo
Sasongko	Bintang	Kartika
Kirana	(Wahyu)	Wulan

**** *greatness*:

Mulyo/Mulyono/Mulyadi Jaya/Joyo Hadi

**** *praise, blessings:*

Puji/Muji Astuti Nugroho

**** *fragrant, flowers:*

Arum Ningrum Kusumo
Puspa/Puspita Kumala Padma
Mawar Melati

**** *jewels, wealth:*

Ratna Intan Kencana
Dana Sugih

**** *good aspects of character:*

Budi Guna Bagyo/Bejo
Darsono (teladan) Selamat/Sugeng Waras/Saras
Waluyo Basuki Harja
Widodo Wibowo Susilo
Setia/Setyo Mitra/Mitro Untung
Adi/Hadi Arif/Arief (bhs Arab) Wicaksono
Kis (tampan/cantik)

**** *gods & goddesses:*

Dewo Dewobroto, Dewo Bramantyo, Dewantoro
Dewi Dewi Saraswati, Dewayani, Dewi Puspa
Indra Indra Rukmana, Indra Safera, Indrawati, Hendro raharjo
Sri (Dewi padi) Sri Mulatsih, Sri Ambarwati, Sri Mulyani
Bayu Bayu Nugroho, Bayu Sukarno, Bayuningsih
Baroto Edi Baroto, Tribaroto
Wisnu Wisnu Wardhana, Wisnu Tri Raharjo, Wisnawan
Utari Utari Nor Permadi, Endang Utari

2.2.6. aspects of nature:

Ardi (gunung) Ardiyanto, Agus Ardi Winarto, Ardiman
Taufan (angin ribut) Taufan Sukarno Putro, Heri Taufan
Guntur Guntur Sukarno Putro
Guruh Guruh Sukarno Putro
Mega (awan) Megawati
Bayu (angin) Bayu Aji, Bayu Sukarno Putro
Samodro (laut) Budi Samodro, Agung Samodro
Tirta (air) Tirtasari, Tirtawati, Tirtayasa
Pertiwi (bumi/tanah) Pertiwisari, Endang Pertiwi
Wulan (bulan) Wulandari, Wulansari, Endang Wulansih

2.2.7. tokoh wayang:

<u>Nama Tokoh</u>	<u>Contoh Nama</u>
Arjuno/Permadi	Herjono, Bambang Permadi
Bimo	Bimo Putranto, Agus Bimo, Bimo Prasetyo
Ismoyo/Semar	Ismoyo, Ismiyati
Karno	Sukarno, Sukarni
Endang	Endang Pergiwo, Endang Sasmito
Gunawan Wibisono	Gunawan Wibisono

Sudewo	Eri Sudewo, Ari Sudewo
Hanoman/Himawan	Himawan, Himawati
Gatotkaca	Moses Gatotkaca, Gatot Prakosa
Lesmono	Indra Lesmana, Bambang Lesmono

2.3. Arabic names:

2.3.1. Biasanya menggunakan bentuk ... din yang berarti agama (Islam) dan digunakan untuk orang laki-laki

Contoh:	Syarifudin	Baharudin	Zainudin
	Samsudin	Maludin	Akhirudin
	Khomarudin	Jasrudin	Wahidin

2.3.2. Menggunakan bentuk ... tun atau ... un, banyak dipakai untuk nama perempuan

Contoh:	Maryatun	Solihatun	Halimatun
	Wardiyatun	Rubiatun	

Tetapi dapat juga digunakan untuk nama laki-laki

Contoh:	Darajatun	Sama'ün
	Salamun	Sami'ün

2.3.3. Menggunakan bentuk ... yah atau ... ah, yang biasanya digunakan untuk nama perempuan

Contoh:	Hidayah	Rukiyah	Bandiyah
	Saodah	Markonah	Marfuah
	Wardah	Maemunah	Solihah

2.3.4. Menggunakan bentuk bin..... yang berarti anak laki-laki dari, atau bentuk binti, yang berarti anak perempuan dari

Contoh: Anas bin Zamroni , berarti Anas anak laki-laki dari Zamroni
Wardah binti Abdul Hamid , berarti Wardah anak perempuan dari Abdul Hamid

2.3.5. Menggunakan sifat nama Allah (Asma'ül Al Husna). Untuk penggunaan nama diri diwajibkan menggunakan kata Abdu (hamba). Dalam penulisannya kata Abdu dapat berubah menjadi Abdur, Abdus atau Abdul.

Contoh: Abdur Rahman (penyayang)	Abdur Rahim (pengasih)
Abdul Malik (raja)	Abdul Salam (penyelamat)
Abdul Azis (Mulia)	Abdul Jabar (perkasa)
Abdul ghaffar (pengampun)	Abdul khaliq (pencipta)
Abdul Khahar (perkasa)	Abdul Majid (pemurah)
Abudl kadir (kuasa)	Abdul gani (kaya)
Abdul Rasyid (petunjuk)	

2.3.6. Menggunakan nama Malaikat

Contoh: Ridwan Malik

2.3.7. Menggunakan nama para Nabi, selain Muhammad

Contoh: Adam	Idris	Saleh
Ibrahim	Ismail	Iskak
Yakub	Yusuf	Ayub
Sueb	Harun	Zulkifli
Sulaiman	Ilyas	Yunus
Zakaria	Yahya	

2.3.8. Menggunakan Nama Nabi Muhammad SAW. Selain ditulis lengkap, penulisannya kadang-kadang disingkat menjadi Muh, Moch., atau Mohd.

Contoh: Muhammad Daldiri Muhammad Subki
 Muh. Djamari Muh Zakir
 Mohd. Sofyan Mohd. Khairudin

2.3.9. Menggunakan nama istri-istri Nabi Muhammad SAW

Contoh: Khadijah Saodah Aisyah
 Zainab Salamah Juwairiyah
 Safiyah Umi habibah Mariyatul

2.3.10. Menggunakan nama kerabat Nabi Muhammad SAW

Contoh: Abdullah Qosim/Khosim Ruqayah
 Umi Kulsum Fatimah

2.3.11.

Menggunakan nama empat sahabat /pembantu dekat Nabi Muhammad SAW

Contoh: Abubakar Umar
 Usman Ali

2.3.12. Menggunakan nama-nama penyusun Hadits Nabi

Contoh: Hasran Basri Abu Said Al Kudri Abu Darda
 Buchari Turmudzi

2.3.13. Menggunakan Nama hari Kelahiran

Contoh: Al Isnain (hari senin) Muh. Isnaini
 As Salasa (hari Selasa) Nasir Salasa
 Arbain (hari Rabu) Arbain Rambe, Arbi sanit

2.3.14. Menggunakan nama Bulan Kelahiran

Contoh: Muharrom Muharom Rusdiana
 Syaiban Syaibani
 Syawal Syawaludin
 Maulid Maulida

2.3.15. Menggunakan nama benda-benda alam

Contoh: Qomar (bulan) Qomarudin, Qomariyah
 Syami (matahari) Syamsinah, Syamsulbahri, Syamsudin
 Bahrin (laut) Bahrin, Moh. Bahrin
 Nur (cahaya) Nuraini, Nurdin
 Badrun (bulan purnama) Badrunnisa, Muh. Badrun

2.3.16. Menggunakan kata-kata dari bahasa Arab yang mempunyai makna tertentu.

Abidin	= abadi	Adabi	= beradab
Ahmad	= terpuji	Amin	= dapat dipercaya
Amir	= pemimpin	Anas	= manusia
Anisa	= wanita	Ansor	= pasukan yang membantu
Arif	= pandai	Asaad	= harimau, singa
Aulia	= orang suci	Awal	= yang pertama
Azmun	= cita-cita yang tetap	Bani	= anak
Burhan	= bukti nyata	Yatim	= anak tak berayah
Daim	= kekal	Darussalam	= alam yang aman tentram
Efendi	= bangsawan	Fadil	= luhur/mulia
Fahmi	= besar	Farid	= tunggal
Fatah	= pembuka	Fatoni	= murah hati
Fauzan	= menang, jaya Fitri		= suci

Fjri	= fajar	Fuad	= hati
Gani	= kaya	Habib	= sahabat
Habibi	= kekasihku	Hanif	= yang taat agama
Haris	= penjaga	Hasan	= baik, elok
Hidayat	= pemimpin, petunjuk	Ibnu	= anak laki-laki
Ibra	= pengampunan	Ihram	= suci
Ihsan	= perbuatan baik	Ikram	= penghormatan
Iman	= beriman	Imron	= kelahiran
Irfan	= murah hati	Jalal	= luhur, mulia
Jamilah = cantik		Kadir	= tampan, kuasa
Kirun	= yang menerima kasih	Latif	= indah, baik
Lutfi	= kebaikan	Mahdi	= penunjuk jalan, pemimpin
Marwah	= harga diri	Mirat	= cermin
Misbah = lampu		Muhaimin	= pemberi perlindungan
Mukadis	= mensucikan	Mukaram	= yang mulia
Muklis	= jujur	Muksin	= soleh, baik hidupnya
Mursyid	= guru agama, pemimpin agama	Naim	= nikmat
Nurani	= bercahaya	Rais	= pemimpin
Rubiah	= wanita soleh	Saadah	= bahagia
Said	= keturunan nabi Muhammad	Salim	= selamat
Samad	= kekal, abadi	Sani	= mulia, luhur
Sidiq	= jujur	Siti	= wanita mulia
Sobari	= sabar	Syamsir	= pedang
Syarif	= bangsawan turunan nabi	Syariffudin	= yang naik tinggi
Tahir	= bersih, suci	Tanzil	= yang diturunkan
Wahid	= tunggal atau nomor satu	Zakaria	= laki-laki jantan
Zaki	= suci		

2.4. Chinese/Indonesianised names:

Salim/Halim [Lim, Liem]	Wibowo, Winarto [Wee, Oei]
Gunawan [Goei]	Bintoro [Bin, Bien]
Kuncoro [Kun]	Wongso [Wong].
Ongko Wijoyo [Ong, Oei]	Chandra [Chan]
Tanuwijaya [Tan]	

2.5. Batak Names:

Nama berikut ini biasanya dipakai sebagai nama belakang, sebagai nama diri keluarga, marga atau garis keturunan:

Hutabarat	Parlinggoman
Hutagalung	Sembiring
Hutahuruk	Silitonga
Hutapea	Simanggunsong
Hasibuan	Simamora
Lubis	Simalungun
Manihuruk	Simanjuntak
Marpaung	Simanungkalit
Napitupulu	Simorangkir
Nainggolan	Simatupang
Nasution	Sinaga
Pakpahan	Singarimbun
Pasaribu	Sihombing
Pangaribuan	Tampubolon

Rajagukguk
Rangkuti
Batubara
Panjaitan

Tambunan
Siregar
Sitompul

Nama diri yang sangat umum, biasanya dipakai sebagai nama depan :

Butet

Poltak

Polan

Note:

These names can be found in every paper, every day...and also through meeting people. This is an excellent exercise for the foreign learner. But names do not need to be restricted to people. Whenever the foreign learner is travelling, they can be noting down the names of buses, vans, trucks, ships (and shops). There are a great number of delightful, witty, entertaining and informative names to be found. They can be reported back later in class, and organised into categories. Here are some examples below.

2.6. Names of buses:

Djoki Local	Domestic	Hikmah
Yuliet	Pujaan	Sederhana
Yes	Widodo Putro	Non-Blok
Hercules	Anak Perdana	Maniac
Sumber Kencono	Langsung Jaya	Pria Idaman
Ambisi	Widoro	Night Dog
Sido Mulyo	Balola	Adikku Sayang

2.7. Names of vans:

Hasil Tani	Putro Pendowo	Netral
Lisa	Keluarga	Dafid
Dayak	Alafonso	Cewek
Bad Boy Crew	Wahyu Romo	Primadona
Yunior	Zeus	Fuck
Putro Mulyo	Doa Doi	Budak Nipon
Speed Driver	Arizona	Virgo
Gemini	Mama	Memory
Nyal nyul ?	Tepos	Kepastian

2.8. Names of trucks:

Delapan Putra	Wekmu Wekku	Bidadari
Besi Tua	Bukit Shofar	Sabillah
2 Anak Putri	Ambisi	Karena Dia
Bukan Yang Pertama	Kecewa Lagi	Sinden
Rimba Raya	Netral	Bolo (Bocah Lali Omah)
Sekilas Janda	Joshua	Sinar
Kelana	Bujang kelana	Putera Maria
Singo Joyo	Demi Moore	Deritamu Dosaku

2.9. Names of ships:

Bone Jaya Sentosa	Sejarah Indonesia Emas	Nur Jaya Mulia
Bone Jaya Mulya	Putra Bahagia III	Kartika Nusantara Indah
Bintang Zahra	Duta Bahari Mandiri	Sosial Annuer
Kembang Setia Raya	Bahtera Bahari	Muara Inayah
Sagam Sejati	Sagam Raya	Daeng Patanga

Dwi Mandiri	Raja Abadi Profesional	Sentosa Harapan Jaya II
Berkat Makmur Hidayah	Sagam Murni	Bunga Asia Sentosa
Budi Utama	Hasil Baru Jaya	Mustika Selatan
Kajuara Murni	Sinar Harapan Mulya	Bone Jaya III
Karya Bahagia	Berkat Nikmatturahmah	Berkat Amanat

3. City acronyms:

For the travelling foreign student of Indonesian, there is great interest and information that can come from looking for and noting down the 'city acronyms' of the places travelled through. These acronyms have been a feature of New Order Indonesian society, and there was official encouragement for towns to adopt acronyms that summed up their special aspects and aspirations, and which were also consistent with the ideals of 'pembangunan'. I believe that there were prizes for good acronyms. This is a very good teaching aid for the very important acronym aspect of Indonesian language, and it is also very useful to see vocabulary items that people 'chose for themselves'. The acronyms can be grouped together about certain themes, and their constituent elements provide a lesson in highly ranked concepts in Indonesia.

** Boyolali Tersenyum:

Tertib
Elok
Rapi
Sehat
Nyaman
Untuk Masyarakat

** Denpasar Berseri:

Bersih
Sehat
Rindang
Indah

** Pacitan Berhias:

Bersih
Indah
Aman
Sejahtera

** Karanganyar Tenteram:

Tenang
Teduh
Rapih
Aman

** Tabanan Yang Bali:

Bersih
Aman
Lestari
Indah

** Pamekasan Berteman:

Bersih
Tertib
Aman

** Cirebon Kota Berintan:

Bersih
Indah
Tertib
Aman

** Donorejo AKIK:

Aktif
Kreatif
Inovatif
Komunikatif

** Klaten Bersinar:

Bersih
Sehat
Indah
Nyaman
Aman

** Mataram Kota Ibadah:

Indah
Bersih
Aman
Damai
Harmonis

Rapih

**** Medan Bestari:**

Bersih
Sehat
Tertib
Aman
Rapi
Indah

**** Sampang Bahari:**

Bersih
Agamis
Harmonis
Aman
Rapi
Indah

**** Gunung Kidul Handayani:**

Hijau
Aman
Normatif
Dinamis
Amal
Yakin
Asah Asih Asuh
Nilai Tambah
Indah

**** Jakarta Teguh Beriman:**

Teruskan
Gerakan
Untuk
Hidup

Bersih
Indah
Menarik
Aman
Nyaman

**** Sragen ASRI:**

Aman
Sehat
Rapi
Indah

**** Ngawi Berjuang:**

Bersih
Maju
Anggun

**** Sumenup Sumekar:**

Sejahtera
Unik
Menarik
Elok
Kenangan
Aman
Ramah

**** Payakumbuh Kota yang Batiah:**

Bersih
Aman
Tertib
Indah
Anggun
Harmonis

4. Body language:

We can certainly work systematically through the body, from top to bottom, explaining gestures, movements and significances.

- | | |
|----------------|--------------------|
| 4.1. The head | 4.5. The hand |
| 4.2. The eyes | 4.6. Shaking hands |
| 4.3. The mouth | 4.7. The fingers |
| 4.4. The chin | 4.8. Sitting |
| | 4.9. The feet |

5. Conclusion:

There has been a tendency in the past for each new language teaching method to replace the previous methods, to reject what has gone before. What I suggest that we take a cumulative view of language

teaching developments, making a synthesis of the best and most useful of each new methodology. We must also now make the fullest use of new technologies, bringing mobile phones, computer work, skype and so on into our normal teaching techniques. This can be done together with an emphasis on finding culture in the language we teach, whether it be forms of address, names, common proverbs, and the visual aspects of everyday life around us.

David Reeve,
University of New South Wales.

CADRE EUROPEEN COMMUN DE REFERENCE POUR LES LANGUES : DEVELOPPER LA CAPACITE A COMMUNIQUER PAR-DELA LES FRONTIERES LINGUISTIQUES ET CULTURELLES

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Résumé

Dans le contexte de globalisation que nous vivons actuellement, le Cadre européen commun de référence pour les langues, paru en 2001, est devenu une référence pour la promotion et la coopération de l'enseignement/apprentissage des langues étrangère. Une coopération qui est guidée par des principes universaux tels que la citoyenneté démocratique et le principe de plurilinguisme. Selon le CECRL, l'enseignement/apprentissage des langues vise désormais à former des acteurs sociaux capables de s'adapter aux changements liés aux mutations de la société mais également des citoyens du monde susceptibles de jouer un rôle d'intermédiaire culturel. Comment traduire ces finalités générales et généreuses en termes de principes pédagogiques et pratiques de classes ? Les principes identifiés sont-ils transférables dans toute culture éducative ? Quel est l'impact sur la formation des enseignants ?

Mots clés : acteur social, compétences, enseignement/apprentissage, diversité culturelle, plurilinguisme, pratique réflexive

Introduction

L'évolution de nos sociétés liée à la démocratisation des voyages, à l'intensification des échanges internationaux, à la mobilité ou encore au développement des médias et des nouvelles technologies, a eu un impact indéniable sur l'enseignement/apprentissage des langues étrangères qui est devenu un enjeu pédagogique et éducatif, et ceci dès l'école secondaire.

Dans ce contexte, le Cadre européen commun de référence pour les langues¹, désormais le CECRL ou le Cadre, occupe aujourd'hui, une place unique dans la didactique des langues et des cultures, et ceci bien au-delà des frontières européennes. Le Cadre est devenu un ouvrage de référence pour l'enseignement/apprentissage des langues étrangères dans la mesure où il vise à préparer les apprenants aux défis de la mobilité internationale, à promouvoir la compréhension et la tolérance mutuelles et à développer la capacité à communiquer par-delà les frontières linguistiques et culturelles.

I. La genèse du CECRL, repères chronologiques

- a) *L'élaboration du cadre : une quête de réponse à l'évolution des besoins en communication sociale*

La genèse du CECRL, est à mettre en relation avec l'histoire des méthodologies en didactique des langues qui, au fil du temps, a puisé ses racines dans l'évolution des besoins en communication sociale et de l'adaptation aux environnements idéologiques et technologiques

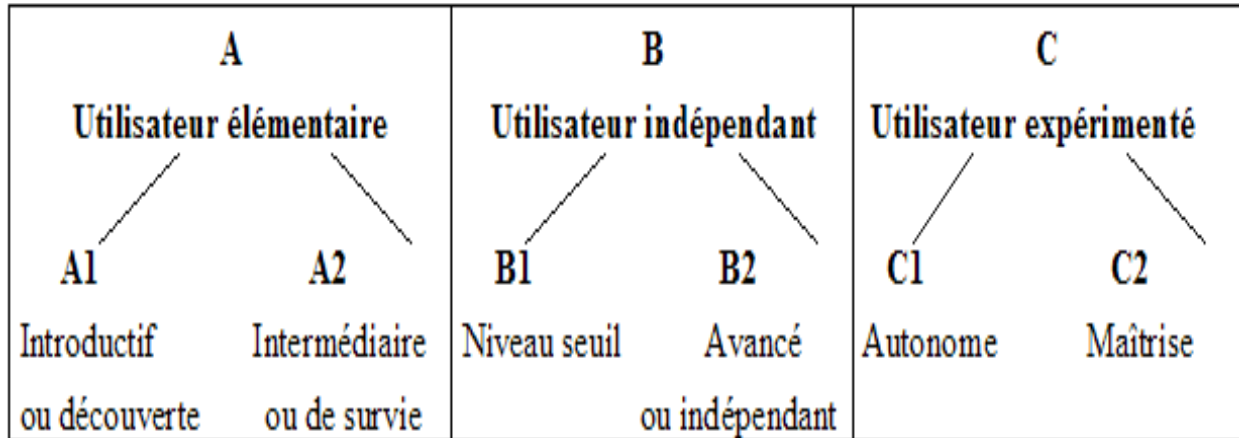
Ainsi en 1949, après la seconde guerre mondiale, le traité de Londres est signé par dix États européens et voit notamment la constitution du conseil de l'Europe. Cet organisme intergouvernemental va élaborer des chartes et des conventions destinées à faciliter la coopération entre les pays membres et à renforcer la construction européenne. Il a également pour but de favoriser le progrès économique et social. C'est ainsi qu'en 1954, est signée la convention cadre de coopération du Conseil de l'Europe dans les domaines de l'éducation, de la culture, de la jeunesse et du sport.

Il faudra ensuite attendre une quarantaine d'années marquées par l'internationalisation de la société européenne pour que naisse le projet de cadre européen de référence pour les langues dans le but de réorienter et de réorganiser l'enseignement, l'apprentissage et l'évaluation des langues. Les premiers jalons seront posés en 1991, lors du symposium intergouvernemental de Rüschlikon, en Suisse, sur le thème « Transparence et cohérence dans l'apprentissage des langues en Europe : objectifs, évaluation, certification », à l'issue duquel les conclusions suivantes ont été adoptées :

1. intensifier l'apprentissage et l'enseignement des langues pour favoriser une plus grande mobilité, une communication internationale plus efficace qui respecte les identités et la diversité culturelle, un meilleur accès à l'information, une multiplication des échanges interpersonnels, l'amélioration des relations de travail et de la compréhension mutuelle.
2. Permettre et promouvoir cet apprentissage toute au long de la vie depuis le préscolaire jusqu'à l'enseignement aux adultes.
3. Elaborer un Cadre européen commun de référence pour promouvoir et faciliter la coopération entre les établissements d'enseignement de différents pays ; offrir une base solide la reconnaissance réciproque des qualifications en langues et aider les différents acteurs (apprenants, enseignants, administrateurs, concepteurs de cours, organismes de certifications, à se situer et à se coordonner.

b) L'élaboration du Cadre : une démarche de recherche scientifique

Afin d'améliorer l'enseignement /l'apprentissage des langues en accord avec ces principes fondamentaux., un groupe d'experts a travaillé sur le projet le CECRL de 1993 à 1996 en élaborant notamment l'échelle des «Niveaux communs de référence» :



Six niveaux de compétences qui vont du niveau A1 au niveau C2 et leurs échelles de descripteurs. Ces derniers ont été soigneusement sélectionnés et échelonnés pour décrire les compétences à atteindre par niveau et quelle que soit la langue.

Les États membres du Conseil de l'Europe ont officiellement approuvé le CECR en 1997 lors de la conférence finale du projet sur le thème « Apprentissage des langues et citoyenneté européenne ». Il faudra enfin attendre 2001 pour que la première version soit publiée pour l'anglais, le français, l'allemand et le portugais. En France, le CECRL est devenu en 2006 l'outil de référence du plan de rénovation de l'enseignement des langues vivantes étrangères mise en œuvre par le Ministère de l'éducation nationale afin de « préparer les élèves à la mobilité européenne et internationale et à l'intensification des échanges internationaux. Un enseignement rénové, dans ses modalités d'organisation et dans ses contenus, doit en effet permettre d'améliorer les compétences des élèves en langues, de rendre celles-ci plus accessibles et de privilégier l'apprentissage de l'oral, notamment au cours de la scolarité obligatoire »ⁱⁱ.

Les services des ambassades de France à l'étranger, comme l'Institut français d'Indonésie, se reportent également au CECRL et aux examens officiels qui s'y sont alignés (DELF, DALF, TCF) pour évaluer les compétences en français des étudiants qui souhaiteraient étudier en France. L'impact du CECRL va au-delà des frontières européennes. Aujourd'hui en 2014, le cadre est traduit en 39 langues. A titre d'exemple, les institutions universitaires et scolaires en Chine et au Japon s'intéressent fortement à la possibilité d'adapter leur dispositif de certifications.

Malheureusement, on réduit trop souvent le CECRL à l'échelle des niveaux communs devenu un standard presque universel pour mesurer les performances des apprenants avec un souci d'objectivité et de transparence. Pour certains auteurs, cette volonté de rationalisation-standardisation des façons d'évaluer sert des intérêts politiques et économiques liés au néolibéralisme dominantⁱⁱⁱ Or, on méconnaît le plus souvent oublie les finalités générales et généreuses du Cadre et leur implication pour l'enseignement/apprentissage des langues.

II- Les finalités générales et généreuses du CECRL et leur implication pour l'enseignement/apprentissage des langues

Le CECRL affiche une double finalité: développer le plurilinguisme et l'interculturalité pour unir les peuples et orienter l'enseignement/l'apprentissage des langues dans un sens plus pratique et plus efficace. En ce sens, il vise former des « acteurs sociaux capables de s'adapter aux changements liés aux mutations de la société » et des « citoyens du monde en devenir susceptibles de jouer un rôle d'intermédiaire culturel. »

a) Former des acteurs sociaux capables de s'adapter aux changements liés aux mutations de la société

L'apprenant est désormais considéré comme un acteur social, et « comme tout acteur social, il accomplit, dans une situation donnée, des actions pour lesquelles ils mobilisent stratégiquement les compétences dont ils disposent en vue de parvenir à un résultat déterminé. » (CECRL, p 15)

Qu'est-ce que cela signifie ? L'apprenant, futur acteur social, va évoluer dans différentes sphères : privée, publique, éducative, professionnelle qui vont le mettre dans des situations où il va être amené à accomplir des actions sociales (ou tâches) : commander dans un restaurant, consulter un médecin, prendre le bus, participer à un entretien d'embauche, etc.

Il ne s'agit donc plus d'axer l'enseignement/apprentissage principalement sur des savoirs linguistiques (grammaire, phonétique, lexicale) mais sur des savoir-faire, des savoir-être. La langue n'est donc clairement plus un enjeu, une fin en soi, mais un moyen mis au service de l'apprenant pour pouvoir agir socialement.

b) Former des citoyens du monde en devenir susceptibles de jouer un rôle d'intermédiaire culturel.

Dans la mesure où les apprenants vont être amenés à évoluer dans des espaces plurilingues et pluriculturels, le contact avec l'Autre sera inévitable et il nécessite une prise de conscience des mécanismes caractérisant la culture-cible, la culture de l'Autre, ceci afin de mieux comprendre les différences et de se familiariser avec d'autres manières de faire, de dire, de penser, etc.

Le cadre préconise donc une démarche interculturelle en classe afin de former les apprenants à ces rencontres, et à ces échanges. Tels des ambassadeurs du dialogue des cultures, ils devront être capables de comprendre certains gestes, certaines attitudes, certaines façons de faire culturellement marquées afin de prévenir tout malentendu culturel.

Derrière ces finalités générales et généreuses, on perçoit donc une évolution du paradigme dans l'enseignement/apprentissage des langues, Autrement dit, aujourd'hui, enseigner/apprendre une langue étrangère ce n'est plus seulement enseigner/apprendre à communiquer en langue pour parler avec l'autre mais à être capable de réaliser des actions communes, collectives pour pouvoir agir et interagir avec l'autre^{iv}. C'est la perspective actionnelle.

Toutefois, en décloisonnant l'apprentissage de la langue de son usage et en associant systématiquement la communication à l'action sociale, la perspective actionnelle bouleverse les représentations traditionnelles de l'enseignement/apprentissage des langues-cultures tant au niveau des pratiques d'enseignement que

des processus d'apprentissage. Il est donc indispensable que les acteurs concernés (enseignants et apprenants) distinguent l'évolution du paradigme qui s'opère et, encore faut-il qu'ils y adhèrent!

III- La perspective actionnelle : privilégier une centration sur l'apprenant

Si le Cadre est utile, comme toute théorie, parce qu'il offre une base commune pour l'élaboration de programmes de langues vivantes, de référentiels, d'examens, de manuels. Il n'est pas cependant automatiquement transférable. C'est d'ailleurs l'esprit du Cadre qui rappelle à plusieurs reprises son caractère non dogmatique et sa flexibilité « de façon à pouvoir être appliqué à des situations particulières moyennant les adaptations qui s'imposent » (2001 : 13). Or, avant d'envisager les adaptations possibles voire nécessaires, il est nécessaire d'identifier les limites en termes de transfert.

Le transfert et la mise en œuvre des orientations s'avèrent plus difficiles dans des cultures éducatives où prédomine un enseignement frontal, magistral, centré sur la langue et sur l'enseignant alors que le Cadre privilégie une centration sur l'apprenant et une pédagogie active et innovante. La classe de langue doit devenir le lieu où les apprenants deviennent responsables de leur apprentissage, participent à la gestion du groupe-classe, développent leur créativité et leur esprit critique.

Pour ce faire le travail collaboratif doit prendre le dessus sur le travail individuel. Il s'agit en effet de faire (re)découvrir le travail en groupe(s) car si la construction de savoirs est personnelle, elle s'effectue dans un cadre social, la classe. L'apprenant n'apprend pas seul, mais avec et à travers les autres membres du groupe, y compris l'enseignant, avec lesquels ils échangent et confrontent ses idées, sur lesquels il s'appuie pour construire ses connaissances et ses compétences comme il pourra être amené à le faire dans sa vie professionnelle et personnelle. En favorisant ce travail de groupes, nous permettons de développer la capacité des apprenants à travailler en équipe, à devenir responsables et autonomes. <

Ainsi, la mise en œuvre effective et efficace d'une perspective actionnelle est largement conditionnée par la participation active des apprenants. Or, ce n'est pas toujours le cas. En fonction des contextes d'exercice, les raisons peuvent varier. Les apprenants n'ont pas été habitués à ces pratiques pédagogiques, ils ne sont pas motivés, ils n'ont pas identifié de besoins immédiats pour réinvestir les compétences récemment acquises, ils n'ont pas confiance en eux car ils doutent de leur aptitude à réussir à maîtriser une langue étrangère !

Pour gagner la confiance des apprenants et leur donner confiance, il est nécessaire d'animer le groupe, c'est-à-dire littéralement lui donner la vie, le faire vivre, le faire communiquer, le faire interagir. Développer la dynamique de groupe va permettre au groupe de se reconnaître en tant que tel, à chaque apprenant de sentir qu'il a un rôle à jouer en son sein, que sa présence y est indispensable.

En somme la perspective actionnelle est avant tout une approche socialisante où la vie de groupe est vue comme une occasion concrète et réelle d'aider les apprenants à acquérir des compétences en langues étrangères mais également des compétences personnelles et sociales liées à l'affirmation de soi, au respect d'autrui.

Pour rendre l'apprenant actif, les stratégies d'apprentissage actuelles misent sur la dynamique de groupe (alternance entre la classe entière, les petits groupes et les binômes), l'auto-apprentissage (en dehors de la

classe) et parfois des enquêtes à l'extérieur afin de profiter des apports du milieu et de faire de l'apprenant un "acteur social".

Enfin, pour favoriser la motivation des apprenants, il faut qu'ils puissent réinvestir rapidement les compétences récemment acquises. Il s'agit d'identifier des solutions, de trouver des stratégies pour que les apprenants augmentent leur exposition en langue et qu'ils puissent l'utiliser en dehors de la classe de français et même en dehors de l'établissement scolaire. Nous devons chercher à identifier les réseaux où l'on peut trouver des locuteurs français et/ou francophones dans le commerce, la culture, l'enseignement et les utiliser comme une chance d'extension du cours de langue.

En termes de réseau, et outre les réseaux sociaux, il y a bien entendu le réseau culturel français en Indonésie qui à travers ses centres (instituts et alliances) offrent un grand nombre de ressources en français, sur la France et le monde francophone (activités et festivals culturels, cinéclubs, débats d'idées, médiathèques, etc.) accessibles à tous, apprenants mais également enseignants.

Conclusion

Etant donné la dimension internationale que nous vivons, la perspective actionnelle préconisée par le CECRL est la plus à même de redonner du sens à l'enseignement/apprentissage des langues, pour répondre aux besoins et aux attentes des apprenants. Toutefois il ne s'agit pas d'imposer des principes théoriques aux enseignants. Le CECRL est avant toute chose une invitation au partage didactique. Il s'agit de s'assurer, en amont, que les enseignants comprennent les enjeux de ces principes, qu'ils identifient les pratiques pédagogiques inhérentes et qu'ils soient prêts à les adopter. En somme il s'agit de former des enseignants « réflexifs », capables de remettre en question leurs pratiques professionnelles et non pas de simples répétiteurs d'un manuel ou des improvisateurs irréfléchis.

L'émergence d'une figure du praticien réflexif capable de réfléchir sur sa pratique, d'innover et se former oriente sur un modèle de professionnalisation tout en contribuant, au mouvement continu d'adaptation de la formation professionnelle aux réalités de l'exercice du métier d'enseignant. Il est donc indispensable que, nous, institutions de formation, universités mettons en œuvre des dispositifs innovants qui vont favoriser l'intégration de pratiques réflexives dans le parcours de formation des (futurs) enseignants.

En ce qui concerne l'enseignement/apprentissage des langues en Indonésie, ces dispositifs de formation initiale et continue des enseignants doivent mettre davantage l'accent sur la mise en œuvre des techniques de classes, des modalités de travail qui permettent les rencontres, les échanges et l'écoute mutuelle et ceci dès le début de l'apprentissage afin de développer la capacité à communiquer au-delà des frontières linguistiques et culturelles et permettre aux apprenants d'agir et d'interagir efficacement en langues étrangères.

ⁱ CONSEIL DE L'EUROPE. Un Cadre Européen Commun de Référence pour les Langues : apprendre, enseigner, évaluer. Division des Politiques Linguistiques, Strasbourg : Didier, 2001.

Disponible en version pdf sur : http://www.coe.int/t/dg4/linguistic/Source/Framework_FR.pdf

ⁱⁱ Circulaire, mai 2006, la Rénovation de l'enseignement des langues vivantes étrangères, Ministère de l'éducation nationale français <http://www.education.gouv.fr/bo/2006/23/MENE0601048C.htm>

ⁱⁱⁱ LEFRANC Yannick Le management enchanteur : gouvernement, technologie et double langage du CECRL Les cahiers du GEPE, Université de Strasbourg, <http://www.cahiersdugepe.fr/index.php?id=2694>

^{iv} D'après ROBERT Jean-Pierre, ROSEN Evelyne, REINHART Claus. Faire classe en FLE : Une approche actionnelle et pragmatique. Paris : Hachette, 2011.

ASEAN Languages as Lingua Franca in ASEAN Community

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Abstract

In this paper, as a lecturer of French in a Thai university located in Phuket, one of the most visited tourist destinations in the world, I will plea for the promotion of Bahasa Indonesia to be an alternative Lingua Franca of ASEAN Community. Since 2008, I have visited Indonesia 8 times, including this one. During these visits, I didn't wonder why the ASEAN people agreed to promote English as Lingua Franca in their community. But I never stopped asking myself why we, the ASEAN people, didn't think to promote one of our local languages to represent our thoughts and soul, and in particular, our linguistic fingerprints. From this perspective, I am in favor for Bahasa Indonesian. No one could accuse me to be a nationalist because I am not Indonesian. From my foreigner's point of view, I just want to witness what I have seen during these recent years. In this paper, I will have 3 arguments for defending the necessity to promote one of ASEAN languages as a second language of the community after English. These arguments are based on three premises: a linguistic one, a cultural one, and - for the sake of the Indonesian people - an economic one.

Keywords: second Lingua Franca, ASEAN Community, interculture, Bahasa Indonesia

1. Introduction

I started my first visit to Indonesia in 2008 by participating in an international seminar about the French language teaching organized by the Indonesian Association of French Teachers. This event took place at the Universitas Pendidikan Indonesia, at Bundung. After that I could not stop coming to Indonesia. I would like to state that I have only three beloved countries: the first one is Thailand, my native country. It would not be surprising if the second one is France because I am a French lecturer and have been teaching this language in Thailand for more than 30 years. French language plays an important role pushing me to come to discover how French is taught in Indonesia. That's why I returned back to consecutive seminars organized by the Indonesian Association of French Teachers: Semarang in 2009, Jakarta in 2010, Yogyakarta in 2011, Yogyakarta in 2012 and Medan in 2013. It was a great sorrow for me unable to join the last seminar that was held in Malang in 2014 because I had to defend to my university council my project of a Bachelor of Arts in European Studies. At Naresuan University, which is my former university, I welcomed some colleagues from the French Department of the Universitas Negeri Yogyakarta and Universitas Negeri Semarang. I was honored to welcome the visit of the rector of Universitas Negeri Yogyakarta, Professor Dr. Rochmat Wahab, at Naresuan University. After that I wrote a letter in French to Mme Alice Almini, head of the French

Department at the Faculty of Languages and Arts, in which I expressed my personal opinions about the possibility to promote Bahasa Indonesia as a second Lingua Franca for the ASEAN Community. I want not at all to boast to say that I was the first one to think of it because, according to Ref. [1], a South Korea professor of politics from one of the leading universities in Seoul, proposed to make Bahasa Indonesia as the official language of the Asian countries.

Contrary to the will of this Korean professor, in this framework, I would like to limit my reflections to the possibility to promote Bahasa Indonesia as a second Lingua Franca of the ASEAN community.

2. What is a Lingua Franca?

We cannot conceive a good definition of Lingua Franca without talking about the promotion of English as a Lingua Franca (ELF) in ASEAN Community because it is cited in the article 34 of the ASEAN Charter (Ref. [2]) that "the working language of ASEAN shall be English". What is exactly the Lingua Franca?

For Merriam-Webster, Lingua Franca is "a language that is used among people who speak various different languages." (Ref. [3])

For Ref. [4], Lingua Franca is “a language that is adopted as a common language between speakers whose native languages are different.”

From the definition given by Ref. [4], we found a very similar points in Bahasa Indonesia: Bahasa Indonesia is accepted by Indonesia people to be a common language between various ethnic speakers whose native languages are different because there are more than 700 living languages spoken in Indonesia. In this perspective, in terms of political view, the first priority that must be given by every Indonesian government is to unify this diversity in order to successfully establish a national unity. That’s why Bahasa Indonesia is now promoted as a primary tool for “unifying national diversity”.

3. English as the first Lingua Franca of ASEAN

<http://www.englishlinguafranca.com/what-is-elf/>

Ref. [5] stated that ELF, used in contexts which linked with the expanding circle countries, “are not necessarily geographically located but can be virtual and transient in nature, and can also involve speakers from both the mother tongue and post-colonial contexts. ELF encounters, for example, can take place over the internet, on Facebook, as well as in an office in Beijing”. That is true because I benefit from this “on the fly tool” and that simply means that we are in a real “global village” (Ref.[6]).

For Ref.[7], ELF “has taken on a life of its own, independent to a considerable degree of the norms established by its native users, and that warrants recognition. It is for this reason that ELF would appear to be the preferred term for this phenomenon”.

As I have said in the previous section, my proposition is based on the choice to promote Bahasa as a second lingua franca because English, as a world lingua franca, is an inevitable necessity. Although it is known that it is better to place the highest the bar of your objective, but it is more to propose what is as good as possible. ELF is a must to learn for all population of ASEAN community and Bahasa Indonesia should be a choice practically accepted by ASEAN people.

4. Bahasa Indonesia, a second Lingua Franca: why?

Ref. [8] stated that “Bahasa Indonesia has a unique and privileged position. A sequence of events during the first half of the twentieth century created the conditions which enabled Bahasa Indonesia to achieve this position”.

Ref:[9] reported that Irman Gusman, Chairman of the Regional Representatives Council (DPD) agrees to support Bahasa Indonesia as a Lingua Franca of ASEAN. His important reason is based, like others, on the number of speakers of Malay language which represent 400 million people or 60 percent of the approximately 650 million total population of ASEAN. So, the chances become an official language of ASEAN are very large.

In the same way, Ref.[10], in his blog, argues that there are 5 factors which can enable Bahasa Indonesia as a primary language of ASEAN. The first one is linguistic: Bahasa has a simple structure. In terms of vocabulary, it is a language which integrates several lexical sources: as Portuguese, Sanskrit, Arabic, Dutch, and English. For the rest, social and cultural and economic effects bounce from the biggest number of speakers among the ASEAN population. It means that it is not easy to succeed in promoting Bahasa as a primary language of the ASEAN.

Ref. [11], a former lecturer of Indonesian at the faculty of International Studies, gave back his feedback to my question sent by email. For him, “it would appear logical for Indonesian to gain official status as ASEAN’s second official language as it is ASEAN’s largest national language by far”. Compared to the ASEAN Community, “the European Union, for instance, has no language that is spoken by such a large percentage of the population”. I do agree with Ref. [12] that the success for the promotion of Bahasa Indonesia will be based on “economic necessity”: Indonesia has to strengthen its economy in order to answer to the need of regional businessmen who would like to gain more profits in doing business with Indonesian people.

Ref.[13], in her blog, reported a research project conducted by Chulalongkorn University focusing on the topic “Human Resources Preparation for the Opening of the ASEAN Market”. It found that Thai will be another important language of communication and a common language in ASEAN on par with English because Thailand is the center of ASEAN. Lately it’s been found that [people in] the neighboring countries such as Lao PDR, Cambodia and Myanmar have become more interested in learning Thai. I would say that this objective is quite difficult to be realized because of the linguistic constraints of Thai. Being geographically the center of ASEAN seems not enough to convince people from other ASEAN countries to spread Thai language.

From my perspective, learning Bahasa Indonesia is much easier than learning Thai, Khmer, Burmese and Vietnamese. When I say that Bahasa can be easily learnt, I compare it to my mother tongue. As a French lecturer who is interested in using new

technology for language teaching, I can say that we can benefit from the latest technology for helping new learners to acquire with facility Bahasa Indonesia.

5. How to promote Bahasa Indonesia as a second Lingua Franca of the ASEAN community?

As mentioned in the abstract, my three premises are based on a linguistic one, a cultural one, and - for the sake of the Indonesian people - an economic one.

For the first reason, I could say that my mother tongue is not easy enough to become this second choice because of its different alphabet and tones. Vietnamese and Burmese, as a tonal language can be placed at the same range as Thai. As to Vietnamese, although this language has already adopted the latinization for its alphabet, mastering the 6 basic tones is not easy neither. Khmer, even without tones, is difficult to learn because of its pronunciation and written script. The best choice, in my opinion, is Bahasa Indonesia because of its latinized alphabet and simple structure, like Thai, Burmese, Khmer and Vietnamese. In terms of grammar, these are monosyllabic languages. On the contrary, Bahasa Indonesia, "reinvented" from Malay, has resources to loan words for the constitution of its vocabulary.

For the cultural aspect, I know that it is not easy neither to promote Indonesian culture among the ASEAN people because cultural popularity of a nation depends on several external factors. The most important one comes from the economic growth. In this perspective, I would like to say that there must be a strategic plan for the promotion of Indonesian language that allows the country to "kill two birds with one stone". I wonder why, from the point of view of Indonesian culture, "kill two birds with one stone" means "Sambil menyelam minum air". The literal translation is "Drinking water while diving".

From the economic and educational point of view, Bahasa Indonesia could reinforce the unification of its linguistic diversity by encouraging young generation to have a long stay in another ASEAN member countries. This young generation will learn English Lingua Franca and at the same time promote his national language and culture because of his massive population. From this perspective, Indonesia needs to borrow a big amount of money from foreign banks in order to inject the money for boosting its national and local economy. It's a worldwide common way to create many jobs for the young generation. Each Indonesian university should plan for inviting a big amount of young generation of ASEAN community to visit Indonesia as young representatives from their countries. These people, after spending months or years to discover language and culture, will

return back to their country with a new vision about the Republic of Indonesia.

It is careful to underline that Indonesia has to prepare their people to best welcome young foreigners who would get a financial support from Indonesian government for learning in immersion Bahasa Indonesia and culture. I could say that all rupiah will be mainly spent in Indonesia because from my personal experiences as a French government scholarship holder, I spent most money in housing, buying foods and books, cultural trips organized by CROUS (Government University Service), etc. After that, my French "favoritism" was enabled and I became one the defenders of French language and culture values in Thailand.

It is out of my competences to give more details about international or more specifically regional trade. As a new country who just arrived to unify the country after its independence since 1949 (from Netherland), the future of Indonesia depends on all Indonesian people. As it is generally known that the Indonesian archipelago was inhabited by Homo erectus, popularly known as "Java Man", between 1.5 million years ago, I would say that it is strongly possible that the originated people of one of my neighboring provinces, in Phang-nga, came from Phang-nga in Aceh. From the tourist point of view, it is a pity that the main revenue of Indonesia, in terms of economy, comes from the internal tourism Ref.[14]: that means that it's time for Indonesia to turn to the external tourism. There is a paradox that shapes well the comparison between my Thailand and my Indonesia: my Thailand went into a critical political conflict after spending its political security for more than 30 years when Indonesia was running a cross a very serious political problem before finding again peace and "force" to jointly overcome the problems and face challenges in order to "utilize all of the existing potentials and opportunities. All these are endeavored by the people of Indonesia for attaining their ideal goals, namely (i) to realize public welfare through economic development that is based on its competitive advantage, its natural resources, its human resources and national culture, which is fully supported by the mastery of science and technology, (ii) to realize a society, nation and state that is democratic, civilized, dignified, and upholds the responsibility of freedom and basic human rights, and (iii) to realize development that is just and equitable, that is carried out actively by all, and which results can be benefit by all the Indonesian people".

I am not sure how Thailand will solve this problem.

6. Discussion

When we know where we are, it will be easier to know where to go. The concept of "Sambil

menyelim minum air” is highly interesting for me because it shows that the Indonesian people can enjoy learning English when they spend a long stay in an ASEAN member country. At the same time, they can contribute to promote Bahasa Indonesia as the second lingua franca, not by law, but by practice.

Bahasa Indonesia, in terms of grammar, is easy to learn. Ref. [15], concluded that, for “grammatical processing in language”, from the point of view of psycholinguistics, there are significant factors allowing non native learners to learn a new language. It means that a Thai learner can accelerate his capacity to communicate in Bahasa by means of the grammatical similarity between the two languages. This possibility relies on the vision of the government of the Republic of Indonesia: the promotion of Indonesian language and culture can be viewed as a key factor for increasing the national income of the Indonesian people.

Ref. [16], for SEAMEO Innotech, after conducting an audit about “Teaching competency standards” focusing on eleven countries members of the ASEAN community, concluded that teaching needs several common professional skills and knowledge. This can be certainly applied to the idea to set up a Framework of Competencies for Bahasa Indonesia. At the initial state, it is a duty of the Republic of Indonesia to encourage ASEAN people to learn Bahasa. All Indonesian universities can benefit from this national policy to prepare themselves for best welcoming the youngest generation of the ASEAN. In order to arrive to that point, the concerned parties have to understand how the promotion of their “reinvented” national language can contribute to the economic development of the country.

Ref. [17], in studying “the role of the first language in foreign language learning”, in particular in a situation where learners have little opportunity to meet and use the foreign language outside the classroom, stated that “it is very important that the foreign language use is maximized in the classroom” and that is what it is implemented in the Faculty of International Studies in Phuket Campus of Prince of Songkla University. My Faculty is also interested in opening, at first step, some basic courses of Bahasa Indonesia. As the world education “goes mobile”, we would like to cooperate with one or two Indonesian universities for producing a smartphone application for learning Thai for Indonesian learners and learning Bahasa for Thai learners. This project would be set as a kind of “kill two birds with one stone”: Thai scholars have to closely work with Indonesian scholars on a fruitful project and at the same time, they establish an effective relationship allowing them to enhance the possibility to develop a common curriculum where Thai students have to take one year in Indonesia and Indonesian students in Thailand.

7. Conclusion

In conclusion, I would like to underline my position that Bahasa Indonesia should not be in competition with English. As English is unanimously voted to be the Lingua Franca of the ASEAN, Indonesian people should enjoy “drinking” while diving in such an English learning situation that the Indonesian young generation could contribute to the promotion for the use of Bahasa during their contact with the young people of ASEAN.

The only way to maximizing the use of Bahasa Indonesia for learners from any ASEAN countries is to increase the contacts between Indonesian scholars and ASEAN scholars, Indonesian students and ASEAN students. In economic terms, the Republic of Indonesia invests the money in the processing of welcome as much as possible scholars and students from ASEAN by turning each Indonesian university to be a qualified host. We cannot do that in one day because of several factors. After studying an Indonesia master plan for the acceleration and expansion of Indonesia economic development 2011-2025 (Ref.[1]), I found no mention about the assessment of the promotion of Bahasa Indonesia in ASEAN. I do agree with Djiti (Ref.[10]) that the development process in a country is mostly based on the economic and political realities. “There is a general lack of interdisciplinarity between economists, educationists and sociolinguists, whose respective research tends to focus on one area, rather than look at the interrelationships and attempt to understand the interplay between language and issues of development”.

ACKNOWLEDGMENT

I am deeply indebted to Professor Siriporn Maneechukate, a lecturer of Bahasa Indonesia at the Faculty of Liberal Arts, Maejo University at Chiangmai and Professor Jacob De Groot, a former lecturer of Bahasa Indonesia at the Faculty of International Studies for introducing me some concerned documents. I am also grateful for Professor Herman Miril, a lecturer of French at the Department of French at Universitas Negeri Yogyakarta for introducing me to this conference.

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INTERCULTURAL COMPETENCE IN FOREIGN LANGUAGE EDUCATION: AN OVERVIEW

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Abstract

In this globalization era, intercultural approach has become an important focus in foreign language education. This reflects that there has been greater awareness among language practitioners that they have to prepare their students for intercultural communication in this increasingly multi-cultural world. This paper provides a brief overview of the practice of intercultural competence in foreign language education, with the aim to show that learning a foreign language does not only involve linguistic knowledge of the target language, but also awareness of the existence of multi-cultural identities.

Keywords: intercultural competence, foreign language education, communication

1. Introduction

Learning a foreign language deals with differences and practices. This leads to the understanding that foreign language learners are supposed to see the linguistic and cultural differences between their L1 and the target language, and then practice the target language in an appropriate way.

Many scholars believe that intercultural understanding is important in language learning (among others Tang, 1999; Byram, 2004; Kiet Ho, 2009; Kramersch, 2001, 2010). Language and culture are closely intertwined, and that is why if someone wants to interact successfully with people from different cultures, then they have to be both linguistically and culturally competent.

This paper provides an overview of intercultural competence in foreign language education. It discusses some models of intercultural competence proposed by three experts, and then looks at how intercultural experiences are expressed through a

language that is not the native language of the speakers.

2. Some Perspectives on Intercultural Competence

Throughout the literature, there have been a number of terms that are used to describe intercultural competence. They include, among others, intercultural communicative competence (Byram 2004, Alptekin 2002), cross-cultural competence (Hillebrand 2008), transcultural competence (Kramersch 2010), intercultural sensitivity (Bennett & Bennett 2001), and intercultural effectiveness (Stone 2006). Today, research on intercultural competence has covered a large scope of areas, including business communication, international higher education, as well as foreign language education.

What is intercultural competence? Byram (2004, p. 80) defines an intercultural person as someone who is able “to engage with complexity and multiple identities and

to avoid the stereotyping which accompanies perceiving someone through a single identity.” In the context of foreign language education, many teachers agree that foreign language learners must be equipped with not only the grammatical knowledge of the language but also the socio-cultural aspects of the language. In other words, intercultural awareness has to be ensured in foreign language education so as to make learners aware of their own cultural identity as well as the foreign culture.

Byram (2004, p. 10) points out that foreign language learners who have developed their intercultural competence are able “to ensure a shared understanding by people of different social identities” and they are also able “to interact with people as complex human beings with multiple identities and their own individuality.” This type of acquisition requires learners to identify the behavior and identity of other cultures. As a consequence, foreign language teachers are supposed to prepare learners for interactive communication with people from different cultures, so as “to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours; and to help them to see that such interaction is an enriching experience” (Byram 2004:10).

For many decades, the concept of “communicative competence” in second or foreign language teaching has taken into account that learners need to acquire knowledge of how to use the target language appropriately.

The appropriateness of language usage is not only concerned with how learners interact with one another in the same socio-cultural setting, but also with how they interact with someone from another country or a different cultural background. Thus, another dimension of knowledge should be added, and that is knowledge about culture of the target language.

2. Models of Intercultural Competence

The concept of intercultural competence is highly complex as it involves some proficiency levels and perspectives. Foreign language classrooms that are based on intercultural approach have to consider whether the learners are ready for intercultural communication. In this section, I will discuss three models of intercultural competence: Byram’s model, Bennett’s model, and Jensen’s model.

2.1 Byram’s model of Intercultural Competence

One of the best-known intercultural competence models is the one proposed by Byram (2004). His model is designed to help language teachers understand the concept of intercultural competence. The process of acquiring this intercultural competence involves five competence areas or *saviors*: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. The description of each element is as follows:

Competence area	Description
Attitudes	curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own
Knowledge	of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction
Skills of interpreting and relating	ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own
Skills of discovery and interaction	ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction
Critical cultural awareness / political education	an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries

Byram's Model of Intercultural competence

According to Byram (2004), the foundation of intercultural competence lies in the attitudes of a learner. He describes this as "a willingness to relativise one's own values, beliefs and behaviours, not to assume that they are the only possible and naturally correct ones, and to be able to see how they might look from an outsider's perspective who has a different set of values, beliefs and behaviours" (p. 11).

The next crucial factor is knowledge. Byram (2004) divides knowledge into two major components: knowledge of social processes and knowledge of illustrations of those processes and products. An intercultural speaker is able to identify how social groups function and what is involved in an intercultural interaction.

Byram (2004) states that there are two sets of skills which are crucial for intercultural competence. The first set is skills of interpreting and relating, which is important for language learners to be able to see how misunderstandings may arise because of differences, and how they might be

able to resolve the problems. The second set is skills of discovery and interactions, which are especially needed so that learners know how to ask people from other cultures about their beliefs, values, or behaviors.

Finally, an intercultural person needs a critical awareness of his/her own culture and other cultures. This component is fundamental as it allows an intercultural person to have a critical perspective on one's own culture as well as others' cultures. This often leads to a discussion of cross-cultural values, beliefs, and behaviors.

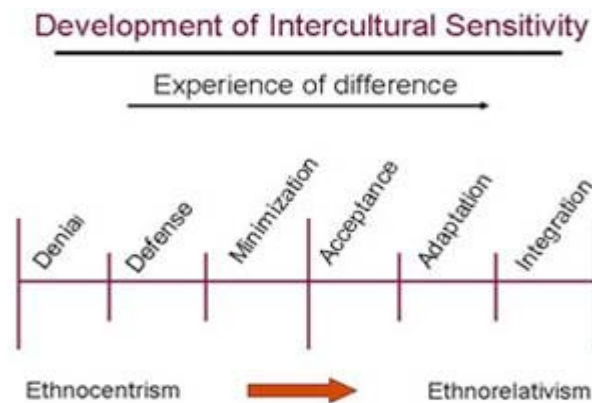
Byram's all five components are interrelated and they are necessary to develop intercultural competence. Language teachers can use this model to consider what kind of skills can be taught to the students when an intercultural approach is used in the classroom.

2.2 Bennett's Developmental Model of Intercultural Sensitivity

Bennett (1993) developed another model called Developmental Model of

Intercultural Sensitivity (DMIS). This model outlines six stages of cultural

experiences, which demonstrate how one can experience cultural differences.



Bennett's Developmental Model of Intercultural Sensitivity (DMIS)

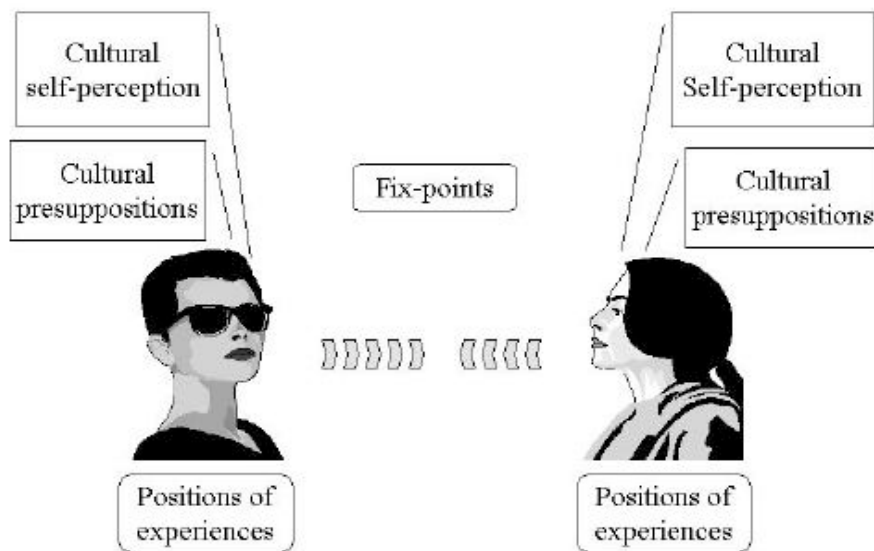
This model is similar with Byram's (2004), in that learners have to go through stages when they are introduced to a foreign culture. Bennett's six stages fall into two groups: ethnocentric stages, which involve one's own philosophy of life and culture, and ethnorelative stages, which are concerned with the understanding of one's culture in relation to other cultures. Bennett (2004, p. 62) defines ethnocentrism as "the experience of one's own culture as central to reality." Ethnorelativism, on the other hand, is the opposite of ethnocentrism. It is defined as the beliefs and behaviors that people receive in their primary socialization just as the way things are.

In this model, the most ethnocentric experience is *denial* of cultural difference, and followed by *defense* of cultural difference. The transitional move from ethnocentrism to ethnorelativism is called *minimization* of cultural difference. Then this leads to the *acceptance* stage, followed by *adaptation* and *integration*. This model demonstrates

that the acquisition of intercultural competence is a continuous process where learners have to go through a number of stages. People who have an ethnorelative worldview should be able to see cultural differences in a context, and they are also able to identify cultural differences and adapt themselves to act appropriately without having to lose their own cultural identity.

2.3 Jensen's Model of Intercultural Communication

Jensen (1998) developed a model for intercultural communication through four analytical tools: position of experiences, cultural presuppositions, cultural self-perception, and cultural fix-points. Unlike the previous two models that are concerned with competence areas or stages that lead to intercultural competence, this model supplies practitioners with tools that will enhance intercultural understanding between people who come from different cultural backgrounds.



Jensen's Model of Intercultural Communication

The first tool, positions of experiences, is based on the fact that individual experience is crucial for intercultural communication. One's experience may be subjective but it is related to the social position of a person (Jenkins, 2005). Our personal experience about the world is very limited, but we can understand others on the basis of experience.

Secondly, cultural presuppositions, refers to knowledge, experience, feelings and opinions we have towards categories of people that we do not regard as members of the cultural communities that we identify ourselves with. For Jenkins, knowledge about others is based on presuppositions, which can create awareness about people outside our social community that may have different values.

The third concept, cultural self-perceptions, is closely related to cultural presuppositions. It refers to how a person expresses a cultural community as the one he or she identifies with. Jenkins (2005) states that both cultural presuppositions and cultural self-perception may grab ethnocentrism, because ethnocentrism

is the natural way you see your own culture, and how you can compare your own culture with other cultures with your own sovereignty.

Lastly, the cultural fix-points refer to the communication between two persons who both feel they represent a certain topic. A cultural fix-point topic requires both participants to identify a topic and then they will be involved in a discussion.

This model can be used by foreign language practitioners to prepare learners with knowledge about foreign cultures.

3. Intercultural Competence in language practice

The globalization process has challenged many foreign language practitioners to develop tools that they can use for successful intercultural communication. In this globalized era, foreign language learning is no longer defined as the acquisition of the target language in terms of communicative competence per se, rather in terms of intercultural competence.

In this section I will provide two examples from students of two different nationalities who learn a

foreign language in the Indonesian setting. The first one is a speech by a high school student from Pontianak who is learning English. The student expressed his intercultural experience with his American teacher, called an English Teaching Assistant (ETA), who was assigned by the AMINEF to teach English in the school. We can see from this transcript that the student is still developing his intercultural competence. In Jensen's model, he is still in the stage of self-perception. Although this may sound a bit ethnocentric, the student's expressions indicate that he is in the transitional move to accept cultural differences (Bennett 2002).

For many of us, our American teachers have turned into cross-cultural friendships. We show them our culture, such as dance and music. And also show them our traditional food such as rujak, ketoprak, or gado-gado. Teach them Bahasa Indonesia or our region's language. They will also do the same. They also show us their American culture and teach us the English language. Well, we don't have to be afraid or shy. We should show them our traditional cultures and feel proud. By saying this, we can conclude that by sharing about our culture with each other we have done the first steps of cultural exchange here in Indonesia, without even leaving our country.

If we understand each other, our friendship will be peaceful and calm. Can you imagine if there's misunderstanding between us and our friends? There will be conflicts or clashes; on the largest scale it's these simple misunderstandings that lead to war, that negatively impacts all the people who are involved. Of course we don't want those things to happen in our generation.

The following example is written by a Korean who was participating in Darmasiswa program, a program held by the Indonesian government to promote the Indonesian language and culture to the world. Observe how the Korean student developed her intercultural competence. This example shows that through a long process of learning a foreign language (about twelve months), the student can finally adapt and integrate herself with the new culture. In Jensen's (1998) terms, she has come to the stage where she can discuss a cultural fix-point topic with ease.

When I was granted Darmasiswa Scholarship 2012-2013 by the Indonesian Government, I thought one year was quite a long time. However, up to the end of the second semester of my study, I really enjoy my daily life. I can meet my friends from other countries and know their cultures, languages and daily life by communicating using Bahasa Indonesia. Also, I can introduce South Korea like a diplomat.

Words will never be enough to express what I ever experienced in Jakarta and other parts of Indonesia, but I would like to highlight the cultural and religious life in Indonesia.

When I told my friend that, "I am going to Indonesia for studying Bahasa Indonesia", my friend was worried because most Koreans think Indonesia is a moslem country and it is not a safe country. Indonesia, in particular Jakarta, is not such a country.

In accordance with the Law of the Republic of Indonesia, every citizen must choose one of the five acknowledged religions and the government will respect the citizen choosing their own religion they believe although about 80 % of

Indonesians are moslem. Even in ID card or other formal forms, a person must state his or her religion. Indonesian people are inseparable from their religion, so it is common to hear people asking "what is your religion?". However, it was rather odd for me when I was asked that question because I don't have a religion. When I say that I don't have a religion, it is like unacceptable for Indonesians and it confuses me.

We can see many women wearing hijab almost everywhere. I thought all moslem women must wear hijab, but I just found out that it is an option. Certain Indonesians do not wear hijab for personal reasons. Hijab can be fashionable too. This makes me think that Indonesia is a more open country.

One day, when I took a taxi, the taxi driver asked me "apa embak sudah menikah?" I said "belum" then he joked "apa embak sudah kawin?" Because I didn't understand, I just smiled at that time. But now I get what it means and my friend tells me not to be upset.

The other day, I was at the public toilet. As usual, I was waiting in line. But, there is a person cutting the line, then another person doing the same. I was still patient for the first time, but I was really upset about it when it came to the next times. Later on, I can accept that when I find out that we don't need to stand far from the toilet door for waiting in line here. It is rather odd for me too, but I guess it is part of the culture here.

In conclusion, it is important to note that cultural adjustment is a never-ending process. Thus, it is impossible to acquire all the knowledge that one may need in communicating with people from different cultures. Learning a foreign language can guide

one to shift from ethnocentricity to ethnorelativity (Byram 2004).

4. Conclusion

Language is a system of human communication, and thus it is a vehicle that is used by humans to interact with other people. Modern foreign language education is supposed to involve intercultural communication competence in its program. Students should be equipped with intercultural experiences so that they can become an intercultural speaker.

However, one important thing to note is that although intercultural competence is important, it is definitely impossible to acquire a complete and perfect intercultural competence. Meeting a new culture may be disturbing, and it takes time to gradually shift from an ethnocentric view to an ethnorelative orientation.

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Language, culture and variability in speech Community.

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Abstract

Throughout these papers I intend to expose that language like the other forms of social activity has to be appropriate to the speaker using it. It also needs to be suitable for a particular situation and occasion according to the important social factors field, mode and tenor. This variability is a normal feature of language; for this reason we have not the right to blame any one since each established his language to satisfy the needs of his mind.

Linguistically speaking, we can not study language without referring it to society which uses it since the study of language without referring it to society is to exclude the possibility of finding social explanations for the structures that are used. It also needs to be added that language is not a simple code used by all people in societies but it differs from a person to another, from a social class to another, from a region to another, an ethnic group to another.

It is through this paper that I will try to show and elucidate the contribution of some of these factors in language variability in speech community showing in the meantime the strong connection between language and society.

Sociolinguistics as a branch of linguistics tends to study the ways in which language is integrated with human society. The topic of language variation and its relation to different factors (regional, social..) belongs to this branch of linguistics. Thus, the study of variation is very interesting to know people's origin through their speech community.

The word language can be defined as a system used by people to express their thoughts, emotions, feelings and ideas. We can not study language without referring it to society that uses it, where we live and there is no existence of society without language. That is to say language is part of society's culture.

Basically speaking, there is a strong correlation exists between society and language or between language organization and society. This relation reflects the attitudes of people toward other people including of course the cultural norms, context on the way language is used and the effect of any language use on society.

Language variability shows that language plays a very important role in conveying information about the speaker and it has a

social function in establishing and maintaining social relationship.

Sociologically speaking, society is divided into groups, each group is characterized by common interests and may have distinctive culture and institutions as a result language creates society, it is language that brings people together.

In addition to that, there is no society without the existence of language, but also there is no study of language without reference to its society. and aspects of linguistic behaviour are reflections of the fact that there is a close inter-relationship between language and society.

Historical background

It is obvious that the national and official language in Algeria is Arabic. However, if we listen to the Algerian daily speech in general, we distinguish the use of other languages, especially French which is widely spread in the Algerian society.

The French language is spoken by a large portion of the Algerian population. Many

centuries go; Algeria witnessed the coming of different people with different cultures.

In the sixteenth century, another domination of the Spanish one, aimed at colonizing some Algerian territories (Oran, Miliana, Tenes, Mostaghanem, Tlemcen...) which somehow influenced the daily speech of the Algerians and this continuous even in the present-day Algeria. For instance, in the region of Ghazaouat, near Tlemcen people say BOTé which means boat in Spanish.

But at that time the Turks, who reached the Algerian coasts, in order to save the Algerians from the Spanish invasion, brought with them the Turkish language and introducing some lexical terms.

The Maghreb in general and Algeria in particular, knew an increasing political instability because of the multiple dynasties such as those of Phoenicians, The Byzantines bringing with them new populations, regimes and languages.

The social situation was made of different linguistic communities, the Algerians have not lost their religion Islam which was deeply rooted in Algeria, and its Arabic language had to be preserved.

In 1830, the French people invaded Algeria to rule, take control and colonize the country.

The French military authorities occupied Algeria and gradually introduced the French language that would disturb the linguistic structure of the Algerian Arabic-speaking country.

Therefore, two communities were defeated, with which language did they communicate? Finally, what were the consequences of French on the Algerian community?

Before French colonialism, Arabic, the language of Islam, established a linguistic harmony in Algeria, but the French language disorganized gradually the sociolinguistic situation of the Algerian people.

Hence, the French policy imposed the use of French as the official language, this is why an important number of pedagogues were sent to Algeria in order to point education to implant the French language.

The main objective of France was to replace slowly Arabic by French; in this respect The Duke of Rovigo says (1832):

“ Le vrai prodige a opérer serait de remplacer peu a peu l’arabe par la langue Française.....”

Although, the situation of the Algerians was made of two different linguistic communities,

Arabic did not disappear and the great goal of France during the last years of colonization was total assimilation. In 1954, the Algerian people revolted against the French, and after a long armed struggle, Algeria obtained independence in 1962. However the consequences on more than a century of French domination were considerable on the daily speech of Algerians who use two languages and a certain tendency was created known as bilingualism.

It is clear that the association of these two languages is very interesting, seeing that French is an Indo-European language and Arabic a Semitic one, two quite different origins and completely divergent civilizations and cultures Arabo-Muslim Vs Christiano European.

The regular relationship between French users and Arabic ones, which existed during colonialism, and still exist nowadays, has been a strong linguistic impact.

However, the coexistence of two different communities speaking two different languages allowing a direct communication with no respect of either the Arabic grammatical rules or the French ones.

The vocabulary of Algerian Arabic relies on many borrowed words from French language; these French words are used by the Algerian people in almost all kinds of their daily conversation. the borrowed words are accommodated phonologically and morphologically to the Algerian dialect.

Some would say that we are not talking about the French vocabulary but about that of Algerian Arabic, but if we analyse such words, we will find them in different languages and mainly the French language. here are some French words that seem to be Arabic.

<i>Words</i>	<i>in</i>	<i>French</i>
<i>Words in A.A</i>		

Par-dessus
Bardso
Batiment
Batéma
Trottoir
Trottoir
Pilier
Pili
Lampe
lamba
Bicyclette
Biciclita

Banque
Banca
Marché
Marché
Terrain
Terrain
Table
Tabla

6/ Peter Trudgill (1974) sociolinguistics, an introduction to language and society. penguin books.

The study of the Algerian Arabic reveals the accommodation of French words at different linguistic levels. that is to say, some modifications are essential since the two languages diverge in their grammatical rules, phonemes and morphemes.⁶

On the morphological level, the French language has some consonants that do not exist in the Arabic language, such as **V** and **P**, thus, these sounds are substituted by the nearest sounds in terms of articulation which are **F** and **B**, for instance the word **Village** became **Fillage** and **paquet** became **baki**.

In Algeria, the French language was imposed as the official language of administration and the government during the colonial rule. It is obvious that after such a long period of time, the daily speech of Algerians became not only influenced but also dominated by the French language.

The Algerian bilingualism is the result of this historical process and geographically speaking, the spread of French was concentrated in the north of Algeria but this does not mean that all people in that area were inevitably bilingual. On the contrary, there are monolinguals, bilinguals and even trilingual those speakers mastering Arabic, French and Berber.

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HISTORICAL RELATIONS OF BARANUSA SPOKEN IN PANTAR WITH KEDANG SPOKEN IN LEMBATA AND LAMAHOLOT SPOKEN IN EAST FLORES: A DIACHRONIC LINGUISTICS STUDY

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Abstract

Indonesia has hundreds of languages, which are not well documented. Baranusa, or better known as a variety of Alorese, has not been identified as a separated language in the area of Alor-Pantar in East Nusa Tenggara. This paper explores the genetic identity of Baranusa by comparing it with two other neighboring Austronesian languages, Kedang and Lamaholot.

A first observation at the Swadesh list in those three languages reveals that they have close historical relations. However, a deeper analysis by applying a diachronic study is needed to prove the historical relations between the three languages. This paper addresses this concern by applying both quantitative and qualitative methods to expand on our understanding of the historical relations of these languages. The quantitative method is done by the application of the lexicostatistics technique while the qualitative method is carried out by the formulation of sound correspondences and the application of the reconstruction technique along with the determination of exclusively shared innovations and retentions.

Both quantitative and qualitative results show mutual support. Both analyses lead to the conclusion that Baranusa has closer historical relations with Lamaholot than it does with Kedang. After comparing those three languages, it is now clear that Baranusa is a part of the Austronesian family and more specifically, the East Flores Subgroup.

Keywords: Austronesians, Baranusa, Kedang, Lamaholot, Quantitative, Qualitative

1. Introduction

The historical relations of languages in the border area between Austronesian and non-Austronesian languages of eastern Indonesia have been the interest to many linguists. This paper tries to reveal a clearer border between these two groups of languages in eastern Indonesia, especially in the area of Pantar Island

As a border area between Austronesian and non-Austronesian speakers, Pantar is a contiguity point between these two major group of languages. Baranusa, an Austronesian language spoken on Pantar, has no clear identity as a member of a certain group. The publications by Badan Bahasa [10] and the Summer Institute of Linguistic [12] have not mentioned Baranusa as one of

the Austronesian language spoken in East Nusa Tenggara. However, La Ino's dissertation [8] about non-Austronesian languages in the island of Pantar suggests that Baranusa is an Austronesian language. However, its identity has not been clearly proven yet. In light of all this, this study applies both quantitative and qualitative diachronic linguistic approach to prove Baranusa's membership in the Austronesian family by comparing it with two other neighboring Austronesian languages, Kedang spoken in eastern Lembata and Lamaholot, spoken in East Flores (Figure 1).

Baranusa is a sub-district capital of Pantar Barat. This area is a centre for commerce, education and fishery. It is also the busiest area in the island because it has

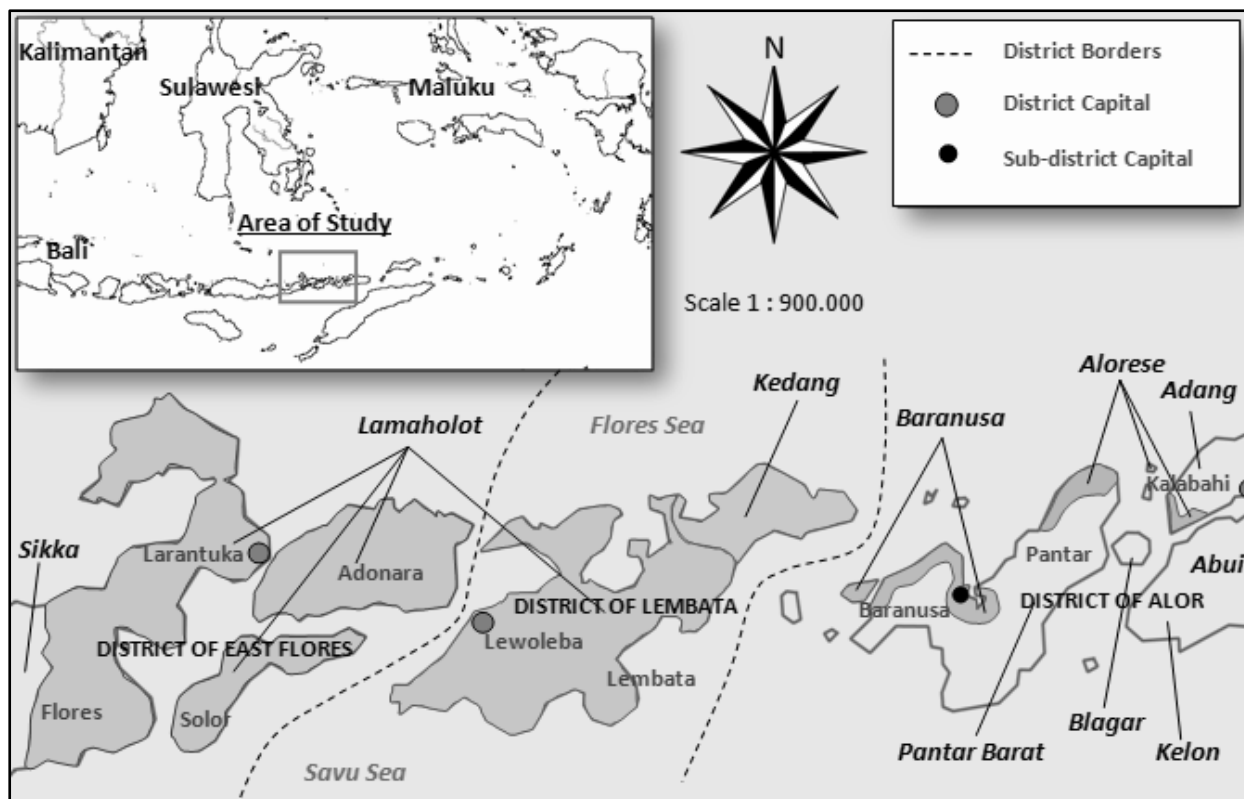


Figure 1. Lamaholot speakers’ areas (East Flores, Adonara, Solor and Lembata), Kedang speakers’ areas (eastern Lembata) and Baranusa speaker’s area (a part of northern Pantar). Map based on the publication of Summer Institute of Linguistic (2006).

the main port which is used as a transit point for ferries and ships that are passing by the island. The language(s) in the area is mainly (also called) Baranusa or also known as ‘coastal language’. The people of Pantar are already grouping languages in their area (nonlinguistically) into two groups as either ‘coastal languages’ or ‘mountain languages’. The coastal languages refer to languages spoken in the northern and western coast of the island whereas the mountain languages refer to languages spoken in the mountain area of the island (southeastern and eastern part).

Initial observation on secondary data (taken from Fernandez [5], Ino [8], Samely [11] and Nishiyama [9]) of these three language’s 200 Swadesh list indicates that all three languages have a close historical relationship. Table 1 below shows some

examples of the basic vocabulary of those three language’s shared cognates.

No.	Gloss	Baranusa	Kedang	Lamaholot
1.	root	[ramuk]	[ramuʔ]	[amut]
2.	smoke	[panuhun]	[nuhen]	[nuhun]
3.	new	[wunon]	[werun]	[wuʔu]
4.	swollen	[ban]	[baban]	[baʔa]
5.	to breath	[nahin]	[nein]	[nain]
6.	to grow	[tawan]	[tawe]	[tawa]
7.	come	[dai]	[mai]	[mai]
8.	leaf	[lolon]	[lolɔ]	[lolon]
9.	sit down	[tobɔ]	[tebe]	[tobo]
10.	black	[miten]	[miten]	[miten]

Table 1. Examples of the basic vocabulary of Baranusa, Kedang and Lamaholot.

Although at first glance, Baranusa, Kedang and Lamaholot are hypothesized to have close historical relations, a deeper analysis on the evidence of their genetic relations has not been done yet. This study seeks to probe their genetical relations in order to strengthen the evidence of kinship between all three languages based on the data taken directly from the field.

The quantitative method is applied in order to obtain the percentage of cognate words between Baranusa, Kedang and Lamaholot lexicostatistically, which leads to the arranging of family tree diagram quantitatively. Moreover, qualitative methods applied by reconstruction technique, either inductively to determine Proto-language of Baranusa-Kedang-Lamaholot (PBKL) or deductively to seek the reflexes of Baranusa, Kedang and Lamaholot to Proto Austronesia (PAN) and PBKL. At the end, the qualitative method also leads to the arranging of a family tree diagram qualitatively.

The data in this study were obtained by visiting the village of Baranusa in the Sub-district of West Pantar; the Sub-district of Tanjung Bunga, at East Flores; and the City of Lewoleba at the district of Lembata. Research instruments include basic vocabulary of 200 Swadesh word list plus 646 words based on basic cultural vocabulary. Eight informants were selected based on the criteria of linguistic informants.

The aim of this paper will be to improve our understanding of the historical relationships of a group of Austronesian languages, especially in the border area in the island of Pantar.

2. Applications of Quantitative Method

Diachronic linguistics esteemed that languages are able to change from one period to another. The changes were observable and explainable in terms of determining the degree of kinship between languages through the reconstruction of proto-language from a

number of related languages [6]. Trask [13] mentioned that every language in the world is always changing constantly, either at the level of vocabulary, pronunciation, or grammar. These changes occur naturally and cannot be circumvented. Languages are also able to split into several branches of new languages, which have an inherited proto-language, which also shows that these languages are genetically related.

In the search of evidence of kinship between Baranusa, Kedang and Lamaholot, lexicostatistic technique was used. In determining the perceived cognate words, things that need to be considered are the possibility of borrowed words, nursery words, onomatopoeic sounds, symbolic words/idiophones and the words that appear to have similar form due to change alone. If these words were found, they cannot be considered cognate. They were excluded from the cognate percentage calculation. To identify these kind of words, we need to have a wide knowledge of neighboring languages or dominant language (for example: Malay/bahasa Indonesia) that may have influenced the three languages.

The cognate percentage calculation is done by the following formula.

$$\left(\frac{\text{the amount of cognate words}}{(200 - \text{excluded words})} \right) \times 100\%$$

Here is the result of the calculation of the percentage of kinship between Baranusa, Kedang and Lamaholot.

Baranusa	51,81%	
Lamaholot	62,24%	71,13%
	Kedang	Baranusa

Table 2. Percentage of kinship between Baranusa, Kedang and Lamaholot

Cognate percentage	Kinship difference lines of Baranusa, Kedang, and Lamaholot	Relatedness	
10 –		Stock of microphyllum 4% – 12%	
20 – 30 –		Families of stock 12% – 36%	
40 – 50 – 60 –		51,81%	Languages of family 36% – 61%
70 – 80 –		71,13%	Subfamily languages 61% – 81%
			Dialect of language 81% – 100%
	<p>Lamaholot Baranusa Kedang</p> <p>Subfamily Languages Languages of family</p>		

Chart 1. Historical relations of Baranusa, Kedang and Lamaholot quantitatively

Based on kinship percentages on chart 1 above, it appears that Baranusa, Kedang and Lamaholot have close historical relations. The determination of relatedness between languages in this paper is based on the categories set by Crowley [2].

The chart above shows that the historical relation between Lamaholot and Baranusa is at the level of subfamily languages. Meanwhile, the historical relation between Baranusa and Kedang is at the languages of family level. It can now be concluded that Baranusa has closer historical relations with Lamaholot than it does with Kedang according to lexicostatistics. The relations between Lamaholot and Kedang not being shown on chart because they have already been established in previous research

by Fernandez [5]. According to quantitative conclusion, the tree diagram of Baranusa, Kedang and Lamaholot can be arranged as follows.

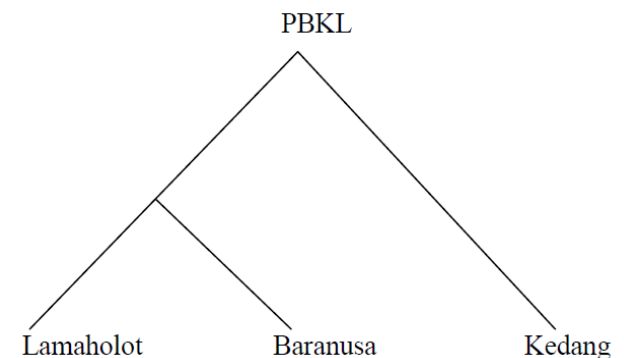


Figure 2. Family tree diagram of Baranusa, Kedang and Lamaholot quantitatively

Based on the quantitative analysis, Baranusa, Kedang and Lamaholot can all be included into one group of the same language namely Flores Group (according to Fernandez, [5] & [7]) where Kedang and Lamaholot are already included. Languages that belong to a certain group are possible to have high level of linguistic similarity. Linguistic similarities between languages in a certain group can bring out some rules of sound changes from one language to another related to the proto-language phonologically [1]. Meanwhile, at the lexical level, linguistic similarities between languages in a certain group can also bring together exclusively shared retention and innovation. These can be revealed through a qualitative analysis of Baranusa, Kedang and Lamaholot.

3. Application of Qualitative Method

The qualitative method in this study is applied by using the reconstruction technique, both inductively and deductively. However, the formulation of rules of sound correspondences of the three languages will be first put forth in order to understand the pattern of the presence of certain sounds in those three languages. The formulation of sound correspondences produces a set of sounds that has systematic changes in a certain position. For example, vowel correspondences of /a/ – /a/ – /e/ were found in Baranusa ‘water’ [wai], Lamaholot ‘water’ [wai] and Kedang ‘water’ [wei]. All in all, 13 vowel correspondences and 14 consonant correspondences were found. Table 3 and 4 below show the detail of vowel and consonant correspondences.

From the table 3 below we know that 8 out of 13 vowel correspondences show the closeness relations of Baranusa and Lamaholot (rows 1 to 8). Meanwhile rows 9 and 10 show the closeness relations of Lamaholot and Kedang whereas rows 11 and 12 are for Baranusa and Kedang. In addition, row 13 shows an irregular correspondence.

No	Baranusa	Lamaholot	Kedang
1	/a/	/a/	/e/
2	/e/	/e/	/i/
3	/u/	/u/	/e/
4	/i/	/i/	/e/
5	/a/	/a/	Ø
6	/u/	/u/	/o/
7	/u/	/u/	Ø
8	/o/	/o/	/u/
9	/ε/	/e/	/e/
10	/a/	/e/	/e/
11	/a/	/ə/	/a/
12	/e/	/a/	/e/
13	/a/	/ə/	/e/

Table 3. Vowel correspondences of Baranusa-Lamaholot-Kedang

Table 4 below shows that 5 out of 14 consonant correspondences indicate the closeness relations of Baranusa and Lamaholot (rows 1 to 5). Meanwhile 4 out of 14 correspondences indicates the closeness relations of Lamaholot and Kedang (rows 6 to 9) whereas rows 10 and 11 are for Baranusa and Kedang. In addition, rows 12 to 14 show irregular correspondences. These vowel and consonant correspondences lead to the conclusion that Baranusa has closer historical relations with Lamaholot than it does with Kedang.

No	Baranusa	Lamaholot	Kedang
1	/r/	/r/	/y/
2	/k/	/k/	/ʔ/
3	Ø	Ø	/ʔ/
4	/k/	/k/	Ø
5	/h/	/h/	Ø
6	/ŋ/	/n/	/n/
7	/ŋ/	/ʔ/	/ʔ/
8	/ʔ/	Ø	Ø
9	/ŋ/	Ø	Ø
10	/ŋ/	/n/	/ŋ/
11	/ŋ/	Ø	/ŋ/
12	Ø	/t/	/ʔ/
13	/k/	/q/	/r/
14	/ŋ/	/n/	Ø

Table 4. Consonant correspondences of Baranusa-Lamaholot-Kedang

The reflex of Baranusa to PAN can be summarized with the following primary and secondary rules. Vowel shift [$*u$] > [o] / K _ # (ultimate), shift [$*i$] > [e] / K _ # (ultimate), shift [$*a$] > [i] / K _ K (ultimate and penultimate), shift [$*u$] > [ɔ] / K _ # (ultimate), shift [$*e$] > [a] / K _ (K) (ultimate and penultimate), consonant shift [$*b$] > [w] / _ V (ultimate and penultimate), shift [$*s$] > [h] / _ V # (ultimate), shift [$*n$] > [ŋ] / V _ # (ultimate) and shift [$*j$] > [r] / _ V K # (ultimate); vowel split [$*u$] > [o] and [ɔ] / K _ # (ultimate); consonant disappearances of [$*q$] / V _ # (ultimate) and [$*t$] / K V _ # (ultimate) for primary rules along with lenition, sound addition and fusion for secondary rules.

The reflex of Baranusa to PBKL summaries the following primary and secondary rules. Vowel shift [$*a$] > [a] / K _ σ (ultimate and penultimate), shift [$*ə$] > [a] / # K _ (penultimate), shift [$*o$] > [ɔ] / K _ σ (ultimate and penultimate), shift [$*e$] > [ɛ] / K _ (K) σ (ultimate and penultimate), shift [$*a$] > [e] all position, consonant shift [$*ʔ$] > [ŋ] / V _ (V) # (ultimate), [$*n$] > [ŋ] / V _ # (ultimate) and [$*y$] > [r] / _ V (K) # (ultimate); vowel split [$*e$] PBKL > [a] / K _ σ (ultimate and penultimate) and [ɛ] / K _ (K) (ultimate and penultimate); vowel merger PBKL [$*e$] and [$*ə$] > [a] / K _ σ (ultimate and penultimate), consonant merger [$*ʔ$] and [$*n$] > [ŋ] / V _ # (ultimate); consonant disappearances of [$*t$] / V _ # (ultimate) and [$*ʔ$] / KV _ (ultimate and penultimate) for primary rules along with lenition, sound addition and metathesis for secondary rules.

The reflex of Kedang to PBKL summaries the following primary and secondary rules. Vowel shift [$*a$] > [e] / K(V) _ (K) (ultimate and penultimate) shift [$*u$] > [e] / K _ K (ultimate and penultimate), consonant shift [$*n$] > [ŋ] / V _ # (ultimate), shift [$*k$] > [ʔ] / (K) V _ σ (ultimate and penultimate), shift [$*t$] > [ʔ] / KV _ # (ultimate); consonant split [$*k$] > [ʔ]

/ (K) V _ σ (ultimate and penultimate) and Ø / # _ V (penultimate) and consonant split [$*n$] > [ŋ] and Ø / V _ # (ultimate); vowel merger PBKL [$*u$], [$*a$] and [$*i$] > [e] (ultimate and penultimate) and also consonant merger [$*k$] and [$*t$] > [ʔ] / K V _ (ultimate and penultimate); and also consonant disappearances of [$*n$] / KV _ # (ultimate), [$*k$] / # _ V (penultimate) / KV _ # (ultimate), [$*ŋ$] / KV _ # (ultimate) and [$*h$] / KV _ (V) (ultimate and penultimate) for primary rules along with lenition and sound addition for secondary rules.

Reflex of Lamaholot to PBKL summaries the following primary and secondary rules. Consonant shift [$*ŋ$] > [n] / KV _ # (ultimate), vowel shift [$*e$] > [a] / K _ σ (ultimate and penultimate), [$*a$] > [ə] / # K _ K (post-penultimate and penultimate), [$*y$] > [r] / _ V (K) # (ultimate); consonant split [$*ŋ$] > [n] and Ø / V _ # (ultimate); and also consonant disappearances of [$*ŋ$] / V _ # (ultimate) and [$*ʔ$] / V _ # (ultimate) for primary rules along with lenition, sound addition and metathesis for secondary rules.

Based on the reflex of modern languages to PAN [3] & [4] and PBKL, some exclusively shared retentions and innovations were found, either phonologically or lexically as proof for the genetic relations of Baranusa, Kedang and Lamaholot. Shared vowel retentions include / $*a$ / in all positions, / $*u$ / in final position and / $*i$ / in all positions. Meanwhile, shared consonant retentions include / $*n$ / in initial and middle position, / $*p$ / in initial and middle position, / $*k$ / in initial and middle position, / $*b$ / in initial position, / $*t$ / in initial and middle position, / $*m$ / in initial and middle position and / $*l$ / in middle position.

Shared phonological innovation includes /i/ in initial and middle position, /w/ in initial and middle position, /m/ in initial and middle position, /k/ in initial position, /n/ in initial and middle position, /p/ in initial position, /l/ in initial and middle position, /d/ in initial position, /t/ in initial position, /h/ in

initial and middle position and /b/ in initial position.

As noted, sound correspondences, reflexes and also shared retention and innovation are being used as references in order to arrange family tree diagram of Baranusa, Lamaholot and Kedang qualitatively.

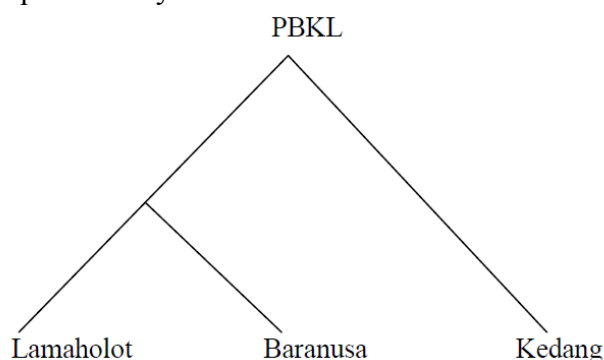


Figure 3. Family tree diagram of Baranusa, Kedang and Lamaholot qualitatively

The tree diagram above shows the kinship relations of the three languages qualitatively. The diagram shows that Baranusa and Lamaholot are not directly inherited from PBKL, but Kedang is. It shows that Baranusa and Lamaholot have closer historical relation. This conclusion is similar to the result of family tree diagram of those three languages quantitatively. Thus, the quantitative and qualitative analysis of Baranusa, Kedang and Lamaholot lead to the same conclusion.

4. Conclusions

Evidences for the identity of Baranusa as a member of Austronesian languages family has been presented. Those evidences lead to the conclusion that Baranusa is a partial part of a group, which consists Kedang and Lamaholot. In other words, it is also a member of Flores Group. However, additional questions arise as a result, for example why is this happen when the

location of Baranusa speakers's area is much closer to Kedang than its location to Lamaholot speakers's area? It turns out, it is all because of the culture aspect. People of Baranusa are well known for their coastal culture (for example: fishery) as to are the people of Lamaholot but this is not the case for the people of Kedang. This situation makes the interaction between the people of Baranusa more intense with the people of Lamaholot because they have the same coastal culture and come into contact more. However, it is not the same with the people of Kedang. They have an inclination to live in mountainous regions and not very much in the coastal areas so that the people of Kedang do not have intense interaction with some other speakers from different languages through the sea.

Now that the identity of Baranusa has been revealed, the Austronesia and non-Austronesia family border in the island of Pantar has become clearer. However, there are still possibilities of the existence of some other Austronesian languages in the Alor-Pantar islands, especially in the area marked Alorrese. Follow-up research will hopefully shed more light on genetic relations of the languages in the Alor Pantar region.

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Refusal Strategies: A Study of Interlanguage Pragmatics of Javanese Native Speakers Studying EFL in the English Department, Jember

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Abstract

This study investigates refusal strategies produced by six Javanese native speakers (JNS) studying EFL in English Department, Jember University. The data will be obtained through discourse completion test (DCT) from six JNS. The DCT are given in two languages; English and Javanese that contain of six situations according to three politeness systems based on social relationship between speaker and hearer. The theories employed in this study are interlanguage pragmatics and politeness. The refusal strategies produced by students will be classified according to the taxonomy of refusal proposed by Beebe et al (1990). The goals of this study are to find out the kinds of refusal strategies that are used by students and to investigate the reflection of Javanese culture in it. As the EFL students, the interference may happen to the production of refusal strategy in English as the target language. This condition, then, invites the researcher to criticize how the norm of communication like the native speaker of English (exonormative) can change to the norm of communication without leaving the role of L1 cultural influence (endonormative). In the last, negotiating meaning is deemed to be important than thinking of form.

Keywords: interlanguage pragmatics, politeness, refusal strategies, interference

I. Background

Language has a strong relevance with culture, because language shows the identity of the speaker. Research discussing about Javanese politeness has been conducted by some researchers. However, none discusses about Javanese politeness on response to refusal in the case of Second Language Acquisition (SLA). Therefore, this study is the hybrid discipline of pragmatics and SLA namely interlanguage pragmatics. This research examines how the refusal strategy in English is produced by participant. To study English as the target language, student may bring Javanese culture when they make response to refusal. The investigation on this, then, is also the focus of this study. If the Javanese politeness principle is used in the refusal in English as L2 production, it exclusively demands extending the discussion to include interference. Further, should we say

that they get failure to make a good response of refusal in English as the target language? Should we make the student follow the norm of communication like the native speaker of English (exonormative) or we just let them follow the norm of communication without leaving the role of L1 cultural influence (endonormative)? Thinking about their communication ability is limited because they just have communication among non-native speakers of English.

II. Method

2.1 Participants

The participants under this research are 6 Javanese speakers who were studying English as EFL in the English Department the Faculty of Letters Jember University. The 6 participants are the 8th semester students, so they are expected to be able to deliver their ideas in English. Furthermore, in order to find

the criteria of the participants, the researcher selects the Javanese students coming from different cities such as Banyuwangi, Jember, Mojokerto, Lumajang in which Javanese language is used mostly as primary means of communication. So, they all grew up in Javanese society and automatically they were native speakers of Javanese language as L1.

2.2 Data Collection Method

The Discourse Completion Test (DCT) is used in this research to collect the data. According to Schauer (2009:66) DCT is a written description of scenario and may also include the initial turn of a conversation. Furthermore, the type of DCT that is applied is Written Discourse Completion Test (WDCT). Referring to Blum-Kulka (1982 cited in Parvaresh and Tavakoli 2009:366), WDCT requires participants to read a written description of a situation and then asks them to write what they would say in the situation. So, the participants will naturally imagine themselves as being in the situation showed in the WDCT. The DCT would be available in two languages, Javanese and English. This means that each participant gets two DCT with the same scenarios but in the different language. The purpose of providing DCT in two languages is to get the request strategies produced by participants in Javanese and English. To serve that purpose, the result of DCT that have been answered by participants in both languages will be compared. The contents of the DCT are six scenarios adapted from a journal written by Sukanto (2012:4). Those six scenarios will be classified into three types of situations based on the politeness principles proposed by Scollon and Scollon (2001:54); deference, solidarity and hierarchy. The first two scenarios (scenario 1 and 2) belong to deference politeness system in which interlocutors are considered to be equals of social status but treat each other at a distance or they do not have a close relationship (-Power, +Distance). The scenario 3 and 4 belong to solidarity where the interlocutors have the same social status and they have a close relationship (-Power, -Distance). The last two scenarios (scenario 5 and 6) belong to hierarchy politeness system where the interlocutors have the different social status but this enables to them to decide whether or

not they have close relationship (+Power, +/-Distance).

- Scenario 1: Refusing request from a stranger to open the window.
- Scenario 2: Refusing request from a student of other department to buy a cake.
- Scenario 3: Refusing request from a classmate to borrow your lectures note.
- Scenario 4: Refusing request from a friend to eat snack he/she offers to you.
- Scenario 5: Refusing request from a supervisor to meet him/her today.
- Scenario 6: Refusing request from a stranger to borrow your motorcycle.

2.3 Data Analysis

In this study, the researcher uses the refusal taxonomy proposed by Beebe et al (1990 cited in Wijayanto, 2013:36). The strategy is divided into two categories; direct and indirect strategy.

A. Direct Strategy

- Performative (e.g. 'I refuse')
- Non performative statement of negative willingness and inability (e.g. 'No', 'I can't', 'I don't think so')

B. Indirect Strategy

- Apology or regret (e.g. 'I'm sorry')
- Wish (e.g. 'I wish I could help you')
- Excuse, reason, or explanation (e.g. 'I have a headache')
- Statement of an alternative (e.g. 'I'd prefer', 'Why don't you ask someone else?')
- Set conditions for future acceptance (e.g. 'If I'm not busy, I will')
- Promise of future acceptance (e.g. 'I'll do it next time')
- Statement of principle (e.g. 'I never do business with friends')
- Attempt to dissuade interlocutor:
 - Threat or statement of negative consequences (e.g. 'I won't be any fun tonight')
 - Criticism of the request / requester (e.g. 'That's a terrible idea', 'I don't think you can return the money')
 - Let interlocutor off the hook (e.g. 'That's okay')
 - Self defense (e.g. 'I'm doing my best')
- Acceptance that functions as refusal (e.g. 'OK I will, but..')

- Avoidance which can be verbal act like changing the subject or non-verbal act like keeping silence.

C. Adjuncts to Refusal

- Positive opinion/feeling/agreement (e.g. 'That's a good idea', 'I'd love to..')
- Empathy (e.g. 'I realize you are in a difficult situation')
- Fillers (e.g. 'uhh', 'well', 'uhm')
- Gratitude / appreciation (e.g. 'thanks')

III. Discussion

The discussion of the research finding is based on the refusal taxonomy proposed by Beebe et al (1990 cited in Wijayanto, 2013:36) and it will provide the strategy in Javanese to find the similarity or differences. Moreover, it will also provide the reflection of Javanese culture in each strategy.

Inability or Negative Willingness

Inability or negative willingness as a direct strategy is used by participants in the (DCT 2). Even they make a negative willing like 'No', but they still add certain reason for their refusal. This is to avoid negative feeling such as displeasure if the rejection is carried by its sort form (Wijayanto, 2013:38). One of Javanese politeness principles is *Andhap-asor*. *Andhap-asor* means an attitude of lowering oneself while exalting other. This concept teaches Javanese people to be low profile. In the following DCT, the participants use *mbak* or *mas* to stranger interlocutor as motivated by the concept of *andhap-asor* in order to sound less forceful.

- (1) No, I am full.
- (2) Mboten mbak, kulo sampun wareg. (No, I am full)
- (3) No, thanks. I've had my lunch.
- (4) Mboten mas, wau mantun dhahar. (No, I have already eat)

Apology

Apology as an indirect strategy is mostly used by participants in (DCT 5) and (DCT 1). Apology, for the English native speaker, sounds more polite to ask pardon for a fault. However, Javanese learner uses apology to maintain others' *rasa* (feeling) and respect others' *aji* (self-worth). The Javanese begins

refusal by saying apology and followed by reason or explanation (Wijayanto, 2013:41). In (DCT 5), they use term *Ma'am (Bu)* or *Sir (Pak)* to respect person in higher social status. The concept of *andhap asor* is also applied in the following strategies.

(5) I'm sorry Ma'am, I cannot have a meeting today because I have to take my mother to see a doctor.

(6) Ngapunten Bu, dinten niki dalem mboten saged. Dalem ajenge ndherekaken Ibu datheng dokter. (I'm sorry Ma'am, for today I can't, because I want to take my mother to see a doctor)

(7) I'm sorry Sir, today my mother has to see a doctor and I must accompany her.

(8) Ngapunten sanget Pak, dinten niki kulo mboten saged ten kampus damel diskusi kalian Bapak amargi badhe ngeteraken Ibu tindak dokter. (I'm terribly sorry Sir, today I cannot come to campus to have a discussion with you because I want to accompany my mother to see a doctor)

This also happens in the (DCT 1). Participants tend to use an apology to make a refusal to avoid the negative effects of refusal like disappointment. In this case, participants use the term such as *mas* (older brother) or *mbak* (older sister) to show the warmness to interlocutor who has equal status (Wijayanto, 2013:42).

(9) I'm sorry miss. I have got a cold.

(10) Ngapunten nggih, mbak. Kulo nggadah gerah flu (I'm sorry, I have a cold).

(11) Sorry, I get flu.

(12) Sepuntene, kulo tasik flu (I'm sorry, I still have a cold).

Gratitude

Gratitude expression, as an indirect strategy, is used to show gratitude that considerably does not indicate refusal purposes consciously. However, it clearly can be seen if the gratitude expression is followed by a clear reason or explanation like in the (DCT 4).

(13) Thank you, but I don't really like that.

(14) Suwun, tapi aku nggak seneng e jajan iku. (Thank you, but I don't like that snack)

(15) Thank you, but I have had lunch just now.

(16) Suwun, tapi aku sik wareg. (Thank you, but I'm still full)

***Ethok-Ethok* or Dissimulation**

In this strategy, the participant gives another reason that is untrue and not actual in order to avoid interpersonal awkwardness, so that on the surface the interaction looks harmonious (Wijayanto, 2013:40). The concept of *tanggaping sasmita* is used in this case to read the implied meaning. This strategy can be seen in the (DCT 3) where the participant refuses request from his or her classmate to borrow the lecture notes.

(17) I'm sorry, my note have been on Lani. She asked me for the notes first.

(18) Aduh, sepuntene yo catetanku wis disilih karo Lani (I'm sorry, my note is borrowed by Lani).

The same condition also happens in the (DCT 6).

(19) I'm sorry. I've been waiting for my friend for a long time. I'll be back to go home soon due to urgent business.

(20) Sepuntene sing kathah Pak, niki kula lagi ngerentosi rencang bar ngenten langsung wangsul wonten urusan tenggriya (I really sorry, I'm waiting for my friend and we have to go home because there is an event in home).

Further explanations of the types appropriate our point of view toward the position of English, as one consistent language being tested, in the relevant cultural settings. It invites our attention to see further whether politeness influenced by L1 system in different countries where English co-exists as either second or foreign language is visible in the communication strategies of learners of English.

Kachru (2006) classifies three circles of the role of English in the world; they are inner circle, outer circle, and expanding circle. The inner circle refers to countries where English is used as a mother-tongue language like USA and UK. Furthermore, the outer circle refers to countries where English is used as a second language for example, Singapore and India. The expanding circle refers to countries where

English is used as a foreign language or an additional language like Indonesia. Based on these classifications, two types of phase, exonormative which is used the norm of "native speaker" and endonormative which is used the norm of "local standards" are in the focus of this research.

IV. Conclusion

There are four types of refusal strategy used by participants; inability or negative willingness, apology, gratitude, and dissimulation. As the result of cultural effect investigation, it can be found that Javanese culture is reflected in the refusal strategies. In the study of SLA, when L1 structure is still used in the process of learning L2, then this is called as negative transfer or interference. This condition, then, carried a question about how we see this problem. Relating to the discussion of the role of English in Indonesia, should we separate the student from their culture to produce the refusal strategy like the native speakers? Or we just let them follow the norm of communication without leaving the role of L1 cultural influence?

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INDOGLISH: ADAPTATION OF ENGLISH LANGUAGE INTO INDONESIAN CULTURE (A SOCIOLINGUISTIC STUDY AT UNIVERSITY IN JAVA, MADURA, AND BALI ISLAND)

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Abstract

Indoglish is a term often used for the use of the English language which is nuanced by Indonesian culture. Indoglish study focuses on environmental education, particularly in higher education that is not only limited to the academic setting but also nonacademic. Nonacademic atmosphere here meant an event that occurs when students interact with friends, lecturers, and other academic communities in the educational environment. In other words that this study did not rule out the events that were likely not formal speech that was generally out of context and intent of the educational environment. This was because the events were not formal speech that emerging forms of natural language, which in the context of real linguistic research should be used in preference to describe in college on the island of Java, Madura and Bali in real language situation. The data of this research were a wide range of speeches acquired in an educational environment, especially at universities in Java, Madura and Bali in which there are forms of language linguistically mixed Indonesian and English. Locational data source of this research were the perpetrators of students in environmental education at universities in Java, Madura and Bali. The basic assumption for determining the locational data sources (universities) was the consideration that the students, faculties, and staffs had a varied background of social, economic, cultural so that it was expected to describe the condition of society. The universities that were used as research sites were: (1) Sebelas Maret University (UNS) Surakarta, (2) University of Indonesia (UI) Jakarta, (3) University of Education Ganesha (Undiksha) Singaraja, (4) University of Trunojoyo Madura (UTM) Bangkalan, and (5) Institute of Technology 10 Nopember (ITS) Surabaya. The collections of data used refer to the method that was commonly done in linguistic research. The data analysis was conducted by applying the distributional method that was commonly done in linguistics. The method of analysis was done after the data were collected and properly classified. Furthermore, the interpretation of the data was done. Then, the interpreted data were presented informally. That is, the results of the analysis were formulated in the form of ordinary words, not formulated in the form of certain symbols because the results of this study do not require a formal model.

Keywords: Indoglish, sociolinguistic, higher education, university, Java, Madura, Bali

Introduction

Indoglish is a term that usually used to express English use in Indonesian culture. In sociolinguistics, this speech act is known as code switching and borrowing. Moreover, when we study further about this phenomenon; Indoglish constitutes a unique and typical form in which the alloy age of English language and Indonesian occurred. Indoglish becomes a particular form because Indoglish cannot be seen clearly as an English or Indonesian, even though it is an alloy age of English language and Indonesian; the form is English but the meaning

reflects Indonesian culture and language.

The emergence of Indoglish is not usually caused by less speakers' competencies, but sometime it is caused by a certain background and purposes from the speakers. Based on the observation, there are some factors influenced the usage of Indoglish in our society. One of them is prestige. This phenomenon is usually used by celebrities, especially in infotainments. The speakers perceived prestige when they used Indoglish form; and this phenomenon was imitated by teenagers.

Generally, teenagers feel prestige to keep up the trends done by the celebrities including their language use.

The other factor that pushed the emergence of Indoglish is the difficulty to find suitable form to express certain speech. It is usually found some usage of Indonesian words or phrases did not fully represent speaker meaning so speaker often prefer to use foreign language, especially English. But language form that is used was Indonesian meaning, and it was known as Indoglish. It is a distinctive form of a language since the form is English but the meaning represents Indonesian; for example "*Up to you lah*". The meaning of this form is Indonesian, moreover there is "*-lah*" that express speaker defenselessness. In English, this speech is formal form but in Indonesian belongs to informal and relaxes.

Indoglish usage in society was dominated by teenager. Since they are trying to find their identity through many ways, including language use. They are in school age, both senior high school and university level, so a research of Indoglish mostly found at that education field. Indoglish phenomenon usually found in their daily communication in various back-grounds.

Based on the research hypothesis, Indoglish usage in education field is not only for prestige reason but also academic demand. It influenced by fast development of education, science and technology so there are many up to date terms, but Indonesian does not have precise equivalent. So, a research concerning with form, background and determinant factors of Indoglish usage in education field, especially at university level is needed to identify the reasons of Indoglish emergence.

The focus of Indoglish study in education, especially in university level is not only limited to academic atmosphere but also non academic. Non academic atmosphere means the event occurred in interaction between students and their friends, lecturer and other civitas in education setting. It means, this research did not ignore informal speech that usually out of context. It caused the emergence of natural language in informal speech act, where in sociolinguistics study; it must be an interest to describe the real language use at universities in Java, Madura and Bali Island.

Concerning with the problems and the importance of the research about Indoglish at universities in Java, Madura and Bali above, the aims of this study are formulated as follows: (1)

describing language forms of Indoglish phenomenon in academic atmosphere at universities in Java, Madura and Bali Island; (2) describing Indoglish meaning at universities in Java, Madura and Bali; (3) describing typical vocabulary in Indoglish phenomenon at universities in Java, Madura and Bali Island; (4) describing the factors of Indoglish emergence in academic atmosphere at universities in Java, Madura and Bali Island, and (5) describing the impacts of Indoglish usage toward the use of standardized Indonesian language correctly and accurately in academic atmosphere at universities in Java, Madura and Bali Island in effort to keep Indonesian language dignity.

The benefit of the study can be divided into two; theoretically and practically benefit. Theoretical benefit of this study is enriching linguistic research, especially sociolinguistic. Linguistic study with various objects will give contributions to development of sociolinguistic. As a part of linguistic, a sociolinguistic study will always become a dynamic field, even it is usually deserve as minor and no significant. But, it must be underlined that the number of sociolinguistics study will enrich sociolinguistics field in the future.

Practical benefit of this research is giving comprehensive understanding concerning with linguistic phenomenon in our society. A good understanding of language use has an impact of better interaction. This is very important since the language use in academics atmosphere sometimes impact widely in our society. Educational environments, moreover in universities, viewed as a setting that filled by educated people and academics. As we know that universities is the beginning of correct language usage and vice versa. If the language use in the universities is good, so the view of our society is good and vice versa. So, the result of this research hopefully became mirror or reflection for civitas in universities, - students, lecturers and also staff. To do so, hopefully Indonesian language more dignified and become the pride of society and Indonesian nation.

Method of the Research

Viewed from the type of the study, a research that investigated Indoglish phenomenon at universities in Java, Madura and Bali island is a qualitative descriptive. The main aim of this research is to describe linguistics phenomenon concerning with the subtleties code switching and borrowing word between the languages in educational environments, especially at universities in Java, Madura and Bali.

The forms of the data in this research were various speeches gained from educational environments, especially at universities in Java, Madura and Bali Island, which in it was found language forms that linguistically it is Indonesian English switching. This language form of Indoglish was the object of the study, while the other forms of language were viewed as the context.

The sources of the data in this study were various footage taken authentically from language user in education field altogether. The source of the data were also some records of listening result of speech from educators and pupils which were gained secretly, so hopefully the data were natural and reliably. Those sources of the data were categorized as substantive source. Meanwhile, the locational sources of data in this study were educators at universities in Java, Madura and Bali Island. Basic assumption to determine locational source of data (universities) was consideration that all students, lecturer, and staff have different social and economic background, so hopefully it can reflect the condition of our society.

The settings of this research are: (1) Sebelas Maret University (UNS) Surakarta, (2) University of Indonesia, (UI) Jakarta (3) University of Education Ganesha (Undiksha) Singaraja, (4) Institute of Teknologi 10 Nopember (ITS) Surabaya, and (5) University of Trunojoyo Madura (UTM). The reason in choosing the setting is assumption that most of them are state universities, so the students come from many different ethnic groups. So, Indoglish phenomenon clearly seen when the speaker comes from different ethnic groups with different cultural background.

Note taking was used to collect the data. This is done by close attention to speech in educational setting which is alleged the emergence of Indoglish. Noting and recording were applied in implementing note taking technique. So, it can be stressed that the technique used to collect the data is note taking, while recording is used to conduct

it. The technique to collect the data also conducted by giving stimulus to the speaker. This technique also completed by noting and recording, direct and indirect, opened or closed.

Distributional method was applied to analyze the data. The data were analyzed after they well classified. Next step is data interpretation, and then the data interpreted were display informally. It means, the result of the analysis were formulated in form of words, they were not formulated in certain symbols because the result of the research did not demand any model.

Discussion

A study concerning language usage in academic environment with sociolinguistics approach has been published in scientific journal entitled "*A Sociolinguistic Study of Language Usage of Foreign Students in Indonesian Language Teaching for Foreign Speaker (BIPA) at Sebelas Maret University*" in *Jurnal Kajian Linguistik dan Sastra* Vol. 24. No 2 December 2012 (Dikti Accredited) [1]. Second, an article has also been published at international journal entitled "*A Sociolinguistics Study on the Use of The Javanese Language in the Learning Process in Primary Schools in Surakarta, Central Java, Indonesia*" published by *Journal International Education Studies* Vol 7, No. 6 June 2014 Scimago/Scopus Index [2]

Based on the previous studies mentioning above, this research was done through supporting many relevant theories. Some theories on lexical borrowing are used to conduct the analysis in this research. First, Weinreich (1963) stated that as the first principle in research, that is "when a word is borrowed into other language, it changed mini semantic system, or "space" where the word as member. [3].

In other word, once a new borrowing word come into semantic filed the other words in that space — the new word or the original word— will adopt each other. Second principle was bilingualism feel the less semantic distinction in their second language. As commonly felt by a speaker of other foreign language, that space of certain semantic of their own language did not fairly distinguish.

The second underlying theory named

Errington (2000) stated that Western borrowing words are used by speaker to construct “elitist code”. Thousands of Western borrowing words filled semantic gap clearly and they did not have synonym non-Western, and writers did not use borrowing words for prestige reason. So, it was not absolutely correct that switching between Indonesian and English, or other languages, firstly done for prestige reason [4]. Lowenberg (1994) states that prestige factor can be a secondary motivation for speakers, even though their main motivation is expressing specific meaning in modern domain. Indonesian people reproduce semantic distinction that they gained in English, and they will borrow English to express precise meaning as in English.

Further, it is stressed that Indonesian language is a language that continuously kept as a dignified language. A dignified language typically has high potential expression. It meant, the language can be used to accommodate various function. So, it can be streed that a dignified language can bring many functions. Indonesian language fulfills all those requirements.

So, it can be stressed that Indonesian language can be developed as more dignified language than now days. Or, if it is already acknowledged as a dignified language, optimizing dignity can be done continuously through years to make Indonesian language acceptable in wide world. Other thing that must be done in dignify a language is language standardization. Indonesian language has been standardized for many years ago, exactly in 70s era when the President Soeharto still keep the power.

From the condition mentioning above, Indonesian language has two positions, as national language and as state language. As national language, Indonesian language brings some functions; they are the symbol of national pride, symbol of national identity, unified device for society from different background of social culture and language, cohesive device between region and culture. As state language, Indonesian language brings official language, medium instruction in education field, cohesive device to development and government interest, and as device for development of culture, science and technology [5].

In this research, it can be discussed some examples of Indoglish usage from Indonesian students.

(1) Student : Hai, temans, tugas
1 mata kuliah Mister

- (2) Student : Budi sudah?
2 : Belum nih, aku masih men-download beberapa materi. Ini materinya ada yang gak free tapi harus bayar. Padahal Rabu besok harus dikumpulkan.
- (4) Student : What? Ndak Rabu
1 minggu depan to?
- (5) Student : Ngawur, Rabu besok.
2 : Makanya aku buat dateline hari ini harus selesai downloadannya.
- (6) Student : Tugasnya hardcopy
3 atau softcopy?
- (7) Student : Dua-duanya
1 kayaknya.
- (8) Student : Iya, dua-duanya. Ini
2 aku browsing artikelnya kok gak ada ya? Wah lowbat juga laptopku.
- (9) Student : Lha kamu sambil
3 main games sih.
- (10) Student : Tidak kok. Ini aku
2 masih cari materinya tapi belum dapat.
- (11) Student : Santai saja, coba aku
1 searching di google. Biasanya cepat ketemunya. Lha caranya keywordnya apa?
- (12) Student : Up to youlah yang
2 penting ada hubungannya dengan wacana.
- (13) Student : Oke. Lha ini banyak
1 hasil searchingnya. Yang penting materi dah ada semula. Nggak usah panik keep smile aja.
- (14) Student : Wah iya. Good good.
2 Ini bagus artikelnya, tolong disavekan ya. Thanks ya bro.

Explanation :

Speaker	The speakers are fifth semester students of university in Java. The speaker and the partner are male in the age of 20-21 years old. They came from Javanese.
Situation of speech	Speech situation is nonformal since it happened outside of teaching learning process.
Topic of speech	Students are looking for references to finish their task in campus.
The aim of speech	Students discussed to find any theories to finish their assignment.
The location of speech	The speech event happened in class at a campus outside of teaching learning process.

The data shows that Indoglish phenomenon has already become a part of teenager life in campus. Language form as combination of Indonesian and English frequently emerges in speech event, for examples *temans*, *Mister*, *mendownload*, *gak free*, *what*, *dateline*, *downloadannya*, *hardcopy*, *sofcopy*, *browsing*, *lowbat*, *games*, *searching*, *keywordnya*, *up to you lah*, *keep smile*, *good good*, *disavekan*, and *thanks ya*. This phenomenon also described in research conducted by Manns [6, 7, 8]. The aspect of Javanese culture also influenced at that speech event, because cultural and language background from Javanese speaker. Besides that, the location is in Java, so directly or not it influenced in that speech act.

Closing

This research is closely related to the position of Indonesian language as state language, especially in relation to the function of education domain because speech event happened in campus. Generally, it can be said that Indonesian mastery is not fairly good. Student's motivation to learn Indonesian is generally low. Most of them said that they get bored in learning Indonesian because they already learnt Indonesian start from elementary school until higher education level, even though their Indonesian language competence is not good enough. Based on this background, Indoglish phenomenon emerges in education domain. Indoglish occurred also represents searching for self identity for teenager who are curious and they want to do experiments,

including language use.

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THE ADAPTATION OF WESTERN CULTURAL ASPECTS INTO BANYUMASAN IN 'CURANMOR' RADIO COMEDY

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Abstract

Jokes have long been a fixture in Indonesian people's interactions. They exist not only as a form of entertainment, but also as media for self-reflection and social criticism. With a bunch of functions, it is no wonder that jokes are one of the most frequently found texts in the country. They come up in daily conversations, speeches, stand ups, books, dramas, etc. in either written or spoken forms. One of joke presentations in Indonesia is a comic radio program called 'Curanmor' which won the heart of the people in western Central Java regions who speak Banyumasan Javanese. The use of Low Banyumasan dialect was so prominent in its dialogues and most listeners felt familiar with the setting of the jokes. Little do they know that most of the jokes were not originally Banyumasan; most of them were adapted from western jokes available on the internet. This paper will discuss how the adapter of Curanmor adapted the western cultural aspects to Banyumasan and to what extent the alterations had been made in relation with the preservation of humor ideas in the jokes. Three episodes of Curanmor and their English counterparts will be taken as the data. Theories on humor, pragmatics and culture will be used to analyze and explain the phenomena. It is expected that the result of analysis will provide more understanding on how transfer of messages can be successfully done between two different languages with different cultures.

Keywords: adaptation, cultural aspects, jokes

1. Introduction

Sanders (in Milton, 2010) says that adaptation will usually contain omissions, rewritings, maybe additions, but will still be recognized as the work of the original author, where the original point of enunciation remains. Similarly, Dryden (in Milton 2010) calls adaptation as imitation in which the original point of enunciation may now have changed, and although certain characteristics of the original may remain, the new text will be more that of the adapter or rewriter. Therefore, an adaptation can be defined as a transfer of message from one language to another where the main ideas or plot are preserved, but the form might have changed dramatically it becomes more of a re-creation than a translation.

Venuti (in Milton, 2010) says that in adaptation basically there are two kinds of interpretants, the first is formal interpretant, i.e. structural correspondence between the adapted materials and the plot details, particular style or concept of genre that necessitates a manipulation or revision of the adapted materials; and secondly thematic interpretants, i.e. codes, values, ideologies which may include an interpretation of the adapted materials that has been formulated elsewhere. Compared to the first kind, the second kind will result in looser adaptation which preserves only the theme and values of the original work.

James (2011) says that adaptation is a kind of activity which involves two languages and two cultures. Other than dealing with structural and semantic aspects,

an adapter will have to understand the cultural aspects of the text and find the best way possible to deal with them in line with his/her stance on the aspects. The challenges one faces in transferring messages will be greater when the cultures involved are far apart, and the solution often depends on some factors like how much the adapter wants to preserve the cultural aspects of ST, how much freedom he/she has in relation with clients or customers, how much alteration the text allows him/her to do, etc. Cultural implication in adaptation may range from words and structures to ideologies or even way of life. The adapter has to decide whether the cultural aspects in the ST are important or not, and whether they should be brought into TT or not. Surely, the consideration should include the readership of TT.

Newmark (1988) defines culture as the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression. Language and culture are inseparable, as Vermeer (in James, 2011) says that "language is part of a culture". Language exists in the context of culture, while culture can not exist without having language in it (Lotman in James, 2011). In translation or adaptation, cultural implications is important issue as the differences between cultures may cause more severe complications than do differences in language structure (Nida in James, 2011). On the other hand, similarities in culture can provide equal understanding although there are differences in language structure.

In transferring message, Nida (in James, 2011) says there are two types of equivalence, i.e. formal equivalence where form and content are reproduced as faithfully as possible; and dynamic equivalence where there are attempts at relating the receptor to modes of behavior relevant within the context of his own culture.

It is pointed out that whenever one transfers a message, he should consider for whom the SL text is intended and whether

the readership corresponds to the potential TT reader (James, 2011). After knowing the profile of the intended audience of the ST, he then makes consideration to the audience of the TT, whether they have similar level of intellect, expectation and cultural knowledge (Coulthard in James, 2011).

Adaptation can appear in various types of text in various fields, when it is necessary to make adjustments according to the general tastes of consumers of that culture (Milton, 2010). The frequent cases are adaptations to children materials, advertisements, movies, including dramas. The form of adaptation can vary and have different purposes, such as making text simpler to be read by children, making a product acceptable in foreign markets, reducing production cost of published material, censoring sensitive material etc. In humorous texts, adaptation is usually done to make the humor acceptable in TL, and sometimes to recreate another form of entertainment while at the same time enhance its potency to arise laughter.

Freud (in Holand, 1991) says "laughter arises when psychic energy is freed from its more or less static function of repressing the forbidden thought", while Kant (in Holand, 1991) says "laughter comes from the sudden transformation of a strained expectation into nothing". In addition, McGraw and Warren (2010) say humor occurs when three conditions are satisfied: 1) something threatens one's sense of how the world "ought to be", 2) the threatening situation seems benign, and 3) a person sees both interpretations at the same time. Therefore, a joke is funny because it brings the reader into a particular expectation, but this expectation is abruptly dismissed at the end. To fulfill this purpose, traditionally a joke will consists of a set up and a punchline.

Despite its illogical nature, joke is a creation of human's mind which represents how the creator perceives the reality around him. A lot of jokes are about social circumstances at a certain point of time, and may aim at making sense, criticizing or fixing improper situations. That means many

jokes are bound to the social and cultural aspects without which the humor will never be made nor perceived. A joke about Irish, for instance, will not be understood by people of different nationality where Irish stereotyping is unknown. Therefore, anyone trying to transfer humor between languages must consider the cultural aspects, especially when the idea is very culture-specific. When there is a potency of misunderstanding, he has to find the best way to deal with the cultural differences. The alteration can be minimal, with changes in diction and names. However, it can go further as changing the entire references into those of TL culture, with only the main ideas intact. This is obvious in adaptation, where the intention of the work is to boost readability, often at the cost of the originality of TT.

One example of this is the adaptation of Western jokes into a radio program entitled Curanmor. Curanmor is a radio comedy program produced by YES Radio Station, Cilacap. This program is also distributed to radio stations in neighboring districts like Banyumas, Purbalingga, Tegal and Banjarnegara which use Banyumasan language. Banyumasan is a sub-culture of Javanese centered in the west part of Central Java province, Indonesia. It is identified mostly by the use of Banyumasan dialect, a variant of Low Javanese language distinguishable by pronunciation, stress and some diction. It is said that Banyumasan Javanese does not acknowledge social strata; a representation of the egalitarian nature of the people in the region. Although the people also speak high Javanese, its existence is merely a result of interactions with 'outsiders' who come from regions closer to Javanese courts. Along with their egalitarian nature, Banyumas people are also known for their honesty and openness (known as *blakasuta*), as reflected by their language.

Curanmor was widely favored by radio audience, especially during 2006-2008, when it was aired a few times a day. Each drama lasted for 2-4 minutes consisting of a set of dialogue between two or more characters, with narration in the

beginning and sometimes in the middle. The plots have resemblance with some Western jokes, thus undoubtedly they were of the same origin. The drama, however, had been heavily domesticated using Banyumasan language and culture, making its origin unrecognized by listeners unfamiliar with Western humor literature. Such domestication is very interesting to analyze, as there seems to be various techniques employed to successfully adapt the joke into a dramatic presentation in TL.

2. Methodology

The analysis is descriptive-qualitative, aimed at identifying the techniques of adaptation, with a prominence on the adaptation of cultural aspects, on Curanmor radio comedy. Three questions were addressed, i.e. what is the adaptation techniques used, how did the adapter deal with the cultural aspects of the humor, and what is the effect of the techniques to the humor. Three Curanmor dramas entitled *Anak Monyet*, *Bakul Utek* and *Dewa Kematian*, and their English joke counterparts were taken as data sources. Those data sources were chosen because of their abundant cultural implications. The dramas' audio files were played and transcribed to make the analysis easier, then were compared to the original versions of the joke, taken from www.lotsofjokes.com. The researcher identified the changes present as a result of adaptation process and classified the techniques responsible for the changes. He also tried to describe the possible reasons behind the techniques, and decided whether the techniques affect the humor of the texts. Conclusions were taken to answer the problem statements.

3. Result and Discussion

a. Adaptation techniques

The analysis to the structures of SL texts (STs) and TL texts (TTs) reveals both have typical joke structures, i.e. each starts with a set up and ends with a punch line. However, they differ greatly in terms of presentation medium. While the SLs are written texts for reading, the TTs are audio

dramas intended to be listened by distant audience. These different media are reflected by the domination of written language in STs and spoken in TL. The STs use everyday English, written in one paragraph or two, with average length of 8 sentences (mostly indirect). The TTs, on the other hand, use low Banyumasan Javanese commonly spoken by low class people in the region and have 40 utterances in average. The change of volume indicates that while trying to replicate the humor idea, the adapter has greatly altered the STs through some techniques:

Table 01. Adaptation Techniques

1	Changing sentences into utterances to create different genre (prose to drama)
2	Expanding single sentences into multiple utterances
3	Creating new sub plots
4	Changing SL cultural terms and concepts into TL's
5	Making implicit information explicit

The plots in the STs are mostly simple, described by a sequence of sentences in which each sentence represents one action, state or happening. In TTs, these sentences were extended into dialogues, with five to ten utterances representing one ST sentence. Most of these extensions retain the original STs sentential idea, but they can be quite complex that the presence of new sub-topics can be identified.

Example 01:

ST
A woman got on a bus holding a baby. <u>The bus driver said: "That's the ugliest baby I've ever seen."</u> In a huff, the woman slammed her fare into the fare box and took an aisle seat near the rear of the bus. The man seated next to her sensed that she was agitated and asked her what was wrong. "The bus driver insulted me," she fumed. The man sympathized and said "Why, he's a public servant and shouldn't say things to insult passengers." "You're right," she said. "I think I'll go back up there and give him a piece of my mind." "That's a good idea," the

man said. "Here, let me hold your monkey."
TT
Attendant: Tapi ngomong-ngomong, biyunge nggawa apa kuwe? (<i>Eng: By the way, what are you holding, Mam?</i>)
Woman : Rika matane ora melek apa kepriwe? Kiyé tuli bocah. Anake inyong kiyé, Kang. (<i>Eng: Are you blind? This is a baby. My baby</i>)
Attendant : Ha ha ha... Anake rika? Ha ha ha. Elek temen koh. Jan elek banget yakin. Aku ya seurip-urip ketemu karo bayi, ndeleng bayi, sing paling elek kuwe anake rika, Yu. Ha ha ha. Lomanis... Lomanis! (<i>Eng: Ha ha ha, your baby? What an ugly baby. Really-really ugly. I've seen so many babies in my life and yours is the ugliest ever, ha ha ha</i>)

The above example shows that the adapter had developed the original sentence (underlined) into at least seven utterances in TL. There are additional ideas (the attendant asked the woman what she was holding & the woman said the attendant was blind for not noticing her baby). The idea that 'the attendant considered the baby the ugliest' was then developed into multiple laughter and repeated comments on the ugliness of the baby with increasing intensity. Other than to make the text longer for audio presentation, this expansion of the original idea also makes the adaptation livelier, more conflict-inducing, and potentially more humorous than the original.

While the set ups were amplified in quantity and quality, the punch lines also underwent expansion. The typical one-sentence in the STs was extended into 4-5 utterances, sometimes spoken by different characters. The following is the example of such expansion:

Example 02:

ST
"That's a good idea," the man said. "Here, let me hold your monkey"
TT
Driver: Ya betul, betul. Tampongi bae ngana

Bu. Lha kuwe nik kira-kira mandan angel, ngene kuwe tek cekeli ketheke ngeneh. (*Eng: Right. Go and beat him, Mam. If it's difficult to do, let me help holding your monkey*)
 Woman: Kethek? (*Monkey?*)
 Driver: Lha kuwe sing diemban nang rika, kethek mbok? (*Eng: That thing you are holding. It's a monkey, right?*)
 Woman: Wooo! (*Eng: You...!*)

A typical joke ends in a punch line, a sentence which abruptly breaks the reader's expectation. It usually has implicit meaning which, when contrasted to the reader's logic, will create a shocking sensation resulting in laughter. Therefore it is commonly believed that the implicitness of the punch line is an important part of a joke. However, in the above example the TL punch line is elaborated, uncovering some of the explicit meaning. The writer is exposing the idea by having the driver said "*Lha kuwe sing diemban nang rika, kethek mbok?*" to spotlight his misunderstanding. The elaboration and explication of the punch lines in TTs might be done to make the humor more understandable or more spectacular in TL.

b. Cultural Adaptation Techniques in Curanmor

In adaptation, the adapter deals not only with two languages, but also two cultures. He/she should have thorough knowledge of the two cultures, and depending on his/her stance, he/she will make necessary adjustment to the cultural aspects of the text. An adapter may either be SL-oriented (foreignization) or TL-oriented (domestication) although in most adaptations the latter will be obvious. In Curanmor, the adapter has altered the original text greatly that it belongs to a different genre. He also made adjustment of the cultural aspects so extensively that most audience in TL will not realize that the dramas originated in western jokes. The following is the table of adaptation techniques specifically used by Curanmor writer in dealing with cultural aspects:

Table 02. Cultural Adaptation Techniques

1	Changing the register, from semi formal in ST into colloquial in TT (Low Banyumasan Javanese)	He shouldn't say things to insult passenger – <i>Pancen dasar kae kenete jan. Ora nduwe utek apa kepriwe ya. Ora patut omong-omongane.</i>
2	Changing SL cultural terms into TL cultural terms	Bus – <i>Angkutan Kota</i> , 100 dollars – <i>500 ewu</i>
3	Adding cultural words in TT which do not exist in ST	<i>Lomanis, Arjuna, Bakul bakso, Gusti Allah, entok, basur</i>
4	Adding cultural concepts in TT which do not exist in ST	<i>Njaluk ijin RT/RW, Bali kang Malaysia,</i>

The cultural aspects in the data, especially of the TTs, are shown by the presence of cultural terms, cultural concepts and culturally-bound actions used in the dialogue, and the style and register of the dialogue itself. Here is one of the examples in the Target Text (see example 01 above for the Source Text):

Example 03:

ST – (inexisted)
TT Attendant : Lomanis, Lomanis! Woman : Nyong arep nang YS Radio kiye. Angkutan sing endi kiye? (<i>Eng: I want to go to YS Radio Station. Which minibus should I take?</i>) Attendant : Kae angkutan kota sing warna ijo. Numpak gagean. (<i>Eng: There, the green one. Get in quickly!</i>) Woman : Angkutan ijo kae ya? (<i>Eng: That green one?</i>)

In the original joke, 'bus' is used as the setting of the story. It is one of the most common public transports in western countries. Although the similar vehicle does

exist in Indonesia, the clause *'the woman slammed her fare into the fare box'* tells us that 'the bus' in this context is specific to SL culture. The adapter changed this mean of transportation into 'angkutan', a much smaller vehicle (also called minibus) used as public transport for short distance trips inside Indonesian towns and cities. 'The green one' is also culturally-bound since in Cilacap public minibuses have one basic color i.e. green.

Another alteration of cultural aspects is the change of profession name i.e. bus driver into 'kenet' (a public minibus attendant whose main job is to collect money from passengers). This familiar Indonesian profession was highlighted by the repeated call 'Lomanis, Lomanis!', typically uttered by public transport attendants. The word 'Lomanis' and 'YES Radio' are both geographical-cultural words only exist in TL, as the first is a town in Cilacap District, while the second is a radio station (an 'Easter Egg' referring to the studio where Curanmor program is produced).

Reference to art and social aspects were also used to domesticate the adaptation as shown in a piece of dialogue uttered by the woman when the attendant made bad comment on her baby (see example 01 for the ST):

Example 4

ST - (inexisted)
TT Woman: Kiyé anake nyong dinyek. Kenet kurang ajar. Genah anake nyong ngganteng kaya kiyé ko. Wong ramane kaya Arjuna, ibune kaya Srikandi ko anake diomong elek. Mangkelna ati. Bojoku bali kang Malaysia tek wadulna masa ora tempilinga kae wong. <i>(Eng: That rude attendant mocked my child. My child is obviously great looking. His dad is like Arjuna and his mom is like Srikandi. I'm so upset. If my husband is back from Malaysia, he will beat that guy up)</i>

This piece of dialogue does not exist in the ST. Metaphors using two characters of Mahabarata, Arjuna and Srikandi, were created to hyperbolically describe the speaker's look and her husband's. The two characters are famous to radio audience as Mahabarata story, art and philosophy have been integrated into the life of Banyumas people. Furthermore, the clause *'Bojoku bali kang Malaysia'* shows another familiar concept among Banyumas people as many Indonesians are migrant workers in Malaysia.

c. The effect of the adaptation to the humor

Curanmor was very popular among Banyumas inhabitants especially during the year of 2006-2008. The fans of the program described it as 'very funny' and 'very Banyumas'. Most of them praised the humor in the plot, with a highlight on the ending (punch line), and the dialogue presentation which uses Low Banyumasan Javanese. Even among the native of Banyumas, the use of the dialect is considered 'unusual' and 'ridiculous' because people today tend to use 'softer' Javanese for more 'civilized' image. The dialect also allows the characters to speak in colloquial, straightforward, often 'rude' way, as it is commonly believed that manner is loose among people of lower class. The colloquial register is effectively used to strengthen the problems and conflicts among the characters. Metaphors, hyperbolic expressions, exclamations are used to breach the maxims of cooperative and politeness principles, creating more deviations of logic.

Besides using different register, the plots of STs were developed in TL with more complexity. New names, places and actions were presented to the audience, some with additional sub-plots. This is obvious, for example, in second data entitled *Bakul Utek* (Brain Seller). In the ST, the plot starts with a man willing to change his brain to be smarter. In the TT, however, it starts with a man pushing his cart to sell brains along the street. Such alteration of plot gives

a way for more ridicule, and therefore creates more humor in number and intensity.

4. Conclusion

Transferring humor from one language into another requires utmost knowledge, not only in language but also in culture. The gap existing between cultures often raises problem since cultural aspects in SL might absolutely foreign to the audience in TL. It is then necessary to decide whether one will preserve the cultural aspects in the ST, or change it in any way possible to the culture of TT for the sake of readership and enjoyment. The analysis to Curanmor dramas shows that the adapter chose the second. He did a lot of changes to the original jokes, went as far as changing the register into audio dramas. He created not only a new form of entertainment, but also texts which sound very much abound to the culture of Banyumasan, as if they belongs to the local people. Only the main plots of the jokes are preserved in the adaptation, which were enhanced with additional sub-plots, more conflict-inducing words and hyperboles. All his attempts seem successfully create fresh presentations with more humor potency, making it funnier than the actual jokes. Rather than accusing the adapter for making such deviation, we should salute him for his creativity, and his intention to entertain people in Banyumas region.

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PHENOMENON OF “GADO-GADO” LANGUAGE OF THE BILINGUAL CHILDREN’S UTTERANCES IN YOGYAKARTA

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ABSTRACT

“Gado-gado” language is the language phenomenon which is more interesting and complex than code switching. The occurring phenomenon in the bilingual children’s utterance in Yogyakarta has complex features, namely the ‘disorder’ in language such as interference, the language simplification such as pidgin, the *insertion* such as code switching, the interlingua form such as interlanguage. This phenomenon is often found in kindergarten and elementary children’s utterances.

“Gado-gado” is a process of mixing the Javanese language units into the Indonesian language, and vice versa. Its complexity relies on the characteristics of the language ‘shapes’, namely the mixing of the language sounds to words, affixes to word, word to phrase, word and phrase to clause, and word or phrase to sentences. This phenomenon is influenced by the speaker models, the lingual similarity units of Indonesian and Javanese, the unstable bilingualism errors, and the spreading language mixing habit, in which the resulted phenomenon triggers the fossilization and phonology acquisition disorder.

Key words: “gado-gado” language, bilingual children, yogyakarta

I. INTRODUCTION

Starting living in Yogyakarta in 1988, I have found that Yogyakarta people like to use the Indonesian language (IL) and Javanese language (JL) (both ‘krama’ and ‘ngoko’) together in one bound of talk. They are lecturers, college students, boarding house owners, food sellers, and children. This type of talk (the I-J language mixing) also happens in the formal occasion. For example, the college students who were working for their college community service programs communicated by using this I-J language mixing with the local people. When they talk in “Krama Javanese”, both the students and the public figures of the society mixed their language with words and phrases from Indonesian.

The mixing language phenomenon that takes the reverse of I-J or J-I, which is familiar with the term “gado-gado” is not even homogeneous. Although most Yogyakarta people are bilingual, their Indonesian and Javanese languages (Krama Javanese) are varied. The youngsters master Indonesian better, while the elders master Krama Javanese better, and the children have not mastered both well. Here are the examples of the college students’ induced talks that use Krama Javanese. These “gado-gado” talks sound

‘funny’ to hear that trigger people’s laughter for the inappropriate use of words.

(1a) Kulo berdiri ting mriki, sak perlu badhe paring sambetan.

‘saya berdiri di sini dengan keperluan mau memberikan sambutan’

(I am standing up here for I want to give a speech)

(1b) Matur nuwun atas wekdal punika.

‘terima kasih atas waktu ini’ *(thank you for this chance)*

The utterance examples above are the spontaneous talk while the students were asked to give a speech in public. The Javanese talk was mixed into Indonesian, even, it brought the new language form which did not come from the Indonesian and Javanese languages. In (1a) he forgot the word of Krama Javanese for *jumeneng* which means ‘berdiri’ (stand up) and *paring* which was supposed to be *atur* ‘give’. It shows the similar case for the utterance of (1b), the word ‘atas’ (for) should be *awit saking* (for). In (1a), he even spoke *sambetan* for *sambutan* (speech). He was trying to make such an analogy system of Indonesian to Javanese /a/ → /e/ such as in the words: seram → serem (scary), mempelam → pelem, karam → kerem (sink). The analogy

which he was making was not appropriate for that case because *sambetan* in Javanese means *pinjaman* (loan), not *sambutan* (speech) as what was actually intended to convey through their talk.

What about the children's utterances? Paul Ohuiwutun (2007) states that the children in Yogyakarta like to mix the Indonesian and Javanese languages while speaking. Based on the observation, the kindergarten children's utterances represent the mixing language phenomenon between JL-IL and IL-JL. Regarding to that case, it can also be inferred that acquiring both of the languages at the same time is not always good for the speakers although both of them are rooted from the same language family. Ohuiwutun (2007) mentions the children's utterance phenomenon as "gado-gado".

The "gado-gado" language of the bilingual children in Yogyakarta is interesting due to two main things: the diverse language format and the diglossia indication. It implies that the Indonesian function as 'high language' (H) or formal language and Javanese as the 'low language' (L) or the everyday communication and family language, are massively leaked out. As stated by Fasold (1997: 36), what is supposed to use during the communication with the family, especially when the parents talk to their children, they should use the L language. The low language is acquired in subconscious process, but the H language is acquired through the conscious and formal learning process, which is commonly learned at schools. Those two facts are not applied in Yogyakarta.

The reverse diglossia leak between JL-IL and IL-JL in Yogyakarta cannot be separated from the sister-language elements. As commonly known, the Javanese and Indonesian languages belong to the same root of language, in which according to Wauk & Ross (2002: 14-15), they belong to West Malay-Polynesian (WMP). As the sister language, Indonesian and Javanese have many similarities, especially in the vocabulary. Both languages are also similar in the phonology, morphology, and syntax systems. These similarities bring such a 'comfort' to use both in any occasions, even mix their language elements.

Most Javanese speakers, especially the ones in Yogyakarta, are the Indonesian language speakers as well. It implies that the

bilingualism phenomenon occurs widely here. This bilingualism is caused by three diglossic situations, namely JL to IL, IL to JL, and IL-JL or JL-IL which happen simultaneously. These three forms create the interesting language phenomenon to be further investigated under the language mixing. The question which come out is: Are the children's utterances still the same, or Are there any developments on them? What are the characteristics of the "gado-gado" utterances?

II. DISCUSSION

A. Javanese and Indonesian Language Mixing

The language mixing phenomenon between Javanese and Indonesia can be found in most of the Yogyaneese. *First*, the code switching of Krama Javanese and Indonesian. The elders switch the two language codes for the politeness and appropriateness reasons. Certain Indonesian verbs are substituted to Krama Javanese verbs to emphasize a sense of appreciating the communication partners. See the following examples.

- (2a) Pak Dekan, saya mau *matur*, besok mau *nyuwun tapak asma*.
'Pak dekan, saya mau bilang, besok mau minta tanda tangan.
(*Mr. Dean, I want to tell you that tomorrow I want to ask for your signature*)
- (2b) *Mangga*. Silakan ke kantor besok pukul 12, Bu.
Silakan, silakan ke kantor besok pukul 12, Bu.
(*okay, please, just come to my office at 12 tomorrow*)

The above utterances are the code-switching utterances of Javanese into Indonesian. In utterance (2a), the word *matur* 'bilang' (say/ tell), and *nyusun* 'meminta' (ask), are two polite words since the words of the Krama Javanese imply how the speaker places himself in 'lower' position than the one he was speaking to. This utterance form is used by the younger person or the one with lower professional and/ or social position. This works also for the word *tapak asma* 'tanda tangan' (sign) which indicates the attempt of showing a respect to the speaking partner. Then the speaking partner replies the utterance in the same way by showing a respect by saying

manga 'silakan' (please). This exclamation form is a way and sign of respect of a dean to his speaking opponent.

Second, the code switching of the Indonesian language into the Ngoko Javanese. The elders often make the code switching from Indonesian to Javanese for a solidarity purpose. Speakers in the higher position use Ngoko to speak with their lower speaking opponents. However, for building the solidarity, the higher speakers mix their utterances from Indonesian to Javanese.

- (3a) Dosen: *Ora usah dipaksa. Mbarke wae, jalan terus.*
“tidak usah dipaksa. Biarkan saja, (kamu) jalan terus’
(*Don't push it/ don't push yourself. Just let it, keep going*)
- (3b) Mahasiswa : *Inggih, Bapa. Sendika dhawuh.*
‘iya, Bapak. (Saya) ikuti perintah (Bapak).
(*okay Sir, Will do*)

Opposing the code switching from JL into IL, the examples of the IL-JL code switching above is created by the higher speaker to the lower in building the solidarity to show a closeness. The Ngoko Javanese Utterance (NJU) has a high solidarity power, yet it at the same time has the authority power. The higher speaker uses the Ngoko Javanese language when speaking with the lower speaker to show that he has high authority power.

- (4a) Dosen: *Ini masukan saya, apa kowe arep mlaku dhewe?*
“ini masukan saya, apa kamu mau jalan sendiri’
(*this is my suggestion, do you want to make up your own decision?*)
- (4b) Mhs : *Baik, Pak. Mohon maaf. (Okay, Sir. I'm sorry)*
- (4c) Dosen : *Ya wis, kana. Ndang digarap. Jangan buang-buang waktu.*
‘ya sudah sana. Segera dikerjakan, jangan buang-buang waktu’
(*You may go now. Do it soon. Don't waste your time*)

The utterance (4a) shows that a lecturer uses Indonesia to maintain the formality and uses NJU to show his authority. Code switching and code mixing are made to

strengthen the speaker’s position of what he/she is.

Third, the hybrid-interference utterance. This phenomenon comes out due to the NJU power of Indonesian, since most Yogyanese acquire Javanese as their mother tongue. They get the Javanese input from their family, relatives, and society since childhood. The language codes which they acquire probably the Ngoko or Krama Javanese codes. Their repertoires are then filled by the Javanese language, which varies from the phonemes, morphemes, words, or language structures. They always get the Javanese input as long as they are growing up. Regarding to that, they belong to the active Javanese language speakers.

These Javanese speakers acquire Indonesian after they are studying at schools, starting from kindergarten or elementary schools. Their teachers use Indonesian as the academic language of their daily communication in classes. Of course, the children, willy nilly, involve in the communication and they automatically acquire the Indonesian language in natural situations. They learn the language and use for the communication purpose at the same time in the school.

The fact which was found is that the interference from Javanese to Indonesian occurs among these children in the beginning of their Indonesian learning. The language uttered used many Javanese vocabulary and Indonesian structure. Pay attention to the following conversation between Rifki and Adit, in one kindergarten of Yogyakarta.

- (5a) Rifki: *Bu Guru, Mas Adit mendelik.*
‘Bu guru, Mas Adit bersembunyi.
(*teacher, Adit is hiding*)
- (5b) Guru: *Mendhelik di mana? Kenapa kok ndadak mendhelik?*
‘bersembunyi di mana? Mengapa harus bersembunyi?’
(*where id he hiding? Why is he hiding?*)

The form ‘mendelik’ is the hybrid form. It is not the code switching form. This emerged because the child integrated the IL affix with the root NJU form. In NJU, *mendhelik* should be *ndhelik* because {meN-} belongs to the IL’s affix. on the contrary, in IL the d form of that word should be *bersembunyi*. This hybrid form

is resulted from the negative transfer due to the morphological structure ambiguity of the child.

B. “Gado-gado” Language of Yogyanese Children

“Gado-gado” language is the interesting language phenomenon which is more complex than code mixing. Gado-gado is the mixing language but it is not about spreading or using the pieces of words (one or two words) into an utterance but more to combine the language elements that the characteristics of the two languages are mostly “integrated”. This phenomenon is found in the kindergarten and elementary students’ utterances who live in a bilingual environment. The characteristics of the “gado-gado” language are as follows.

1. Code mixing and interference in an utterance

An utterance can be classified into a code mixing or an interference. The utterance is called as code mixing if the word pieces or phrases mix from one language to another language because of certain reasons, not because the speaker does not know the words in the target language. The interference is the opposite of it. It is the use of the piece of words or phrases because the speaker does not know the words of the target language or because of an ambiguity of the first language to the second language.

- (6a) Yoyok: Ayo *dolanan* di *njobo*. *Ra entuk* di kelas.
(*let’s play outside. We cannot play here inside the classroom*)
- (6b) Guru : Tapi *tetep ati-ati* lho Mas. Temene jangan diajak *penekan*.
(*but please be careful. Don’t ask your friend to climb*)
- (6c) Alisya : Kalau cewek tidak *penekan*. Cuma *pasaran*.
(*we’re girls, we do not climb. We’re just playing as sellers and customer/ shopping*).

The above utterance were the “gado-gado” utterances of the kindergarten students with their teacher. It seems like the code mixing at glance. But if it is investigated further, the background which tells why it happens will be revealed. In utterance (5a) the student used the words *dolanan*, *ora*, and *entuk* because they wanted to speak fluently. When

they were asked about the synonym of the word *dolanan* in Javanese, they could not answer the question. It also occurred when they were asked the synonym of the word *njobo*, they could not answer it either. However, they could answer the synonym of the word *ra entuk* in Indonesian, namely *tidak boleh*. But in utterance (6c) of its third line, the word *penekanan* expressed because the children did not know the mutual-meaning words in Indonesian, also for the word *pasaran*. The form of this word (*pasaran*) comes from the original Javanese language form which is loaned by the Indonesian language through the reduplication, which becomes *pasar-pasaran*. Whereas in Indonesian, that word conveys different meaning which is something in bad quality (the connotation for something in bad quality).

It is important to note that the “gado-gado” utterances above were also triggered or emerged by the teacher. Coming from this, there is an assumption that the teacher (as the language learning model) causes the emergence of “gado-gado” language. The similarity of the Javanese and Indonesian word banks is the cause of it. Generally, teachers do not even think of the vocabulary taught to children, whether it is the part of the Indonesian or the Javanese language. It means that both Javanese and Indonesian are equal for them since these two languages can be well understood.

Code mixing is differed from borrowing. Commonly, borrowing only involves the lexical element, while the code mixing involves the word, phrase, clause, and sentence. Borrowing occurs in monolingual but code mixing occurs in bilingual speakers. Borrowing shows the expression limit while the code mixing implies the speakers’ creativity dealing with the vocabulary and other language structures. Borrowing only involves nouns and a few adjectives, but code mixing involves most parts of speech (Sridhar & Sridhar via McKay & Hornberger, 1996: 58).

Several code missing types can be accepted but some others are not since they are not grammatical. However, the code mixing requires more sophisticated linguistic competence than the monolingual competence. A code mixer should have an ability to integrate the grammatical units of the different language system into a more complex

linguistic structure (Mckay & Hornberger, 1996: 58).

2. Simplification Form, like Pidgin

Pidgin is a language phenomenon which enables two languages to interact specifically. Pidgin is formed from two languages, as the donor and receiver. The donor language functions to donate or contribute the vocabulary and the language receiver functions as the grammar donator. The pidgin language gets a simplification from its original language (see Paulston & Tucker, 2003: 288).

“Gado-gado” language which is uttered by the bilingual Yogyanese children has some pidgin characteristics, namely the simplification of the structure, and the form mixing from the Indonesian vocabulary and the Javanese language structure (Holmes, 1995: 91). However, the “gado-gado” language is different from the original pidgin because the “gado-gado” language is not formed by two language speakers but it comes from the internal factor in the bilingual speaker which shows the unstable state of the languages. Another characteristics is the donator of the “gado-gado” language takes turn between Indonesian and Javanese.

- (7a) Didy : *Nek* aku nggambar diri, mulas diri.
(*I'm drawing myself, painting myself*)
(7c) Lutfi : Tapi jelek, *metu-metu*.
(*but that's bad. Messy*)

In the utterance (7a), the child used the ‘reflection’ form and in the utterance (7b), the child used the form *metu-metui* ‘*belepotan*’. Both of the forms are the simplification of the reflection and *metu saka garis* ‘*keluar dari garis*’ (gets out of the line). In the utterances (7a) and (7b) above are the examples of the IL and JI language mixing utterance with a simplification. See the following examples.

- (8a) Anin : Aku mesti *ndherdeg*.
(*aku pasti gemetar*)
(*I'm always nervous*)
(8b) Putri: Pa gak sa baca? Blajaro...
blajaro...
(*apa tidak bisa membaca? Belajarlah*)
(*can't you read? Study*)
(8c) Anin : *Gorgi* luk salah, da blajar
(*grogrog kalau salah, sudah belajar*)
(*U'm not confident while making*
mistake whereas I've studied)

The utterances of the first grade elementary students in (8a), (8b), dan (bc) above contains the “gado-gado” utterances of IL-JL with the simplification of the form *sa* from *bisa* (able), *pa* from *apa* (what), *luk* from *kalau* (if). The simplification is gained from the simplification system of the Javanese utterance which is sometimes abbreviated, such as: *ora duwe* ‘do not have’ becomes *ran de*. The simplification belongs to the contraction category (Harimurti, 2007). The utterances (8a) and (8b) also contains a simplification in metathesis form, namely *dherdheg* for *ndhredheg* ‘*gemetar*’ (trembling) and *gorgii* for *groggi* (nervous). Through the elicitation, it is known that this form can be uttered not because they could not cluster the words but because they thought that the metathesis form is the correct one.

The utterances (8b) and (8c) also contains the characteristics of pidgin-creole utterance as stated by Dreyfuss & Oka (1995) which is the hybrid form of the Chinese-Javanese ethnics’ utterance (the infinitive form of IL + JL’s affix). The form *blajaro* ‘*belajarlah*’ (please, study) is the simplification and the affix mixing of JL and IL. Other similar patterned forms which are found, such as: *tunjukno* ‘*tunjukkan*’ (please, show), *majuo* ‘*majulah*’ (please, come forward), *ke sinio* ‘*ke sinilah*’ (please, come here), and *hapusno* ‘*hapuskanlah*’ (please, erase it).

3. Interlanguage

“Gado-gado” language which is uttered by the bilingual children are not yet stable. “Gado-gado” language are uttered by the children who get the JL at home (as their mother tongue) and they who just learned IL at school and also by the children whose mother tongue is Indonesian and just learned JL through the interaction at school. Thus, the IL utterance in the class and the JL utterance in the peer communication result in the utterance which can be categorized as the interlanguage. Pay attention to the following examples.

- (9a) Ahsa: wedhi ya wedhi !! (seharusnya *wedi*
bukan *wedhi*)
(*takut, ya takut*)
(*I'm scared, just really scared*)
(9b) Tata : Ramai aja. *Mbok sedeku* gitu.
(*ramai terus. Silakan melipat tangan*)

(*why are you so noisy. Just sit straight*)

The utterance (9a) shows the JL phoneme target which is still influenced by the IL phoneme as the first language. The form *weidhi* which should be pronounced *wedi* 'takut' (afraid), not *wedhi* 'pasir' (sand). The children who gets Indonesian as their first language usually find a hesitance in differing the phonemic features of JL and IL, because IL does not have apico-dental phoneme but apico-alveolar, while JL has those two phonemes. At the beginning of their classes, the language forms of their utterances were still influenced by the IL phoneme, such as /d/ like in the word *dodol* 'berjualan' (sell) which was pronounced *dhodhol* 'bodoh' (stupid).

Utterance (9b) is an interlanguage form, as the translation of the JL into IL. The word *aja* is the translation of the word *wae* in JL, in which in IL, the form *saja* is used as the synonym of the word only. Thus in the forms of *mbok* and *sedekui* which are used in IL in utterance (9b) which is the construction of JL. In IL, such as that construction is not used. This is in line with Selinker's statement (1972) that interlanguage is the language which refers to the language system out of the first language and it is in between of the first and second languages.

C. Characteristics of the "Gado-gado" Language Form

"Gado-gado" language is a process of language unit mixing of Javanese into Indonesian, and vice versa. It means that the mixing of the lingual units in "gado-gado" language also occurs from Indonesian to Javanese. This mixing is relatively complex because it covers the phoneme element to word, affix to word, word to phrase, word and phrase to clause, and word or phrase to sentence. The commonly found data in the communication among children and between children and the elders.

1. Phoneme Substitution into Word

The analogy form of IL to JL is found in the children's utterances who learn JL before IL. The phoneme substitution is done to obtain "an impression" that the children can speak Indonesian. Here is the dialogue of the young learner by using L1 JI and L1 IL.

(10) Oni: Mana *lawah* sama *seganya*? Bawa *mrana*.

'Mana *lauk* sama *nasinya*? Bawa ke *sini*'
(*where are the rice and the dishes. Bring them here*)

Utik: *Lawah* apa (tidak memahami), *sega* apa (tampak bingung)
(*what dishes? (not understand), what rice (seem confused)*)

This substitution is done by the learner because JL and IL are different in the distinctive feature, namely /e/ → /a/ such as in affix {-ken} → {-kan}. The ver generalization process happens in this context. The form *lawah* is the substitution of /a/ in *lawuh* 'lauk', the form *sega* is the substitution of /a/ in *sega* 'nasi' (rice; it is commonly pronounced *segò*), and the form *mrana* is the substitution of /a/ in *mrane* 'ke *sini*'. The analogy with this substitution will disappear after the children acquire the vocabulary of the target language. This substitution is not understood by the children of LI as their L1.

Note: Once, when the writer was studying in the elementary school, this analogy was often found. Now, this strategy is seldom used by the children. It is just found among the suburban and village children with JL as the L1. This form emerges because the children with L1 JL will to learn Indonesian.

2. Affix Mixing into Word

The affix mixing into words happen in a reverse pattern, namely the IL affix to the infinitive form of the JL and JL affix to the infivinite form of IL. See the following examples.

(11a) Oni: Buuu.. Angga *mendhelik*, Bu.
(*teacher...Angga is hiding*)

(11b) Angga: Diamo, Oni. Jangan dibilang-no Bu Guru.
(*Keep silent please, Oni. Don't tell her*)

The utterance (11a) is the utterance which contains the hybrid word from the LI affix {men-} and infinitive form *dhelik*. The form *mendhelikai* has the 'hidden' meaning and it is not 'melotot'. Another word produced by the child is *membusak* 'menghapus' (erase) and 'membalang' 'melempar'(throw). This form is uttered by the children who just learned in the kindergarten or elementary school, whose

L1 is JL. On the contrary, the utterance (11b) is the “gado-gado” of the affix JL {-o} or {-no} to the infinitive form of IL *diam* (silent) and *bilang* (say). This form is mostly produced by the children whose L1 is IL and learn the JL in the school by peer interaction and from their teachers.

They find the affix feature in JL and it is applied to form the hybrid word. Another example is the word *dikasihno* ‘*dikasihkan*’ (given), *majuno* ‘*majulah*’ (come forward), and ‘*nyanyio*’ ‘*nyanyilah*’ (please, sing).

3. Word and word Mixing

“Gado-gado” phrase from the IL element and word of JL, or vice versa were found in the children’s utterances whose L1 are IL and JL at the same time. These children took advantage of the richness of the IL and JL word bank to form the phrase in order to fill the sentence slots.

(12a) Amik: Kamu *akan mulih bareng* siapa?

(*whom are you going home with?*)

Intan: Nanti aku dijemput papahku.

(*my dad will pick me up*)

(12b) Arief: Kalau *sudah njengking*, trus darahnya keisep.

(*if you’ve been bowing, the blood will be sucked*)

The phrase *akan mulih* ‘*akan pulang*’ in the utterance (12a) and phrase *sudah njengking* ‘*sudah nungging*’ in utterance (12b) belong to the “gado-gado” phrase which are formed by the IL and JL adverbs. This form is the productive form among the bilingual children who can communicate relatively fluently by using IL and UNJ.

4. Word to Clause and Sentence

“Gado-gado” language, word and phrase which are arranged to form a phrase or sentence. The language category used is sometimes difficult to determine, moreover if the children acquire two languages at the same time. The fact shows that the Yoganese children who live together in a big family or in a boarding house, often acquire the synonymous words of JL and IL concurrently, even the words of the “gado-gado” language form.

(13a) Ical: Jangan di *njero*, ntar *didukani* Bu Guru.

(*don’t be inside, you’ll be scolded by teacher*)

(13b) Angga : *Emoh* aku, di *njobo* panas!

(*No, I don’t wanna be outside. It’s hot there*)

The utterance (13a) and (13b) above show how the children mixed the words of IL and JL in their sentences. In the utterance (13a), the child used the IL *jangan*, *di*, *ntar*, and *bu guru* with the JL *njero* ‘*dalam*’ (inside) and *didukani* ‘*dimarahi*’ (schooled). The sentences above can be still assumed as the IL utterance which mix with the words of JL. The utterance (13b), the word element *aku* (I) and *panas* (hot) cannot be directly assumed as previously because both JL and IL have the words. Thus, the mixing of the words *emoh* ‘*ogah*’ (no) and *njobo* ‘*luar*’ (outside) in sentence (13b) can be categorized as the “gado-gado” of IL-JL, but it can also be categorized as the “gadi-gado” of JL-IL.

D. Cause and Effect of “Gado-gado” Language

Actually, the “gado-gado” language phenomenon or the language mixing in Yogyakarta needs to be more concerned. However, two languages which are mixed into one utterance without any reasons, brings the risk for the language sustainability. Although both JL and IL are the language sisters but each of them has their distinctive system.

The first thing which influences the lasting of the “gado-gado” utterance is the utterance model. The utterance model is the mixing utterance which is given by the teachers, parents, and society who become the model for the children who are still in their language acquisition development period. The adult language speakers do not give the proper context for the use of JL and IL. See the data that I found in one kindergarten in Yogyakarta below.

(14a) Guru : Kalau *rame* terus nanti *bijinya ndol-ndol* lho

‘*kalau ramai terus, nanti nilai kalian nol lho*’

(*If you are noisy, you will get zero*)

(14b) Siswa : Aku *anteng* Bu Guru.

‘*saya tenang Bu Guru*’

(*I’m silent Teacher*)

The above utterances show how a teacher used the JL into the IL, even produced

the “gado-gado” form *bijinya*, which is the infinitive form of JL for the word ‘*nilai*’ (score) and affix IL {-nya}. This “Gado-gado” form became the model for the children to produce other “gado-gado” utterances.

The *second* thing is the similarity of the elements of the IL and JL linguistic units. The similar words between IL and JL, supported by the policy of *Badan pengembangan dan Pembinaan Bahasa* to introduce other vernaculars affects to ease the IL learners for the local language speakers but it also affects to the emergence of this “gado-gado”. Any words said by children in JL, the listeners will surely understand and vice versa. There are so many similar nouns, verbs, and adjectives in the JL. IL often loans the words of JL, and JL sometimes takes the IL words. Dealing with that, the language contact between the two is very intensive.

The *third* thing is the unstable bilingualism error. This error triggers the interference-contained utterance, which sometimes unite the IL system into JL or vice versa. The form *mendhelik* ‘bersembunyi’ (hide), *membusak* ‘menghapus’ (erase), and *menuthuk* ‘memukul’ (hit) are the error examples. This form happens because the children have not known the vocabulary of the target language. However, this kind of form can still be understood by the listener. It is also spread in the communication chain fast among the peers. The teachers often do not give the sufficient responses and assume this as something ‘funny’.

The *fourth* thing is the language mixing habit which spreads. The habit of mixing the language or “gado-gado” does not only occur among children but also among teenagers and adults. “Gado-gado” language does not only happen due to the interference, but also because of the directness and habit. This habit is the important point to note since it is not easily overcome. Most IL-JL in Yogyakarta understand the “gado-gado” utterance in any of its variations. They do not feel disturbed, and even feel it as the solidarity and closeness effects.

“Gado-gado” language phenomenon which is developing massively affects the lasting of diglossia in Indonesia, especially in Yogyakarta. However, the language mixing is the one of the leak factor of the diglossia, regarding to the IL and JL language function barriers. The “gado-gado” language will

emerge the new language variants which affects the IL at school and JL at home. This condition triggers the higher risks of the diglossia development in Yogyakarta.

Besides, for the children, the “gado-gado” language may bring the negative effect for them dealing with the IL and JL acquisition. Several negative effects which are observed in these recent years are: (1) children loose the sensitivity to get the distinctive phonology features of IL and JL. The children cannot acquire the IL and JL phonemes appropriately. They cannot differ /d/ and /d̥/ such as in *wedi* /wêdi/ ‘takut’ (afraid) and *wedhi* /wêd̥i/ ‘pasir’ (sand), /t/ dan /t̥/ such as in *tutuk* /tut̥ʊ?/ ‘mulut’ (mouth) and *thuthuk* /tuʃ̥ʊ?/ ‘pukul’ (hit).

Besides those effect, there are also the disorder on the phonology acquisition of IL and JL, in which other result may cause the fossilization. The “gado-gado” language process which does not get the good feedback from the environment will result in the process of the second language acquisition, especially in IL because the children cannot get the standard language input of the IL. This inability can be identified from: (1) children’s failure to speak the standard IL without mixing the language with other lingual units of JL, both Ngoko and Krama Javanese and (2) children’s failure to speak Javanese by using the JL phonological system and acquire the Krama Javanese lexicon. The fossilization happens because of the L2 learning process whether they are JL and IL, the formed resulted from the interlanguage does not direct them to acquire the proper target language (see Ellis, 1994: 353-354). The fossilization may occur in the pre-systematic level and emergent level (check Corder, 1973: 289).

C. CONCLUSION

Home is where the first language grows. However, as stated by Edwards (1995: 190), school is where the culture is in hand, the center of the goal which has the strong power for the language. A school attempts to ‘smoothen’ and develop the language communication skill or the languages with the constituents. The school also becomes the school of the second language acquisition.

“Gado-gado” language is a phenomenon which shows that IL and JL’s diglossia are now endangered. Although the “gado-gado” language may come with its interesting

characteristics, this phenomenon is such a warning for the JL and IL speakers in Yogyakarta to decrease the practice of this language in communication and use the IL and JL language functions appropriately. Besides the language practice should use the correct form that children do not find it hard to acquire those two languages.

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COMMAWIKI: CREATIVE “DICTIONARY” IN SOCIAL MEDIA

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Abstract

Commawiki is a form of language creativity in social media. Commawiki is created by Putu Aditya Nugraha Pucangan, a blogger. This kind of expression is followed by many social media users, especially young people. The content of commawiki is a picture with a caption of definition or description of word meaning. The structure of the word meaning's description resembles that of description in dictionary, which consist of word, part of speech, and description of word meaning. Generally, the description of a word in commawiki does not refer to its “official” meaning like what has been described in a standard dictionary. The meaning of a word in commawiki is based on the interpretation of its creator. The interpretation is aimed at entertaining or humor. Commawiki is categorized into some topics, such as: relationship, characteristics, activity, interjection, emoticon, and time.

Keywords: commawiki, language creativity, language and youth

1. Introduction

Young people are more open and familiar to the development of social media. Social media sites are on the top ranks of preferred sites accessed by youth to facilitate their communication needs. They easily adapt and master the features applied in a social media. It enables them to share their idea and creation to the people worldwide.

The development of social media changes the way youth interact, communicate, and express their ideas. Even a new word can evolve as a result of representation of activities in social media, such as *selfie*, *unfriend*, *repath*, etc. Youth play a significant role in popularizing new vocabularies via their social media accounts. It has been reported by many researches that language used by youth shares linguistic innovations, especially slang innovation [1].

Since one of the natures of language is creative and youth is at the age of creativity, youth uses language creatively in social media. They interact each other with their own expression, such as using *alay* language and funny *meme*. It is

now prevalent that a person may become famous in social media because of his works or words. For example, expression such as: *di situ kadang saya merasa sedih, cetar membahana badai, #saveHajiLulung, gue mah gitu orangnya*, etc.

One lucky young man who becomes popular because of his works in social media is Putu Aditya Nugraha. He creates a unique *meme* of his own called commawiki.

2. Commawiki

Putu Aditya Nugraha, or usually called as Aditya, created commawiki, as in his spare time he found himself lazy writing and posting any article in his blog. A social media namely *Path*, attracted his attention to create a digital work about word definition like that of dictionary. He, then, put the definition, as the caption, on a picture. He “defined” the words based on the story, experience, heart-to-heart talk, and daily utterances of the people he met, both in real and virtual world. In creating commawiki, he often refers to *Kamus Besar*

Bahasa Indonesia and uses an application in his mobile phone. The structure of commawiki consists of picture and caption. The components of caption are the word, part of speech, and definition of the word according to the creator.

The term commawiki is derived from his account name *@commaditya*, and the word “wiki” which is identical to something related to searching of word meaning. Commawiki can be defined as meaning of words according to *@commaditya* (Putu Aditya Nugraha). Virtual expression a la commawiki created by Aditya is followed by youth in social media, such as those created by *@fokusmodus*, *@commawiki_*, *@wicakone*, etc. They create more various topics for their own commawiki, such as public figure, educational institution, food, city, animal, and politic.

The collection of commawiki is available on its Instagram account, *@thecommmawiki*. Instagram facilitates its user to make the picture look the best. Young people may spend more time on the caption to make them funny.



Figure 1. Example of Commawiki

3. Word Meaning in Commawiki

Philosophical concept of meaning has its place in a primitive idea of the way language function, i.e. to serve communication [2]. Communication among youth in this age is facilitated more by the development of social media. Youth may insert additional meaning when they communicate each other in social media. They may attach picture or emoticon to show their

expression more clearly. They innovate words, phrases, and sentences to fulfill their unique or authentic *self statement*, like what has been proven by commawiki.

The words described in commawiki can be categorized into several topics. There are several categories of topics in commawiki, such as relationship, activity, time, stuff, interjection, abbreviation, characteristics. The topics and the words defined by commawiki are listed in the following table.

Table 1. Word Meaning in Commawiki

Topics	Word	Part Of Speech	Meaning
Relationship	Restu	(v)	Yang seharusnya diperjuangkan, bukan cuma ditunggu.
	Sahabat	(n)	Selalu bisa diandalkan di suatu keadaan. Beberapa pernah sayang, tapi tidak berani bilang.
	Cinta	(v)	Hal absurd yang bikin kamu melakukan hal-hal gila seperti beli pulsa ujan-ujan, puasa demi tiket pesawat, sampai memaafkan perselingkuhan.
	Mantan	(n)	Yang sudah pergi, tapi kadang datang tiba-tiba di pikiran, kadang datang tiba-tiba nungkit kenangan.
	Cemburu	(adj)	Katanya tanda cinta. Tapi kadang absurditas alasanya bikin muak. Terlebih lagi, jika ternyata tidak punya hak.
	Prasangka	(n)	Anggapan yang kurang baik tentang sesuatu. Misalnya, pacar jalan dengan teman yang lawan jenis sudah pasti selingkuh.
	Posesif	(adj)	Rasa kepemilikan yang sangat kuat, kadang berlebihan. Cikal bakal kalimat “aku ga suka kamu temenan sama dia”.
	Tembak	(v)	Lakukan. Sebelum orang lain yang melakukannya dan bikin kamu menyesal. (galau kalau ditolak tanggung sendiri)
	Terlalu baik	(adj)	Yang sering dijadikan alasan untuk memutuskan hubungan. Bagi yang sering memakai alasan ini, disarankan mencari pacar selanjutnya di penjara saja.
	Percaya	(n)	Hal yang sering diberikan kepada orang tersayang, namun sayang, lebih sering disalahgunakan.
	Loneliness	(n)	In the middle of the crowd, but even your phone refuse to talk to you. And then you text someone you trust, begging to be saved.
	LDR	(n)	Hubungan yang lebih banyak bersabar berburu tiket promo daripada ciumannya.
	Nyaman	(adj)	Sebuah keadaan menyenangkan yang sering jadi alasan untuk dekat dengan seseorang lebih dari sekedar teman, meski sudah punya pasangan.

Kangen	(n)	Hanya dirasakan, kadang tidak (berani) disampaikan.
Kagum	(adj)	Heran atau takjub atas kelebihan seseorang. Sering disalahartikan sebagai sayang atau cinta pada perkenalan sesaat.
Sakit	(adj)	Keadaan kurang menyenangkan di bagian tubuh yang biasanya disebabkan oleh penyakit, virus, atau diputusin.
Pahit	(adj)	Rasa yang kurang menyenangkan di lidah beberapa orang, tapi akhir-akhir ini dirasakan oleh hati juga. Contoh: kopi, pengalaman, atau kenyataan.
Takdir	(n)	Yang beberapa orang percayai sebagai alasan pertemuan, tapi tidak mau percaya sebagai alasan perpisahan.
Karma	(n)	Hal yang terjadi sebagai konsekuensi perbuatan yang lalu. Contoh : diselinkuhi selingkuhan.
Drama	(n)	Keadaan yang dibuat-buat atau dibesar-besarkan. Sering menimbulkan kesan emosi yang kuat, tidak jarang berupa sakit hati.
Capehati	(adj)	Keadaan lelah yang levelnya seperti habis triathlon, bisa berakhir dengan keadaan bahagia di RSJ.
Baper	(ph)	/bawa perasaan. Terjadi pada seseorang yang terlalu sensitive. Misalnya nangis melihat orang bernapas, karena ingat mantan yang juga suka bernapas.
Pelacur	(n)	Saat itu aku sedang berkunjung ke tempatmu. Ketika kulihat seorang lelaki asing, menciumi pelacur itu.
Permisi	(n)	Kata yang tidak pernah diucapkan cinta kepadamu, ketika dia datang atau pergi. Ga sopan.
Pler	(n)	When your world is fall apart and you need something to say to your ex girlfriend who make it worse.
Sibuk	(adj)	Alasan beberapa cowo untuk tidak membalas pesan atau menghubungi cewenya. (tapi sempat balas mention twitter)
...	(exclam)	Ketika orang yang mengaku tidak bisa hidup tanpa kamu, masih hidup sehat-sehat saja setelah kamu tolak.
Wacana	(n)	Kegiatan yang masih dalam bentuk kata-kata atau pemikiran, belum tentu dijalani. Misalnya, mandi setengah jam lagi, atau aku mau nikahin kamu (padahal skripsi ga beres-beres).
Analogi	(n)	Inget ga waktu kamu mergokin pacar kamu selingkuh, tapi dia malah marah-marrah nuduh balik bahwa itu salah kamu yang bikin dia selingkuh ? Nah, kamu itu kayak KPK sekarang.
Hujan	(n)	Titik-titik air berjatuhan dari udara. Sering membuat genangan, kadang juga membawa kenangan.
Idola	(n)	Yang selalu dipuja-puja setinggi mungkin. Kamu fave semua twitnya, update kabar terbaru tentang dia, lupa punya pacar

		kalaupun dia menyapa dan ngajak ketemuan.
Jarak	(n)	Yang dipersalahkan ketika pasangan LDR berpisah, alih-alih ketidakmampuan mereka menjaga komitmen.
Kbgn	(v)	Ketika tengah malam kamu kebangun dan merasa sayang banget sama pacar kamu. Tapi pacar kamu ngga.
Kontroversi	(n)	Ketika sahabat jadian dengan mantan tanpa sepengetahuan.
Korban	(n)	Orang yang menjadi hasil perlakuan di mana biasanya kurang menyenangkan. Tapi kadang, pelaku juga sering mengaku korban demi sensasi tambahan.
Langit	(n)	Sesuatu yang terlalu tinggi. Keindahan yang hanya bisa dinikmati dari jauh, tanpa tergapai. Seperti pacar orang, misalnya.
Aku	(n)	Yang mencintaimu sepenuh hati, tapi kamu sia-siakan.
Dia	(n)	Yang selalu ada dipikiranmu saat kita sedang berdua.
Kalian	(n)	Yang aku relakan saling jatuh cinta, sementara biar aku yang patah hati.
Kita	(pronoun)	Yang kau dan aku tidak akan pernah menjadi.
Kamu	(n)	Penghuni setiap doaku. Kadang kudoakan bahagia, kadang kudoakan cepat pulang ke neraka.
Kakak	(n)	Panggilan terhadap orang yang lebih tua. Kadang saudara, kadang untuk memberi batas sebuah hubungan.
Pegajjah	(v)	Perintah yang menggambarkan situasi bahwa suami bakal tidur di keset pintu depan; bareng kucing.
Terserah	(pronoun)	Memberi kuasa kepada pasangan untuk menentukan tempat makan, tapi tidak setuju pada setiap pilihannya.
Apakabar	(ph)	Besar kemungkinan gagal move on itu dimulai dari sini bila datang dari mantan.
Activity	Meeting	(v) Yang sering dijadikan alasan agar tidak diganggu untuk melakukan hal-hal yang disukai, atau menemui orang yang disukai.
	Manuver	(v) Pergerakan yang memanipulasi demi sebuah tujuan. Kadang jelas, kadang tersembunyi. Seperti, saingan yang jemput gebetan kamu pake mobil orang tua, misalnya.
	Makan	(v) Mustinya dilakukan minimal 3 kali sehari agar kuat tenaga untuk mengejar gebetan, atau galauin mantan. Semangat!
	Curhat	(v) Curahan hati. Sebuah kegiatan yang memulai kedekatan. Kadang lebih suka dilakukan dengan lawan jenis, biasanya tentang pacar sendiri.
	Mandi	(v) Selalu ditunda ketika disuruh orang tua, tapi selalu dilaksanakan ketika disuruh gebetan atau pacar; sambil senyum-senyum.
	Typo	(n) Kesalahan ketik yang dirayakan

			oleh sang pengkoreksi dengan glorifikasi kepintaran yang ngeselin.
	Piknik	(grp)	Di mana semua senang dan semua sayang. Rusuh tapi menyenangkan.
	Bohong	(v)	Hal yang salah, apapun alasannya. Kadang bila sudah terlanjur dilakukan, bisa diulang berkali-kali.
	Caper	(v)	Usaha mendapatkan perhatian dengan cara-cara tertentu. Ada yang ngetwit 'kangen' (untuk gebetan/mantan), ada yang twitpict belahan dada.
	Diet	(v)	Sebuah kegiatan menjaga pola makan demi bentuk tubuh yang lebih baik di hadapan orang lain. Selalu dimulai besok.
Time	Waktu	(n)	Satuan hitung lamanya sebuah masa. Seringkali terlalu cepat ketika kita bersama.
	Masa lalu	(n)	Beberapa orang terjebak di sana, bukan karena tidak bisa, tapi kadang memang tidak mau berusaha keluar.
	Sejarah	(n)	Kejadian atau peristiwa yang terjadi di masa yang sudah lampau. Misalnya: perang, penemuan, atau kisah cinta kita.
Characteristics	Cantiiik	(adj)	Dengan 3i atau lebih. Komen pada selfie di instagram yang kemudian dibalas 'cantikan kamu' lalu dibalas lagi dengan 'cantikan kamu', begitu terus sampai kiamat.
	Sombong	(adj)	Sebutan yang sering dilontarkan seorang teman ketika kita sukses. (padahal entah di mana mereka waktu kita lagi susah-susahny)
	Badboy	(n)	Lelaki yang berperilaku kurang ajar, tidak baik, dan sering tidak tahu diri. Tapi ganteng.
	Gendut	(n)	Yang selalu dikeluhkan cewe ketika bercermin atau mencoba sebuah baju. Jika ditanya "aku gendutan ya?", mending pura-pura mati, guys.
Stuff	Sepatu	(n)	Alas kaki yang selalu dirasa kurang banyak oleh perempuan. Hal ini makin terasa menjelang kondangan atau sedang di dalam butik yang banyak diskon.
Abbreviation	PMS	(abbr)	Dialami sebelum datang bulan, yang membuat cewe marah-marah atau ngeselin. Siklusnya bulanan, tapi kadang bisa harian, tergantung cewenya.
	OTW	(c)	Sedang di kamar mandi, akan tiba satu hingga dua jam lagi.
	GPP	(adj)	Something confusing that scientist, psychologist, and symbologist cant solve in hundred years.
	Y	(exclam)	Versi pendek dari 'ya'. Biasa dipakai dalam chat untuk menunjukkan kemalasan untuk melanjutkan obrolan. Bila ditemukan dalam proses pendekatan, saatnya menyerah.
	YWD	(adj)	Yang diucapkan demi ketentraman dunia. Biasanya setelah menarik nafas panjang.
	K	(noun)	Versi hemat dari okay. Beberapa orang menghentikan gamenya

			sementara untuk mengirimkan ini. Anda mustinya merasa beruntung alih-alih merasa kesal.
Intejection	Oh	(exclam)	Ekspresi kekecewaan, tapi bersyukur telah mengetahuinya.
	Muatamu	(n)	Jawaban yang tepat untuk pertanyaan "kamu kangen ya sama aku?" dari mantan.
	Hm	(exclam)	Berguna sebagai pengganti jeda tanpa kehilangan momen dengan dia. Dalam chat, bukan hubungan.
	Cie	(exclam)	Diucapkan bertujuan menggoda atau menertawakan. Kadang karena lucu, kadang mengandung cemburu.
	Fine	(adj)	Sesalah-salahnya kita, ucapkan ini untuk menutup debat dengan kesan sebagai pemenang.
	Anjing	(exclam)	/njing/njing. Ungkapan kesal ketika mengalami hal yang tidak disuka. Seperti melihat mantan peluk-pelukan sama yang baru padahal baru sehari putus, misalnya.
	Emoticon	:3	(emot)
☺		(emot)	Sebuah emoticon dengan jutaan probabilitas arti. Hati-hati bila ini muncul di layar chat anda.
:*			Melambungkan ciuman. Selayaknya tidak ditujukan kepada seseorang yang 'hanya teman'.

The part of speech and meaning of a word in commawiki is far from the official meaning in standard dictionary, even it is hardly no rule. The words are interpreted arbitrarily. For example, in abbreviation topic, commawiki does not explain the meaning of each alphabet in an abbreviation such as 'OTW means on the way'. It defines the abbreviation by explaining the actual fact on how people usually abuse that expression in daily life. It also treats emoticon as something to be defined, which we cannot find that kind of treatment in any standard dictionary.

The meaning elaborated in commawiki is not the "official" one, but the meaning itself "lives" and be used by its society, i.e. youth. Commawiki presents a word meaning wittily and satirically. The creativity of expressing the word meaning may entertain commawiki followers and invite spontaneous laugh. The context which sets the meaning seems about the life and feeling of youth, especially love relationship.

4. Commawiki as Indonesian Version of *Urban Dictionary*

The concept of commawiki resembles that of *Urban Dictionary*. The difference is that commawiki uses picture. It is more like a visual dictionary. It is also created individually. Meanwhile, *Urban Dictionary* is developed by crowdsourcing method. *Urban Dictionary* enables people to freely express themselves and to write about their lives through the definitions they post [3].

People used commawiki for their own expression considering a word. The “meaning” in commawiki contains (literal) definition and description which is not found in a standard dictionaries. Words or phrases described in commawiki may have various definition and examples of usage. In commawiki, word doesn't mean, people mean it. Since creative is one of the nature of language, commawiki may become a discourse in which youth creatively define a word. The definition of words is entertaining, honest, and valid, although it is expressed in informal style and incorrect grammar.

Commawiki may be a way to watch how our language evolves and see what's being trend in our youth and culture. It shows that the voice of the youth in social media is a great resource for figuring out what's going on in the language and the culture [4].

5. Conclusion

Commawiki is a work reflecting the language of youth. It records digitally the dynamic of language and culture in our country. More people creates the works alike, more language

innovation may flower.

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The Influence of Englishized Official Public Sign toward Indonesian

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Abstract

There is a reason to believe that language is dynamic, not static. It is because language is developed, slowly or fast, based on process initiated by social groups. In this case, the place of English as the most popular foreign language (EFL) in Indonesia, undisputedly, is intriguing. English as the globalization marker is used to communicate ideas and to maintain social relationship. Further, a brief survey of official public signs report that English is dominant compared to Indonesian. Its infiltration even in government offices has long become a common sight. It is believed that the constant influence of English is having significant impact to Indonesian as the national language and identity. This potential threat invites the government to perform maintenance work to revitalize the national language both politically and socio-culturally. This paper will show how much the political initiatives of Indonesian government, as a dubious deed of language maintenance, is having significant impact to the development of English. Then, it will also uncover how much the Englishized official public signs influence the society's opinion toward English and its function and status as the most popular foreign language in Indonesia.

Keywords: globalization, EFL, public signs, language maintenance

1. Introduction

In Indonesia, official public sign is extensively used in public place such as airports, parks, streets, banks, public places and so on. This media, public sign, is essential for Indonesian. It is because there are some function related with it, at least as it provides particular information to reader. This media usually comes as a single sheet of a circle board or four-sided board. The sign is printed with a clear symbol of a character or word. What is more, it also provides additional written words in large print for people to read or view from distance. Due to the constraint of physical space, the expression used on public sign is usually written in short, such as 'no smoking', and 'except truck.'

It appears that some Indonesian public sign is written in Indonesian and English (code-mixing). This public sign is usually printed in street to provide direction or to provide information. Interestingly, some of this Englishized public sign is officially produced by Department of Transportation

(Dinas Perhubungan) which represents the authoritative body of the government. Since the position of English in Indonesian is EFL (Lauder, 2008), the further question is "Is it juxtaposed Indonesian and English as the representative of two distinct modes of language?"

It is believed that the direct contact of English through public sign influences the way how people of Indonesia look at EFL. This issue emerges since there are some evidences related to the existence of English in Indonesian public sign. For instance, there is evidence that public sign which is produced by local also uses English lexical items. As a consequence, there is a belief that the position of English, as the most famous foreign language in Indonesia, can endanger Indonesian. What is more, the importance of English as International language (EIL) can potentially devastate Indonesian. Being threatened by the expanding popularity and reception of English, the status of Indonesian language as the national language invites concerns from both government and

proponents of local culture preservation including private institutions.

2. Methodology

It is important to note that the data of this research were collected in Jember and Kediri. The data were taken by selecting and capturing the public sign that contains English lexical items. The criteria of choosing the data is based on the existence of English in official and unofficial public signs. In this case, there are five official public signs and five unofficial public signs. Furthermore, in order to improve the researcher's thought to the topic of discussion, it is necessary to conduct questioners to respondents which reflect the reader perspective to the issue.

3. Official Public Sign

A brief survey of official public signs report that English is dominant compared to Indonesian. Its infiltration even in government offices has long become a common sight. It is believed that the constant influence of English is having significant impact to Indonesian as

the national language and identity. First of all, let us try to define official public sign in brief. Sign can be defined as a board or notice that directs somebody towards something; in addition, it also gives a warning to somebody (Hornby, 1995). Accordingly, public sign is a board or notice that gives direction to something or gives a warning to somebody publicly. From this view, official public sign can be seen as an official public sign because there is a mark of Indonesian department of transportation.

Another definition of public sign is defined as a tool which is used to understand foreigner to understand place (Ma, 2014). In this view, public sign is considered as media that convey information to the readers of two languages (English and China). The media was in form of bilingual sign. Therefore, it is necessary to consider the clarity, the source language and the target language. In this case, public sign that we are going to discuss is only intended for Indonesian. It is because the expression was not written in full Indonesian and English. It involves only as part of lexical item (code-mixing). Some of Indonesian public sign can be demonstrated by the following examples:



Figure 1. Indonesian public sign

In addition, Guo (2012) states that public sign has different function. It depends due to different occasion and situation. It is believed that there are four major functions of public signs in China. They are directing, prompting, restricting and compelling. Directing means to provide detailed

information or compulsory meanings. On the other hand, prompting reminds people to pay considerable attention to a certain fact before take any action. Restricting means constrained the behavior or actions of people concerned. At last, compelling means demanded the public to do something or forbid them to do

something. In this case, we will try to discuss all of the function of Indonesian public sign.

The table below is the representation of the data.

Directing	Prompting	Restricting	Compelling
School Clinic (UKS Perempuan)	Zona Zero Traffic Accident	Ruas Jalan Ditutup “Car Free Day”	Khusus Truck
School Clinic (UKS Laki-Laki)	Layanan Gangguan “Traffic Light”	In	
Relationship Officer		Out	

Table 1. Group of public sign

From the represented data it is believed that English has huge impact to Indonesian public sign. It is because some of the represented data dominantly use English in Indonesian public sign. From the table above, it shows that directing and restricting have bigger numbers of data compared to prompting and compelling. Presumably, it shows that English has the nature of instructing.

4. Language Maintenance

It is believed that language is dynamic not static. It is because language is developing, slow or fast, but there is no reason to believe that spoken language is completely stable. We have to realize that there are no speakers using the same language and there are no speakers share the same language experience (Hudson, 1999:11). What is more, the change that is constantly ensuing in a language can be most easily seen in the vocabulary. When the society sees language change as a single phenomenon, it can be assumed that there is a diachronic process of language maintenance (Coulmas, 1998:32). Language maintenance can be defined as a conscious process of maintaining. This process can be interfered by the government, institution, and can be initiated by the society, private institution.

In this case, the government believes that there is a need to maintain Indonesian

language. Therefore, it is necessary to publish a constitution as an effort to language maintaining. In this case, Indonesian constitution has a clear frame of rules in order to maintain the language. In particular, Law No. 24/2009 at article 38 states that Indonesian must be used in public signs, traffic signs, public facilities, banners, and other public instruments. It is believed that this constitution was not effective to control the development of English in public sign. The represent data show that even Indonesian constitution had been published in 2009, we still find the public sign containing English.

It is believed that the dubious deeds of the government endanger the existence Indonesian as national identity.

5. The Influence of Englishized Public Sign

As a matter of fact, there are some effect from the Englishized public sign. First, people of Indonesia will agree that the position of English and Indonesian is equal. It is because they easily find English lexical items in public sign. Second, people will not have any consideration whether the lexical items in the public signs are English or Indonesian. In short, there will be public sign which is created without consideration of the language. The second figure, below, is the evidence.



6. Conclusion

There is political procedure in order to revitalize Indonesian language. The government has clear constitution to maintain the language. Nevertheless, this constitution is not enough without any additional action from the government. Simultaneously, this public sign also has an impact to Indonesian. The evidence shows that some private institution which is produced locally also use English as the lexical items. Therefore, the constant influence of Englishized public sign can endanger Indonesian.

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LEARNING STRATEGIES IN FRENCH AS A FOREIGN LANGUAGE: A CASE STUDY OF MALAYSIAN UNDERGRADUATES

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Abstract

This study explores the different strategies used by Malaysian students in learning French as foreign language at university level. The study involved 213 undergraduate students who took French as a foreign language in a Malaysian public university. Data were gathered using an adapted version of Strategy Inventory for Language Learning (SILL). The results show that Metacognitive Strategies are the most frequently used strategies, followed by Social Strategies and Memory Strategies. The least used strategy is Compensation Strategies. The presentation will also discuss the implications of the findings on the teaching and learning of French as a foreign language.

Keywords: Foreign language learning, Learning of French as a foreign language, French language, Language Learning Strategies, SILL

1.1: Introduction

In today's interconnected world, knowledge of foreign languages is of great advantages in all domains of life. Consequently, competence in only one language (mother tongue) is considered 'old fashioned', and being proficient in some of the most widely spoken languages (e.g. English, Spanish, Mandarin or French) is crucial as it reduces the "power of the language barrier" (Crystal, 1997 p. 372). As a result, creating foreign language learning opportunities has been a worldwide concern. Similarly in Malaysia, opportunities are provided for students to learn foreign languages at secondary schools and tertiary institutions. In fact, the creation of the International Languages Teacher Training Institute comes as an illustration of that strong desire of the authorities to create foreign languages learning opportunities for Malaysian students (Zubairi&Sarudin, 2005).

1.2: Purpose of the Study

The purpose of this present study is to explore the different strategies used by the Malaysian students in learning French as a foreign language at university level.

1.3: Research Questions

The primary concern of this study is to examine the different learning strategies used by the

Malaysian students in learning French language. The research question is as follow:
What learning strategies do students deploy in learning FFL?

1.4: Significance of the Study

The findings of this study are expected to benefit not only students and teachers of foreign languages (particularly FFL), but also policy makers, Education ministries, and material designers.

For teachers, some practical advice will be provided on how to understand the strengths and weaknesses of their students so much so that they will be well equipped to know the need of each and every learner. In the same respect, information about the different strategies used by French as foreign language learners will be given. As far as the learners are concerned, the present study aims to be a guideline for them to better learn foreign language in terms of good strategy use. Material designer will not be excluded from this trend. In fact, some suggestions and recommendations will be provided to them so that learners' needs could be taken into consideration while designing foreign languages books.

2. Literature Review

Oxford (1990), one of the well-known theorists in this field defined leaning strategies as "operations employed by a learner to aid acquisition, storage, retrieval, and use of information...(they are) specific actions taken by the learner to make learning

easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8). Also, Oxford (1990), found out that the etymology of the term strategy came from the ancient Greek. It was reported that this notion involved “the optional management of troops, ships, or aircraft in a planned campaign, and in nonmilitary settings, it means a plan, step, or conscious action toward achievement of an objective” (p. 7). Cohen (1998) seemed to be more specific in defining the notion which is defined as “those process which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second language, through the storage, retention, recall, and application of information about that language” (p. 4). O’ Malley and Chamot (1990) defined “learning strategies are special ways of processing information that enhance comprehension learning, or retention of the information” (p. 1). To understand what can be called a strategy use, Rubin (1975) pointed out the following: learning strategies mean “the techniques or devices which a learner may use to acquire knowledge” (p, 43).

As for Chamot (2004), learning strategies referred to “the thoughts and actions that individuals use to accomplish a learning goal” (P, 14). However, most of the authors agreed that in a foreign language learning setting, students use strategies in order to acquire information from the target language. In fact, as stated by Hismanoglu (2000), “all language learners use language leaning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom” (p. 3). Besides, they all acknowledge the importance of those strategies in foreign or second language acquisition. But, some authors recognized the fact that each and every learner has his or her own learning strategies. In this present study, learning strategy refers to the different steps students follow in acquiring new information from the French language.

Oxford (2003) had the merit to summarize research from various parts of the world on two key variables affecting language learning: style and strategies. For Oxford (2003), “A given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered” (p. 8). Then, to answer the following question: “What makes a strategy positive and helpful for a given learner”? Oxford (2003) was convinced that “a strategy is useful if the following conditions are present: a/ the strategy relates well to the L2 task at hand, b/ the strategy fits the particular student’ s learning style preferences to one degree or another, and c/ the student employs the strategy effectively and links it with other relevant strategies” (p. 8).

In addition to the non-consensus observed as far as the definition of learning strategies are, researchers have also classified this variable differently. In fact, Oxford (1990) classified learning strategies according to two main groups: Direct strategies and indirect strategies. The former consists of memory strategies, cognitive strategies and compensation strategies. As for the latter, it is further

divided into metacognitive strategies, affective strategies and social strategies.

Moreover, the classification proposed by Rubin (1981) as cited in O’Malley and Chamot (1990) consisted of two types of strategies: the first group of strategies affects directly language learning itself (e.g. memorization and guessing). The last category deals with strategies which indirectly involved language learning for instance creating practice opportunities.

O’Malley and Chamot (1990) on the other hand differentiated learning strategies in terms of metacognitive strategies, cognitive strategies and social/affective strategies. Metacognitive strategies refer to planning for, monitoring, or evaluating the success of a learning task. As for cognitive strategies, they denote the direct operation of information and the manipulation of that information to enhance learning. Also, social/affective strategies represent the interaction and cooperation with peers or another person by asking questions for instance.

In their attempt to explore the effects of attitude and motivation on Iranian EFL university students’ use of LLS, Sadighi and Zarafshan (2006) did a study which involved 126 students of English in Iran. A modified version of Oxford (1990)’s SILL was used to explore students’ strategy use. The results of this study showed that Iranian students who had participated to the survey reported a predominant use of metacognitive, social, affective or memory strategies. According to Sadighi and Zarafshan (2006), most learners reported that they are not aware of the importance of language learning strategies. Therefore, teachers should get them familiar to the efficiency of learning strategies. Furthermore, the researchers were convinced that incorporating language learning strategies into the curriculum would be useful. The recommendations made by Sadighi and Zarafshan (2006) regarding the inserting of language learning strategies should to be explored and taken into consideration. In fact, it is believed that in any context where language learning is taken place, students use learning strategies to get new information from the target language.

Similarly, in Turkey, Deneme (2008) conducted a research to explore students’ learning strategies choices while learning English. Fifty Turkish students constituted the population of the study. And SILL was used as instrument of the survey. In the light of the findings, the answers of the participants revealed that Turkish students used mostly compensation and metacognitive strategies. Also, it was discovered that learners used very often memory, cognitive, affective and social strategies. In Taiwan, Wu (2008) conducted a study to shed light on the difference that existed as far as LLS use is concerned between higher proficiency and lower proficiency students of English as a foreign language, and secondly the study was aimed at grasping the relationship between language learning strategies and Taiwanese students’ English proficiency. Similarly to the most of the studies dealing with LLS, Oxford (1989)’s SILL was used as an instrument to examine Taiwanese learning strategy use. Results from this survey indicated that “higher proficiency EFL students

use language learning strategies more often than lower proficiency EFL students” (p. 86). Besides, cognitive, metacognitive and social strategies were found to be more used by Taiwanese EFL students. Finally, cognitive strategies were also reported to impact on students’ English proficiency.

Yang (2010) is among those students who dedicated their work on foreign language learning strategies in fulfillment of the requirements of PhD. As mentioned at the very beginning of the paper, the purpose of the research was first of all to explore the types of learning strategies used by Korean university students in learning English as a foreign language. Secondly, the investigation was aimed at discovering the differences of Korean students’ strategy use in terms of self-assessed language proficiency and gender. The study was conducted in Korea and around 300 students participated to the survey. Like the previous works, Yang (2010) used Oxford’s SILL as an instrument. The findings indicated that Korean university students used a medium range of strategies. Compensation strategies were used most frequently whereas memory strategies were used least frequently among them. These findings supported the results from the study conducted in Turkey by Deneme (2008).

Fewell (2010) on the other hand, administered a research in Japan which aimed to examine the link between English proficiency level as well as the use of LLS by two groups of Japanese EFL learners: students whose major was English and those who enrolled in business studies. The participants of the study consisted of 56 students in total. Similarly to the present study, Oxford (1990)’s SILL was used with a Japanese translation. At the end of the questionnaire administration, an interview session was also implemented to confirm results from the questionnaire. Among other results, Fewell (2010) discovered that the more Japanese students are proficient in English, the less they use LLS. Actually, these results seem to be in contradiction with previous studies which claimed the opposite. Finally, Fewell (2010) stressed the importance of LLS by supporting the idea according to which, there is a need for both foreign language learners and teachers to be aware of the usefulness of LLS in a foreign language learning environment. Besides, the author recommended that teachers should not only focus on only one strategy but rather they should inform students about the variety of LLS at their disposal. The sample of the population (56 students) involved in the survey seems to be problematic. However, the recommendations given by Fewell (2010) are very useful for once they are applied, students perform well in a foreign language learning setting.

In addition to learners strategy use in learning English as a foreign language, elsewhere in the world, considerable works have been done to find out the type of learning strategies used by learners of other foreign languages. In that respect, P O’Malley and Chamot (1990) carried out a research in the USA to investigate native English speaking students’ strategy use in learning Spanish and Russian as a foreign language in high school and college settings.

The objectives of the study were firstly to draw a comparison between the strategies used by Spanish students and the one deployed by students in learning Russian, secondly, O’Malley and Chamot (1990) intended through this research, to grasp differences between beginning and intermediate or advanced level students in their strategy use. Finally, the research was aimed to identify the types of strategies used by high school and college students in relation with the types of language tasks they might encounter during language learning. The population of the study consisted of sixty seven high school Spanish students and thirty four college Russian students (total of 101 students). And the instrument used to collect data as far as students’ strategy use is concerned was the General Interview Guide. The latter as its name suggests, consists of a series of questions asked to students during interviews. Results of the study revealed that “both Russian and Spanish students at all levels of study reported using far more cognitive strategies than metacognitive ones” (p. 127). In terms of percentage, cognitive strategies were used by Russian students around 58% and their fellow Spanish students’ cognitive use was nearly 59%. In addition, both of them reported that they used predominantly planning strategies (metacognitive); they also acknowledged the fact that they used more or less some metacognitive strategies such as translation and repetition. However, unlike the previous mentioned strategies, students reported that they used much less social and affective strategies with a figure of “less than 1% of all strategies” (p. 127).

Unlike the previous above mentioned studies, O’Malley and Chamot (1990)’s investigation looked at students’ strategy use in learning foreign languages other than English. The initiative seems to be very great for though English is the most widely used international language, studies should be also oriented to other important international languages such as Spanish. That is what O’Malley and Chamot (1990) likely understood by conduction such a research in the American setting.

In the same respect, Phonlobutra (2010) carried a survey in Thailand to identify the strategies used by 68 learners of Japanese as a foreign language in university level. The participants were students studying tourism and one participating teacher. The author used the SILL for the survey. Phonlobutra (2010) found out that context of learning influenced strategy use. Besides, findings also discovered a high level of affective and social aspects of language learning use among Thai students. At the end, Phonlobutra (2010) seemed to warn the readers of this article by pointing out that “some strategies in Oxford (1990)’s SILL developed for western contexts are nor familiar to the Japanese as foreign language learners in Thai context” (p. 215). Basically, even if the sample of the informants are too small, Phonlobutra (2010)’s survey is important for two reasons. On the one hand, it explored students’ strategy use in learning a non-Western language (Japanese) unlike many previous works. And on the other hand, the findings from his investigation also suggested the important of context in a foreign language learning setting. As such,

Phonlobutra (2010) likely gave some advice to researchers to elaborate questionnaire based on a given context of learning. The reason is that the SILL seems not to be applicable for some settings like in Thailand.

Similarly, in Malaysia, Mat Teh, Amin Embi, Nik Yossof and Mohamod (2009b) tried to investigate whether or not differences exist between female and male Arabic students in the use of language learning strategies. The survey was conducted at thirteen secondary schools in Terengganu and 457 students filled up the questionnaire. A modified version of Oxford (1990)'s SILL consisting of 60 items was used for the purpose of the study. The findings showed that females differ from males in their strategy choice and use. Females tend to use overall language learning strategies that men. As for recommendations, Mat Teh, Amin Embi, Nik Yossof and Mohamod (2009b) ask teachers to get students aware of the important of learning strategies and also inform them about the existence of a large repertoire of language learning strategies. In addition, foreign language teachers were recommended to advise learners not to use only one type of strategy, but rather to use other learning strategies among the variety of existing learning strategies. This study helps a lot for, like the present study, it took place in the same context of learning (Malaysia). The population involved in the study is also very important to generalize the findings over the population of Malaysia.

Chan (2011) on the other hand, depicted the language learning strategy use of Taiwanese students learning foreign languages such as English, Japanese, German and French. By doing so, Chan (2011) compared their use of strategies in learning those languages. The paper also examined variables like gender, target language major, subject, fondness of target language, and prior experience in target language speaking countries. A descriptive quantitative research design was employed to establish the relationship between the four variables and language learning strategies in a 30-items SILL. The participants were 360 undergraduates' majors at a university in Central Taiwan. The findings of this survey revealed that Taiwanese students deploy compensation strategies, and memory strategy items were the least used by students. And social strategies were used quite often.

After reviewing considerable works with regard to students' strategy use in learning a foreign language, it appears that this survey conducted in Taiwan by Chan (2011) is so far the only one which had mentioned the learning of French, though it was studied along with other foreign languages. Therefore, the study will be very helpful for the present one in having an idea about the different strategies students use when they learn French language.

To conclude, previous research works had unanimously indicated how important learning strategies are in any foreign language learning context. Moreover, results from studies in different settings revealed that each and every student makes use of one or many learning strategies. Although, it is noticed that most of the previous studies explored the learning

of English as a foreign language. Only very few works had tried to study other international languages.

In spite of the usefulness of language learning strategies, as well as the Malaysian authorities' awareness of the importance of foreign language learning, research dealing with the study of learning of international languages seems to be lacking in the country, hence the need of the present study which aims to fill in this gap.

Chapter 3: Methodology

3.1 Research site

The present research was conducted in a public university in Malaysia.

3.2 Participants

The questionnaire was initially administered with a total of 215 students who took French as an elective course in a Malaysian university. However, of the 215 participants, 2 students submitted incomplete questionnaire and thus they were excluded from the survey data. Thus, the total population of the study is 213 students.

3.3 Instruments

An adapted version of Oxford (1990)' SILL (Strategy Inventory for Language Learning) was used to rate the participants' strategy use.

3.4 Questionnaire

In order to investigate the students' learning strategy use in learning FL, Oxford (1990)'s SILL (Strategy Inventory for Language Learning) was adapted. Items which are not applicable to this work were removed. For instance, in the initial SILL the item such as 'I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign' becomes 'I remember new French words or phrases by remembering their location on the page. French words on a street sign is removed because it is not applicable in the Malaysian context. Then, the use of internet as a means of strategy was added. This tool is very useful since it covers several levels of learning strategies namely Memory category, cognitive category, compensation strategy, Metacognitive strategy, affective strategy and Social strategy. In addition, the importance of SILL as a tool in determining foreign language learners strategy use resides in the fact that it has been used by researchers worldwide where FLL takes place (Oxford, 1990).

Basically, language learning strategies were divided by Oxford (1990) into two parts: Direct and indirect strategies. Direct strategies, as the name suggests, involve directly the target language itself whereas indirect strategies are the different strategies that deal with the use of non-linguistic features such as

interaction with native speakers of the language as a strategy to learn a given language (Oxford, 1990).

In addition, according to Oxford (1990), direct strategies comprised of memory strategies, cognitive strategies and compensation strategies. As for Indirect strategies, they were also subdivided into a total of three strategy sets: metacognitive strategies, affective strategies and social strategies. An additional strategy i.e. ICT strategy was added due to increasing use of ICT in the learning of foreign languages. Based on the definition given by Oxford (1990), the use of ICT as a type of LLS can be classified as Indirect Strategies.

3.5 Data Analysis

The questionnaire data were analyzed using Statistical Package for the Social Sciences (SPSS) for Windows version 19.0. Descriptive statistics (Mean and Standard Deviation) were performed to deal with students' background information such as age, origin, or faculty. Also, the same procedure was performed to analyze learning strategies data.

4.0 French Language Learning Strategies

This section presents the results for learning strategies employed by the learners of FFL. The items

Table 1

Oxford(1990)'s criteria of mean scores to understand the frequency of LLS Use

Always or almost always used	4.5 to 5.0	Very frequently used
Generally used	3.5 to 4.4	Frequently used
Sometimes used	2.5 to 3.4	Occasionally used
Generally not used	1.5 to 2.4	Rarely used
Never or almost never used	1.0 to 1.4	Very rarely used

4.1: Memory Strategies

Table 2 presents the results of the 9 items related to Memory Strategies. According to Oxford (1990), this category of strategy involves creating mental linkages, applying images and sounds, reviewing well and employing actions.

The results for memory strategies in Table 2 show that none of the strategies are very frequently

Table 2

Descriptive analysis for Memory Strategies

Items	Mean	SD	Use*
I connect the sound of a new FL word and an image or picture of the word to help	3.72	.871	F

were adapted from Oxford (1990). It consisted of a total of 60 items, with 9 items for Memory strategies, 19 for Cognitive strategies, 5 for Compensation strategies, 9 items for Metacognitive strategies, 6 for Affective strategies, 7 for Social strategies and 5 items for the use of ICT as learning strategy. Each item was followed by a 5-point Likert scale of frequently of use (1=Never or almost never true of me, 2=Usually not true of me, 3=Somewhat true of me, 4=Usually true of me and 5=Always or almost always true of me) In addition to the six types (of the Strategy Inventory for Language Learning (SILL) developed in 1990 by Oxford (Memory, Cognitive, Compensation, Metacognitive, Affective and Social strategies), the use of ICT as a learning strategy was included

In order to interpret the overall strategy use as well as the seven types of strategy use, the criteria of the mean scores were adopted from Oxford (1990). As shown in Table 1, five frequency criteria were used to assess the degree in which the students use the learning strategies: very frequently used ranges from 4.4 to 5.0, frequently used from 3.5 to 4.4, whereas occasionally used covers 2.5 to 3.4. In addition, rarely used starts from 1.5 to 2.4 and very rarely used from 1.0 to 1.4.

used (M>4.5). However, several memory strategies are frequently used. The frequently used strategies are making connection between the sound of a new French language word and an image or picture of the word to help remembering the word (M=3.72). This is followed by the use of rhyming words to remember new French language words (M=3.63) and the use of new French language words in a sentence (M=3.55). In addition, making mental picture of the context of word to remember the word (M=3.48), making the relationship between an existing word in the learners' repertoire and a new FL word (M=3.40) or reviewing lessons (M=3.18) are among the occasionally used strategies. However, low range of strategy use is not found in any of the nine questionnaire items of this particular category of LLS. The overall mean for Memory strategies use is M=3.29. This indicates an average use of memory strategies in the learning of FLL.

In sum, these results imply that a large number of the participants use mental linkages such as associating newly encountered words to those which are already in the learners' linguistic repertoire as well as placing new words in a particular context.

me remember the word.			
I use rhyming words to remember new FL words.	3.63	1.036	F
I use new FL words in a sentence so I can remember them.	3.55	.865	F

I remember a new FL word by making a mental picture of a situation in which the word might be used.	3.48	.914	S
I think of relationship b/w what I already know and new things I learn in FL.	3.40	.805	S
I review FL lessons often.	3.18	.801	S
I remember new FL words or phrases by remembering their location on the page/on the board.	3.04	1.043	S
I physically act out new French language words.	2.90	1.016	S
I use flashcards to remember new French language words.	2.77	1.038	S
Overall Memory Strategy Use	3.29	.932	S

Note: * F=frequently used, S=sometimes used

4.2: Cognitive Strategies

Table 3 below reports the results of the cognitive strategies. Cognitive strategies include repeating, analyzing expressions to summarizing a text or a passage. There were 19 items for this strategy.

Among the 19 questionnaire items in this category, practicing (M=3.96) and repeating (3.74) the sounds of the new French words were found to be frequently employed by the participants. Results in Table 3 also reveal that the students occasionally utilize other types of cognitive strategies in learning FFL among them dividing a new French word in several parts in order the understand it (M=3.39), writing a new word many times (M=3.34) or referring to a bilingual dictionary to check the meaning of a new French word (M=3.27). Also, it is found that the watching French movies, reading or writing messages in French language as a means to learn the target language is found to be rarely used by the students. As a matter of fact, the mean scores of the following items are low: watching French TV shows/movies (M=2.14), reading for pleasure in French language (M=2.38) and writing notes/messages/letters/reports in French language (M=2.10). Besides, as shown in Table 13, the overall mean for cognitive strategy use is M=3.03 which implies an occasional use of this type of LLS. The results show that practicing and repeating are commonly used cognitive strategies among the learners of FFL.

Table 3
Descriptive analysis for Cognitive Strategies

Items	Mean	SD	Use*
I practice the sounds of FL words.	3.96	.745	F
I say new FL words several times.	3.74	.916	F

I find the meaning of a FL word by dividing it into parts that I understand.	3.39	.963	S
I write new FL words several times.	3.34	.951	S
When I come across unfamiliar FL words, I refer to a bilingual dictionary.	3.27	1.086	S
I try to talk like native speakers.	3.27	.996	S
I look for sentence patterns in FL.	3.25	.926	S
I use the FL words I know in different ways.	3.22	.906	S
I look for words in my own language that are similar to new words in FL.	3.18	1.071	S
I look for words patterns in French language.	3.14	.934	S
When I come across unfamiliar FL words, I refer to a trilingual dictionary.	3.00	1.164	S
I make summaries of info that I read in FL	2.98	.973	S
I make summaries of info that I hear in FL.	2.92	.994	S
I start conversation in French language.	2.87	.912	S
I first skim a passage in FL then go back and read carefully.	2.87	1.056	S
I try not to translate word-for-word.	2.71	1.019	S
I read for pleasure in French language.	2.38	1.029	R
I watch French TV shows/movies.	2.14	.804	R
I write notes/messages/letters/reports in FL.	2.10	.898	R
Overall Cognitive Strategy Use	3.03	.965	S

Note: * F=frequently used, S=sometimes used, R=rarely used

4.3: Compensation Strategies

Compensation strategies are learning strategies used by learners to compensate for limitations in a target language (Oxford, 1990).

Table 4 shows the results of the compensation strategies use among students. This category comprises five questionnaire items.

The analysis indicates that the students occasionally utilize compensation strategies such as guessing (M=3.20), using gestures to overcome a linguistic gap (M=3.15). Also, reading FL without looking up the meaning for every unfamiliar word (M=2.43) is found to be seldom used among the students. In addition, the results also show that the high or frequent range of compensation strategy use is not found in any of the items.

Table 4

Descriptive analysis for compensation Strategies

Items	Mean	SD	Use*
When speaking, I try to guess what the other person will say next in FL.	3.20	.941	S
When I can't think of a word during a conversation in FL, I use gestures.	3.15	1.091	S
When I can't think of a FL word, I use another word or phrase that means the same thing.	3.08	.980	S
I make up new words if I do not know the right ones in FL.	2.54	1.061	S
I read FL without looking up the meaning for every unfamiliar word.	2.43	.991	R
Overall Compensation Strategy Use	2.88	1.012	S

Note: * S=sometimes used, R=rarely used, FL=French language

4.4: Metacognitive Strategies

Table 5 presents the results of metacognitive strategies. This category has 9 items as shown in Table 15 below. Metacognitive strategies comprise of centering, arranging, planning and evaluating the learning of a given language.

The results for the use of metacognitive strategies in Table 5 show that none of the strategies are very frequently used ($M > 4.5$). However, several metacognitive strategies are frequently used. The frequently employed strategies are paying attention when someone is speaking in FL ($M=3.91$), findings ways to become a better learner of FL ($M=3.87$), making use of mistakes in FL to improve oneself ($M=3.74$) and thinking about ones progress in learning FL (3.63).

Besides, of the 9 items, 5 metacognitive strategies are occasionally employed by the students. The strategies are: setting goals in order to improve one's skills in FL ($M=3.38$), dedicating adequate time to study FL ($M=3.33$) and looking for partners to talk to in French ($M=3.30$).

Nevertheless, none of the metacognitive strategies are seldom used by the learners. Furthermore, the overall mean score for metacognitive strategies as shown in Table 5 is 3.51, indicating high or frequent use of the strategy.

Table 5

Descriptive analysis for Metacognitive Strategies

Items	Mean	SD	Use*
I pay attention when someone is speaking in FL.	3.91	.795	F
I try to find out how to be a better learner of FL.	3.87	.905	F

I notice my mistakes in FL and use them to improve myself.	3.74	.787	F
I think about my progress in learning FL.	3.63	.788	F
I have clear goals for improving my skills in FL.	3.38	.951	S
I plan my schedule so I will have enough time to study FL.	3.33	1.007	S
I look for people I can talk to in FL.	3.30	.959	S
I try to find as many ways as I can to use FL.	3.30	.917	S
I look for opportunities to read as much as possible in FL.	3.18	.951	S
Overall Metacognitive Strategy Use	3.51	.880	F

Note: * F=frequently used, S=sometimes used

4.5: Affective Strategies

Table 6 presents the results of the 6 items of affective strategies. Affective strategies refer to the use of emotions and values in the process of learning a language. Affective strategies deal with lowering anxiety, encouraging oneself and taking emotional temperature in the process of learning a target language (Oxford, 1990).

As shown in table 6, none of the strategies are very frequently utilized ($M > 4.5$). Nevertheless, the results reveal that of the 6 items, 3 are frequently used among the students. That is, the students frequently encourage themselves to speak French language despite the fear of making mistake ($M=3.68$). This is followed by relaxing in spite of their fear of using FL ($M=3.59$), and being aware of their tension while using FL ($M=3.52$). Also, sharing feelings about learning FL and rewarding themselves after doing well are sometimes used by the participants of this study. Finally, among the six items listed in this particular type of strategy, writing down ones feelings about learning FL in a diary ($M=1.95$) is reported to be rarely used by the students. In addition, the overall results indicate that the students occasionally employ affective strategies ($M=3.21$) in learning FFL.

Table 6

Descriptive analysis for Affective Strategies

Items	M	SD	Use*
I encourage myself to speak FL even when I am afraid of making a mistake.	3.68	.891	F
I try to relax whenever I feel afraid of using FL.	3.59	.905	F
If I am tense or nervous when I am studying or using FL, I realize it.	3.52	1.058	F
I talk to someone else about how I feel about learning FL.	3.49	1.106	S

I give myself a reward or treat when I do well in FL.	3.05	1.11	S
I write down my feelings about learning FL in a diary.	1.95	1.03	R
Overall Affective Strategy Use	3.21	1.01	S
		9	

Note: * F=frequently used, S=sometimes used, R=rarely used

4.6: Social Strategies

Table 7 presents the analysis of the social strategy use (7 elements). Social strategies are the type of learning strategy which involves interacting with other people, cooperating with others throughout the learning process.

The results in Table 7 reveal that none of the strategies are very frequently or rarely utilized among the students. However, frequent use of social strategy is found for all the questionnaire items except for asking for help from French speakers (M=3.20), trying to learn about French culture (M=3.14) and asking questions in French language (M=2.63) in which the participants are found to occasionally employ these items of social strategies. Asking to repeat (M=3.93), slow down (M=3.77) and practicing with other students (M=3.57) are frequently done by students in learning FFL. The results further indicate that in average the participants apply social strategies moderately in learning FFL (M=3.40). In general, the participants of this study always ask questions for clarification whenever they are engage in a conversation in FL.

Table 7
Descriptive analysis for Social Strategies

Items	Mean	SD	Use*
When I do not understand something in FL, I ask the other person to repeat.	3.93	.833	F
When I do not understand something in FL, I ask the other person to slow down.	3.77	.868	F
I practice FL with other students	3.57	.986	F
I ask French speakers to correct me when I talk.	3.56	1.056	F
I ask for help from French speakers.	3.20	1.115	S
I try to learn about French culture.	3.14	.954	S
I ask questions in FL.	2.63	.965	S
Overall Social Strategy Use	3.40	.968	S

Note: * F=frequently used, S=sometimes used

4.7: ICT as Strategy Use

Table 8 below presents the results of the descriptive analysis of the five questionnaire items regarding to the use of ICT as a means of learning strategies.

As shown in Table 8, the results indicate that none of the strategies are neither very frequently used nor rarely used. Also, one of the ICT strategy is frequently used by the students, that is the use of internet to learn FL (M=3.88). Besides, on the 5 items of this particular type of learning strategies, using mobile phones to learn French language and to learn about the culture appears to be occasionally utilized by the students. In terms of average use of social strategies, it appears that this type of strategy is sometimes used by students (M=3.10). In average, students only sometimes use ICT strategies in the process of learning the target language. The results indicate that the use of internet to learn FLL is common among the participants of this study.

Table 8
Descriptive analysis for the use of ICT as strategy

Items	Mean	SD	Use*
I use internet to learn FL.	3.88	1.046	F
I use internet to learn about French culture.	3.47	1.088	S
I use mobile phones in learning FL.	2.89	1.338	S
I use mobile phones to access internet in learning FL.	2.76	1.275	S
I use mobile phones to access internet in learning French culture.	2.52	1.208	S
Overall ICT Strategy Use	3.40	.968	S

Note: * FU=frequently used, SU=sometimes used

4.8: Overall Strategy Use

Table 9 summarizes the results for the seven types of learning strategies in descending order.

The results in Table 9 show the mean for the 7 major learning strategies. Metacognitive strategies are the most frequently used strategies among the seven strategy categories (M=3.51). This is followed by Social strategies (M=3.40), memory strategies (M=3.29), Affective strategies (M=3.21), Use of ICT (3.10) and Cognitive strategies (M=3.03). Compensation strategies were found to be the least used strategy (M=2.88). Also, it appears that none of the types of the strategy are very frequently and rarely used by the students. The results also show that the use of all the seven categories is M=3.20. This implies that in general, most of the students sometimes use learning strategies in their process of learning FLL.

Table 9
Use of language learning strategies

Category	Rank	Mean	SD	Use*
Metacognitive	1	3.51	.880	F
Social	2	3.40	.968	S
Memory	3	3.29	.932	S
Affective	4	3.21	1.019	S
Use of ICT	5	3.10	1.191	S
Cognitive	6	3.03	.965	S
Compensation	7	2.88	1.012	S

Overall Strategy Use	3.20	.979	S
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Note: * F=frequently used, S=sometimes used

4.9: Results

This study was designed to answer the research question of the study: what learning strategies do Malaysian students deploy in learning FFL? The results of the overall strategy use reveal that the students who participated in this study occasionally used LLS. Also, the results indicate an occasional use of the seven learning strategy types except for metacognitive strategies in which a frequent range of strategy use is found among the students. On the other hand, in terms of usage, metacognitive strategies are reported to be highly preferred among the students. This is followed by social strategies, then memory strategies, affective strategies, the use ICT as a learning strategy, cognitive strategies. Finally, compensation strategies are reported to be the least use strategy among the seven categories. However, low and very frequent ranges of strategy are not found in any of the seven categories. The high use of metacognitive related strategies such as paying attention when someone is speaking in FL, findings ways to become a better learner of FL, making use of mistakes in FL to improve oneself or thinking about one's progress in learning FL was further explained by the learners by the fact that paying full attention to the interlocutor and practicing with peers are keys to succeed in a language learning process. In addition, the low use of compensation strategies such as guessing was explained by the very fact that this technique consisting of inferring the meaning of newly encountered French words in a given sentence is time consuming and they do not have sufficient command of the language..

One of the most interesting findings of this research is that the participants use all the strategies at different levels of frequency in their process of learning FFL. This finding is in agreement with a number of previous studies conducted in foreign language learning contexts where learners were alleged to use various learning strategies in acquiring new information in a given foreign language. (Hismanoglu, 2000; Oxford, 2003; Oxford, 1990; Tseng, 2005). These findings seem to imply the learners' awareness of the importance of utilizing different learning strategies in learning a target foreign language. This could be due to the fact that the participants of this study are all beginners in learning FFL. As a result, the students seem to employ different strategies in order to compensate their lack of contact to the language. In fact, previous research findings had revealed that foreign language learners used different strategies mostly because of a limited exposure to communication or interaction situations of a given language. Also, the results reveal a medium use of strategies by the participants, which confirm a study conducted in Korea in 2010 by Yang. The medium use of strategy by the participants was found by the researcher during the interview session. In fact

it was revealed that Malaysian students do not have opportunities to interact with French native speakers. Thus, this lack of exposure to the speech community seems to be the main reason of occasional use of learning strategies among the participants.

As mentioned earlier, learning strategies can be divided into Direct and Indirect strategies (Oxford, 1990). In this current study, indirect strategies are found to be the most preferred strategies among the participants. This means that students rely the most on centering, arranging, planning their own learning, lowering anxiety, encouraging themselves etc. This result compliments many other research findings in the Asian context (Phonlabutra, 2010; Root, 1999; Sadighi&Zarafshan, 2006; Yang, 2010). According to Oxford (1990) indirect strategies deal with the management of language learning without directly involving the target language. The students seem to make use of indirect strategies in learning FFL in order to overcome their lack of exposure to the language and its speaking situations. Besides, among the indirect strategies components, metacognitive strategies are reported to be the most predominantly used by the participants (M=3.51). Metacognitive strategies include, planning, arranging and evaluating learning. In other words, this type of LLS helps students to set independently their learning goals, to choose their language tasks and to make them decisions makers throughout the learning process. This finding seems to imply that the participants of this study are aware of the different language tasks to learn and how important and useful managing their own learning process is. This contradicts with some previous studies (Chan, 2011; Deneme, 2008; Phonlabutra, 2010; P O'Malley & Chamot, 1990; Wu, 2008; Yang, 2010) in which metacognitive strategies were found not to be the most preferred strategy in learning a foreign language. However, this finding is in line with a very similar study conducted in Malaysia by Haslina, Roslina and Normaliza (2012) in which learners of FFL were reported to use predominantly metacognitive strategies in their process of learning the language.

Moreover, it is not surprising that social strategies are the second most utilized strategies among the seven types of LLS. Social strategies include asking questions or practicing with friends. The current research finding supports the findings of some previous research in the Asian context (Sadighi&Zarafshan, 2006; Phonlobutra, 2010). A possible reason for using this type of techniques is that in the contexts where foreign language learning is taken place, learners lack interaction situations with the native speakers. Thus, practicing the language with peers seems to be the only opportunity for them to use or speak the language. Another possible reason is the fact the participants of this study are found to be motivated in learning FFL. Therefore, they find any occasion to ask questions to their respective lecturers for clarification.

On the other hand, in this research, compensation strategies are reported to be the least favorite strategies used by the students in their process of learning FFL. According to Oxford (1990), this category of strategies consisted of guessing, overcoming limitations in speaking and writing by using mime, gesture, coining words etc. This low use of compensation strategies were further explained by the students by the fact that they do not really engage in a conversation in French language and that they do not employ some kinds of compensation strategies such as guessing the meaning of a new French word in a conversation because it is time consuming. Also, the low use of compensation strategies could be explained by students' limited knowledge of French language. This finding is in parallelism with previous research findings conducted in the Asia context where compensation strategies were reported to be frequently used by learners (Deneme, 2008; Yang, 2010; Chan, 2011). Furthermore, cognitive strategies are reported to be the second least used strategies by students. These strategies, according to Oxford (1990), involve practicing, analyzing or reasoning. Among this category, watching French TV shows or movies (M=2.14), reading for pleasure in French language (M=2.38) and writing notes, messages, letters or reports in French language (M=2.10) are reported to be the least preferred strategies to remember new French words or expressions. This comes as a confirmation of Malaysian students' lack of exposure to French TV channels, as well their limited knowledge of French language. However, this result contradicts some previous research findings (P O'Malley & Chamot, 1990; Wu, 2008) in which learners were reported to use cognitive strategies with a high frequency.

5.0: Conclusion and Recommendations

The results of the students' overall strategy use show that the participants of this study often use LLS. Also, the results indicate a medium use of all the seven learning strategy categories except for metacognitive strategies in which the students are reported to use metacognitive strategies in a frequent basis. These findings support previous research findings (Hismanoglu, 2000; Oxford, 2003; Oxford, 1990; Tseng, 2005). This finding further infers that the use of LLS differs from students to students and that learners usually utilize those techniques in the process of learning foreign languages.

Over the past years, researchers have been conducted several studies around the world regarding the learning of foreign languages. However, it appears that almost all the studies in the foreign language settings deal with the study of English rather than other international languages such as French or Spanish. This present study was aimed at filling that gap by exploring the Malaysian students' strategy use in learning French as a foreign language.

These findings imply that teachers of French should teach learning strategies in classrooms, they

should inform the learners about the existence of learning strategies so that the students can make use of them. As far the learners, they should know that using efficiently learning strategies can help them perform in any foreign language.

As far as the curriculum designers as concerned, they should include language learning strategies in the textbooks since it has been proven that students do use strategies in learning languages. This will definitely help the learners.

ACKNOWLEDGMENT

First and foremost, I would like to express my deepest gratitude to Universiti Malaysia Kelantan (UMK) for funding this conference paper.

I am grateful to Prof. FarokZakaria, Director of Centre for Language Studies & Generic Development for his constant support and advice.

I would also like to express my greatest gratitude to Associate Prof. Dr. SoubaRethinasamy for her guidance and constant support throughout my journey as a postgraduate student at UNIMAS

A special thanks to my family, friends and colleagues at PBI, UMK.

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NATIVE VS NON-NATIVE: HOW THOUGHTS ARE REFLECTED THROUGH THE WRITERS' ACADEMIC WRITINGS

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Abstract

Language process a unique phenomenon for its internal structures and the complex values beyond simple utterance. The relationship among language, thought, and culture is identified through the external actualization performed by the language. The present paper is an attempt to explore the dependency, specifically between the language and thought. We particularly examine the thought on the language because a language leads the thinking pattern and how speaker perceive the world. We used nine academic publications as the object of the research. Findings reveal that there are four features in the object of the research should be taken into account. They are the occurrence of the first person pronoun 'I', passive-voice construction, similar-meaning-word variation, and the language errors. These findings lead to a conclusion that the native's thoughts are direct and concise, opened, and expressive, while the thoughts of the non-native are attributed by the low openness, high modesty and politeness.

Keywords: linguistic determinism, linguistic relativity, native english speakers, non-native english speakers

1. Introduction

Humans communicate by using language and results to diverse language phenomena. This diversity has become central topics in many linguistic studies. It further implies the nature system of a language as the main means of communication in one-bound of human interaction in the society (Chapman, 2000: 106). Among the central topics which is directly correlated to the actual practice of the language concerns with one-long standing claim about the relationship between language and thought. This completely inextricable relationship of the language, thought, and culture has been talked under a well-established Sapir - Whorf hypothesis. Crystal (2010: 15) states that language determines the way of thought and language also influences how people perceive their worlds (realities).

Given the phenomenon of the relationship between language and thought, we specifically observed one communication form which reflects the thoughts of the speakers of two different languages, namely academic texts (written communication). Regarding to that, this research depicted how language affects human's thoughts. Through published journal articles, this study seeks to explore how the native English speakers and the Indonesians, who use English in their written communication, from their English language

thoughts. In order to make it clearer, this inquiry is guided by the following research question "How are native/non-native English speakers' thoughts reflected through their academic writings?"

2. Review of Related Literature

Language, Thought, and Culture

Pattanayak (1990: 15) states that language does not only function as the means of communication but it also takes part as the cultural institution as the integral part of the speakers' social, emotional, and intellectual lives. It is the system of meaning which is taken altogether to constitute human culture (Halliday & Hasan, 1998:2). The definition of culture here is not specific about certain works of art, but it is anything in which the members of the society have to know or believe in relation to "manners", such as stated by Wardhaugh (2006: 221), "a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any of themselves".

From the psycholinguistics study, the dependence of thought and culture on language is viewed in four theories (Steinberg et al., 2001: 246), namely:

- 1) speech is essential for thought (to develop thinking, people must learn how to speak)

- 2) language is essential for thought (to develop thinking, people must learn language, how to produce or understand speech)
- 3) language determines or shapes our perception of nature (the learning of language will determine or influence the way people perceive the physical world, visually, auditorily, etc)
- 4) language determines or shapes our world view (the learning of language will determine or influence the way people understand the culture and the world)

Sapir-Whorf Hypothesis

The idealism that sees the correlation of language and culture (in which thought is embedded) emerged the theory that is well-known as Sapir-Whorf hypothesis. John Herder and Wilhelm Von Humboldt emphasized a concept regarding to the diverse language structures of the sister languages and the relationship of language and thought which was studied further by Sapir and Whorf that they both formulated two basic principles, called linguistic determinism and linguistic relativity (Coupland and Jaworski, 1997: 439). Summing up both in brief, Mesthry et al., (2009: 6) states, "It is not just that language use is an outcome of thinking; but conversely, the way one thinks is influenced by the language is 'born into'. Mind, according to this hypothesis is the grip of language".

Kramsch (2009: 11) restates Herder's and Humboldt's ideas upon this correlation that different society speaks different languages because they think differently. They think differently because the languages they speak cause them to express their worlds differently either. While Penn (1972: 19) asserts that the ways of people see their worlds are different one another because of the extreme difference of the internal structures. The internal structure of a language is like the semantic which labels the reality (Gegenstiinde). Humboldt in Penn (1972: 20) also states that humans cannot see, imagine, and think without a language. Referring to that he asserts that "language is thought; thought, language". It resulted the Humboldt hypothesis (before Sapir-Whorf) that language determines the whole thought. So, if the language and thought are in one, then it is possible that a thought exists without a language.

1) Linguistic Determinism

Linguistic determinism claims that the structure of a language determines the way of the language speakers view the world (Wardhaugh, 2006: 221). It implies that each

language speaker has their distinctive ways of thought since they speak different languages. See the following statement of Whorf's in Carroll (1956: 212-214).

the background linguistic system (in other words, the grammar) of each language is not merely a reproducing instrument for voicing ideas but rather is itself the shaper ideas, the program and guide for the individuals' mental activity, for his analysis of impressions, for his synthesis of his mental stock in trade. Formulation of ideas is not an independent process, strictly rational in the old sense, but is part of a particular grammar, and differs, from slightly to greatly, between different grammars...

2) Linguistic Relativity

A form of linguistic determinism which claims that if thought is language and if language differs from one another then thought is relative to language (Penn, 1972: 50).

3. Research Method

The present study employs descriptive qualitative research. Although it seeks to gain information regarding human thought, we do not use a longitudinal observation which is commonly used in researching human thought or behavior. Instead, we selected nine journals from two different institutions as the object of the research. For the reason of confidentiality, the selected journals are labeled as journal A, Journal B and Journal C. This label serves as a classification for journals regarding the issuing institution and the writers' origins. Journal A consist of three internationally published journals whose writers are native English speakers. Journal B is a classification for journals written by Indonesian researchers which has been published internationally. On the other hand, journal C is to label a group of journal which is written by Indonesian scholars and published locally.

4. Finding and Discussion

Led by the research questions "How are native/non-native English speakers' thoughts reflected through their academic writings?", this research reveals several language phenomena under two different linguistic boundaries between English and Indonesian reflected from the use of English by the native and non-native English speakers.

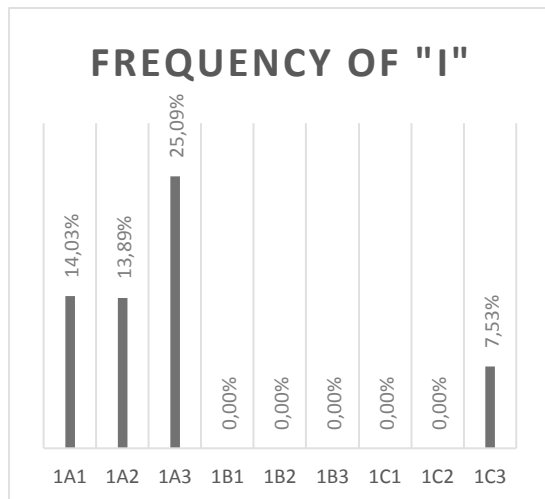
Based on the literary review conducted by looking up the English use in the journals

classified as above (A, B, C), there are several language behaviors which represent the speakers as reflected through the ways of the native/non-native communicate their ideas, the sentence construction produced, and word choice and its variation. Coming from these findings in answering one research question, we unfold the details into: 1) occurrence of first person singular 'I' in the sentences; (2) passive voice; (3) similar-meaning-word variation; (4) language errors

The Subject "I" found in the Data

What follow is the result of observing the sentences from the journals constructed by the native and non-native English speakers in the use of subject pronoun of the first person singular 'I'. The below chart displays the difference between two journals.

Table 1. Frequency of 'I' found in the data



Note:

- 1A1 : Data 1 of A1
- 1A2 : Data 1 of A2
- 1A3 : Data 1 of A3, and so forth
- Data 1 : 'I' occurrence
- A : Native speaker/ international journal
- B : Non-native speaker/ international journal
- C : Non-native speaker/ local journal

The table above shows that the frequency of the subject pronoun. The first person singular 'I' is dominated by the English native speakers' writings. From the three journals written by the natives, they used 'I' instead of researcher/writer in their texts. The first native uses as many as 14,03%; 13, 89% for the second writer, and the third native speaker shows the highest frequency on the use of 'I' at 25,09%. On the other hand, six non-native speakers mostly exclude the use of "I" as a subject in their journal writing. However, only one researcher

wrote using "I" in the local journal. Its frequency is at 7,53% out of the whole text. The other five non-native writers left the use of 'I' at all.

The samples below present how the English users (A, B, C) present their research purposes or what they are discussed in their papers.

- (A11) In this paper, I will briefly describe critical pedagogy...
- (A12) In this section I plan on doing just as as Coleman insists above. I will provide...
- (A21) In this article, I look at how respect for difference is reflected in
- (A22) I also draw reference from...

In contrast, non-native writers used the following expression to convey the similar meaning.

- (B11) This paper reports on a case study of..
- (B21) This article reported a study that...
- (B31) This paper was a subset report of a research project...
- (C11) This research has been conducted to determine..
- (C21) This paper focused in discussing the implicature meaning...
- (C31) This study was designed to...

The data (A11) to (C13) indicate the ways of telling the speakers' purposes to write/research their concerned cases. Data in A label are the native's data. They use directly the subject pronoun 'I' which refers to themselves as the researchers/ writers. The data B and C, varied from B1-C3, there is no statement of stating the purpose which directly uses 'I' or 'we' to refer to the writer's self. They prefer to use phrase such as 'this paper', 'this article', 'this research', and 'this study' to tell their purposes.

In regards to the use of first person as a subject such as "I" and "we", Fraenkel et. Al. (2012) asserts that researchers especially those writing qualitative research report often uses first person as a subject but in quantitative it is rarely used. However, whether or not those writers use first person as a subject, although it is interesting, our concern is not on judging which one is better. We mainly will examine what lies behind the choice.

We conducted an informal interview with some English native speakers. They were also teachers in Indonesia and served in senior high schools. According to them, they can use first

person subject 'I' or "we" in any writings, academic included, while Indonesian academic writing culture does not have this, so that it is seldom to find the Indonesian researchers use 'I' to refer to him/ herself (observe some other academic writing reports, such as: thesis and dissertations). However, it does not mean that native speakers never use other personal pronouns (such as, third person) in such a case. Some of the native speakers also use the same way of writing (using the words 'the researcher', the writer') instead of 'I'. Thus, what is necessary to underline here is that the English native speakers are more flexible to use the first person of him/ herself as the personal pronoun reference, while the Indonesians are not (although some Indonesians use 'I').

The sort of idea above is also supported by Lee and Thomson (1976). They say Indonesian language falls under topic-prominent language category. Its construction of grammar relation focuses on the topic-comment rather than on the subject-predicate relation. Hence, rather than using a direct first person subject such as "I" or "we", Indonesian speakers tend to change it in the way that they omit using them. In sum, concerning the data, the average frequency of the 'I' occurrence is 5,89: 1.26 in native and non-native's comparison.

We try to dig up the internal structure of the surface why 5/6 of the Indonesian's academic writings are produced with the 'I' absence. That occurrence is not only in the attempt of the researchers to state their research purpose/s, but in the overall writings.

In addition to the above interview with native English speakers, we also interviewed some Indonesian experts. They shared that Indonesian language structure tends to be in passive-sentence construction.

We further tried to go beyond the phenomenon. We then found that the difference of English and Indonesian which is reflected to their speakers express how each language works. The Indonesian language is high in its language modesty. It tends to put 'I' behind 'thing'. Thus, the emergence of 'it' is higher than 'I'. It means that the subject person is put in later sequence than the 'thing' subject which appears in the passive-sentence construction. It also implies the high language ameliorableness and politeness. The openness characteristics of Indonesian is lower than English. Dealing with that, the English native speakers are more direct in expressing their thoughts than the Indonesians.

The findings are related to the previous one stated in A. The tendency of putting the 'thing'

precedes the subject 'person' (that may use other personal pronouns) comes in passive-sentence construction. In fact, with regards to the theory, in the context of language typology, passive is classified into the topic-prominent language and subject prominent language (Li & Thompson, 1976). The basic organization of topic-prominent language is the terms of topic and comment; while that of subject-prominent language is the subject and predicate. It is said that the East Asian language belongs to topic-prominent language and Indo-European language belongs to subject-prominent language. The Indonesian language with the characteristics in the tendency of using the passive form is surely related to topic-prominent language. Thus, the use of personal pronoun 'I' is bounded in that.

What follow is a graph showing the percentage of passive construction found in the data.

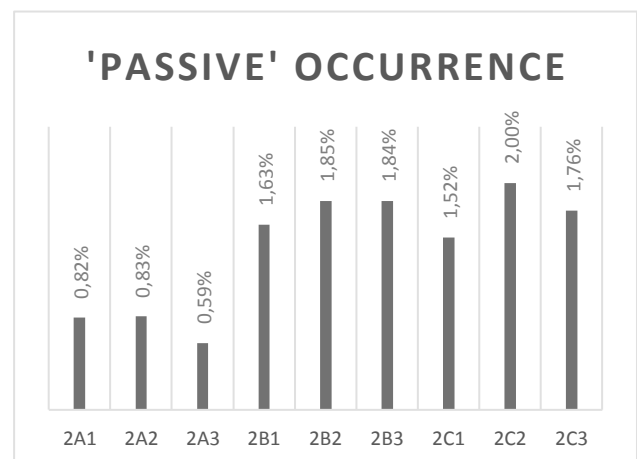


Figure 2. Frequency of passive construction found

Passive construction found mainly in the journals written by non-native speakers. The overall comparison of the two main subjects investigated (native and non-native) regarding the use of passive construction is at 3:7. Besides, the frequency of the appearance, the data which reveal the language phenomenon is on the common vocabularies which used in passive voice/ past participle by the native and non-native speakers. Several common vocabularies used in passive are:

focused, argued, practiced, contrasted, identified, implemented, developed, covered, assessed, seen, tried, investigated, determined,

made, presented, defined, engaged, expected, linked, provided, referred, etc.

Besides the similarity on the sentence construction variations, in which, one discussed here is the 'passive-voice' occurrence, there is still a difference in the general sentence pattern of the passive voice. The non-native English speakers tend to use the long passive (indicated by the specified agent), while the native use it variously and tend to apply the short passive (without agent specified) and they also use the past participle form which stands as the adjective. The indication of using the long passive is to elaborate and enhance the long complete information that the sole of the Indonesian language is indirectly inserted to English when the non-native speakers use this foreign language. Look at the samples below.

- (A13) The level of...was determined using coding system.
- (A14) ...what effect the implemented methodology is...
- (B12) The data form the interviews were transcribed, coded, classified, and categorized.
- (B33) Qualitative data were elicited through observation, reflective diary, and interview, while the quantitative data were collected through recorded conversation tasks and tests.
- (C12) This research has been conducted to determine the effectiveness of the learning model with grammar based student portfolio.
- (C22) This study was conducted in two cycles which refer to procedures that action research, planning, implementing, observing, and reflecting.
- (C31) Implicature had been analyzed by some researchers.

From the data above, the characteristics of the use of passive between the native and non-native come up. First, the native's passive is direct and concise; while the non-native tends to express the ideas in long complete sentence that it indicates the Indonesian native speakers intend to perform the details of their ideas that it impacts on the diction used. It implies the second characteristics. Second, dealing with the previous feature, the Indonesians often make the repetition which it may go to a redundancy. Third, the non-native English speakers use the long passive more often than the native. The fourth is the variation of the word use. Based on the whole data gone through, the native pick the

synonymous words to express one thought under the same words but the non-native is trapped in the knowledge of the language and use the same words often over the writings.

Data (A13) and (A14) reflects the directness and conciseness. Data (B12) and (B22) shows the high level of English acquisition reflected through the chosen words in describing the content. Data (C12) and (C13) show the intact language pattern. This intact language pattern elicits the native language's thought interfered the non-native language which is acquired through the conscious processes, such as learning. The Indonesian language pattern interfere the English language which is L2. But this kind of language pattern also tests the L2 acquisition of the speakers because they apply the long sentence construction in a good grammatical demand.

Similar-meaning-word Variation

The variation of the similar words may show the word-bank of each native language since the synonymous words probably do not contain the exact same meaning, yet they are the translation which is expected to substitute what is there in one language and what word represents it in another language. This phenomenon was explored by the similar-meaning words (how they are used across the journals). Here are the words which occupy the similar positions (due to the meaning).

Table 1. Examples of the Similar-meaning-word Variation Used by English Native and non-native

	Native	Non-native
Word	Attempt, undertake	Attempt
	Posed	Yielded
	Built up; enhanced	Developed
	Conduct, carry out	Conduct
	Presented, performed	Presented

Going through this part, the above words are the common words found most of in the research samples. The words may be able to be classified as the common academic words. The English native speakers show the word variations in which the Indonesian speakers use the same words most of the time. What is going to be discussed here is not about the number of words used or whether the non-native does not have rich vocabulary, but something in point is whether the Indonesian language differs the slight differences of what the words bring in

mind which are reflected by the synonymous word forms. Let's take a look at the word 'perform'.

The word 'perform' in Indonesian deals more with something performed on the stage, while in English this word can replace the word 'present'. This phenomenon answers the linguistic relativity of English and Indonesian that the Indonesian speakers stand on this barrier that actually they do not have the words that they cannot automatically apply the words while they use English although English has it. It does not totally mean that Indonesian will never be able to use or understand, they will be able to grab the vocabulary that Indonesian does not have through a learning process. It means the words are acquired consciously.

Language Errors

The phenomenon of language error can be one of the proofs of the relativity in language. Lado (1957) in Ellis (1994: 43) states that the errors made is concerned on the result of the transfer of the L1 'habits', which in other words, the language interference occurs. Take a look at the following language error samples.

- (C13) Model-based learning portfolio is a learning model that has *a strong basic principles...*
- (C14) Model portfolio-based learning is *a learning innovations ...*
- (C15) In teaching grammar with portfolio *gives a picture of...*, gives an overview..
- (C32) Implicature is also *founded* in...
- (C33) ...will response *as same as* they want
- (C34) Manner maxim is also failed *to analyzed* by..

The errors as shown by the data above are caused by the language interference of L1 and L2, and it naturally happens because both of the languages have distinctive linguistic systems. The error that occurs in (C13) and (C14) shows that difference. The Indonesian language does not use suffix -s/-es to indicate the plural form of a noun, yet it uses the word repetition or modifier. Data (C15) unfolds the literal translation from Indonesian into English. The word 'gives a picture' reflects the Indonesian word for 'pictures (picturing something; describe, illustrate, and the like). The researcher intended to use the same way of expressing 'gives an overview'. Thus, here Indonesian and English influence each other (the error is caused by the reverse interference of L1 to L2, L2 to L1). Data (C32) is triggered by the non-native

language habit that the interference occurs intralinguistic systems of the second language, English. The error is on the past participle form of the irregular verb that is intervened by the past participle pattern of the regular verbs. The same case for the same reason for data (C33) in showing the positive degree and data (C34) on the use of passive preceded by to infinitive. These error forms imply that language is deterministic and relative one that language error and interference become one of the characteristics in second language learning.

5. Conclusion

We draw the conclusion from findings and discussion which answered the aforementioned research question on how native and non-native English speakers' thought are reflected through their language use. Several features are explored to find out the pattern. This includes the occurrence of first person subject such as "I" or "we", passive construction, similar-word-meaning variation, and language error.

In regards to the first feature, the occurrence of first person subject (using pronoun I or we), we found that this type of subject dominated the journals written by native English speakers (A1= 14,03%, A2=13,89%, A3= 25,09%, B1=0%, B2=0%, B3=0%, C1= 0%, C2=0%, and C3= 7,53%). Non-native English speakers are most likely to use words such as "the writer", "the researcher" or "the author".

The number indicates that thought pattern still affect and drive nonnative speakers whose first language is Indonesian when using English. It can be inferred that language is deterministic and subject to relativity which is in line with the theory from Edward Sapir and Benjamin Lee Whorf. The reflecting phenomenon is caused by the characteristic of Indonesian in using the language such as trying to always look modest.

The second feature is passive constructed sentence. This variable is important considering the Indonesian speakers are having a tendency to use passive sentence to convey ideas. This feature appeared in both journals written either by native or non-native English speaker. However, non-native speakers outnumbered the use of passive sentence in their writing. The ratio between both is at 3:7. The given pattern demonstrated that native English speakers are concise and direct while non-native speakers are longer in terms of presenting an idea. In addition, non-native speakers are not direct in expressing idea for it is affected by politeness in their first language and that they like to appear modest might contribute to their language as well.

The third and the fourth feature are similar word meaning variation and language errors which depict relativity in language. It is believed that brain process and decides which words are produced. Thus, the words produced will be varied from one another. It is assumed that limited knowledge or ability in a language is one causal factor that causes limited word variety. Notwithstanding, such language pattern can lead people to the way they receive and perceive the world. It is important to note that not every word in a language has an equal meaning in other language. This also hinders the second language learner since the process is not natural as unconscious process. In line with this phenomenon, error in language can occur due to language interference.

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THE PRAGMATICS OF RELIGIOUS LANGUAGE: AN ANALYSIS OF THE MALAY LANGUAGE

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Abstract

Some pragmatic problems occur when religious meaning is understood differently by its language users, such as the effect of the use of religious language on other language users. This paper discusses the pragmatics of the Malay language as a religious language in Malaysia, having the objectives of (1) identifying the factors that lead to the determination of the different religious meanings, and (2) describing the effects of the use of religious language on other language users from different religions. The discussion is based on the pragmatic concept suggested by Crystal (1999) which views language from the perspective of its users, and Russell's approach (1940) to meaning in the philosophy of language. The data used in the discussion relate to a controversial issue of religious language in Malaysia, the use of Islamic words by other religions. The results show that there are several factors that lead to the determination of different religious meanings, including the religious background and interpretation in Malaysia. The results also show that the use of some words in religious language is subjected to Islamic law. The Non-Muslim users of the Malay language have to face certain restrictions when using religious language.

Keywords: sociopragmatics, religious discourse analysis, religious language, philosophy of language

1. Introduction

The Malay language is Malaysia's national and official language. The word 'Malay' refers to the Malay ethnicity which is the predominant ethnic group in Malaysia. As a result of geopolitical circumstances, the Malay language is best known as the language of the Malay ethnicity in Malaysia. Although the Indonesian language is also a Malay language, the particular geopolitical circumstances mean that the Malay language is used in Malaysia, and the Indonesian language in Indonesia.

According to the Population Distribution Report 2010, among the Malaysian citizens in Peninsular Malaysia, the Malays constituted 63.1 per cent followed by the Chinese at 24.6 per cent and the Indians at 7.3 per cent. The Ibans constituted 30.3 per cent of the total citizens in Sarawak while the Kadazan/Dusun made up 24.5 per cent in Sabah [1].

In the Malay language, there are a number of religious words consisting of more than one meaning due to the different meanings given by the religion itself. For instance, *sembahyang* (prayer) is understood differently by Muslims, Buddhists, Christians and Hindus, according to the different rituals of the four different religions. A Muslim may explain the meaning of *sembahyang* by referring to his/her Islamic practice and a Hindu may describe it based on his/her religious teaching.

Therefore, some pragmatic problems occur when religious meaning is understood differently by its language users. More worryingly, in some situations, the difference of meaning creates some

religious conflicts among the devotees, such as the use of the word ‘Allah’ by Muslims and some groups of Christians in Malaysia.

This paper discusses the pragmatics of the Malay language as a religious language in Malaysia, having the objectives of (1) identifying the factors that lead to the determination of the different religious meanings, and (2) describing the effects of the use of religious language on other language users from different religions.

The discussion is based on the pragmatic concept suggested by Crystal [2] which views language from the perspective of its users, and Russell’s [3] approach to meaning in the philosophy of language. The data used in the discussion relate to a controversial issue of religious language in Malaysia, the use of Islamic words by other religions.

2. The Malay Language as a Religious Language

Up to 2010, Islam was the most widely professed religion in Malaysia with a proportion of 61.3 per cent practising the religion. As a multi-racial nation, the other religions embraced were Buddhism (19.8%), Christianity (9.2%) and Hinduism (6.3%) [4]. Since the Malay ethnicity is closely associated with Islam, the Malay language is equally connected with Islam. This is because religion (Islam) and language (Malay) are two identities which are often ascribed to the Malay ethnicity. In other words, the Malay ethnic identities are religion (Islam) and speech (Malay). This symbiosis is shown in Figure 1:

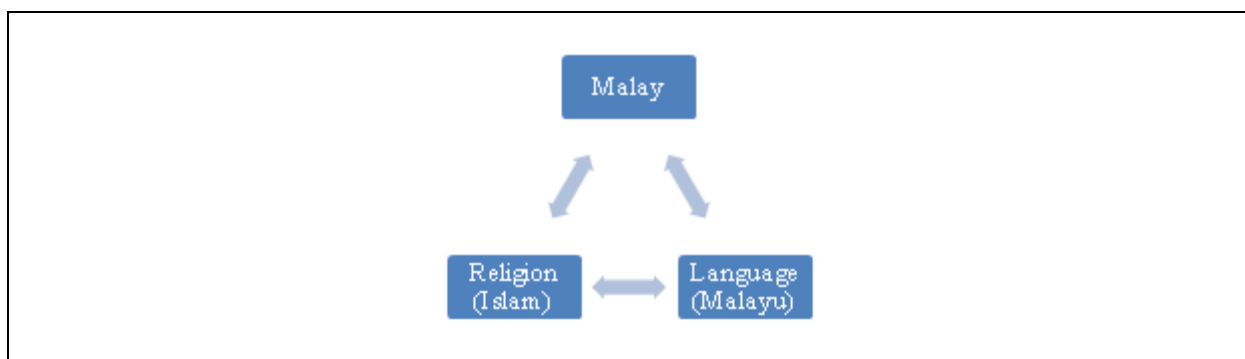


Figure 1: Relations between Malay and religion and language

This symbiosis has had an influence and impact on the Malay language as a religious language, particularly in terms of the formation of the corpus of the language. Before the arrival of Hinduism and Islam, the Malay community’s faith had been influenced by animism and dynamism, as can be detected in their religious language. The expressions that contributed to the vocabulary of the Malay language in the pre-Islamic period relate to the soul or spirit, magic and taboos. The characteristics of this animism obviously influenced the ancient stage (before the second century) and a small part of the stage of the ancient Malay language (from the second century to the thirteenth century) [5].

The arrival of Hinduism reformed the Malay community’s faith. The reformation of Hinduism refers to the reinforcement of the practice of animism and dynamism that was applied in the long tradition of the Malay community. The strengthening of syncretism can be detected in Sanskrit terms brought to the language by Hindu rituals, such as sins, fasting, heaven, hell, and so on. The characteristics of religion that seeped into the Malay language at this time moved the Malay language into its ancient stage. This stage began in the second century and continued until the thirteenth century.

Islam arrived in Malaysia together with the Arabic language. This association is clearly understood because Arabic is the language of the al-Quran and *hadith*, two of the main sources in Islam. The arrival of Islam introduced a new religious reformation to the Malay community. The most important

aspect behind the reformation was belief, i.e. from belief in different gods to belief in one God, together with social, political, legal and educational reforms that took place in the Malay community.

According to Syed Muhammad Naquib al-Attas [6] these reforms left an impression and influence so that they can be regarded as a 'new revolution' not only to the Malay language, but to all of the important institutions of the Malay community. These features reflected the position of the Malay language during its classical stage, which began in the early fourteenth century and flourished until the late eighteenth century.

According to Komaruddin Hidayat [7], religious language is (1) the expression of metaphysical thought, especially the word of God; (2) the language of the scriptures, especially the language of the Quran; (3) the language of religious rituals. Religious language contains many symbolic expressions such as metaphors, similes, informative expressions, prescriptive expressions, commands and prohibitions. This diversity of expressions produces a variety of understandings among its users. However, the easiest meaning to be understood is any particular meaning which is expressed in the prescriptive form.

As a result of the influence of Islam, the main characteristics of the Malay language as a religious language was the domination of Islamic vocabulary compared to Sanskrit. Although the Malay language has religious terms from Sanskrit, such as *syurga* (heaven), *neraka* (hell), *sembahyang* (prayer) and *dosa* (sin), Arabic terms are more numerous. Another difference is that the Sanskrit terms are mainly concerned with metaphysics, whereas the Arabic terms extend not only to metaphysics but to logic, epistemology, theology, ethics and law.

Another characteristic is the expansion of the Islamic themes of thought and writing. An example is the disclosure of literature after the arrival of Islam became more attractive over the inclusion of new elements introduced by Islam, such as rationalism and objectivism. Similarly, the publication of a number of Malay masterpieces, such as *Sulalat al-Salatin*, *Tuhfat al-Nafis* and *Hikayat Raja Pasai*, contributed to the widening of the horizon of Malay philosophy and the Malay mindset. These publications enabled the Malay language to become a language of knowledge.

3. The Determination of the Different Religious Meanings

Do the different religious meanings refer to a polysemy? How far is the difference of a meaning with another and how does religious language come to have different meanings?

The use of the word 'Allah' by Muslims and some groups of Christians in the Malay language shows the difference in terms of the meaning of 'Allah'. From the Muslim's perspective, 'Allah' refers to a specific name of God in complying with the concept of monotheism. However, from the Christian's point of view, 'Allah' is a Malay translation of the English word 'God' which is used in the concept of trinity.

According to *Kamus Dewan* [8] which is a dictionary of the Malay language published by the Malaysian Institute of Language and Literature (Dewan Bahasa dan Pustaka), Allah means *Tuhan (Yang Maha Esa)* (God ((The One))). This meaning clearly represents the meaning of 'Allah', parallel to the Muslim's perspective. In the pragmatic context of the Malay language, there is no polysemy of the word 'Allah'. The word 'Allah' has only one single meaning and the meaning can't be extended to another meaning. Accepting another meaning of the word 'Allah' apart from its meaning in Islam will confuse language users in understanding the actual meaning of 'Allah', even in its hyponym structure.

By referring to its objective, the institute plays a vital role in order to standardize the spelling and pronunciation of and to coin appropriate terminologies in the national language, encourage the correct use of the national language and encourage the extensive use of the national language for all purposes

in accordance with the existing laws. Hence, the meaning of the word ‘Allah’ given by the institute in the *Kamus Dewan* should be a semantic guidance to be followed by the Malay language users.

There are several factors that lead to the determination of different religious meanings in Malaysia. The first factor is the difference of religious background. The word ‘Allah’ has been used by the Muslim community along with the coming of Islam centuries ago, as it is a name of their God. The testimony of faith in the first pillar of Islam declares the word ‘Allah’ in its form, “There is no God but Allah”.

In contrast, the Christian community in Malaysia use ‘God’ to refer to their God. However, the Roman Catholic Church’s Malay language section of *The Herald* weekly used the word ‘Allah’ before the Home Ministry of Malaysia banned its use. The High Court then declared in December 2009 that the decision by the Ministry was illegal. In October 2013, the Court of Appeal then set aside the High Court’s 2009 decision. In June 2014 and January 2015, the Federal Court rejected the Church’s appeal and decided that the Court of Appeal had correctly applied the objective test with regard to the minister’s discretion.

The judgement made by the Court of Appeal stated that the word ‘Allah’ was never an integral part of the faith or practice of Christianity. By taking into consideration historical and religious facts, there was no plausible reason for the Church to use the word ‘Allah’ in *The Herald* [9]. This issue shows that the historical background of religion plays an important role in understanding religious meaning.

The second factor is the difference of religious interpretation. With regard to the issue of the word ‘Allah’, the Roman Catholic Church sought declarations among others that [10]:

- i. It has the constitutional right to use the word ‘Allah’ in the Herald, as it is its right like religions other than Islam to practice the faith in peace;
- ii. Article 3(1) of the Federal Constitution does not provide for any authority to the respondent to ban the applicant from using the word ‘Allah’ in the Herald.
- iii. It has the constitutional right to use the word ‘Allah’ in the weekly as per its right to freedom of speech and expression.
- iv. It has the constitutional right to use the word ‘Allah’ in the Herald, as per its right to religious freedom and managing its own religious affairs.
- v. It has the constitutional right to use the word ‘Allah’ in the Herald, as per its right to educate Catholics on Christianity.
- vi. The Printing and Publishing Act 1984 did not give the respondent the power to ban the applicant from using the word ‘Allah’ in the Herald.
- vii. The word ‘Allah’ is not exclusive to Islam.

The declarations represented the Church’s religious interpretation. By using legal arguments, the Church interpreted the justification of the word ‘Allah’ in relation to its religious practices, religious freedom, religious affairs and religious education. The last declaration which is the inclusiveness of the word ‘Allah’ is not referred to in any legal argument.

In contrast, the declarations, especially the inclusiveness of the word ‘Allah’, are rejected by the majority of Muslims, as they interpret ‘Allah’ as a specific God’s name in Islam which is not in other religions. For them, Christians in Malaysia have no reason to use ‘Allah’ to refer to their God. The use of the word ‘Allah’ by Christians has a hidden agenda, probably to convert Muslims to become Christians.

4. The Effects of the Use of Religious Language

What choices does the Church make? What are the constraints they face when using the word 'Allah'? What are the effects of the use of the word 'Allah' on the majority of the Muslims?

The Church managed to use the word in its Malay language section of The Herald weekly. However, the use was legally banned prior to the decision made by the Federal Court. The main constraint the Church faces when using the word 'Allah' is objection from the Muslims. For the Muslims, they have had a experience in dealing with Christians. History shows that there was indeed an attempt to Christianize Malay Muslims in Malaysia [11]. Among the strategies used in this Christianization was the use of the Malay language.

The use of the word 'Allah' enhances the prejudice among the Muslim community against the spread of Christianity. As a response, Islamic law is being applied to prevent the use of the Malay language as the language of other religions. In some states in Malaysia, terms like *masjid* (mosques), *haji* (pilgrimage), and *solat* (prayer) have been designated as exclusive terms by the enactment of Islamic state laws.

Ironically, by taking into consideration a couple of political slogans introduced by the Malaysian government, it is clear that the use of the Malay language as a religious language is promoted widely among Malaysians of all religions. The former Prime Minister, Abdullah Ahmad Badawi introduced a slogan namely *Islam Hadhari* (Civilizational Islam) as the government's effort to bring Muslims to the fundamentals contained in the Qur'an and Sunnah by promoting belief and obedience (*taqwa*) towards Allah, a fair and just government system, independence of soul (of the people), acquisition of knowledge, balanced and comprehensive economic development, good quality of life, protection of women's rights and minority groups, upholding of morality and ethics, and so on. The current Prime Minister, Mohd Najib Abdul Razak conjures *Wasatiyyah* (Moderation) to promote moderation and harmony in Islam and to ensure modern Muslims adhere to the real message of the Prophet to spread love and peace throughout society.

In order to achieve the objectives of the slogans, Muslims must cooperate with non-Muslims as well as with Muslims. For instance, in practice, the first principle of Islam Hadhari, believing and obeying (*taqwa*) Allah, is not limited to Muslims. How do we follow the believing and obeying without the cooperation of non-Muslims? How do we follow the principle without the existence of non-Muslims? The same occurs in the current slogan of Prime Minister Mohd Najib. How to deal with non-Muslims in order to spread love and peace throughout society? Therefore, the involvement of non-Muslims in the slogans is not clear as they are not allowed to use certain religious words that Muslims use.

In this relation, the level of religious understanding between the Muslims and Christians must be reviewed and immediate actions must be taken in order to increase the mutual understanding. Interfaith dialogue, for example, is an appropriate way to make the followers of both religions sit together to look at the particular issue.

On the other hand, the effect also relates to the identity of the Malay language as a religious language. It is a big challenge to the Malay language to be a dynamic religious language. Based on the Muslims' response, the Malay language probably would not be able to be an international language outside of Malaysia in the context of religious language. This constraint makes the Malay language too exclusive to the Muslim community.

5. Conclusion

The pragmatics of religious language highlights a close relationship between language and religion when it is used. The word 'Allah' exposes not only how religions, especially Islam and Christianity,

are practised in Malaysia, but also on how a national and official language is used among its users from different religions.

The results show that there are several factors that lead to the determination of different religious meanings, including the different religious backgrounds and interpretation in Malaysia. The results also show that the use of some words in religious language is subjected to Islamic law. The Non-Muslim users of the Malay language have to face certain restrictions when using religious language. They have to understand the justifications of the restrictions. However, the restrictions themselves will leave their impact on the development of the Malay language as a religious language at international level.

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A METAFUNCTIONS ANALYSIS OF IDENTIFICATION SYSTEM IN THE ARTICLE “A HUMAN RIGHTS MEMORIAL: JOKOWI AND THE SORCERER’S STONE”

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Abstract

This study aims to find the meaning of text through metafunctions analysis with identification systems in order to explore texts in detail from the perspectives of discourse semantics developed by James Martin and David Rose (2003). The data is taken from the “Opinion Forum” article of the Jakarta Post (a national English newspaper) published on Thursday, October 23rd, 2014, entitled “A Human Rights Memorial: Jokowi and the Sorcerer’s Stone” written by Barikatul Hikmah. This study is qualitative and descriptive in nature to unfold the text under analysis and describe the realization of the interpersonal meanings found in the text by applying metafunction analysis with identification systems. The findings of this research show that there are around *13 resources used as introducing (presenting)* and more than *19 resources used for tracking people*. The article also *uses possessive type as the most dominant for identifying people and things*. The presuming type uses as the second dominant resources such as subject pronouns, object pronouns and the people’s names to be identified. The recovery of the identity of a presumed participant can be done in various ways depending on where the relevant information is (Martin and Rose, 2003). The types of reference, and where the types of reference refer to the text, can be summarized that the writer *uses 6 anaphoras; 2 bridging, 3 cataphoric, 1 esophoric, 10 homophoric, and 1 exophoric* as the reference type to recover the things which are presumed in the text.

Keywords: metafunction analysis, identification meaning, types, and functions.

1. Introduction

Written communication is a mean for getting and giving information through sign. It is often used by people to get information or show their opinion to each other in anytime and anywhere. Written communication can be pictures or writing articles that are describing things or something we feel and think. Media is one of the kinds of written communications that can be found easily in the society around us. As a means of communication, media have an important role to the development of language. It is also a way to create a new opinion in order that the public will know the readers’ perceptions and set their mind to accept or understand what the author feels and thinks about. Therefore, as the device of communication, media has power to create a perception of people, to pursue the public opinion and to set mind of the people who read it. The power will be more powerful if the data is completed with pictures or diagrams that show that the data is real and accurate.

Nowadays, both printed and electronic media more global and become a source for many people to get factual information or news, whether national or international. As a consequence, currently there are many English News TV programs, radio talk shows, entertainment, advertisements, songs, and even newspapers and magazines. Media like newspaper for example, has already become a very important public media having a wide range of audience for a long time because of its significant role in serving people information related to their world. As one of information sources, newspaper has a big contribution for the people, because they can get more up to date and accurate information about local or international events every day.

Newspaper has already become a very important public media that has a wide range of audience for a long time and significant role in serving people information related to their world. Newspaper also has some functions; informing, influencing, entertaining, educating, and to linkage social phenomenon in a country

like Indonesia. Even if nearly a decade of massive transition from paper use to paperless or digital era indicated by the occurrence of new media such as internet, it never really loses its loyal readers. People in Indonesia, especially from the middle class, could never lose their interest in newspaper since they consider that the low-cost source of information is easy to carry (portable) and able to read for many times, yet still serves more in-depth information than the other media give (Kompas Center for Research and Developing 2012 survey).

The Jakarta Post is one of the famous daily English newspapers published in Indonesia which is oriented in some various fields such as headline, editorial, article, opinion, world, etc. It is a kind of written mass media published daily that consist of several issues and has some functions such as informing, influencing, entertaining, educating, and to linkage social phenomenon. They usually deal with a particular issues or topic to give the information of interest and meaning.

Martin and Rose (2003:7) propose sets of meanings to analyze how those meanings conveyed from the text and serve one or another of those metafunctions. Those sets of meanings are known as discourse systems. There are five key systems have been deployed to explore the meanings of texts in detail (Martin and Rose, 2003). They are; *appraisal*, *ideation*, *conjunction*, *identification*, and *periodicity*. Appraisal analysis is used to evaluate and negotiate attitudes and it is part of interpersonal metafunction. Ideation analysis is a part of ideational metafunction to represent how our experience of 'reality, material, and symbolic experience. It focuses on the 'content' of a discourse – what kinds of activities are undertaken, and how participants in these activities are described, how they are classified and what they are composed of. Conjunction analysis is part of ideational metafunction and it is done to see how events are connected into sequences in the text. Conjunctions act as a logical connection between clauses, that they are used to add information, compare and contrast (support or countering arguments), sequencing events and give cause and effect. Identification analysis is part of textual metafunction used for tracking participants with introducing people, things and places are introduced in the text, and they will be tracked through discourse. Periodicity

is part of textual metafunction used for finding out the rhythm by giving information flow in the text. This means that the writer's ability in creating relations within the text is one of the crucial factors in organizing cohesive ties within the discourse. These kinds of ideas are about information flow; giving readers some idea about what to expect, fulfilling those expectations, and then reviewing them.

The aim of this study is to find the meaning of text in detail through metafunctions analysis with identification systems deployed in order to explore texts in detail from the perspectives of discourse semantics developed by James Martin and David Rose (2003). It is expected to give a better knowledge and understanding about the meaning, types, and functions of identification. The data is taken from the "Opinion Forum" article of the Jakarta Post published on Thursday, October 23rd, 2014, entitled "A Human Rights Memorial: Jokowi and the Sorcerer's Stone" written by Barikatul Hikmah. The reasons for choosing text in the "Opinion Forum" as the data for this study are (1) the "Opinion Forum" column offers informative and argumentative discourses on various systems (2) the research findings can be useful to give the information and input to the readers, deals with a particular (current) issues or topics of interest. Therefore, the article of the opinion forum column in the Jakarta Post is very interesting to be analyzed. Hopefully, the readers will get scientific description of these meaning, types, and functions of identification so that they will be able to identify the identification language used in this article.

2. Research Method

This study is qualitative and descriptive in nature to unfold the text under analysis and describe the realization of the interpersonal meanings found in the text by applying metafunction analysis with identification systems. This system is deployed in order to explore texts in detail from the perspectives of discourse semantics developed by James Martin and David Rose (2003). The identification of discourse units is an essential step in discourse parsing, the automatic construction of a discourse structure from a text. It is concerned with resources for tracking participants with including people, things and

places are introduced and tracked through discourse, and keeping track of them once there.

The research is conducted by formulating the statement of the problem, collecting the data, classifying the data, analyzing the data, and drawing the conclusion. The unit of analysis of this study is the “Opinion Forum” article of the Jakarta Post (a national English newspaper) published on Thursday, October 23rd, 2014, entitled “A Human Rights Memorial: Jokowi and the Sorcerer’s Stone” written by Barikatul Hikmah. The topic that was chosen by researcher is the topic that is the hot issue and up to date in the society. Then the researcher classified the article into some clauses and put them into specific metafunction analysis with identification systems.

To get a structural analysis, the analysis of article is divided into several steps, they are (1) reading the column article of Jakarta Post (2) segmenting the data in term of clause (3) classifying the data and analyzing them with contextualized interpretation of metafunction analysis with appraisal systems from the perspectives of discourse semantics (4) interpreting the data (5) and drawing conclusion

3. Research Findings

This study aimed at finding out the processes, the types, the participants, and the circumstances, and analyzing the identification meaning of the opinion article column entitled “A Human Rights Memorial: Jokowi and the Sorcerer’s Stone” written by Barikatul Hikmah on the Jakarta Post, published on Thursday, October 23rd, 2014.

The identification of discourse units is an essential step in discourse parsing, the automatic construction of a discourse structure from a text. It is concerned with resources for tracking participants with including people, things and places are introduced and tracked through discourse, and keeping track of them once there. “Identification is concerned with tracking participants with introducing people and things into a discourse and keeping track of them once there. These are textual resources, concerned with how discourse makes sense to the reader, by keeping track of identities (Martin and Rose, 2003: 145).

Keeping track of participants in a text, no matter whether they are people or things, is a way of making sense of the text. There are two basic choices of identification: one is ‘introducing’ and the other is ‘tracking’. In technical terms, introducing identity is called ‘presenting’, which is usually related to the use of ‘a’, ‘some’ or nothing before the identity. Tracking identity is called ‘presuming’, which is usually related to the use of pronouns, proper nouns, or ‘the’ before the identity. The researcher tries to track the resources of people and things from the text opinion article column on the Jakarta Post, entitled “A Human Rights Memorial: Jokowi and the Sorcerer’s Stone” written by Barikatul Hikmah, published on Thursday, October 23rd, 2014, started from basic resources for introducing and tracking people. Then, found the resources for identifying people and things, and the types of reference.

3.1 The analysis of basic resources for introducing and tracking people

Introducing and tracking people as basic resources into a discourse could be done to express a set of choice and expand the discussion in the system of identification.

Table 1. Basic resources for introducing and tracking people

Introducing (presenting)	Tracking (presuming)
the writer	I
	my
	me
the newly inaugurated President	Joko “Jokowi”
	Widodo
	he
human rights activist(s) and victim(s) (of the 1998 kidnapping)	People
	Rahardjo
	Waluya Jati
	he
Jokowi’s contender a human rights violator	They
	Prabowo
	Subianto
former Army general his advisor	AM
	Hendropriyono
Vice President	Jusuf Kalla
director of the secretariat of the International Coalition of Historic Site Museums of Conscience	Liz Sevchenko
people	we
	our people

rights champion	Munir
victim(s)	
young students	they
	a young audience

According to the table above, there are around 13 resources used as introducing (presenting) and more than 19 resources used for tracking people.

3.2 The resources for identifying people and things

The next resources for identifying people and things would be described on the table below:

Table 2. Resources for identifying people and things.

Type	
presenting	a, an, one
	nobody
	somewhat,
presuming	the (newly inaugurated President), the (director), the (students)
	voters, they, I, he, we, me, them, young students, people, activists, victims, young audience
	that, this, those
	Harry Potter, Jokowi, Jusuf Kala, Prabowo Subianto, Britney Spears, Judy Barsalou, Victoria Baxter, Liz Sevcenko, AM Hendropriyono, Rahardjo Waluya Jati, Munir, Barsalou and Baxter
	there
	not only the people but also a young audience
possessive	his, our, my, their
	Harry Potter's movie,
	Jokowi's (commitment), Jokowi's contender), Jokowi's (appointment), Jokowi's (campaign),
	people's awareness, students' answers
	the old regime's violence
comparative	like, similar, but, however, indeed, despite, most, further
	first, second,
	text
	this, that, it

The article uses possessive type as the most dominant for identifying people and

things. The presuming type uses as the second dominant resources such as subject pronouns, object pronouns and the people's names to be identified.

3.3 The types of reference

The recovery of the identity of a presumed participant can be done in various ways depending on where the relevant information is (Martin and Rose, 2003). The types of reference, and where the types of reference refer to the text, can be summarized as follows:

Table 3. Types of reference.

Reference	Where to look	Example
anaphoric	backward	Indonesia - this country - state - nation
		Indonesia's presidential election this year was magical. - the magic
		the building of a human rights memorial - a human rights memorial - a memorial
		a staggering record of human rights violations - human rights violation cases
		the platform - his platform
		a human rights memorial - it
bridging	indirectly backward	a pledge to champion human rights - the human rights pledge
		human rights violations - human rights abuses
cataphoric	forward	Indonesia's presidential election - the election
		the May 18 memorial - the memorial
		the 1998 kidnapping - the incidents
esophoric	forward within same element	human rights activists and victims
homophoric	out to	the newly

	shared knowledge	inaugurated President the past authoritarian regime the human rights pledge the United States Institute of Peace director of the secretariat of the International Coalition of Historic Site Museums of Conscience the "Rock the Vote" concert the Gwangju Asia Forum the May 18 memorial the Berlin Wall Memoria the Sorcerer's Stone
exophoric	out of the situation	the magic, (my) visit

Based on the table above, the writer uses 6 anaphora, 2 bridging, 3 cataphoric, 1 esophoric, 10 homophoric, and 1 exophoric as the reference type to recover the things which are presumed in the text.

4. Conclusion

The researcher tries to track the resources of people and things from the text to express a set of choice and expand the discussion in the system of identification. *There are around 13 resources used as introducing (presenting) and more than 19 resources used for tracking people.* The article also uses possessive type as the most dominant for identifying people and things. The presuming type uses as the second dominant resources such as subject pronouns, object pronouns and the people's names to be identified. The recovery of the identity of a presumed participant can be done in various ways depending on where the relevant information is (Martin and Rose, 2003). The types of reference, and where the types of reference refer to the text, can be summarized that the writer uses 6 anaphoras; 2 bridging, 3 cataphoric, 1 esophoric, 10 homophoric, and 1 exophoric as the reference type to recover the things which are presumed in the text.

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INCORPORATING TECHNOLOGY IN MATERIALS DEVELOPMENT IN INDONESIAN EFL TEACHING CONTEXTS: A DISCOURSE-BASED PERSPECTIVE

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Abstract

Where foreign language teaching is concerned, authenticity of teaching materials needs espousing to confer meaningful learning experience on the students. However, due to the fact that foreign language teaching context is commonly situated far from where the target language is used, it is hard for the learners to grasp authenticity as regards how the target language is actually used by the native speakers in a wide range of communicative contexts. To address such issue, the paper attempts to see the potential for incorporating technological tools in developing language teaching materials to bring about authentic language use into the classroom. In essence, it is argued that if properly designed, such materials can help the learners learn the target language more authentically in and outside of the classroom. Although the main discussion is grounded in Indonesian EFL teaching contexts, the principles may also be generalized to other related contexts as well.

Keywords: technological tools, material development, task development, EFL, discourse-based perspective.

1. Introduction

“Best” practice of language teaching is bound to a variety of factors. The factors are usually related to personal, sociocultural, environmental, and even to political issues. All those factor-related issues are what in language teaching can be referred to as contexts. Hence, contexts are of paramount importance to consider in regard to how we teach. Also, contexts constitute the standard basis in instructional design. Put it simply, there is no, in itself, best language teaching practice. Rather, what counts as best language teaching practice is the one which is executed in accordance with the contexts.

In the early period of language teaching, many applied linguists put forward what they claimed to be “best” language teaching method (Richards & Rodgers, 2001). As argued, the method they proposed was developed based on the development of language acquisition theory. Of course, the goal was ultimately to

enhance the learners’ proficiency in the target language. Many efforts therefore were focused on developing language teaching method as a means to enhance the effectiveness of classroom practice. However, if the activities are not merely aimed to impart information to the students, but rather to enhance their ability to cope with their own learning, especially when the teachers are not around, then developing engaging, expeditious and informative language teaching materials would be indispensable to facilitate the students to learn the target language both in and outside of the classroom, i.e. both with the teacher and on their own.

The role of teaching materials, therefore, should no longer be regarded as peripheral or appraised only to complement teaching method (Tomlinson, 2012: 144). Rather, it should be appraised for its importance in facilitating the students’ learning. In fact, as Richards (2001: 251) puts it, “instructional materials generally

serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom”, and of course outside of the classroom as well. Hence, it is imperative that teachers select, design or develop language teaching materials that are as useful and engaging as possible for their students.

Where language teaching is concerned, Tomlinson (2011) point out that the materials should be *instructionally, experientially, elicitatively, and exploratorily* valuable. Language teaching materials are believed to have *instructional, experiential, elicitative and exploratory* values when they (1) provide adequate information about language, (2) provide considerable exposure to language use, (3) stimulate the students to use language, and (4) reveal a wide range of language use (ibid.). Also, in the context where foreign language teaching is concerned, such materials are important to compensate the lack of exposure to the target language.

As the alternative to the common textbook-based language teaching materials and tasks, language teachers can now exploit technological tools as a means to augment the students’ skills in the target language, both the receptive and productive skills. Technological tools as media of teaching and learning seem very fruitful to be used in foreign language teaching contexts. The shortcomings for teaching English as a foreign language in Indonesia, for instance, can, to a great extent, be compensated by the very presence of technology. The availability of online resources now allows the teachers to access authentic English language use as performed by native speakers quite easily. YouTube is one of the things. Even Facebook can also present authentic use of the language as well. In fact, there are also sites on the internet which are deliberately devoted for resources to EFL teaching.

Through using technological tools, the teachers can teach the micro-skills, in addition to the

macro ones, of the target language more authentically in various discourses. The teaching of micro-skills may range, for instance, from raising phonemic awareness for both listening and speaking skills to analysing lexical nuances for both reading and writing skills. In that case, language teaching is expeditious and offers a wide range of choices.

2. Problematizing the Listening Materials Used in an Indonesian University EFL Class

By and large, the practice of teaching English to students in any English language programs at Indonesian universities has always been compartmentalised in terms of language skills and components. Thus, the classes are commonly divided into listening, speaking, reading, and writing classes. There are also classes devoted to studying English grammar, vocabulary, and pronunciation exclusively.

With regard specifically to teaching listening skills at one of the universities based in East Java, Indonesia, it is offered four times during the whole study, starting from the first semester up to the fourth. The course starts with *Pre-Listening* class before gradually moves to *Listening I, II, and III*. The classes are graded in terms of level of difficulty and skills to be mastered. For example, *Pre-Listening* class aims to help the students develop basic skills in listening, like recognising the phonemic features of English. As moving to *Listening III* class, however, it aims to help the students develop more complex listening skills, including the strategies for finding out explicit and implicit information from a long stretch of talks or comprehending conversational features of talks in a wide range of conversational contexts.

Yet, as far as the *Listening III* class at the university is concerned, there are a number of identifiable drawbacks related to the teaching, one of which is related to the ineffective use of instructional materials in the classroom. That

is, the teachers mostly have their sole reliance on the already recorded materials. As a result, although the language lab where the *Listening III* class is held has been well-equipped with technological tools, such as computers, the internet, and other instructional media, their potential use is not fully exploited. The computers are merely used as an audio player from which the students listen to the ready-made recorded materials whose contents are mostly less authentic and thus less meaningful. Considering that the computers are well connected to internet, getting the students to listen to particular audiovisual resources online might interest or appeal to them more. More importantly, the online listening materials can be more *instructionally, experientially, elicitatively, and exploratorily* valuable. Thus, it is vital that language teachers adapt to knowing of how to develop instructional materials from technological tools.

In what follows, some discussion about the nature of listening skills is presented. Then, some critical evaluation on the instructional materials used in teaching *Listening III* at the university and some discussion as to proposing the potential for incorporating technological tools for more *instructionally, experientially, elicitatively, and exploratorily* valuable teaching materials are also provided subsequently.

3. On Listening Skills

Listening skills are vital in communication, for the course of communication can easily break down due to poor listening skills. In other words, the act of speaking in the course of communication heavily relies on listening skills, for no matter how good we are in speaking skills, if we are poor in comprehending messages spoken by our interlocutors, there will be no communication.

Listening skills are not merely receptive as commonly stated. During the act of listening complex mental activities are actively engaged as to 'getting the speaker's idea', 'decoding the

speaker's message', and 'receiving the transfer of images, impressions, thoughts, beliefs, attitudes and emotions from the speaker' (Rost, 2002: 2-3). To perceive all of those messages, listening therefore must involve complex processing performed to achieve full-fledged understanding of what is conveyed which is not only limited to words, phrases, or sentences, but also expands as to how the words, phrases, or sentences relate to what, where, who, and why they are spoken. In that case, teaching listening skills would be more effective if the students are also brought into situational discourse where the communicative events take place, both in formal and informal settings. Furthermore, the students also need to be exposed to different types of talk as a means to expand their understanding on various types of spoken discourse. One way to achieve such demands can be from the use of technological tools, especially computers and the internet, which are available in the language lab of most, if not all, university.

Notwithstanding, the computers were used only to accommodate listening materials for teaching *Listening III* which touched upon the comprehension of what in the text was but quite insufficiently on those beyond the text. Even some of the materials used for teaching are dated already. The common used materials or listening tasks played through the computers include Alexander's "*Practice and Progress*" and "*Developing Skills*" audio recordings, selected audio recordings from *Barron's how to prepare for the TOEFL, 11th ed.*, and some audio recordings of news downloaded from BBC and VOA websites. Such materials, as Joiner (1997: 99) puts it, "cannot provide sufficient input either for language acquisition or the development of listening skills". Likewise, such materials only have little, if any, relevance to real-world consequences. In other words, students do not encounter variety of communicative events from such materials which would be beneficial for improving their listening skills in wider communicative contexts.

4. Toward Better Practice of Using the Computers in Listening Class

Where the instructional aims of a listening class are not only to foster the students' understanding of textual messages but also to raise their awareness on comprehending communicative strategies and messages prevalent to spoken discourse, as in the *Listening III* class mentioned formerly, for having effective listening skills should help the students develop their communication skills as well—i.e. considering that in most situations listening is an act to achieve particular communication goals—then the teachers should be encouraged to provide materials that bear real-life communicative functions to complement the artificial materials to achieve the two learning outcomes: linguistic and communicative competence. Such materials may further endorse the students' ability to engage both in collaborative and non-collaborative listening tasks that are prevalent in formal and informal discourse.

The point of the arguments is that the teachers of *Listening III* class should be open and critical as to exploiting multimedia which have been made available for them by the university, of particular concern are the computers and the internet, that is, since accessing communicative and authentic teaching resources should no longer prove difficult. Also, provided that the teachers are fully aware about the learning outcomes that authentic teaching resources can give, there will be lots of benefits the students would gain which go beyond linguistic competence only, for such materials are also rich with sociocultural, strategic, and even discursive practice of real-life communication which surely can help the students achieve more thorough comprehension on the communicative use of language (Canale, 1983). In other words, online systems like the internet should have enabled the teachers to tailor the process of teaching listening skills in accordance with both the pedagogical and

real-life goals “by creating and integrating listening tasks for their students” (Brandl, 2008: 252). So, the internet provides language teachers with access to resourceful materials much more easily. Such materials can further provide the students with meaningful and comprehensible inputs. If properly designed, such tasks may narrow down the contextual boundaries between EFL and ESL classrooms and improve the students' performance to a considerable extent thereof (Brett, 1997: 39).

In what follows, further suggestions related to the usefulness of materials development with technology are presented; of particular concerns are the materials that are for use in teaching the receptive skills: listening and reading.

5. Materials Development with Technology

In general pedagogical contexts, teaching materials are indispensable as an essential part of teaching and learning processes. Good teaching materials can help both teachers and students achieve instructional aims effectively. In a more specific pedagogical context where foreign language teaching is concerned, authenticity and usefulness of teaching materials should even be more espoused in order to confer meaningful learning experience on the students. Notwithstanding, due to the fact that foreign language teaching contexts are commonly situated far from where the target language is used, it is hard for the learners to grasp authenticity as regards how the target language is actually used by native speakers in a wide range of communicative contexts. This sort of a contextual gap between foreign language teaching contexts and the target language use is what has concerned lots of applied linguists for decades. Nowadays, however, with the emergence of technological tools there are higher possibilities to develop more “instructional”, “experiential”, “elicitative”, and “exploratory” teaching materials (Tomlison, 2011). To some extent, such materials may narrow down the contextual fissures between foreign and second

language classrooms. In fact, research in the area of foreign language teaching has confirmed that such materials are useful not only in helping learners cope with linguistic competence but also in raising their intercultural awareness (Zeiss & Isabelli-García, 2005).

Before developing or implementing particular materials, it is important that teachers consider the teaching context where the materials are to be used. The context may be defined based on the following components: target audience, classroom settings, teaching resources, time, and the nature of the course (Graves, 2000).

For instance, the target audience includes adult EFL students studying English as a major of study at an Indonesian university. The students are enrolled in reading and listening courses of upper intermediate level. The students are, therefore, assumed to have achieved fundamental skills in reading and listening from their previous courses and are ready to learn the more advanced ones. As regards the classroom settings, the courses are to take place in the language lab with computers and internet access, for the materials will be drawn from online resources. The duration for the teaching activities using the materials is normally 90 minutes weekly, and the time for applying the currently developed tasks may take within 1 to 2 weeks, depending on the student progress.

Further, the materials used for teaching reading and listening skills should be developed based on the goals of the two courses. As regards the reading course, for instance, the goals are to develop the students' skills in reading various genres in English and to raise their awareness on both textual and contextual features of different genres. Similarly, the goals for the listening course are to develop students' skills in comprehending explicit and implicit information from authentic talks and to raise their awareness on natural features of the talks.

With respect to the resources of each teaching material, the material for reading is done, for instance, through WordPress, while the listening material is developed from YouTube. The similarity of the two materials is that they both employed authentic English language resources available on the internet produced by native speakers. That is, the resources are not primarily designed for pedagogical purposes, but rather for social or other general communication purposes. Therefore, they are rich with textual and contextual features of authentic English language use, both of written and spoken. In that case, the development of the materials included a wide range of discourse as performed in authentic language use.

As regards the classroom teaching, it may be conducted through student centred learning (SCL) activities to enhance their ability to cope with their own learning, especially when the teachers are not around. At the initial stage of the activities in the reading class, for instance, the teacher may start with introducing the background of the lesson to the students. The students are then directed to read particular posts on WordPress that had been purposively selected by the teacher. The students read the posts to get sense of them, and once they are confident with their comprehension, classroom discussion on the content of the posts then takes place. The teacher then continues with follow-up activities devoted to analysing textual and contextual features of the posts, which is to raise the students' awareness on the discourse features of different texts. The follow-up activities may be done individually then collaboratively before being concluded with teacher feedback.

Concerning the listening class, the students are assigned to listen to an uncustomised talk taken from YouTube. For the present listening material, for instance, it employs one of the videos created by Chris Raney, a man from Southern California. The video which is particularly taken for the listening task is

entitled “*Singapore Travel Guide*”. The use of the video is because it is deemed has the values as to achieving the instructional goals properly.

Quite similarly to teaching reading, at the outset of the activities the teacher may start with introducing the background of the lesson to the students. The students then listen and watch video about “*Singapore Travel Guide*” by Chris Raney and then answer questions prepared by the teacher. The questions concern with explicit and implicit information about Chris’ presentation on the video. Classroom discussion initiated by the teacher then takes place to find out the right answer for each question given. Subsequently, follow-up activities are devoted to analysing natural features of speech to raise the students’ awareness on the discourse features of the natural talk. Also, the follow-up activities are done in groups before finally being concluded with teacher feedback.

Based on the general description of the instructional process and also the materials used, it may already be obvious that the activities applied the socioculturalist principle, i.e. it stresses that learning occurs through social interaction and task negotiation between the students and the teacher who is a more knowledgeable person in the field. Also, the tasks derived from the materials which the students need to negotiate are supposed to reside within their Zone of Proximal Development (ZPD), that is the area of expertise which the students can manage to achieve by applying their current knowledge and by getting some assistance from the teacher (Vygotsky, 1978). Put it more elaborately, during the teaching and learning activities, the teacher has a key role in facilitating students’ advancement in knowledge and skills. To do so, the teacher is expected to give feedback to the students during their process of learning, redirect them with questions, encourage them to solve their learning problems, extend their learning activities, and encourage their thinking skills

(Harel (1992) in Richards and Rodgers, 2001: 199).

The students, on the other hand, are expected to engage actively in their learning. This can be done through active inquiry to the teacher whenever they face difficulty and actively engage in doing the tasks assigned. Also, they need to build collaboration with their peers during the learning process. In this case, the students have greater responsibility on their own learning. Likewise, the technological tools (WordPress and YouTube) also have important roles in the instructional process. In general, their role includes providing opportunities for the students to get exposed to naturalistic or authentic language use, which through teacher assistance such opportunities would enhance their focused-attention on textual and contextual features pertained to authentic English language use.

6. The Usefulness of Each Task

One of the usefulness in applying WordPress as a resource for reading materials is that students can get exposed to various genres of texts written by native speakers of English that are not limited only to academic or pedagogical purposes. People on WordPress have individual interests on what to post or share with public. They, therefore, write things differently in terms of topic, purpose, register, style, etc. Such differences are useful to enhance the students’ awareness on the discursive features of different genres of texts (Toledo, 2005). Hence, the students will not only deal with comprehending messages of various texts, but also can see how native speakers use different style and register to fit in with their purposes of writing. Thus, students’ experience in reading skills is not only limited to customised texts they normally find in textbooks but also on authentic interpersonal texts on virtual media. Furthermore, should the students be interested, they can also post comments on particular posts they are interested in. In that case, the students may extend the use of WordPress to not only read

posts but also to write comments as a means to practise their communication skills with the speakers of English and world-wide community.

As regards the listening task, there are at least two features which make “*Singapore Travel Guide*” video useful for the students. First, the content of the video has high relevance, in one way or another, to a sort of real world task and natural language use that it can help the students develop “strategic competence” as to deciphering both textual and contextual features of a natural talk (Dörnyei & Thurrell, 1991). Second, the students’ listening to the natural talk in the video is also likely to result in an increased proficiency as coping with natural talks performed by native speakers in similar contexts.

The incorporation of natural talks in practising listening skills is beneficial, because in most communication circumstances people speak naturally. The natural forms of talks the students listen to may further enhance their mental processing skills. In fact, listening is not merely passive skills as usually stated. During the act of listening, complex mental processing is at work as to getting the speaker’s idea, decoding the speaker’s message, and receiving the transfer of images, impressions, thoughts, beliefs, attitudes and emotions from the speaker and contexts in order to create full-fledge understanding (Rost, 2002:2-3). In that case, the more natural the talks used as a listening task, the more authentic and thus useful the task is.

7. Further Issues and Practicality

Much of ELT materials used in teaching English language skills have so far been mostly textbook-based. Also, in reading and listening lessons, the students are usually required only to comprehend information as embedded in customised texts, both written and spoken. So, such materials and lessons are only limited to developing students’ cognitive skills. Language, however, is also part of a

social life. Hence, it is important that language teaching and learning be oriented towards understanding both textual and contextual use (Halliday & Matthiessen, 2013). Only through comprehensive understanding of textual and contextual use of language will then the students be able to develop communicative competence more thoroughly, for they will not only be able to accurately but also appropriately situate particular textual features to particular social contexts (Hatch, 1992).

Teachers, therefore, are expected to be critical with the materials and tasks they use. Materials and tasks which only touch on textual aspects of language use is quite productive to help students develop their linguistic competence, but less productive in developing their communicative competence as a whole (Canale, 1983). In other words, given only textual comprehension, the students will not automatically be able to conceive the personal, social, and cultural nuances manifested in particular use of register or stylistic features in the texts. Teachers, therefore, need to include contextual (discoursal) aspects of language use to develop students’ sensitivity to peculiar nuances of texts or language use. Nonetheless, contextual features of language use are very subtle and hardly noticeable as the students are going through the texts. Thus, teachers have a key role in drawing students’ focused-attention on the contextual features of language. As more experienced persons, teachers must be able to help the students grasp each peculiar contextual feature of each text thereof.

8. Conclusion

Incorporating technology-based resources as a means to developing more authentic and communicative teaching materials in EFL teaching and learning contexts is useful. Technology-based resources can be developed in different ways to suit instructional purposes. WordPress and YouTube are only two out of millions of possibilities for incorporating technological tools in ELT. With the spread of worldwide networking sites through the

internet, getting access to communicative and authentic teaching resources should no longer prove difficult. What counts is the teachers' awareness and creativity. If creatively and properly designed, online resources may narrow down the cultural boundaries between EFL and ESL classroom and improve the students' performance to a considerable extent thereof.

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THE EFFECTIVENESS OF THE EDUCATIONAL DEBATING METHOD IN IMPROVING STUDENTS' ORAL COMMUNICATION SKILLS

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Abstract

This study aims to examine the effectiveness of the educational debate method in teaching oral communication skills. This study adopted a quasi-experimental method that was conducted in a private Senior High School and a private Vocational High School in Bandung for a month. The non-equivalent control group that consists of a pre-test, treatment and post-test was used as the research design in this study. In this case, the second grade students in class XI-IPS SMA and XI-SMK became the sample of this study. The TOEIC (Test of English for International Communication) spoken tests were used as the research instrument. The data were analyzed through SPSS 15.0 and they were interpreted in a descriptive way. The results of this study indicate that the mean of the post-test scores in the experimental group are significantly higher than that of the control group. In other words, the use of the educational debating method is effective in improving students' oral communication skills. The research findings are expected to give good contribution to the EFL (English for Foreign Language) teaching methodology, to enhance the students' and teachers' knowledge related to the oral communication skills, and to develop the students' and teachers' creativity in the teaching learning process of speaking.

Keywords: Educational Debating Method, Oral Communication Skills

1. Introduction

INTRODUCTION

Oral communication ability, especially in English language as International Language, is considered to be an important skill needed in a global era. Most classes in Indonesian schools give many concerns to lesson information and only give little attention in relating the lesson into daily life context. Most class activities are based on memorizing new vocabulary, practicing grammar rules and analyzing dialogues. Thus, they cannot have enjoyable speaking experiences and they mostly unable to speak actively as needed..

Accordingly, we need teaching methodology which is not only designed to produce students who can master the language but also to produce school graduates who can practically operate using English with communicative circumstances. Otherwise, if there is no any research conducted to this problem, presumably all education practitioners unable to improve the students'

mastery of oral communication skill and hard to reach the better standard from the government.

One of teaching methods that can be developed to facilitate the goals of speaking competencies above is by the educational debating method. Hunt (1998) states that through debate students can learn how to examine arguments from various points of view and importantly they can have better arrangement and organization of speech in an appropriate language [9]. Thus debate teaches students to be able to communicate in better oral communication skills. In addition, Davidson (1996) wrote that "with practice, many students show obvious progress in their ability to express and defend ideas in debate [and] they often quickly recognize the flaws in each other's arguments [3]."

In previous research conducted by Fukuda (2003) to Japanese Students, it is found that there were only 30.8% of the students were active of expressing their opinions but after the debate, this figure

increase to 56,7%. "before the debates only 30.8% of the students were not afraid of expressing their opinions when they were not the same as others"[5]. After the debate this figure rose to 56.7%." A study on using debate in helping students discuss controversial topics was conducted by Fallahi (2007) found that most students enjoyed debate, would like to participate in debate in the future, and felt empowered by the experience [4]. This shows that debate is a useful tool to lead students to become more accustomed to expressing opinions.

Hence, this study is intended to investigate the effectiveness of educational debate method in improving students' oral communication skills in Indonesian school and it is expected that this research will contribute to the practice of speaking teaching in the future.

Based on explanations above, a study has been conducted using educational debating method to examine the effectiveness of the educational debating method in teaching oral communication skills. This study focuses on the use of the educational debating method in improving students' oral communication skills and the subjects were the second graders of Senior High School and Vocational High School. The educational debate focuses on academic purposes and the judge evaluates the quality of students' way of convincing others through their oral communication skills. This study is expected to contribute to the EFL teaching methodology where the educational debating method has not been used by schools in Indonesia as an English teaching tool. It is also hoped to enhance students and teachers' knowledge related to oral communication skills. This educational debating method hopefully can develop students' and teachers' creativity especially in teaching oral communication skills or speaking. Thus, the statement of the problem of this study: "Is the educational debating method effective in teaching oral communication skills?"

2. Research Methodology

This study used a quantitative method that deals with data in the form of scores and numbers. The *Quasi Experimental* was used as the research method with nonequivalent control group design. This design uses pre and

post-test with purposive subjects. One class was treated by using educational debate method as an Experimental Group (EG), and the other class was treated by using a conventional teaching method as a Control Group (CG). This study uses the same instrument for both the pre-test and post-test. To determine whether the means of two group scores differ to a statistically significant degree, the writer used *t* test.

Furthermore, the research used the *t*-test with the primary purpose of which to figure out whether the means of two group scores differ to a statistically significant degree.

The specific quasi design of the study was a nonequivalent control group design, the pretest – posttest nonequivalent groups design. Gall et al (2003:402) says that the pretest-posttest nonequivalent groups design is often used in class experiments when experimental and control groups are such naturally assembled groups as intact classes which may be similar [6].

The formula is expressed as follows:

$$\begin{array}{l} \underline{G1 \ T1 \ X \ T2} \\ G2 \ T1 \ T2 \end{array}$$

From the design above two classes were selected for the experiment. One class was as an experimental group (G1) which was given a treatment (X) and the other class was a control group (G2) which was not given a treatment.

A Pretest (T1) was administered before the implementation of the educational debating method as the treatment, and then at the end of the treatment period, a posttest was held to assess the students' speaking ability.

Hatch and Farhady (1982) says that an independent variable is the major variable which is investigated [7]. In this study, the educational debating method as the teaching method was the independent variable and was the major variable to be investigated. Still, according to Hatch and Farhady (1982) the dependent variable is the variable which is observed and measured to determine the effect of the independent variable [7]. The variable that was influenced by the independent

variable in this study was the students' oral communication ability.

This study begun with Null Hypothesis (Ho) where both classes conducted; experimental and control classes are similar.

$$H_0: \mu_{\text{experimental}} = \mu_{\text{control}}$$

It means that there was no difference between experimental class and control class in the *mean* adjustment level. By using null hypothesis, every possibility of the research could be shown. If the Hypothesis was rejected, it can be concluded that experiment worked. While if the hypothesis was accepted, the experiment did not worked.

So the null hypothesis of this study was the educational debating method was not effective in improving students' oral communication skills.

According to Arikunto (2006), population is any group of individuals that have one or more characteristics in common that attract the researcher [1]. The population of this research was the second grade of students of SMA and SMK in a private school in Bandung which was grouped into three classes.

The samples of this research were two classes (XI SMK AND XI IPS SMA) which were selected based on the classification made by the school. Class XI SMK acted as the experimental group and XI IPS SMA as the control group. Each class consisted of 20 students. Thus the fixed number of sample was 40 students. During the experiment, the experimental group was given several treatments in a period of four meetings.

3. Research Procedure

The researcher performed as teacher and facilitator in both the experimental and control groups. In preparing the teaching process, the writer conducted two steps: first, preparing appropriate materials for teaching and learning process during the treatment and second, organizing teaching procedures in the control and experimental group.

In the experimental group, the teaching materials and procedures were highly related with the implementation of educational

debate method in speaking. While in the control group, conventional speaking materials and teaching procedures were applied.

Before the instrument was used in the research, the researcher administered the test to investigate the validity and reliability of the instrument. The test consisted of debating performance. The test was conducted in class XI SMA IPA before the experimental teaching begun.

Two second grade classes in SMK and SMA, which were XI SMK as the experimental group were exposed to the educational debating method while XI IPS SMA as the control group was taught by using the conventional technique in teaching. The conventional technique was by memorizing dialogue.

To investigate the students' initial ability, a pretest was conducted. It was given to both experimental and control groups. Afterward, to investigate the effectiveness of the educational debating method in teaching oral communication skill, at the end of the program a post-test was given to both groups.

3.1 Classroom Activities of Experimental Group

The following are the experimental group activities:

1. Teacher presentation

Before beginning the lesson, the teacher described and explained about different kinds of oral communication skills and how many of those various English oral communication skills appeared in most exams. Then the teacher proposed a certain technique in speaking, namely the educational debating method, as one of the solutions to overcome and improve their oral communication skills. The teacher explained the theories, usages and implementation of the educational debating method. Hence, the motion and handouts were distributed to students.

2. Team discussion or case building

After receiving the handouts and the explanation of the educational debate method, the students discussed the topics and decided on the definition of the

motion, built their cases and arguments, searched supporting facts and ideas from handouts and prepared their speeches.

3. Debate performance

After finishing the case building, the students were asked to form a team that consists of three students. The teacher pair up two teams and have them compare their lists and decide on argument for their debate. They then pick sides-affirmative or negative. The students were given the following debate structure, adapted from LeBeau, Harrington, Lubetsky (2000) [10].

Seating Arrangement: students facing each other, two or three students per team.

1. Affirmative team: argument 1
2. Negative team's rebuttal
3. Affirmative team's response to rebuttal and open discussion
4. Negative team: argument 1
5. Affirmative team's rebuttal
6. Negative team's response to rebuttal and open discussion
7. Affirmative team: argument 2
8. Negative team's rebuttal
9. Affirmative team's response to rebuttal and open discussion
10. Negative team: argument 2
11. Affirmative team's rebuttal
12. Negative team's response to rebuttal and open discussion
13. Affirmative team's closing comments
14. Negative team's closing comments

3.2 Classroom Activities of Control Group

1. Teacher explanation
The teacher explained the topic and material to the students. The teacher gave the handouts to students to summarize and memorize the handouts
2. Individual Work
The students memorized the handouts and then were asked to retell the content of the text.

4. FINDINGS AND DISCUSSIONS

The mean for the experimental group is 48.85, while the mean for control group is 49.55; the mean score either gained by the experimental and control group is not too far.

The probability of the experimental group is 0.537 and the control group is 0.842 which are higher than the level of significance (0.05). This result shows that the null hypothesis is accepted, the scores of the experimental and the control group are normally distributed.

The test of the homogeneity of the variance shows that the probability (based on the mean) of the homogeneity of the variance test is higher than the level of significance (0,395 > 0,05). It means the null hypothesis is accepted. The variances of the two groups are equal. In other words, the level of students' ability in speaking is increased.

After the normality distribution and homogeneity of variances were analyzed then the data were calculated by using the t-test formula. The t_{obt} is 0.162 (the absolute of 0.162) and the degree of freedom (df) of pretest is 38, it means that the t_{crit} is 2.021 at the level 0.05 (based on the critical values of t at the 0.05 level to the line df = 38). Since the t_{obt} is lower than t_{crit} (0.162 < 2.021) so the null hypothesis is accepted. It means that the two samples are from the same population and there is no significant difference between two groups. This result implies that the experimental and control group are similar in terms of their initial ability.

Table 1 shows the highest and lowest scores, sums, and means of the students' scores from the experimental and the control group at the pre-test.

Table 1

The Post-test Scores

Subjects (20 Students)	Experimental Group	Control Group
Highest Score	85	76
Lowest Score	40	26
Sum	1361	997
Mean	68,05	49,85

The normality distribution and variance homogeneity test were conducted before the data were calculated by using t-test formula.

The probability of the experimental group is 0.895 and the control group is 0.948 which are higher than the level of significance

(0.05). It means that the null hypothesis is accepted; the post test scores of the experimental and control group are normally distributed. The result of the variance homogeneity test is that the probability (based on mean) is higher than the level of significance ($0.088 > 0.05$). As a result, the null hypothesis is accepted; the variance of the two groups is equal.

After the normality distribution and homogeneity of variances were analyzed, the data were calculated by using t-test formula. The t_{obt} is 4.538 (the absolute value of 4.538) and the degree of freedom (df) of pretest is 38, it means that the t_{crit} is 2.021 at the level 0.05 (based on the critical values of t at the 0.05 level to the line $df = 38$). Since the t_{obt} is higher than t_{crit} ($4.538 > 2.021$), so the null hypothesis is rejected. It means that the two samples are from the same population and there is significant difference between the two groups.

The computation of the control group scores was done by using the matched t-test formula (Paired sample test in SPSS 15.0), in which the scores of pre-test and post-test were compared.

T_{obt} gained is 1.101 (the absolute value of -1.101) with sig. 0.285 and the degree of freedom (df) is in 19. It implies that t_{crit} is 2.093. Considering the obtained scores, it is concluded that the t_{obt} is lower than t_{crit} ($1.101 < 2.093$). Thus, the null hypothesis is accepted; there is no significant difference between pretest and posttest of the control group. After having completed several treatments, the control group's speaking ability was not improved.

The computation of the experimental group scores was done by using the matched t-test formula (Paired sample test in SPSS 15.0), in which the scores of the pre-test and the post-test were compared. The t_{obt} gained is 8.824 (the absolute value of -8.824) with sig. 0.000 and the degree of freedom (df) is in 19. It implies that t_{crit} is 2.093. Considering the obtained scores, it is concluded that the t_{obt} is higher than t_{crit} ($8.824 > 2.093$). Thus, the null hypothesis is rejected; there is significant difference between pretest and posttest of the experimental group. After having completed several treatments, the experimental group's oral communication skill was improved. This

finding supports the research hypothesis that the educational debating method is effective in improving students' oral communication skill.

The analysis of the students' scores gained in the pre-test and post-test was intended to examine the improvement in students' oral communication skills after learning English through the educational debating method. The success of the method is shown by the significant difference between the scores from the pre-test and post-test.

The average score before treatment is 48.85 and after treatment are 68.05. The result indicates that the students' mastery of oral communication skill before learning the educational debating method is classified as poor (0 – 49) or the students cannot communicate effectively in spoken English and unable to express themselves clearly. While after learning the educational debating method is classified as average to good (60-79) or it can be said that the students' oral communication skills can be understood but with difficulty based on Haris (1969:134) probable class performance [8].

The results of the pre-test and post-test scores and observation during the teaching and process showed that after being treated using educational debating method, few students of the experimental group can be categorized as average to good speakers or in other words, their speaking can be understood but with difficulties. They have the characteristics of good speakers such as talking with normal levels of continuity but there are some hesitant responses, convey the contextual responses and irrelevant responses, almost there are no irrelevant and inappropriate words to the context.

The improvement made by the students indicated that the students were able to deliver a well-organized speech which can convince the audience with a sophisticated manner or good language knowledge. It is relevant with McCroskey (1997) who stated that debate is essentially about developing oral communication skills, about assembly and organizing arguments [11]. In the experiment class, the students were highly encouraged to convince people who were listening to his or her debate by delivering a well-organized speech using gesture and intonation. In debate,

students also use Brown (1990) strategies that use mime and nonverbal strategies to convey the meaning of their speech [2].

The educational debating method also improved students' responds to other statement or performance. In giving the responds they used some Brown (1990) strategies such as: asking for clarification (what?), asking their opponents to repeat what the opponents have said (excuse me, can you repeat that?), using fillers in order to gain time to process, appealing for assistance from interlocutors (to get a word or phrase) [2]. These strategies made their fluency improved also.

5. Conclusions

In Indonesian traditional classrooms, most of EFL teachers applied a conventional method in teaching speaking. They, for example, insist that students should memorize sentences or dialogues. This was tremendously overwhelming for students in facing English subject, especially to master oral communication skills. In this research, the use of the educational debating method was expected to help the students in facing their speaking task.

The aim of this research was to answer the statement of the problem that was previously mentioned in the first chapter. The statement covered the effectiveness of the educational debating method in improving students' oral communication skills. In finding the effectiveness, it was important to know the students' mastery of oral communication skills before and after learning the educational debating method. Thus, it has come to some concluding remarks, as follows:

1. From the results of the pre-test in the experimental group or before being exposed to the educational debating method, it can be concluded that the students' mastery of oral communication skills was 48.85. The score was considered as "poor" based on Harris (1969) classification of probable class performance. Therefore, the students' mastery of oral communication skills before learning the educational debating method was poor [8].

2. On the other hand, from the results of the post-test in the experimental group or after being exposed to the educational debating method, it can be concluded that the students' mastery of oral communication skills was 68.05. The score was considered as "average to good" based on Harris (1969) classification of probable class performance [8]. Therefore, the students' mastery of oral communication skills after learning the educational debating method was average to good.
3. After computing the results between the experimental group and the control group by using matched t-test formula (Paired sample test in SPSS 15.0), it was found that the mean of the experimental group was higher than that of the control group. Then, the results of the t-test computation (independent sample test) exhibited a significant difference between the experimental groups before and after the treatments, which the t_{obt} was higher than t_{crit} ($4.538 > 2.000$) so the null hypothesis was rejected. It was concluded that the implementation of the educational debating method was effective in improving students' oral communication skills.

Acknowledgements

I would like to thank God, my parents that always support me, my brothers and sisters, and my friends and lecturers in Department of Linguistics of University of Indonesia year 2014-2015.

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A Critical Discourse Analysis toward “*Photographer of Obama Selfie: 'I Really Think It's Just Sad' (AUDIO)*” in *The Huffington Post*

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Abstract

Nowadays, selfie is a world trending activity. In the end of 2013, the world was shocked by a press about USA’s president, Barack Obama, snapped a selfie with two presidents from other countries at Nelson Mandela's memorial service. It became a trending topic discussed in each social media. Many people claimed that what Obama’s did was breaking rules as a president. However, some people took a positive thing from it. On the other hand, an online post in USA, *The Huffington Post*, clarified what was really happening. The aim of the research was to analyse how *The Huffington Post* reported the news about Obama’s selfie with two world leaders. The data of this research was one of posts about Obama’s selfie, “*Photographer of Obama Selfie: 'I Really Think It's Just Sad' (AUDIO)*”, posted by Catherine Taibi in *The Huffington Post* on 12/16/2013 and updated on 01/25/2014. A critical discourse analysis (CDA) framework of Norman Fairclough was used to analyse this post. There were three levels of analysis; description, interpretation, and explanation. The results showed that *The Huffington Post* focused on the photographer’s statements. It clarified what people misinterpreted about Obama’s selfie.

Key words: CDA, Obama’s selfie, *The Huffington Post*.

1. Introduction

Nowadays, take a selfie is a trend for many people. The word *selfie* was used first by Australian network forum on the 13th September 2002. The word was spread in social media so that it becomes popular. The word was added in Oxford English Dictionary to be the new word because of the frequency of the use of the word *selfie* was getting higher. *Selfie* also became the word of the year in 2013. In www.oxforddictionaries.com, *selfie* was defined as a photo-graph that one has taken of oneself, typically one taken with smartphone or webcam and shared via social media.

At the end of 2013, the world was shocked by the news about the president of the USA, Barack Obama, taking a selfie with two world leaders in Nelson Mandela’s memorial service. It became headline news in many posts and TV stations. Some of them said that it was a bad moment, however others gave a positive responds about that.

From those phenomena, it was interesting to analyse how a media reported the news about Obama’s selfie. The data of the research was taken from an online post, *The Huffington Post* (see Appendix). The post chosen because it is one of the best posts in reporting news about politics in the USA. This post was also one of the media that not give negative responds about the selfie. This research was aimed to give a critical analysis about how *The Huffington Post* reported the news about Obama taking a selfie with other world leaders in Nelson’s Mandela’s memorial service. The framework used to analyse the news was CDA (Critical Discourse Analysis) framework of Norman Fairclough. The framework was chosen because it is more detail than others.

2. Critical Discourse Analysis (CDA)

Discourse is a combination of propositions that declared through an opus. Johnstone (2002: 2) said that discourse is the primary thing of communication used as the medium to

give ideas and categorized as an uncountable noun. In addition, discourse is needed to be analyzed in order to get the idea of it. In analyzing discourse, there are some ways to be done; one of them is a critical discourse analysis. van Dijk (2001: 352) explained that a critical discourse analysis is a kind of discourse analysis research studying about the misuse of social power, authority, and inequality that is made, imitated, and controverted by the text and spoken in the context of social and politics. Phillips (2002: 64) added that a critical discourse analysis does not see a discourse as politically neutral but it is used as critical approach that is politically affected into social change. On the other hand, Fairclough (1995: 97) divided three levels of critical discourse analysis; text description, interpretation of the relationship of text and discursive process that is productive and interpretative, and explanation of the relationship of discursive and social process.

Fairclough (1989: 110-66) concluded that on the level of description, there are three things should be described; vocabulary, grammar, and textual structure. Then, on the interpretation level, the three levels should be interpreted are context, the discourse type, and differences and changes. The last level is explaining social factors, the ideology, and influences. These three levels are really important in getting the critical analysis of discourse. If one of them was not analysed, the analysis may not be critical. Blommaert (2005: 30) stated that based on the three levels of CDA Fairclough, the level of description is focused on textual linguistic features. The analysis on the interpretation level observes the participants comprehension based on the theory, social, and ideology sources. Describing social theory to declare ideology was done on the explanation level.

From the explanation above, it can be concluded that a researcher views the text as something that has context whether it is text productions, text consumptions, or socio-cultural practices. Thus, to understand discourse, context cannot be excluded. The three levels of CDA Fairclough are so important in getting the critical analysis of discourse. If a researcher can do a critical description, interpretation, and explanation, the result of the analysis will be great and very critical.

3. Discussion

Based on the three levels of critical discourse analysis Fairclough, here are the results of the analysis of the news "*Photographer of Obama Selfie: 'I Really Think It's Just Sad'* (AUDIO)" in *The Huffington Post*.

3.1 Description

3.1.1 Vocabulary

In the news, there were some repetitions like "*selfie*", *photographer*, *Obama*, *sad*, *spoke out*, and *photo*. Then, in the quotations of the photographer, there were also some repetitions such as *sad* and *images*. In addition, there were two word repeated many times that are *never* and *very*. The writer of the news also used synonym words like *photo*: *picture*: *image*: *photograph*: *selfie* and *spoke out*: *told*.

On the other hand, the writer changed a word *sad* with a phrase *not as happy as* to refine her language. *Obama's selfie* gave a negative expressive value for readers so that *Mandela's memorial service* which has a positive expressive value was not really concerned by them.

In the text, the writer also used a metaphor *his photo has gone viral*. The word *viral* does not mean that it spread like virus but the picture was extended to the cyber world.

3.1.2 Grammar

From the text, the sentences were formed in direct and indirect speech. The direct speech came from the quotations of the photographer of Obama's selfie. From the sentences, the sentence patterns used were actions (S+V+O), events (S+V), and attributions (S+V+Adv). The most patterns used were events while the attribution was only one. The action patterns involved two participants that were agents (*He*, *Schmidt*, *Schmidt*) and patient (*situation*, *NPR*, *NPR*). The event patterns were divided into two categories, animate (*Roberto Schmidt*, *He*, *He*) and inanimate (*A Media Matters report*). In contrast, the attribute pattern only had one participant (*The photographer*).

Many sentences or clauses were formed in positive and active forms. There were only one was formed in negative (*The photographer is not as happy as one might expect him to be*)

and one clause was formed in passive (*since it was released last Tuesday*). All sentences were also declarative. There was one modality used (*might*). The pronoun found was only *he* that referred to the photographer. Grammatical features which had expressive values were not found in the text.

The connecting words used to connect the clauses and sentences were *since*, *in fact*, and *but*. The complex sentences in the text formed in coordinative sentences were (1) *The photographer responsible for the Obama "selfie" image is not as happy as one might expect him to be, especially given the fact that his photo has gone viral since it was released last Tuesday.* (2) *Agence France-Presse photographer Roberto Schmidt spoke out on Wednesday after his photo of President Obama snapping "selfies" with world leaders at Nelson Mandela's memorial service was released, claiming that the world had completely misinterpreted the picture.* Instead, the words which referred to another word were *his photo* and *it* that referred to *the Obama "selfie" image*.

3.1.3 Textual Structure

The text consisted of the writer's opinions and the quotations of the photographer. The writer's opinions were the monologue text; meanwhile, the photographer's quotations looked like he was speaking to others. Unfortunately, there were no answers from others so that those were categorized as the monologue text too.

The first paragraph told about the photographer's disappointment about Obama's selfie. The second paragraph showed that there might be misinterpretation of people about Obama's selfie. Then, the third paragraph declared that the media tended to be on the people's interpretation side. The photographer said that people told others about the negative thing about the news without knowing what was really happening on the fourth paragraph. The next paragraph explained about the focus of the news was more on Obama's selfie than on Nelson Mandela's memorial service. The last paragraph contained the declaration of the photographer that from many pictures they snapped at that time, the picture that got the most front-pages in dailies and websites around the world was the selfie and it made him sad.

3.2 Interpretation

3.2.1 Context

Situational and intertextual context in the text were two kinds of context should be interpreted in the text. First, in the situational context, there were some activities such as the photographer's speech, spreading of the news about Obama's selfie, the photographer's declaration, and the media's reports about the picture. In addition, three topics were discussed in the text like Obama's selfie, people's interpretation about the picture, and the clarification of the photographer. Moreover, the purpose of the text was to give information to people that their interpretation about Obama's selfie was wrong.

The people who were involved in the news were the photographer, Obama, two other world leaders, Nelson Mandela, reporters, and the readers or listeners. The most emphasized information there was the relationship of the photographer with reporters and readers. There were two kinds of language used in the text (spoken and written language). The spoken one was the photographer's language; meanwhile, the written one was the writer of the news' language.

Second, in the intertextual context, many other media blamed Obama because he took a selfie with two world leaders in Nelson Mandela's memorial service. Some of them said that taking a selfie for a president was fine if it was done when they were having vacation, not at the memorial service. It made Obama's image become negative. On the other hand, many people in social media loved what Obama did. They said that everybody was free to take a selfie anywhere they want including a president. Different from others, *The Huffington Post* clarified the misunderstanding and misinterpreting of people about Obama's selfie. It was supported by the clarification of the photographer.

3.2.2 Discourse Type

Sad, *Obama "selfie" image*, and *misinterpreted* were three vocabularies that got attention with. These three vocabularies represented the main idea of the news. *Sad* was the disappointment of the photographer to the people who *misinterpreted* about the news of *Obama "selfie" image*. From the structure of

the sentences, there was one agent who was focused on that was the photographer. The news aimed to tell the readers what was really happening.

From the photographer's speech, it can be seen clearly that he was really upset about that. The writer seemed that she agreed with the photographer about what people thought because she quoted many photographers' words. Moreover, the cohesiveness of the sentences was clear that the text told about the feeling, expressions, and opinions of the photographer. Furthermore, it can be concluded that the structure of the text and the main idea talked about the disappointment of the photographer about media and people who misinterpreted the news.

3.2.3 Difference and Change

From the interpretation of the context and discourse type, if the participants were the readers or listeners of the news, there might have different interpretation. The interpretation changed because they had different perception.

3.3 Explanation

3.3.1 Social Determinants

Power relations cannot be excluded in creating discourse. They can be seen from the text because they are not entity, but they are something everywhere and activated in every social relation. Something activated is context for example with whom they speak to, where it is spoken, what is discussed, when it is told, and how to say it. Everything activated will form discourse. In *The Huffington Post*, the power relation of the writer of the news can be seen from the way she wrote the news. She really agreed with the photographer who took Obama's image when he was taking a selfie with two world leaders. Both writer and photographer blamed media and people who misinterpreted about the news. Besides, there was politic power in the news. *The Huffington Post* was an online post which is categorized as one of the best media in reporting politic news in the USA.

3.3.2 Ideologies

Ideologies are ideas or the ways of a dominant group in seeing something and addressed to other people. From the way of the

news writer report the news in *The Huffington Post*, she was clearly corresponded to the photographer and Obama. She also did not want people interpret the news negatively, but she wanted to clarify what was really happening

3.3.3 Effects

Based on the text, the writer wanted to influence the readers to insusceptible with the negative news about Obama. She tried to convince the readers by quoting words of the photographer. Furthermore, she wanted to keep a positive image of the president of the USA, Barrack Obama who is so popular in the world.

4. Conclusion

From the analysis above, it can be concluded that the way of *The Huffington Post* reported the news about Obama taking a selfie with other world leaders in Nelson's Mandela's memorial service way is by emphasizing on the photographer's words. The words were quoted, described, and added by some information to be complete news. *The Huffington Post* was really agreed with the photographer who blamed media and people misinterpreted about the news. The news was aimed to clarify and tell people that what they were thinking about was not true. *The Huffington Post* also kept Obama's positive image because his leadership as the president of the USA. The news gave a big influence for the readers.

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APPENDIX

Photographer of Obama Selfie: 'I Really Think It's Just Sad' (AUDIO)

The Huffington Post | By Catherine Taibi

Posted: 12/16/2013 1:38 pm EST Updated: 01/25/2014 4:01 pm EST



The photographer responsible for the Obama "selfie" image is not as happy as one might expect him to be, especially given the fact that his photo has gone viral since it was released last Tuesday. In fact, he finds the whole situation pretty "sad."

Agence France-Presse photographer Roberto Schmidt spoke out on Wednesday after his photo of President Obama snapping "selfies" with world leaders at Nelson Mandela's memorial service was released, claiming that the world had completely misinterpreted the picture.

But now he is speaking out again, this time saying that the media's interpretation of the photo says more about society than anything else.

"I really think it's just sad," Schmidt told NPR on Monday. "I mean, what does that say about our society? Are those the things that we focus on? Sometimes we just get carried away by noise that people make and it just proves it's more and more noise."

A Media Matters report showed that cable news networks gave significantly more attention to the "selfie" and Obama's handshake with Cuban President Raul Castro than they did to Mandela's memorial service itself. Schmidt told NPR that he "never, never, never, never" expected the photograph to become what it has.

"That's what is a little bit sad about it," he continued. "We put out close to 500 images that day and some of the images are very, very interesting, nice, strong images, showing the celebration for Nelson Mandela. And unfortunately, you know, the picture that got the most front-pages in dailies and websites around the world was the selfie."

Source: http://www.huffingtonpost.com/2013/12/16/photographer-obama-selfie-sad_n_4454200.html Accessed on the 9th December 2015 at 19:30 WIB.

Conceptual Methaphor of Love on Twitter #*cintaadalah*

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Abstract

Conceptual Metaphor is one of many interesting subjects in Psycholinguistics. It explores connection between what is in human mind and how human utters it through words. The choices of words can be the path to penetrate the meaning beyond the words. This research aims to discuss and find what human thinks of love. Through a limited space provided by Twitter, which contains only 140 characters, humans tend to make their utterance as simple as possible but meaningful, expressing their thought of love. #Cintaadalah is one of many paths humans can share their ideas. After getting data, this research conveys some meaningful results, namely LOVE IS MYSTERY, LOVE IS ANSWER, LOVE IS WORSHIP, LOVE IS ART WORK, LOVE IS WEALTH, LOVE IS FAMILY, and LOVE IS HOUSE.

Keywords: conceptual metaphor, love, twitter

1. Introduction

As a means of communication, language is closely related to the interaction, social activities, and culture of native speakers. When the culture is developing, the language of course is developing as well. Related to the above, Kovecses (2005: 1) states that language is "a set of shared understanding that characterizes smaller or larger groups of people's culture". Defining the meaning of the language is an important part of understanding that can be found in the concept of metaphorical language. Thus the concept of metaphor that reflects the concept beyond the language spoken by the language can be placed together with a particular language and culture to form a complex conceptual metaphor. For example, in his research, Pasaribu (2013: 785) states that LOVE IS FOOD. Such metaphor provides a conceptual correspondence between the source of the food and the target of love. Furthermore, the domain of the source in general is concrete while the target is abstract which can be found in human mind. That is why conceptual metaphor is defining and comprehending something abstract in human mind to what can be found in reality.

Through the analysis of the concept of understanding as mentioned above, it can be known that the language becomes a gateway to understand the culture and mindset of people. Therefore, in this paper, we are interested in looking back on the concept of people's thinking of the meaning of love. It is motivated by a shift in the meaning of love that is used to be known in the decade of the 90s. it was something broad, taboo, and sacred but today love is a trivial expression of relationship between men and women with specific activities that are considered reasonable.

In this paper, twitter becomes a medium used for gaining information about youth in understanding love. The excavation of information is done by collecting statements from various user thorough #*cintaadalah* on twitter since 2012. Twitter is chosen because it has distinct characteristics, which are the number of characters that is limited to no more than 140 characters and largely accessed by youths. This forces users to express what is in their mind about love through words which are short, dense, and meaningful to represent the feelings and cognition users.

Besides analyzed the meaning contained, conceptual metaphors can produce models of today's cultural life through its shape. The form of adult speech is so varied. Language is no longer regarded as something that always looks formal. Politeness is no longer generalized with good and polite speech, but speech that is able to adapt to the context in which the speaker said his utterances.

2. Previous Researches

Conceptual Metaphor is a study that is often done by the linguists, especially to see the relationship between the productions of words with what is in one's mind when producing the speech. This indicates a relationship between the language of the human mind (Language and Mind). At least, there are two studies, which become the reference of this paper in discussing the conceptual metaphor. The first study was conducted by Icuk Prayogi (2013) regarding the temporal metaphor forms in Indonesian that produce some concept of time. Time is an object, wheel, food, living things, distance, and dimension of time. However, in these studies, there is no identification for time can be calculated and cannot be calculated. In the concept of language, time is divided into two categories.

Besides about time, another research talking about conceptual methapor is a about love. Truly Almendo Pasaribu (2013) examined the concept of love and categorised it to be some concepts which are more concrete, such as love is food, plants, beautiful objects, warmth, light, madness, passion, learning, and travel. Nevertheless, the concept was still to be developed as the data collection was conducted by researchers only in small scope.

Love is the object of conversation that is never-exhausted to discuss. Therefore, this study opens up space for more data retrieval through social media, namely Twitter. It is possible to see the concept of love with a wider point of view so that it will provide wider understanding of the conceptual methapor.

3. Theoretical Review

3.1. Cognitive Linguistics

Metaphor is not merely a style of language, but also a phenomenon that can be analyzed based on concept. In order to analyse, the cognitive linguistic approach is considered suitable for the use in a small study of this phenomenon. Cognitive Linguistics is a branch of modern linguistics that studies the language based on the assumption that language reflects the pattern human thought (Green & Evans, 2006: 5 via Pasaribu, 2013: 787). The same thing is also presented by Djawanai who regards language as a system of signs that are used as a symbol to represent the thoughts, concepts, and human experience, so the language is associated with cognitive ability and intelligence and human way of conceptualizing the world (2009: 3).

This conceptualization process is located in the scope of a person's mental, but it can be observed through the language involving human cognition. Thus, to be able to explain the principle, cognitive linguistics is used to conceptualize the metaphorical expressions, in this paper, the concept of LOVE (concepts and conceptual metaphor further written in capital letters).

3.2. Conceptual Metaphor Theory

Metaphors can be understood as the use of another word or phrase to an object or another concept based on figurative or equation (Kridalaksana, 2008: 152). According to the theory of conceptual metaphor of Lakoff and Johnson, the metaphor of the human conceptual system is a reflection of what is felt, thought, and what experienced in everyday life. To prove it, Lakoff & Johnson gives an example of the daily expression of the concept of conceptual metaphor of argument in the 'ARGUMENT IS WAR' (2003: 5):

Your assumption *is untenable*.

He *attacked* every weak point of my argument.

Criticism that he made *is right of target*.

I *destroy* his argument.

I never *win* argue with him.

The formulation of argument is constructed from what one does when arguing as he is at war, so he uses the phrase as untenable, attack, on target, destroying, and wins that are usually used in warfare. Thus, the phrase commonly used to argue seems using the WAR concept.

Metaphor in the example serves as a conceptual or mapping relationship between war as the source and argument as the target. Metaphorical expression departs from the source to be able to understand the the other conceptual domains, namely the target. DOMAIN IS SOURCE TARGET DOMAIN (Pasaribu, 2013: 787-788). Thus, the understanding obtained from the expression of the argument IS WAR shows us the same conceptual in our minds through metaphorical expressions used in the form of language.

4. Conceptual Metaphor of LOVE

4.1. LOVE is MYSTERY

Love which is assumed as something abstract can be associated as a mystery that is sometimes confusing about the presence and disappearance in the life of mankind. Of the two elements, between love and mystery are two things that can be considered abstract. However, mystery is more real than love in human's life. The examples below shows the relationship of them.

(1) *#cintaadalah misteri dalam hidupku, bahkan sherlock pun akan sulit memecahkan misteri itu.*

(#LOVE is mystery in my life, even Sherlock would be difficult to solve the mystery.)

(2) *#cintaadalah sebuah perasaan yg tidak ada seorangpun bisa mengetahui kapan datangnya.*

(#LOVE is a feeling that no one can know when it arrives.)

Of the two examples above, love is associated with the mystery that in (1) the concept of love is a mystery confirming that this life is a process without a human being who knows what will happen today and in the future. The example (2) emphasises more on a

feeling that in this life, the sense sometimes appears suddenly unexpectedly.

4.2 LOVE is ANSWER

Love for some people can be associated as an answer. The association of the two meanings can occur due to humans believe that love in his life is the answer for all the questions and doubts he discovered during his life.

(3) *#cintaadalah ketika kamu menjadi jawaban yg akan aku pilih berkali-kali sampai aku mati.*

(#LOVE is when you are the answer that I select many times until I die.)

(4) *#cintaadalah ketika km yg mnjadi jawaban yg aku pilih atas segala pertanyaan yg ada.*

(#LOVE is when you are the answer I choose for any question I have)

In the two examples, love is associated with something which can be seen as a similar concept in the system of human cognition. In example (3), love is when the speaker decides the same answer several times for various questions he/she has even until he/she dies. There is no other answer although the answer is not logic for the question. In example (4), love is associated as an answer to all the questions that the speakers have in mind. The question is probably about the future of his/her life, such as with whom he/she would spend his/her life in the future. From these two expressions, it can be infered that the answer is equally referring to the spouse.

4.3. LOVE is WORSHIP

The concept of metaphor found from the data further shows that the presence of love correlates with worship, namely LOVE IS WORSHIP. Based on the analysis of its components, it can be seen that the word "love" and "worship" are two different words in terms of meaning and form. In this case, the love which is an abstract concept is described as worship. Worship is something that is close to human activity and the form is different among the various religions. However, the sense is the same that is the way humans do to get closer and do to have valuable things from God since they obey God's rules.

(5) *#cintaadalah ketika kamu jadi imamnya dan aku makmumnya, selamat sholat.*

(LOVE is when you are my leader and I am your follower during praying.)

(6) *#cintaadalah apa yang ada di dalam dada, apa yang ada di dalam doa. Semua yang ada di dalam sana: hanya satu nama.*

(LOVE is what is in my chest, what is in my prayer. All is in there: only one name.)

From these examples, we can see that the concept of love is understood as the concept of worship. Example (5) reflects the way Muslim pray in daily life. The relation between the leader and the follower is describing the relation between husband and wife. They pray together in the name of love. Meanwhile, the other example is reflecting that those who are falling in love, they always put their beloved name in their chest and pray to God that they will be together forever as a couple.

4.4. LOVE is ART WORK

Furthermore, LOVE can be associated with an art work. The art work can include painting, literature, sculpture, and various objects as the result of human creativity, taste, and initiative. The association of the two meanings can occur because humans think that love growing in his mind is a result of humans idea, feeling, and intention in the mind to something that could be tangible. Through the senses, feeling of love towards something appears and flows into the minds and it is processed inside.

(7) *#CintaAdalah puisi terindah yg dpt menghanyutkan jiwa, merdu di dengar, syahdu bila di rasakan.*

(LOVE is the most beautiful poem which pervasively sweeps the soul, tunable in the hearing, dan serene in the feeling)

(8) *#CintaAdalah perasaan yg takkan bisa dilukiskan dgn cat dengan harga mahal sekalipun.*

(LOVE is a feeling that cannot ever be described with the most expensive paint.)

(9) *#CintaAdalah sebuah mahakarya ALLAH yang Dia tiupkan pada sanubari para Ibu yg jumlahnya beribu-ribu.*

(LOVE is a masterpiece from GOD that He breathes into the bosom of the mothers who are thousands in number.)

Love associated with an art work can have the similar concept in human cognition system. As at (7) love is associated with poem. Poem is a man's work considered as a beautiful work, sweep the soul, and often melt hardened hearts. Poem is also generally created when human cognition peak, both in term of falling in love or even in the deepest sadness. Another work that can be associated with love is painting as in (8). Painting was a beautiful work through colorful blend to form a perception. So is love that not only gives happiness but also picts sorrows. This holistic awareness brings people to see the love as the whole concept. Therefore, the painting becomes a concrete association to mean.

Love can also be associated as a creation that does not have a concrete form but can be described in the human mind. As in (9), the shape cannot be seen. Puffs can be described as an air flow as well as the invisible wind but can be felt by the other senses. It gives the meaning of love associated with strains of music or a beautiful voice that leads a heart to feel a sense of comfort that is sometimes not able to be expressed in any form. In exemplarily above, God becomes the subject (the cause) of what man thinks about love.

4.5. LOVE is A WEALTH

Conceptual metaphor of LOVE can also be associated with the wealth. It could be money, land, car, children and other possessions. Love and wealth are two things, in people judge, which are complementary. Love without wealth is nothing and vice versa. The concept of wealth that is more real than the concept of love is used by some people to reveal what love is for them. Here's an example of the expression of LOVE IS WEALTH.

(10) *#cintaadalah ketika kamu berjanji padanya untuk menjaganya dan tidak menyakitinya.*

(LOVE is when you promise to keep and do not hurt her heart)

(11) *#cintaadalah memberi bukan meminta.*

(LOVE is giving not asking)

Between the concepts of love and wealth are the two elements are almost the same for both of them need to struggle and sacrifice. As shown in the example (10), the concept of love is more inclined to a lover who expressed a sense of loyalty to cover and binding sacred promise of marriage to always maintain, protect, and respect to each other later in life. In example (11), someone, in the name of love, will give more attention and effort, according to the wishes and demands in order to meet all the needs even without being asked. Sometimes our lover is unpredictable and need special attention and treatment. In this way, we are demanded to give more rather than to ask more.

4.6. LOVE is FAMILY

Family is commonly consisting of father, mother, and children. It is certainly very meaningful for everyone. For children, the father and mother is a person who gives them the outpouring of warmth and affection. For father and mother, the children are commonly a happiness which they keep until the end of their lives. The brother-sister relationship is likewise.

(12) *#cintaadalah perasaan sayang terhadap seseorang, bisa ortu, adek, kakak, bahkan adek&kakak yg baru kenal.*

(LOVE is an expression of warmth to somebody like parents, brother, sister, even brother or sister who is newly known)

(13) *#CintaAdalah kasih sayang ibu untuk anaknya.*

(LOVE is mother's warmth and affection to her children)

In (12), love is reflected through affection given to family members, such as parents, brother, sister. When the speaker adds "brother and sister who is newly known", the speaker may want to express that compassion on the concept of love that is associated with the family is able to appear

for "strangers". In (13) the concept of love is associated with a mother's love for her children that is considered as the purest affection provided by humans.

4.7. LOVE is A HOUSE

A house is a building used by people to live in. It has many parts such as window, door, roof, walls, and others. In association with LOVE, the house is characterized as something

(14) *#CintaAdalah kunci yang membuka gerbang kebahagiaan.*

(LOVE is a key to open the happiness door)

(15) *#CintaAdalah ketukn hati nurani, saat dbukakn pintu akn mrasakn btp indahny cinta, bl dtutup akn sakit rasany*

(LOVE is soul's beat when the door is open, we feel the joy but if it is closed, we feel so sorrow)

The concept of LOVE is presented in the HOUSE concept. This is since both have the same function. In example (14), love is regarded as one of the components of the house that is the key to unlock the door of happiness, as for example (1) and (3), consider love as the house that has a door that can be tapped, closed or opened to reject or allow someone entry.

5. Conclusion and Suggestion

Conceptual metaphors of LOVE is able to investigate what people think about love through their utterance found in Twitter *#cintaadalah*. Considering the analysis of this research, the descriptions of love according to the users of Twitter are LOVE IS MYSTERY, LOVE IS ANSWER, LOVE IS WORSHIP, LOVE IS ART WORK, LOVE IS WEALTH, LOVE IS FAMILY, and LOVE IS HOUSE. Furthermore, the suggestion, the metaphors of LOVE can also be investigated deeper to a wider medium to have more comprehensive data in categorizing.

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PARODY OF BEAUTY PRODUCT ADVERTISEMENT IN THE UNITED NATION'S TV COMMERCIAL ABOUT RACISM: A CRITICAL DISCOURSE ANALYSIS WITH INTERTEXTUAL APPROACH

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Abstract

The United Nation made a controversial TV campaign around 2009: racism that is transformed into face cream. This advertisement becomes interesting to analyse because the beauty ideology carried by the advertisement of beauty product was transformed into the ideology of ugliness in the advertisement of anti-racism as a form of parody. This analysis aims to explore intertextuality between these two ads by using the theory of Critical Discourse Analysis (CDA) proposed by Norman Fairclough and the approach of intertextuality by Julia Kristeva. Therefore, it seeks and compares the linguistic features and concept applied in both advertisements to find the parody characteristics in the racism advertisement.

Keywords: parody, advertisement, racism, beauty, CDA, intertextuality

1. Introduction

In the rapidly developing era of technology and information, advertising is one of effective ways of promoting goods, services and information to consumers. Advertising also creates a hegemonic ideology in consumers' unconscious minds that makes them familiar with the characteristics of certain advertisement. Therefore, the consumers can easily identify an advertisement from its opening scene or jingle. For example, beauty product advertisement is represented by a figure of white skinned and beautiful female model. Another example is the campaign advertisement of one legislative candidate presenting his or her social activity in community, in particular the low class community, to reflect his or her concern on social problems.

This study is interested in observing and analyzing a television campaign on anti-racism published by the United Nations. In this two-minute advertisement, beauty product becomes a metaphor for racism. However, instead of seeing a beautiful model, the audiences will watch a shocking dramatic transformation of the model: from the beautiful into the beast. By using the Critical Discourse Analysis (CDA) model

proposed by Norman Fairclough, this study will reveal the relationship between the anti-racism advertisement with the beauty product advertisement, in terms of concept and ideology transformed by the advertiser.

To analyse the intertextuality of ideology and concept between the anti-racism advertisement and the beauty product advertisement, this study investigates the linguistic features, ideology and concept of the cosmetic advertisement which are transformed into the anti-racism advertisement. Besides, it also observes the conceptual features of anti-racism which is described by the anti-racism advertisement.

3. Method of Study

This study uses the theory of critical discourse analysis by Norman Fairclough and the qualitative research method. To reveal the relationship between the anti-racism advertisement and the cosmetic advertisement, this study takes the approach of intertextuality by Julia Kristeva. Therefore, this study not only finds the meaning within and behind the text (advertisement) based on the socio-cultural context, but also observes the ideology and concept both in the anti-racism advertisement and the cosmetic product

advertisement to find out the relation between the two advertisements.

5. Theoretical Framework

5.1 Advertisement

According to its purpose, advertisement is divided into two: commercial and non-commercial advertisement. The commercial advertisement promotes the goods and services to get profit for the advertiser while the non-commercial advertisement is created by government or social organization to deliver social messages concerning on social, political, ecological issues and others. One of the non-commercial advertisements is the anti-racism advertisement published by the United Nations. Through this advertisement, the United Nations tries to educate and encourage the world not to commit the racial action. Cook (2001) says that advertisement informs, persuades, warns, and might changes the opinion, emotion and attitude of society. In other words, advertisement not only promotes products or services but also changes, gives a warning or information to society. It can create the awareness and shape the identity and attitude. It translates the concepts of reality into the meaningful form to society through the creation of the ideology. For example, the advertisement of washing machine translates 'the speed' into the form of 'well-time management and efficiency.'

The relation between the referent system and the product system is crucial because ideology is the referent system that is recreated constantly in terms of the advertisement and product that it represents. Consumers often give certain meaning to a product and relate the meaning to other meaning outside the framework of advertisement. Therefore, they make assumption about something and do not question it since they have accepted that assumption as 'true.' The consumers' ideology is taken over by two meaning systems (the referent and the product) that present in advertisement (Williamsons, 1978). As an example, in the advertisement of slimming product there is a beauty concept that is related to the slim body. The ideology that will be presented by the advertiser is that 'slimming is beautiful' so that the slimming product is identical to the way of being beautiful.

5.2 Racism

In Merriam-Webster dictionary, racism is defined as "a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race" (www.merriam-webster.com). Racism is a belief about the superiority of a race. This racial superiority is a belief, neither a factual nor logical conclusion so that it is difficult to correct. Take an example, if a white man believes that the black people is stupid, he will underestimate a genius black man (Thompson, 2009: 190).

The racial attitude takes various forms and can be direct or indirect. The direct racial attitude is like an employer who does not want to employ or promote someone from a race he dislikes whereas the indirect racial attitude is not obvious but it happens in practice. For example, there is a regulation for the Moslem female workers not to wear hijab. The extreme racism is like the genocide of the Jewish people that is done by the NAZI in the 1920s (www.racismnoway.com.au).

5.3 Critical Discourse Analysis (CDA)

The Critical Discourse Analysis (CDA) is a modern discipline of the social sciences that covers a wide variety of different sociolinguistic approaches. It aims to study and analyse the use of discourse in at least one of the three ways stated above, and more often than not, all of them at once. Analysis of discourse looks not only at the basic level of what is said, but takes into consideration the surrounding social and historical contexts. According to Van Dijk (1998), CDA is a study that focuses on the textual analysis, both oral and written, to reveal the sources of power, domination, injustice and bias. CDA examines the ways these sources are produced and maintained in certain social, political and historical contexts. Alike Van Dijk, Fairclough in "Critical Discourse Analysis: The Critical Study of Language" (1995) says that discourse is the use of language that is considered as a social practice, so the discourse analysis is an analysis of how the text works in socio-cultural practice. Fairclough tries to relate the text analysis in micro level to another in the bigger social context that is the sociocultural practice.

In Fairclough's model, the text is analysed linguistically to observe the vocabulary, semantic, and grammar. He also includes the coherence and

cohesivity in which the words or sentences are formed together to produce meaning. The tree dimensions proposed by Fairclough requires three kinds of analysis, they are description (analyzing the text), interpretation (processing the text) and explanation (analyzing the social context).

5.5 Intertextuality

Intertextuality is the connection between the text and the discourse or between the previous text and some criteria relating the text to special genre or text type. The intertextual analysis is the analysis on some presumably related texts (literary texts) to find out intrinsic elements such as idea, topic, event, plot, characterization, style of language, etc. The intertextual concept first used by M. Bakhtin (1981) means the concept with its 'dialogic' text is recreated and reused in every production of a new text. In the 1960s, Julia Kristeva adopted Bakhtin's concept to explain the reference of one text to other text or discourse. She argues that text is a mosaic that is built by quotations from previous text. Meaning is not delivered directly from the writer to the readers but it is filtered by other text's 'codes.' Therefore, the meaning of the text is in the hand of the readers instead of the text (Kristeva, 1969: 69).

Then, she (1986) distinguishes two kinds of intertextuality: horizontal and vertical. The horizontal intertextuality refers to the intertextual relation between the length of the speech and the appearance of other speeches while the vertical intertextuality indicates that context shapes certain text directly or indirectly.

Fairclough calls the horizontal intertextuality as the manifest intertextuality whereas the vertical intertextuality as the constitutive intertextuality. The manifest intertextuality refers to the limited explicit references and functions as the manifestation of other texts' ideas in discourse. The references consist of the references which are made to explain certain points and to continue, to build, or to develop new ideas. The connection between the new information and the old information is described explicitly in the new text.

Meanwhile, the constitutive intertextuality is the merger between the old and the new texts by assimilation, contradiction, or repetition (in the form of irony). The relationship between the two texts is stated implicitly because the prior text is transformed into the new one in the writer's style and language. In the new text, the existence of the

former text can be identified by the readers by revealing the textual level to seek for the hidden discourse. This hidden discourse is related to the stages in which the socio-cultural values and existing ideology are improved and processed as the purpose of the new text writer. Therefore, the constitutive intertextuality both influences and is influenced by the social norms and the hegemonic struggle that indicates the power relation in society.

Intertextuality can be studied by three analysis process, they are

- The process of text production. It focuses on the ways the text changes its referent text and reorganizes the existing conventions to produce a new text. It is closely connected with the theory of power,
- The process of text distribution that studies the relation between intertextuality and the network exploration experienced by the text in its transformation process, and
- The process of text consumption that analyses the relation between intertextuality and text interpretation (Fairclough, 1995: 24).

6. Analysis

To make an interesting advertisement, the copywriter usually gives an image or concept to the product or service so that the consumers will have an image or impression about it. For example, through the advertisement's jingle, model, colors, themes, and many others that present in the advertisement. Advertiser often uses intertextuality to encourage readers or viewers to associate the advertisement with their prior knowledge. This raises the consumers' familiarity with the advertisement. For the purpose of intertextuality, some elements from other discourses are borrowed and modified into the form of new discourse.

6.1 Description

This is related to the linguistic features in the anti-racism advertisement that borrow the form of cosmetic product advertisement. In the anti-racism advertisement, the use of verbal and non-verbal language is less because the copywriter tends to play with the visual aspect and audio (music). The first scene presents a white skinned and beautiful young woman standing in front of a mirror and applying face cream. At the left corner of the advertisement there is a sentence 'Day 1',

indicating the sequence of events. Then the next scenes are marked by 'Day 3' and 'Day 5' to indicate the transformation happened to that woman's face following the cream application. From the scenes we can observe that the transformation: a beauty turning into a beast. Before the closing scene, we can hear the narrator says in elegant and beautiful voice: "Do you want to know the secret of this woman's transformation? Racism, the more you apply it, the uglier you become." The word 'racism' is followed by a close-up capture of a round container similar to face cream container, with the label of 'RACISM.'

This advertisement deploys the strategy of conversation simulation like one in the cosmetic product advertisement. The way it makes a kind of closeness with its viewers is by using pronoun 'you'. The use of this pronoun personally gives an impression that the advertisement 'is talking to' the audience as in the 'conversation between two women.' A woman will easily accept a product recommended by her best friend. The advertisement that 'is talking to' a friend will make the audience familiar with it. This kind of addressing in advertisement is called as synthetic personalization (Fairclough, 1986: 62). The simulation of closeness and informal relationship built by the advertisement is also expressed through the use of interrogative sentence instead of direct and clear information delivery ("Do you want to know..."). The headline, "The more you apply it, the uglier you become", is a positioning performed by the advertiser. According to Jerry W. Thomas, a marketing analyst, in his website www.decisionanalyst.com, "Positioning is, and should be, intimately connected to the concept of "target market." That is, a brand's positioning defines or is intertwined with the target audience." In other words, positioning is one of marketing and advertising strategies that position a company or brand in terms of its target market. Thomas draws an analogy between positioning and a sniper who calculates and detects his target by adjusting the position and direction of his gun. In the cosmetic product advertisement, the positioning indicates the quality of the brand. Similarly, the anti-racism advertisement promotes the superior 'benefit' of a product namely 'racism': the more you apply it, the uglier you become.

There is also a transformation as a central point in this advertisement ('Do you want to know the secret of this woman's transformation?') The transformation is described as mysterious changes as the copywriter uses the word 'secret.'

The quality of the product is prominent through the adjectives 'ugly' and 'uglier.' The beauty product advertisement always uses the adjective reflecting positive effect like 'beautiful,' but the anti-racism advertisement does not. In contrast, it uses the negative adjective like 'ugly.' The expression 'the more you apply it' refers to the repetitive behavior that is assumed to be done by the audience. This repetition is shown in the scenes in which the model applies the face cream from day one until day five. On the other hand, the result of the repetitive behavior or action is expressed in 'the uglier you become'. In the sentence 'the more you apply it, the uglier you become,' there is a cause-effect relationship that stresses on the reason. So, the audience is influenced directly to do something that is stated in the logic of cause-effect, that is if you want to be ugly, you can use this 'racism' product. The statement of reason characterizes this advertisement as a reason advertising (Bernstein, 1974).

6.2 Interpretation

In this stage, the analysis is connected to the production and consumption of the text, focusing on the application of power relation in a text. It is found out that the anti-racism advertiser deploys certain strategy to attract consumers by verbal and non verbal language that raises the audience's curiosity, like in 'Do you want to know the secret of this woman's transformation?' It depicts the fact that woman's nature is to like mysterious and hidden things that encourages her to tell or hear a secret.

The change happened to the model's face from beautiful to nasty is a form of transformation that wants to be stressed on. The ideology that racism is ugly is a concept that wants to be shared by the advertiser. Here, advertisement shows its power over the audience by connoting the 'racism' product and ugly appearance. It reflects a message that a racist (the user of 'racism' product) is ugly. Besides, it also represents a negative self-image by 'The more you apply it, the uglier you become.' Being 'ugly' is a result of effect that the

advertisement wants from the audience's using of the 'racism' product.

Therefore, it is clearly shown that this advertisement carries the ideology that 'racism is ugly.' This contradicts the ideology of beauty product advertisement that says 'bright is beautiful,' for example. However, this kind of contradiction is actually wanted by the advertiser; a contradictory concept that will attract the audience's attention about the ideology of anti-racism. As the result, the contradiction makes a parody. The antonym of 'ugly' is 'beautiful,' it is an exchanged loan concept from the beauty product advertisement. The concept of beauty is changed to the concept of ugliness so beautiful model turns into the ugly model. Once again, this concept claims to audience the fact that racism is ugly.

6.3 Explanation

In this stage, the analysis focuses not only on the social context that covers and influences the anti-racism advertisement but also on the intertextuality between the anti-racism advertisement and the beauty product advertisement.

'The beauty myth' has been a phenomenon since ancient times. It might come from the legend of Cleopatra, the most beautiful woman in Egypt. The beauty myth is characterized with slim and slender body, white skin, pointed nose, and so on. Naomi Wolf, an American feminist, says that "The beauty myth tells a story: the quality called "beauty" objectively and universally exists. Women must want to embody it and men must want to poses women who embody it. This embodiment is an imperative for women and not for men..." (Wolf, 2002: 12).

Being an ideal figure is a myth that is spoken out by the beauty products producers and it is affirmed by the existence of fashion magazines, beauty clinics, diet clinics, etc. In the beauty product advertisement, the message that wants to be delivered is that you (audiences/readers) are not perfect so you need beauty products to make you perfect. Therefore, it shows the transformation process, from the low standard to the high standard woman. Its ending describes how this transformation makes the model (representing consumers) happy, succesfull, and other positive images. After seeing it, the consumers get aware of their having the same problem of impercetion

and they will try to solve the problem as suggested by the advertisement. In other words, the beauty product advertisement has power over the consumers.

In contrast, a contradiction happens in the anti-racism advertisement. In this advertisement, there are value, concept, and ideology that are opposed to those in the beauty advertisement. Racism is a social reality that is definitely so far from being beautiful. Although racism is no longer found, its practices are not noticeable in some places. Eduardo-Bonilla Silva calls this kind of racism as color-blind racism (Silva, 2014). Instead of addressing the black people as 'niggers', the color-blind racism followers will say 'these people' which Silva considers a hidden racism.

In the anti-racism launched by the United Nations, the model is a white young woman who represents the racism itself. It is believed that most of the racists are white people. The face cream seems a whitening face cream because its round and black and white container is identical to Olay product, one of the famous whitening products. The viewers will easily recognize its container. It depicts that racism is a belief that considers human categories based on race. Race is identical to the skin color. Then, it is understood that this advertisement becomes a controversy among the viewers of You Tube and TVs.

After the first usage of this racism cream, the model's face becomes darker. Three days later her face becomes red and inflamed. At the fifth day, her face skin becomes more inflamed but it seems that she does not realize the changes. Then, the background music turns out of tune. The viewers' emotion and curiosity are disturbed by the visualization of the model's nasty face and the music that sounds like horror film music. However, all the curiosity is answered by the narrator's sentences that reveal the 'secret' of the model's transformation. That is the racism cream. At the end of the advertisement, the model smiles happily as if she wants that kind of transformation.

From the pieces of the scenes, it is obvious that the anti-racism advertisement has borrowed the concept and ideology from the beauty advertisement and has changed them into its new concept and ideology (intertextuality). The concept of transformation or change, from being beautiful to being ugly, implies a message that racism makes someone ugly.

However, racism is an ideology that is difficult to change. Many people do racism because they believe that humans are different so they should be differentiated. As the result, the racial treatment is not considered negatively by the doers. So, we can understand the reason the model smiles to her scary reflection in the mirror. She does not aware of her face transformation. Racism is invisible in the doer but it has obvious impacts on the racism victim.

7. Conclusion

Based on the data analysis, it is concluded that the anti-racism advertiser deploys some linguistic features to create an intimacy with the consumers by direct address. On the other hand, he also pays attention to the negative concept of racism with the use of the word 'ugly' that carries the ideology that racism is ugly. The racial repetitive action and its psychological changes to the actor make a transformation on her. The more she performs racism, the uglier she becomes. The intertextuality occurs when the anti-racism advertisement borrows the concept and ideology from the beauty product advertisement and changes them into the new form of advertisement, that is parody.

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ANGER EXPRESSION BETWEEN MEN AND WOMEN: A SOCIOPRAGMATICS STUDY

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Abstract

The differences between man and woman can be seen from the way they use language. Simulated situations which can trigger the rise of emotion are powerful tools to investigate this gender-based study. This paper aims to analyze the anger strategies in simulated anger situations and to investigate the swearing words uttered by men and women. The analysis is conducted in the framework of sociolinguistics and pragmatics. The anger strategies are modification strategies of Beebe and Takahashi's theory on criticism strategies. The data were taken from some university students by asking them to answer an open questionnaire. The results show that from the 28 strategies, Terms of Swearing, Statement of Negative Feelings, and Pause Fillers always appear in simulated anger situation, even for both men and women respondents. Besides, Terms of Swearing is mostly uttered by male rather than female respondents because the females are able to make face saving act better than males.

Keywords: anger expression, gender, simulated anger situation, sociopragmatics

1. Introduction

Generally, it is common that when people get angry, they speak bad language, insult others, shout, scream or even get down to hitting. If they do not, then they start throwing and breaking things instead. Their intention is to make others agree with them. If not, at least their displeasure should be expressed (Tejparkhiji, 2008). In addition, there are many ways to express anger. One of them is by using bad language. Stebbing in an article *Bad Language and Twisted Thinking* in the book *Language and Ideas* (Montgomery and Sutherland, 1962) explains that people use language in order to communicate to one another, to express their personal reactions to situations, to stimulate a response in someone else, and for the sake of thinking something out.

Diane Tice and Roy F. Baumeister (1933 via Goleman, 2005) elucidate anger as the most difficult heart ambiance to be compromised. Anger is the most tempted experience among other negative emotions like sad, upset, stress, or sorrow. By expressing their anger, people can release their emotional tension and feel satisfied. There is also a simple explanation of anger itself. As laughter is the representative of pleasant emotional concomitants, anger is the representative of unpleasant emotional

accompaniments (Hilgard, 1962). Dolf Zillmann – a psychologist from the University of Alabama – has found the root or cause of anger. Zillmann found that in general the root of anger is the feeling of threatened in danger. That threat is not always in the form of direct physical threat. The threat could be in the form of symbolical threat toward our self-esteem such as injustice, profanity, or frustration when chasing an important thing (Goleman, 2005). If there are causes why people get angry, there must be reaction on how people express their anger. This reaction is intended to make other people recognize that someone is angry or just releasing tension. Anger may be expressed by fighting, by using abusive language, or by leaving the room, for example.

It is a little bit difficult to judge how strongly a person feels about something from the way they speak. For example, someone says the word '*jangkrik*' (meaning 'cricket'). In East Java this could indicate a serious lost of temper, but in the other areas it could be just a common word. It depends on the person who speaks it, the context, and one's usual sort of language. Another example, a person who usually swears may not be particularly angry when they swear, whereas someone who rarely swears might only do swear when they are very angry. It indicates

that when someone is angry, it can be determined from the person's tone of voice, a phrase that implies violence, a person who does not usually swear but starts to swear, and the person's reason why they are angry (Hamilton, 2007). In other words, determining an anger expression is clearly tied up with extralinguistic information.

We can understand anger expressions from pragmatics point of view. There are many aspects that we have to consider in relation with anger expressions. Since pragmatics is the study of meaning in context, we must consider the reference. If there is a different perception of reference between speaker and hearer, then the purpose of communication cannot be achieved. Speech act, politeness strategy, extralinguistic information, and anger strategies are functioned as tools to go deeper into the anger expressions.

There was a difficulty on how to analyze an utterance in terms of anger strategies since there is no anger strategies theory available in any books or research journals. However, there is a theory of criticism strategies proposed by Beebe and Takahashi (1990) which is possible to be used as anger strategies (Nadar, 2006). There is an assumption that since criticism belongs to negative politeness which threatens negative face of the hearer, a research about anger can employ this strategy too. From the possible 28 strategies proposed by Beebe and Takahashi, the writer added strategy TSW (Terms of swearing) which means word or phrase used to express strong feeling or give offense, as a characteristic of anger. It is based on a statement that when somebody gets angry, generally they utter bad language or swear (Tejparkhiji, 2008). Therefore, this research may be an initial step to formulate a theory of anger strategy in the near future.

The situations where the anger expressions appear are in close relationship with the social dimensions of both speaker and hearer. Social dimensions are used to seek information of a conversation which can be observed through the social distance scale, status scale, formality scale, and two functional scales involved. The difference in social dimensions will lead to the differences of utterance's productions. This theory which is proposed by Janet Holmes (1995) consist of the solidarity-social distance scale, the status scale, the formality scale, and the referential and affective functions scale. There is a significant difference of extralinguistic justification (additional

information taken from the language user out of linguistics area) in terms of gender (Tagliamonte, 2006). Men speak differently from women when both of them are in the same anger situation. The way they react toward anger situations is also different: men tend to use abusive insults and raised voice while women usually reposition anger from threatening by increasing the use of obscene language (Eckert and Ginet, 2007). For these reasons, this paper aims to analyze the anger strategies in simulated anger situations and to investigate the swearing words uttered by men and women.

2. Anger Strategies

The analysis will be based on the classification of anger strategies. In the analysis based on classification of anger strategies, there will be two variables, i.e. gender and social dimensions. In order to make the analysis effective, the questionnaires were specifically designed so that each simulated anger situation consists of at least two variables at once. For example, questions number 1 is a simulated anger situation shown by a respondent towards his/her lover. It contains three variables, i.e. person of the same age, different gender, and intimate.

a. Situation 1

The participants in situation 1 are the respondent, the respondent's lover, and a suspected boy's/girl's friend. They are in the street around campus. They share more or less the same age, different gender, and also intimacy. The speaker also regards the presence of the third people in this situation.

The respondents usually use the strategies such as: terms of swearing (TSW) "*Astaghfirulloh*" (02M03), statement of negative feeling (SAD2) "*Kok dia setega itu ya*" (04M02), pause fillers (ADJ2) "*Hah...hm...*" (03F09). It is interesting that terms of swearing (TSW), which appears 8 times in the single utterance, is in the first row and used by male respondents more often than female respondents, such as "*Dasar bajingan...!!!*"(06F08). The use of single utterance which contains terms of swearings (TSW) signifies that the respondents are in a very high emotion and dangerously it risks their positive face in front of the lover and suspect boy/girl friend. It seems that the social distance does not work here. They should share high

solidarity due to their intimacy; however the respondents try to share low solidarity by using terms of swearing. Then the use of statement of negative feeling (SAD2) and pause fillers (ADJ2) goes down. Highly assumed, the respondents try to maintain their positive face by using statement of negative feeling which does not too much impose the positive face of respondents and the lover. While pause fillers, possibly signify as the hesitance of the respondents to express their anger.

The use of two utterances are still high, i.e. 7 responses for male respondents and 4 responses for female respondents. Different from the use of single utterance, this two utterances are a combination between several types of strategies such as: pause fillers (ADJ2) and terms of swearing (TSW) "*Ahaahh...kurang ajar...*" (06F06), or double statements of negative feelings (SAD2) "*Teganya...teganya dirimu*" (03M05). The respondents produce 5 different combinations of strategies of which no one is the same.

However, the strategies that mostly appear in these two utterances are statement of negative feeling (SAD2), terms of swearing (TSW), and pause fillers (ADJ2) even though each utterance is accompanied with different strategies. If it is accompanied with other strategies, statement of negative feeling (SAD2) and terms of swearing (TSW) are located in rear position and this function is not to impose the hearer's negative face. While the appearance of double terms of swearing (TSW) and double statement of negative feeling (SAD2) represent that the respondents are very angry and willing to risk their positive face. The use of pause fillers (ADJ2) is assumed to be as a tool to soften down the response, and it needs to be noted down that only female respondents use pause fillers. It shows their uncertainty to be angry towards their lover. Uniquely enough, there is one respondent who can fulfill the social distance appropriately. Instead of producing negative feeling, this respondent use expression of appreciation (ADJ4) and statement of gratitude (ADJ3) "*SIP! Makasih ya!*" (03M04). It shows that their intimacy leads this respondent to share the same high solidarity.

Three utterances are still categorized as in high frequency because male respondents produce 6 responses while female 4 responses. It can be in the form of: three negative feelings (SAD2) "*Bagus...! Bagus kelakuanmu ya! Apa*

bedanya ama yang mangkal di sarkem lo!" (04M01); or possibly pause fillers (ADJ2) and double terms of swearings (TSW) "*Ih!! Sialan!! Tai gag tu orang!!*" (04F10). There is only one same strategy that is utilized by both male and female respondents, i.e. pause fillers (ADJ2) and double terms of swearings (TSW) "*Huah...!Anjrit syapa tuh...tai...*" (01M04).

Interestingly, statement of negative feeling (SAD2) is the most common strategy among them. There is a response which contains three statements of negative feelings (SAD2) as it has been mentioned above and it signifies that the respondent tries to impose the hearer's negative face but still maintaining their positive face. The use of double SAD2 which is followed by a statement of philosophy (SPH) "*Udah kalo gitu, mau kita lanjutkan tidak hubungan ini? Toh semuanya ada konsekuensinya.*"(01M01) signifies that the respondent tries to lessen the face threatening with the statement of philosophy; including in the combination of ADJ2+SAD2+SW "*Oh, jadi begitu. Mudah-mudahan menjadi pilihan yang terbaik.*" (06M01) which is ended by statement of wish (SW).

Then the next most common strategy is terms of swearing (TSW). The use of three terms of swearing (TSW) "*Asu, kurang ajar... bajingan!!!*" (01M03) possibly breaks the negative face of the hearer and risks the respondent's face. In this case, again the social distance does not work appropriately; including double terms of swearing which is followed by statement of negative feeling. However, if there is another strategy before double TSW, such as SAD2 or ADJ2, it represents that the respondents try to lessen the threat towards the hearer. This is obviously softer than the use of three terms of swearing. If the terms of swearing appear at the beginning, it shows that the respondents try to associate the hearer with certain swearing words then it is followed by what the respondents think about the situation or the hearer.

We need to look deeper into pragmatics analysis and their social dimension. In this situation, the need to maintain respondents' face is very important. If the respondents, either male or female, deliver their anger directly without any emotional control, it can impose his/her own positive face in front of the lover and also the suspect boy/girl friend. In addition, the public street where this situation happens needs to be considered as the environment that

can seriously downgrade the respondent's face. It seems that male respondents find it difficult to maintain their face in front of his lover and also the suspect boyfriend. It can be inferred from table 6 that TSW in one utterance; TSW and SAD2 in two utterances; triple TSW and triple SAD2 in three utterances are produced by male respondents.

Since their relationship is a lover, it means they are intimate. It is very important in determining how they should choose the words. We may conclude that female respondents are able to position themselves as an intimate person due to the low numbers of combination strategies which contain TSW and ADJ2 but high in ADJ2. While male respondents are unable to position as intimate person because the high number of TSW and SAD2 in one utterance, two utterance, three utterances, show that they share low solidarity. In short, female respondents tend to be able to maintain their positive face and intimacy rather than male respondents.

b. Situation 2

In situation 3 the participants are the respondent and his/her boarding house mate. It means that they share the same age, same gender, and intimate. This simulated situation takes place in the respondent's boarding house, which means not in public places.

Three utterances are categorized as the highest frequency because male respondents produce 7 responses and female 7 responses. It can be produced in form of pause fillers (ADJ2) and double terms of swearing (TSW) "*Ek, kampret! Najong banget lo!*"(04F08); or terms of swearing (TSW) and double directive statement (SA4) "*We anjing...ganti rugi motornya...sekarang juga!!*" (01M04). There is no similar combination of strategies among those 14 responses. The most common strategy in these three utterances is terms of swearing (TSW). Usually TSW appears in the front part of the response, and then it is followed by other strategies. However, the use of TSW is different between male and female respondents. For example, a male respondent produces TSW+SAD1+TSW "*Asu'! Awas lèk nyilih nèh! Dancok!*" (02M01) while female respondent produces TSW+SAD2+TSW "*Ya allah, paringono arto ben iso tuku motor anyar...!!! Kowe kii marmos tenan!!*"(06F06). Even though both of them use TSW, but female respondents use softer TSW than male

respondents in terms of using rude words. It signifies that female respondents try to maintain the positive face in front of her boardinghouse mate.

Then the next most common strategy is directive statement (SA4) and statement of negative feeling (SAD2). The appearance of directive statement (SA4) is such as in "*Heh, slesaikan masalah motor saya dulu. Kecuali anda mau menambah masalah lain*" (01M01). In here, SA4 appears in the middle of the response after the presence of pause filler (ADJ2) "*Heh*". While the example of SAD2 is "*Astaghfirulloh hal'adzim. Tanggungjawabmu kie neng ndi? Yen caramu koyo ngene, aku ra bakal nyilehi maneh*" (03F06). It seems that the respondents use directive statement for asking responsibility to repair the motorcycle and statement of negative feeling to express what they feel about the damaged motorcycle.

In terms of social dimension, the superiority of the respondents allows them to express their anger as they want even though they live in the same boarding house. It is proved by the presence of TSW in almost every response above. The terms of swearing (TSW) which appear at the beginning means the respondents try to associate the hearer with certain swearing words or as an exclamation of that situation, then it is followed by what the respondents feel towards the situation or the hearer.

There are 4 male respondents and 5 female respondents who produce two numbers of utterances. This two utterances are a combination between several types of strategies such as: terms of swearing (TSW) and statement of negative feeling (SAD2) "*Muke gile lo!!! Muka tembok banget nih orang!!!*" (03M02), and double statements of negative feelings (SAD2) "*Seenaknya banget sih...udah pinjem ga tanggungjawab lagi...*" (06F09). The respondents produce 6 different combinations of strategies of which only two of them are the same, i.e. TSW+SAD2 and SAD2+SAD2. The strategies that mostly appear in these two utterances are terms of swearing (TSW) and statement of negative feeling (SAD2) even though each is accompanied with different strategies.

The terms of swearing appears in the first part of the response which is aimed to show the association of the hearer with certain swear words produced. On the other hand, the appearance of statement of negative feeling (SAD2) seems to make the hearer aware that

the respondents are very angry and ready to risk their face, though it is not as strong as the use of terms of swearing. It is interesting that only one female respondent produces TSW accompanied by SA4 “*Sial, tanggungjawab oiy!*” (03F09). It means that female respondents try to lessen the threat towards the interlocutor. There is one respondent who can fulfill the social distance appropriately. Instead of producing terms of swearing or statement of negative feeling, this female respondent produce statement of gratitude (ADJ3) and statement of reason (SE) “*Terimakasih, sudah sempat mengembalikan*” (01F08). It shows that their intimacy leads this female respondent to share the same high solidarity.

The use of one utterance in this simulated anger situation is not too high; only 3 male and 4 female respondents produce this single utterance. The respondents usually use anger strategies such as: terms of swearing (TSW) “*Kurang ajar*” (01F07), “*Anjing*” (03M05); pause fillers (ADJ2) “*Eee...*” (05F07); statement of negative feeling (SAD2) “*Orang ini punya otak ngga’ sih?*” (02M05). The terms of swearing (TSW) is in the first row and it is used by female respondents higher than male respondents. The use of single utterance which contains terms of swearing signifies that the respondents are in very high emotion and ready to risks their positive face in front their friend. Notice that the use of TSW is different between male and female respondents. From the example above, female produce softer swear than male respondent.

It seems that the status scale works here. The respondents are obviously as the owner of the damaged motorcycle. Because of this possession aspect, they are superior compared to the interlocutor. So that it is possible for the respondents to swear if they want. Then the use of pause fillers (ADJ2) and statement of negative feeling (SAD2) goes down. Pause fillers (ADJ2) possibly signify as the hesitation of the female respondents to express their anger, or maybe they cannot say anything at that time. As for the use of statement of negative feeling (SAD2), it is highly assumed the respondents try to maintain their positive face since this strategy does not impose too much the positive face of the respondents and the negative face of the interlocutor.

In the perspective of pragmatics analysis, this situation does not need the respondents to maintain their face. It is possible because the

respondents’ motorcycle has already been damaged by the hearer. In addition, the place where this situation happens does not really to be considered as it will not have enough influence towards what will happen next between them. However it seems that female respondents tend to be able to maintain their positive face in front of the interlocutor. It can be inferred from the combination of strategies that mostly male respondents produce TSW and SAD2 while female do not. The use of directive statement can also signify that female respondents try to minimize imposing the hearer’s face.

Since they live in the same boarding house, it means they are intimate. There is a finding that male respondents are unable to position themselves as an intimate person due to the use of term of swearing (TSW) which more rude than female. For female respondents, possibly due to their feeling of intimacy and feeling of belonging in the same boarding house, they produce mild term of swearing (TSW) and less statement of warning (SAD1). Besides, they also produce statement of gratitude inside their anger expression.

3. Conclusions

From 28 types of anger strategies, terms of swearing (TSW), statement of negative feelings (SAD2), and pause fillers (ADJ2) always appear in every simulated anger situation. Both of male and female respondents use it as the way they release their emotional tension but in different frequency. Besides, in each simulated anger situation, there are certain featuring strategies made by male and female respondents that indicate a situation needs certain strategies. For example, directive statement (SA4) mostly appears in situation certain situation; statement of unwillingness (NP2) and specific reason (SE) mostly appear in another situation. It represents that both male and female respondents have already understood how they should express their anger in different simulated anger situation which contains different extralinguistic information.

In terms of face concept, certain simulated anger situations need the ability of the respondents to make a face saving act and minimize the face threatening act. Female respondents seem to be able to make face saving act better than male respondents. It is proven by the use of expression of positive feeling (ADJ1) and pause fillers (ADJ2) rather

than term of swearing (TSW). This repositioning of anger from using rude words into personal feeling means to show that they do not want to impose and downgrade their face and the hearer's face. While for male respondents, they try to impose their own positive face and the hearer's negative face in all simulated anger situations. It is proved by the usage of strategies which highly contain terms of swearing (TSW) and statement of negative feelings (SAD2). It seems they are ready to lose their face in front of the interlocutors.

In terms of social dimension, intimacy, gender and age play a significant role towards their anger expressions. Towards intimate hearers, the respondents tend to produce less strategy of term of swearing (TSW). Towards different gender, the respondents try to be polite because their face is staked here. Towards older hearer, it seems the respondents try to give much respect and be polite as much as they can. It can be seen from the use of expression of positive feelings (ADJ1), suggestions (SA2) and terms of address (TADD).

In terms of the use of politeness strategies, female respondents try to be more polite by using terms of address (TADD) higher than male respondents. This use of terms of address, such as *bu* (mam) or *mbak* (elder sister) is suitable based on Brown and Levinson politeness strategies, for giving deference toward the hearer. Towards younger hearer, some respondents use this politeness strategy such as *dek* or *dik* (younger brother/sister). It seems that by using terms of address (TADD), the communication will be more understandable by each other and it is to show intimacy between speaker-hearer.

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ANALYSIS OF “SNICKERS” TV COMMERCIAL FROM THE PERSPECTIVE OF BROWN AND LEVINSON’S THEORY OF POLITENESS

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Abstract

Snickers as one of snack product has attracted lots of consumers around the world. Its variety of commercials have also attracted many viewers. Yet, one of the TV commercials shows the scene where a teenager said something rude to an older man as he kept complaining during their journey. This older man was assumed to be one of his friends as there were some other teenagers. For people living in the eastern part of the world, this will be considered as impolite as we are always told to respect the older. In this paper, we will see what principles of politeness which are violated in its relation to theory of politeness stated by Brown and Levinson.

Keywords: Snickers, TV commercial, impoliteness, Brown and Levinson

1. INTRODUCTION

Snickers as a product of snacks has been popular all over the world. Its main ingredients consisting of chocolate and caramel has captured most of its consumers, who are not only children but also adults, with its delicate taste. The way Snickers advertised on TV commercials is very attracting. The tagline “You’re Not You When You’re Hungry” can be heard in every single part of the world.

This is such an interesting theme since we know that when we are hungry or even starving, we can not do things well. There is one anecdote saying that when a person gets really hungry, that person can turn into someone who is very annoying. Such theme is used in most Snickers TV commercials all over the world, and uniquely, they use celebrities as the models.

We can name some public figures like Aretha Franklin, Liza Minelli, Rowan “Mr. Bean” Atkinson, and also the late Robin Williams as the models. In those commercials, they played a character

described as an “alter ego” of a person who is actually much younger than them. In fact, the “alter ego” here is really annoying and portrayed as annoying as those celebrities. Here in Indonesia, we can see the Aretha Franklin and Liza Minelli’s version by having senior actors namely Torro Margens and Rudy Wowor, portraying the annoying characters. They are described as the annoying alter ego of their friend, that every time they feel hungry, they will act annoyingly like what the actors often portray in the characters they play.

As a human being, we can not be separated from others. This connection can surely be made through the language that we use to communicate, to express something in order to be understood. The way we communicate depends on several factors such as social status, how close we are, and also age. Age is one of the main factors in determining the variety of language. Some research shows that age (as well gender, social status, ethnicity etc.) is the determining factor of one person’s position in society, which

automatically become the important factor of the existence of language variations (Singh and Peccei, 2004:114). In every level of age, they have their own special expressions. The expressions children use is definitely different from what teenagers and adults use.

For teenagers, the expressions are more various than what children use. Ideally, when talking to their peers, they must use different expressions from what they use to older people. Nevertheless, they often break this rule and prefer to use the same type of expression, either because they have never been taught by their parents, the influence of environment and television, or the behaviour of teenagers who always want to be rebellious in all things they consider as firm.

In this paper, I would like to analyze Snickers TV commercial in relation with the principle of politeness. It shows a group of teenagers on their way somewhere that feel annoyed by one of them as he keeps complaining about the uncomfortable trip. I also would like to see the relation of the commercial's tagline with the situation described here. What is going to be discussed is the violation of principles of politeness as shown in the commercial. I choose the Indonesian version and provide the transcription before explaining the scenes in relation with the topic in English.

2. THEORITICAL BACKGROUND AND METHODOGY

2.1. Speech Act Theory

A form of communication is closely related to the principles contained in Speech Act Theory by John L. Austin. In "How to Do Things with Words" (1962), Austin stated that basically, when someone says something, he/she does something as well. For instance, when someone uses the verbs such as *promise*, *apologize*, *name*, *pronounce* in an

utterance "I promise I will come on time", "I apologize for coming late", and "I name this ship Elizabeth", he/she does not only make the utterance, but he/she also does the activity of making a promise, apologizing, and naming. These utterances are called as performative utterances or felicity conditions, and the verbs are called performative verbs.

According to Austin (1962), there are three conditions in which felicity conditions can be fulfilled:

1. *The persons and circumstances must be appropriate.* In the example of "I pronounce you man and wife", the felicity conditions can only be fulfilled if the one making the utterance is the person who has the authority to say that utterance.
2. *The act must be executed completely and corretly by all participants* For example, a leader says "You are totally wrong" to his subordinates, yet he cannot show what they have done wrong or what kind of rule that consider them wrong is an invalid utterance.
3. *The participants must have the appropriate intentions.* For example, "I'll see you at the office at three", while actually, at three, the person does not have any appointment with others; therefore, such utterance is considered invalid.

From Austin's thoughts, Searle (1975) developed a hypothesis that in general, all utterances contain the means of actions, and they are not only utterances having performative verbs. Searle argued that the smallest element of communication is utterance such as stating, asking, ordering, explaining, apologizing, thanking, congratulating, etc. The utterance "I'm sorry for coming late" is not only an utterance that expresses a regret that he/she

has come late, but it is also the act of apologizing itself.

2.2. Principles of Politeness Theory

Politeness is closely related with the way two people or more communicate with each other. Lots of experts have analyzed this issue of politeness in communication, some of whom are Geoffrey Leech, Robin Lakoff, Penelope Brown dan Stephen Levinson. Leech's Principles of Politeness which were extended from Grice's Cooperative Principles (1975) are described in several maxims namely (*tact maxim*), (*generosity maxim*), (*approbation maxim*), (*modesty maxim*), (*agreement maxim*), dan (*sympathy maxim*). These principles of politeness are related to two participants of the communications, which are ourselves and others. Ourselves here is referred to the speaker, while the other is the addressee. (Wijana, 1996).

Maxims are the language principles in verbal interaction; the principles that organize the acts, the use of the language, and their interpretations on the act and what the other expresses. Maxims are also considered as a pragmatic form based on the principles of cooperative and principles of politeness. These maxims suggest that we have to express what's on our mind politely and avoid impolite expressions.

2.2.1. Leech's Maxims of Politeness

1. Tact Maxim

The basic principle of this tact maxim is that all participants try to maximize the advantage for the addressee in every speech act; therefore, those who apply this principle will be considered as a polite person. The longer utterance the speaker makes, the bigger intention the speaker has to be polite to his/her addressee. An indirect utterance is also considered as more polite than a direct one.

2. Generosity Maxim

The participants are expected to respect others. It can happen if the speaker can reduce the advantage for him/herself; whereas, he/she can maximize the advantage for others.

3. Approbation Maxim

In this maxim, someone is considered as polite if he/she always tries to give compliment to the addressee. It is hoped that they will not mock each other or even say something rude to one another.

4. Modesty Maxim

The participants are hoped to be humble by reducing the compliment for him/herself.

5. Agreement Maxim

It is expected that the participants can reach an agreement during the speech act.

6. Sympathy Maxim

This maxim is expressed by assertive dan expressive utterance. It is hoped that the participants can maximize the feeling of sympathy between one another. For example, when someone reaches a success, the other must congratulate him/her. On the other hand, when a person is grieving, the other can express his/her condolence to him/her.

2.2.2. Brown-Levinson's Principles of Politeness

1. Face Threatening and Face Saving Act

In daily social interaction, people generally act as if their expectation on their public self-image will be appreciated by others. If a person says something considered as a threat to their self-image, this is called as *Face Threatening Act* (FTA). Alternatively, they can say something that has possible less threat, known as *Face Saving Act* (FSA). Read this following example:

Someone is playing music very loudly while his neighbor, a husband and wife, are getting ready for bed. The husband can do FTA: "I'm going to tell him to stop playing that noisy music right

away! On the other hand, the wife can do FSA: "Perhaps we can ask him to stop playing that music because it's getting late now and we need some sleep."

2. *Negative and Positive Face*

According to Brown dan Levinson, *negative face* is *the basic claim to territories, personal preserves, and rights to non-distraction* dan *positive face* is *the positive and consistent image people have of themselves, and their desire for approval*. In other words, *negative face* is the necessity of independence and *positive face* is the necessity to be connected. In relation with *negative* dan *positive face*, we can conclude that FSA is oriented on *negative face* and emphasized on other's necessity, including an apology of a disturbance made. This kind of FSA is called *negative politeness*. Meanwhile, FSA which is oriented on someone's *positive face* will tend to show solidarity and emphasize that the participants want the reach the same goal. This is called *positive politeness*.

3. *Negative and Positive Politeness*

Negative politeness puts the emphasis on applying a gap between the speaker and the addressee and not interrupting each other's area. Speaker uses it to avoid force and to give option to the addressee. The speaker can avoid the sense of forcing by using the expressions of apology, or asking questions that can the possibility to answer "no".

Positive politeness is aimed at saving the addressee by applying closeness and solidarity, usually in a friendship, and it makes others feel comfortable as well as emphasizing that both the speaker and the addressee have the same goal. Positive politeness strategy is more oriented on an effort to avoid the threat of positive face on the addressee. When you use the positive politeness strategy, try to imagine that the addressee has the same foundation or even have a friendship relation with you. Using an identity language in a group, you can

say "How about letting me use your pen?" The form "let" is a sign of solidarity between the speaker and the addressee. However, this strategy has a risk to be rejected if the addressee has a different social level with you. In this case, it would be better if we apply the politeness strategy.

Negative politeness strategy does not always mean negative. In fact, this strategy is meant to fix the negative facts that threaten the addressee. You can indirectly ask for help by asking "Could you lend me a pen?" or "Sorry to bother you, but may I borrow your pen?" These questions are started with an expression of apology that shows your concern of the loss the addressee has. Besides, it is also an expression of asking for permission that sounds much more polite.

3. DISCUSSION

What is analyzed in this paper here, as mentioned previously, is the Snickers TV commercial showing a group of teenagers on their way to somewhere. In the middle of the journey, one of them complains about the car that he thinks uncomfortable. Of course with utterance usually said by teenagers. As a result, one of the boy sitting next to the driver gives him a pack of Snickers while saying how annoying he is when he is hungry.

There are four characters involved in this commercial. They are the annoying guy (A) played by Torro Margens, who is well-known for his most antagonistic characters, the guy next to him (B), the guy sitting next to the driver (C), and the driver (D). Here is the transcription:

A: Mobil macam apa ini? Lambat kayak siput. Sempit lagi. Singkirin nih!

(A looks very uncomfortable in the car then throws a bag next to him to B sitting on the other side of the car)

B: Badan lu aja yang gede?

A: Hah? Nih badan gede, badan gede!

C: Ris! Nih, makan Snickers. (he then throws a pack of Snickers to A)

A: Kenapa?

C: Lo rese kalo lagi laper!

C: Mendingan?

A: Mendingan

(A's appearance then changes into his real appearance, a teenager)

Narasi: Karena Lapar Ngerubah Orang! Snickers! Coklat lezat dengan kacang dan karamel. Lapar? Ambil Snickers!

B: (B turns into an older man played by Rudy Wowor) Membosankan!

Below are the explanation of each scene of the commercial along with its relation with the violations in principles of politeness theory:

A as the older man starts the scene by complaining how uncomfortable the car is. When we see this scene, we will think that A must be a kind of elderly who likes to complain on everything.

Meanwhile, B who is sitting next to him in the car feels intimidated with A's attitude, especially after A throws the bag that is placed in the middle between A and B. Thus, B responds by saying that it is not because of the size of the car, yet it is because of the size of A's body. This is an example of the violation on approbation maxim because they're mocking each other. Both A and B do an FTA since each of them say something that is considered as a threat on what others expect about their self-image.

The conflict starts to heat up as A shows an expression of anger, but before it

is escalating, C tries to stop it. It seems that C understands what is happening to A that he feels really hungry that he acts as annoyingly as the character often portrayed by Torro Margens in most of his films. So, he gives the pack of Snickers to A, and later he says something that really sounds inappropriate for us, Indonesians, to be said by a much younger person to an older one. C's utterance implies that somebody who is really hungry is definitely annoying.

When A finally eats the Snickers, he then turns into his real appearance. Later when C asks "Better?", A answers that happily, "Better!" At this time, we understand why B and C have done some violations to a number of Leech's maxims of politeness and also Brown and Levinson's principles of politeness.

4. CONCLUSION

This commercial certainly has some humourous content,; nevertheless, for the audience watching it for the first time, they will think that it is quite disturbing due to the impolite words uttered by a teenager to an older man.

For linguistic experts, several things contained in this can be analyzed as violations of Leech's maxims of politeness and Brown and Levinson's principles of politeness theory. However, as the function of a commercial is to attract audience as well as consumers, this is just a media of promoting a snack product by using a context that can be found in every day life.

It can be said that the message of this commercial is successfully delivered based on the verbal aspect as well as the visualization that strengthen the meaning of that message. The tagline "*Karena Lapar Bisa Ngerubah Orang*" ("You're Not You When You're Hungry") has clearly strengthen the opinion that someone who is really hungry can turn into a monster or an annoying character portrayed in film or even in real life.

The utterances used by the characters in criticizing the man's attitude are those often used by teenagers when they are mocking their peers; thus, they do not consider that as a form of violations of politeness principles. However, whoever our audience is, these principles of politeness should always be our concern as the politeness in communication shows that we are civilized and also appreciate one another.

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DEPICT IM/POLITENESS VIA MEDIATED MESSAGE SERVICES (SHORT MESSAGE SERVICE, BLACKBERRY MESSENGER AND WHATSUP) OF COLLAGE STUDENTS

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Abstract

The notion of politeness in Javanese point of view is definitely different from English mind set then this may effect in term of its usage in daily live. Obviously, in Javanese culture interlocutor addresses other depends on the strata, social class, maturity, and further they commonly classified by the language level; *ngoko*, *kromo* and *kromo inggil*. This notion is not found in English since they do not recognize the specification like Javanese had. Additionally, attempting politeness in English Brown and Levinson has been pioneering this concept towards social interaction. Inferred of both English and Javanese culture STKIP PGRI Jombang students are commonly produce on both polite and impolite in sending message (via SMS, BBM, and WA) to the lecturer in term of lecturing activity. Eager to know what kind of politeness strategic applied by the students and what factors influencing the students to send the messages via mediated service, this study employed content analysis to reveal those questions. Being done by taking data from the communication taken place between students and lecturer, it resulted that the students felt has close relation and intimacy with the lecturer that influenced the impolite messages. Further, revealing second discussion it found that students commonly employ positive politeness strategic in sending message.

Keywords: politeness strategic, mediated message services, college students

Introduction

Notion of politeness in Javanese culture and English culture are likely different. In west, people are common giving refusal or even rebuttal to other interlocutors, whereas this condition never found in east culture. As Javanese, involving in a certain communication circumstance means they have to put their self in proper way. This acknowledges the way of speaking and behaving, on accordance of whom they speaking with reflected by speech level and what circumstance them getting involved.

In term of this study, STKIP PGRI JOMBANG as one of develop institution has its diver students which come across culture, faith, tribe and language, becomes a prospect full field of linguistics research. Having more than 5000 students in all academic years,

STKIP provided 6 departments as choice. Here, interaction among civitas academica run firmly since the motto of the governance is "*among roso*". This means that its people are considered to have high tolerant to other. More over as prospective teacher, the students are thought by much local content on the basis of the local wisdoms. In spite of, students are also thought by employing current relevant curriculum which in practical are commonly employ computer aided.

In term of learning process, students and lecturer are commonly getting involved in certain communication. This does not really mean that communication always occur in the instructional process but also some other different times. In certain subject there must be a certain committee who takes responsible in administration of earning process which

usually known as PJMK (penanggung jawab mata kuliah). They have an obligation to relay any information between students and lecturer in instructional context, for example confirming the schedule or asking permission for other student under certain condition. The intensity of communication, somehow make students feel intimate with the lecture then might affect their communication pattern. This condition however make student feel in deep free to send message via mediated services, which to some extent make the lecturer feel hampered due to the diction of the messages are considered inappropriate. Another context which students commonly tackle the norm communication is the period of engaging in interaction, for example as supervisor in accomplishing thesis work program. Those phenomena then prompt student to enact both politeness and impoliteness in sending messages via mediated services.

Politeness

The notion of politeness comes across the communication since people feel have equality and dignity. This is what usually known as “face” in politeness strategic concept. Communication is defined as a process by which we assign and convey meanings in an attempt to create shared understanding; both the speaker and hearer should hold to general rules or principles and thereby use certain strategies. An often used strategy to achieve this is politeness (Renkema, 1993).

In 1978, English scholars Brown & Levinson wrote an article “Universals in Language Usage: Politeness Phenomena”. Soon after that, Leech delivered his six criteria of politeness in 1983. Both of them draw great attention to Politeness. Leech (1983) defines politeness as “a form of behavior that establishes and maintains comity”, that is, “the ability of participants in a social interaction to engage in interaction in an atmosphere of relative harmony”. Further, Brown and Levinson (1987) suggest politeness as a compensation action taken to counter-balance the disruptive effect of face-threatening acts (FTAs). In addition, they describe Face Threatening Acts as acts that infringe on the hearer’s need to maintain his/her self-esteem and be respected (Brown and Levinson, 1987).

To achieve the goal of politeness, there are 3 (three) aspects must be considered, as follows: (1) considering the social background of the communicator. (2) According to the communicative circumstances. (3) And showing awareness for another person’s face when that other seems socially distant is often described in terms of respect or deference.

According to Brown & Levinson politeness involves showing an awareness of other people’s face wants, and face refers to public self-image. There are two aspects to this self-image, positive face and negative face. Positive face refers to the want of every member that his wants be desirable to at least some others. On the other hand, negative face refers to the want of every ‘competent adult member’ of a society that his actions be unimpeded by others.

In addition, Brown and Levinson also proposed concept of Face Threatening Acts (FTA's). This described as acts that infringe on the hearers' need to maintain his/her self-esteem. Nevertheless, interlocutors might be about threaten someone’s positive or negative face, but do not mean it, it can be minimized by applying politeness strategies that are Bald on Record, Positive Politeness, Negative Politeness, and Off-the-Record. In the **bald on record strategy**, the speaker does nothing to minimize threats to the hearer’s face. The prime reason for its usage is that whenever a speaker wants to do the FTA with maximum efficiency *more than what being expected* to satisfy the hearer’s face, even to any degree (Brown and Levinson, 1987: 95). There are, however, different kinds of bald on record usage in different circumstances, because speaker can have different motives for the intention of doing the FTA with maximum efficiency. The kinds are (1) Cases of non-minimization of the face threat, and (2) Cases of FTA-oriented bald on record usage.

The positive politeness strategy is usually seen in groups of friends, or where people in the given social situation know each other fairly well. It usually tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected (minimize the FTA). The only feature that distinguishes positive politeness compensation from normal everyday intimate language behavior is an

element of exaggeration. The sub strategy of positive politeness is drawn as follows:

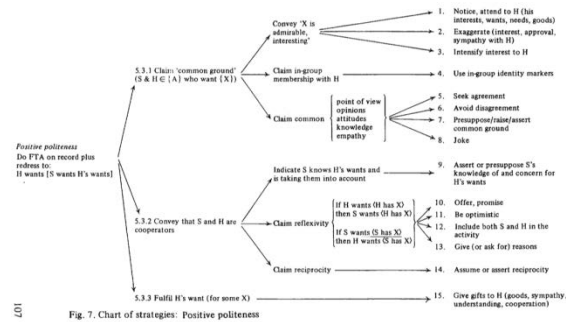


Fig.1 positive politeness

Negative politeness is defined as “a redressive action addressed to the addressee’s negative face: his want to have his freedom of action unobstructed and his attention unrestricted” (Brown and Levinson, 1987). Negative politeness strategy recognizes the hearer’s face, but it also recognizes that the speaker is in some way forcing on them. The sub strategy of negative politeness is drawn as follows:

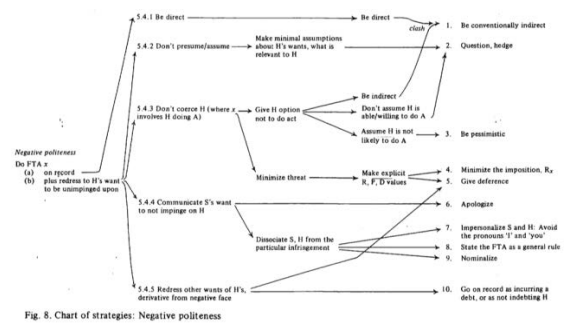


Fig. 2 Negative politeness

Further, a communicative act is done **off-record** if it is done in such a way that it is not possible to attribute only one clear communicative intention to the act. Thus, if a speaker wants to do an FTA, but wants to avoid the responsibility for doing it, he can do it off-record and leave it up the addressee to decide how to interpret it.

Javanese politeness

In Javanese, concept *andap ashor* and *toto kromo* or in other words known as *sopan santun*, are basic value thought by the parents to the children. *Sopan santun* refer to Javanese

face work, this means Javanese politeness is built on the feeling of *isin* (shame) by which polite conduct is introduced to Javanese children by making them to feel ashamed about what other people may think when they cannot show proper behavior (Geertz, 1961). Outside their family, all social relationships are threatened by *isin* and only in the family circle do they feel relaxed completely (Suseno, 1997). Further, he added that to minimize *isin* in wider social contexts, Javanese people establish a strict formal etiquette (*tata krama*) which will secure and protect them against the feeling of *isin* when they perform it accordingly. One’s deficiency of polite behavior in this sense is regarded as not having reached the quality of ‘Javanese’ or he or she is not Javanese yet (*during jawa* or *gak njawani*) (Kartomihardjo, 1981) and suffering from a lack of teaching (*kurang ajar*) which will bring shame. Thus, to maintain one’s face through *santun* means to refrain oneself from being shameful by obeying *tata krama*.

Deals with speech level, Javanese recognize three gradation, *ngoko*, *kromo* and *kromo inggil*. Lately this concept is as dying as the language, since the interlocutor consider this is no longer relevance to current condition (pop culture). By the influence of western culture and *hallyu* (Korean wave), Indonesian culture which emblem by Javanese culture is decreasing time by time. This thing is proven by the social phenomena surrounded. First phenomenon is there is no more youth talk address elder by employing proper speech level; secondly, in term of behavior address other and even elder they don’t even represent the good Javanese value. Lastly, they don’t even provide politeness in speech and behavior in social interaction even with the teacher. These phenomena, of course, occur in Indonesian politeness concept as well. Youth tend to ridiculous as well as bad adjustment to society context where they embroiled in communication recently.

Communication distance

To communicate with other, people commonly consider the social distance zone to determine how the have to act in the interaction. Edward T Hall (1966) specified four distance zones, as follows; Intimate distance, Personal distance, Social distance, Public distance. Those

distances contribute the pattern on how to behave each other, with family, friends, and spouse and even to person who just met.

In addition, there are some factors that influence the pattern in communication, they are; the nature of the social situation, the norms prevailing in any given social group, personality trends, A person's transitory tendencies, and the last is the process of perceiving and interpreting a situation. By realizing the position of interlocutors and circumstance of communication, so the goal of communication will accomplish as well as politeness strategy.

The reflection of politeness strategic

After selecting and coding the data, the next process is analyzing the data then presents the data into form of conclusion. Data comes from students in STKIP PGRI Jombang from all departments. The data is the messages via mediated services in term of instructional context which sent by the students. Here, the students are selected under certain condition as stated in initial. The data, further, is presented as bellows:

Data from short message service

In using **positive politeness** strategy which was applied there are:

Example 1. Bu, saya izin ndak bias masuk, ada kepentingan keluarga. Lufiana 2014-A

In this sentence, sender avoid disagreement so she directly state what she wanted without asking permit ion formally.

In using **negative politeness** strategy which was applied there are:

Example 1. Assalamu'alaikum Bu saya munir kelas 2014 A, materi buat presentasi kel.9 apa ya bu? Maaf mengganggu sebelumnya.

This strategy is used can simply admit that he is impinging on H's face. S can indicate his reluctance to impinge on H's negative face and hereby partially redress that impingement by apologizing.

In using **bald on record** strategy which was applied there are:

Example 1. Assalamu'alaikum. Bu muna, pripun kabarnya?? Sehat? Apa sdah ada informasi trbaru??? Mtur nuwun.

On the sentence above, speaker Granting permission for something that H has requested before.

In using **off record** strategy which was applied there are:

Example 1. Assalamu'alaikum, sy Aim dari 2014C nanti mau ngumpulin makalah presentasi. Jenengan nanti ada jam nopo mboten bu?

On the above sentence speaker sent a clue what is being intended.

Data from whatsapp message service

In using **positive politeness** strategy which was applied there are:

Example 2. Bu esty...njenengan posisine teng pundi, kulo bade ngumpulaken makalah. Fatimah 2014 B

Speaker employed be direct strategy. She delivered her intention in initial after giving salaam.

In using **negative politeness** strategy which was applied there are:

Example 2.assalamu'alaikum, bu ima ini jesinta prasiska dari 2014 C. saya belum berhasil gabung di edmodo bu. Jadi saya posting tugas titip akun silfia maulina. Tetapi saya akan berusaha terus supaya bias masuk ke group di edmodo. Terimakasih bu ima. Wassalamu'alaikum

This strategy is used can simply admit that he is impinging on H's face. S can indicate his reluctance to impinge on H's negative face and hereby partially redress that impingement by apologizing.

In using **bald on record** strategy which was applied there are:

Example 2.assalamualaikum, bu pangapunten kolowingi badhe sms panjenengan kesupen, sertifikat kagem juri sedoyo sampun kulo paringaken bu rukmini bu sakmeniko, matur suwun bu.

On the above sentence it can be known that the speaker wanted to inform in cases of great urgency

In using **off record** strategy which was applied there are:

Example 2.assalamualaikum. pak penjenengan ada di kampus noposekarang? Saya ingin

berkonsultasi dengan bapak. Ini saya reni mahasiswa bimbingan skripsi.

On the above sentence the speaker send message vaguely since there is no specific thing she wanted to consult.

Data from blackberry message service

In using **positive politeness** strategy which was applied there are:

Example 3. assalamu'alaikum..bu maaf mengganggu..saya nuzu kelas 2014C. saya hari ini mintaizin tidak bias masuk kuliah karena sakit bu...terimakasih bu...mohon maaf..

By involving her to his reason, she is thereby led to see the reasonableness of his FTA. In order words, assuming cooperation, a way of showing what reason is needed.

In using **negative politeness** strategy which was applied there are:

Example 3.assalamu'alaikum, bu, mohon maaf mengganggu waktunya. Saya kurnia fitriati bahasa inggris 2013, saya mohon bimbingannya untuk mengerjakan PKM-GT, apakah bu ima berkenan untuk menjadi pembimbing kelompok kami?terimakasih.

On the above sentence, speaker indirectly asking an approval from the lecturer to be her supervisor in research program

In using **bald on record** strategy which was applied there are:

Example 3.ooh baik bu..jadi belum ada tugas di edmodo ya bu? Untuk senin, apa tetap dijalankan presentasinya?

The sentence above asks granting permission for something that H has requested.

In using **off record** strategy which was applied there are:

Example 3.bu ini saya evi 2013Auntuk instructional media hari ini masuk apa tidak? Soalnya ada yang bilang perkuliahan libur karena ada acara XG.

Presuppose is strategy being used in this sentence. This indicated from the statement *Soalnya ada yang bilang perkuliahan libur karena ada acara XG.*

The contribution of social space zone

The finding of data analysis shows that most of the students from all departments employed positive politeness with 45 times of usage (41.28%), followed by negative Politeness which was used 40 times (36.7%), Off-the-record which was used 19 times (17.43%), and then bald on record which was used only 5 times (4.59%) as presented in Table 1 below:

Table 1: Distribution of the Types of Politeness Strategy

No	Politeness Strategies	Frequency	Percentage (%)
1	Positive politeness	45	41.28
2	Negative Politeness	40	36.7
3	Off-the-record	19	17.43
4	Bald on record	5	4.59
Total		109	100

From the above table can be concluded that students feel have close relation with the lecturer since the duration of the relation, is at least one semester when they become a PJMK or a period of thesis supervision. This, further, establish the students in sending of those messages.

Conclusion

Based on the analysis and discussion, it can be concluded that politeness strategies and the factors that influence the choice of strategies are interrelated. It can be occurred in all kinds of social distances, for example based on this study, it found in friendship, job as presenter in talk show, and for the first meeting and event conversation via mediated message service between lecture and students. They all applied politeness strategies depend on the situations and the needs of communication. When applied the politeness strategies they should be carefully to choose the strategies, moreover conversation in a personal conversation. The result of this study found that the prominent factor affected politeness/impoliteness strategic in conversation between students and

lecturer affected by the distance. The closer and longer duration they establish communication the closer and more casual students tend to present behavior.

Acknowledgment

I indebted my great thanks to all of lecturers or colleagues who become contributors of the data to this study. I also would like to thank the dean of English department that has supported me to conduct this study.

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COURTEOUS REFLECTS THE CIVILLIZATION OF MALAY COMMUNITY

By

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Abstract

Culture is a learned human behavior which is symbolic. While language is a basic tool for human communication and language consists of a system of abstract symbols or abstractions. In the relationship between man, the abstract symbols are used to build relationships, communicate ideas, explore and experience moments of history. The objective of this study was to identify the decency to speak in Malay language in addition to analyzing the propriety speak a civilized community. This study was conducted by descriptive. This study is the first, courtesy of speaking in traditional Malay community. Second is to speak of decency among modern Malay society. Third, the role of the Malay language can reflect polite Malaysia's multi-racial society. The implications of this study can dignify the Malay language and Malay as the national language or the official language of Malaysia. In conclusion, the using of good language and courteous reflect the personality of the individual, community and nation.

Keywords: Culture, language, courtesy, Malays and civilized

INTRODUCTION

Humans have ' culture ' which enabled them to interact with each other. Wan Abdul Kadir (1988: 1) explains that culture is a learned and human treatment is symbolize. He was also a reaction against human life with nature around. The dynamic nature of culture can confirm the position of the community. For example, the Malay culture has undergone many changes through the process of acculturation and assimilation in a valid encounter with outside civilizations such as Hinduism, Islam and the West.

The growth of a culture more easily seen on the ratings change society rather than see it as a timeline for the development of culture is an extension of. The growth of the Malay culture can be reviewed rather than two levels. First, traditional Malay community and second-level is the growth of communities that are experiencing changes in modern society in particular.

Siti Khariah Mohd Zubir (2011:182) said that culture also plays an important role in empowering the Malay language through education. Asmah Hj Omar (2002: 33) defines the language as a system consisting of a symbol of time. When someone is speaking, it uses a row sound refers to certain matters either

means of communication and as a thinking and perception. Language as a means of communication within the meaning of a wide range is not just the relationship between individuals but also the use of languages in the reign, administrative, educational and professional areas. While the languages act as a tool to think about, used to create and as a creation. It is not limited to the creation of literary works but includes all production, mind in all fields. Similarly, the language play a role as a tool of perception of the same language to ensure the speaker see symptoms of nature, whether natural or non-natural in the same way.

A. Aziz Deraman (2006: 486) explains that Bahasa Melayu is the language of the country because of its function as the official language and the national language, then the status will be very important as the medium and also important as being the language of national education system. The strength of Bahasa Melayu will guarantee the continuity of civilization. The national language is an unifier language and means of communication people are very key. A country of course needs a country's language as a tool for all development and personality image of nation. Thus, the culture of Malay-speaking politely to portray the Malay community the civilized.

OBJECTIVE OF THE STUDY

1. Identify the courtesy to speak in Bahasa Melayu.
2. Analyze the courtesy in the civilized Malay's community.

ANALYSIS OF THE FINDINGS Courtesy in the traditional Malay community.

Malays in terms of the meaning given by UNESCO is a nation that has a same language family, the physical form of the same body, the brown skinned mature, straight hair and medium high and they are native in a huge area in Madagascar. Amat Johari Moain (1998) explains that the various tribes such as the Acheh, Batak, Sunda, Lampung, Javanese, Bugis and Filipino are part of Malay's group.

Terms of ethnic Malay means they must be from the descendants of the Malays in terms of flesh and blood, speak the language or dialect of Malay and Malay customs cultured and well-mannered. Harry Judge (1991) said that the Malay language has existed in the second century AD, in Champar, Vietnam. Modesty is prescribed rules of conduct and agreed upon by a specific community that has become a prerequisite society. Politeness is also a good language usage, polite, civilized, personal emitting noble and show appreciation to those who fight talk. Modesty in speech is very important in the community. Based on the principle of minimizing Courtesy Orchestra, the creed that is not polite and courteous to maximize confidence, the community seen anyone still practicing these principles and there is also the practice modesty in speech based on the model of other decency.

Abdullah Yusof, Alias Mohd and Mohd Ra'in Shaari (2009: 115) stating that Bahasa Melayu is valuable insights. If researched the history of the Malay society, found that the traditional Malay society actually too take care of courtesy and manners. This is evidenced by the existence of proverbs which they use to provide comment, PJC heart and revealed his feelings. Through the wordings are sorted, the words of praise, sarcasm or comment with the most subtle, important so as not to drop the face of a person. For example, 'kera di hutan disusukan, anak di rumah dibiar kelaparan'. Which means this comment to proverbs parents now too career-conscious up to ignore their children at home. The second example is 'air yang tenang jangan disangkakan tiada buaya' means people who are introverted is not stupid

society are very concerned about propriety in speaking and using proverbs contrast, the example and teaching in everyday life.

Politeness language or the language a lot depends on the selection of a word of greeting or call the proper respect. Systems of designation means the method used by the society or the nation something to admonish or to say hello to someone, either in formal or informal context. He was the liaison between the parties which directly addressed by the parties is addressed. Language greetings also must be used correctly and appropriate in context during a conversation in order to keep the water down others as well as not to offend others. The word vital greetings are used in a speech a day. Husna Faredza Mohd Ridzuan (2006) state that the system call is the relationship between the use of Bahasa Melayu with culture with Malays, reflects a person's social position with people in greeting and other members in the community. The use of the wrong form of the call implies a lack of nursery in and is regarded as an insult by the person who have been greeted as 'biadab' or rude.

Speaking value emphasized by the Malays in particular traditional Malay people. Types of languages such as subtle, abusive language, rough language, and rude language determine the value of a person. Amat Juhari (2001: 286) explained that the uses of the language need to be tailored to the circumstances, and the atmosphere, and different levels. Kramsch, (1998: 26) considers a person needs to understand the reason they speak, what to say, how to say it, to whom it says and all this depends on the context of the speech. T.A. Rid wan, (20001: 271) say that the value of respect for others often associated with a systems call and the use of spare parts the name of themselves. The value of respect for elders has nurtured since young. Create a call system in Malay such as Long for the eldest brother, second brother which is call as Ngah, and Usu for the youngest one. Young people who absolutely forbidden to express himself with the 'I' or 'aku' that is not considered polite even when applied to gross more adult. Calls like that build a life full of love and intimacy, but will avoid feelings of hate and enmity. Wan Abdul Kadir (2000: 87) explains that the value of modesty in the context of socio-cultural community to uphold the value system, the Malays who preferred to emphasize certain concepts in their daily lives, namely the concept of shame, self-esteem, dignity, and a face of a person. All this determines the response to the Malay life.

heritage that has been practiced since the days of our ancestors. Asian cultural values and heritage are considered great and be a buffer Malay culture. Great heritage value was expected to give a characteristic of the national identity of Malay-language polite and civilized. Additionally, courtesy of traditional Malay-speaking people of the time can be associated with the notion of noble character. Djamal Bakir (2007: 424) explains that the notion of discretion associated with the concept of manners. The concept of good manners refers to treatment that is based on the truth and the light of reason. Therefore, courtesy and manners are closely interrelated, especially when speaking. Refers to the sense and discretion it will be able to demonstrate an intellectual and policy. For example, people of ancient wise in using the words good and polite when speaking and do not touch people who listen. Although, the matter is addressed to those who resisted talking.

Courtesy Of The Malay Community In The Modern Language

Modern society is a society that is largely a cultural value orientation directed towards life in contemporary civilization. In general, modern society living in the urban areas, thus referred to as society of the city. The position of the Malay language in today's society who experience clearly shows the rapid and build development. In this development process, people often bombarded with all sorts of new things such as new ideas and new concepts. Modern society is not behind in courteous.

The acquisition of this language occur according to certain developments, usually acquired informally from the languages spoken by members of the community around it. Languages spoke by members of the Malay community is indirectly being copied by the speaker of the language. A. Aziz Deraman (2006: 478) stated that in Malaysia the culture can be seen on the North, South, and East of the peninsula as well as the province of Sabah and Sarawak. Each has its own tradition, culture and art share the nature of Community languages and dialects, heritage arts and historical experience. Although different dialects from one area to another area, politeness language in modern society is still retain.

Every society has the culture and language of its own. There are many similarities in terms of its primary purpose or motive. Thus, the culture of the Malay community who practice Malay language mannered and filled

been the mainstay of Malaysia as an Islamic state and parliamentary democracy. Thus, through this study will describe the civilization of the Malay community based on the values speaking in nation building. This study will describe the cultural values of the community are now faced with external influences in the era of globalization and the problems faced by the Malays in the context of the nation state. This study will focus on the values contained in Malay culture. Community values should be seriously considered as the basis for the development of Malay culture with courtesy in this country.

There are relationships with community complementary language. For example in modern Malay society who need to ensure efficiency of everyday life. Malay people often welcome or say 'Assalamualaikum' and also holding out their hand to shake. Speech and symbolize the nature of such treatment, politeness and respect Malay Society of modern times. This treatment can be shown that familiarity with one another in society. Modern Malay society who are educated often use the word in English such as pronouns I and you, which is used for the upper class, the peasants and those equivalent to the speakers. Using the correct pronouns can build yourself a personality and courtesy speakers.

Modern Malay society now uses the acronym respected as Mr., Ms., Mrs., Mr., Commissioner, Datin Tan Sri and Puan Sri when mixing. Speakers considered speak using correct language and polite and courteous when dealing with the public. People who know the language and know the custom is regarded as someone who is polite and well-mannered character. Malay society groups such high regard. The use of language can reflect the greeting immediately of refinement, behavior, feelings and intentions of a person. Language greeting to show respect to the guest or the speaker is saying and social status. Use language greeting vary also shows the community that has a social system and good organization. Sign language acronym dedicated to all segments of society, the listener can understand that the community has a social structure that must be respected.

The role of the Malay language polite reflect a society that is multiracial

Bahasa Melayu is the national and official language of Malaysia. The use of Malay is widening accordance with its status as a national language and the official language of the

Malay in order to better quality. Malaysian society must not only master the language proficiency and accuracy of communication, but also need to understand the Malay language system that is able to reveal all disciplines and daily activities in accordance with its function as a language of unity, key relationships, and the language of science that reflects people's minds. This is because, Malay language is widely used by all classes of society.

Bahasa Melayu plays an important role in meeting human needs and to enhance solidarity between people. Unity is considered important to contribute towards a visionary state. Through the national language that is applied to the Malaysian society today, can achieve unity or the formation of a nation state. Malay language is a compulsory subject in all schools, whether in primary, secondary and university level. Unity of the people or a nation-state formation can be achieved through the education system. Therefore, unity can be achieved if teachers use values such as use polite language, and mutual respect for each other irrespective of race and religion when speaking.

When Bahasa Melayu polite used by various walks of life and society, then society will be able to achieve unity in accordance with the 1 Malaysia concept which was introduced by the Prime Minister of the 6th Malaysia. 1 Malaysia is a concept to foster unity among Malaysians of all races, based on several important values that should be the practice of every Malaysian. Bahasa Malaysia is the most important medium for integrating various ethnic groups in Malaysia. Use language of communication and understanding between the people of the other can be realized without compromising each other. This steps furthering accelerate the unity and harmony between the races in this country. Indirectly, this policy can produce a society that is united and integrated as envisaged in the National Principles. Through the use and appreciation of English that is integrated, united in spirit to meet the 1Malaysia concept as envisaged by the government will be implemented.

Implications of the study.

Siti Khariah Mohd Zubir (2012: 23) says the purpose of ennobling the Malay language was placing Bahasa Melayu at the appropriate place, in accordance with its position as the national language as stated in item 152, the Malaysian constitution. The language is the main medium of education in

Malay language as a tool of social cohesion high pluralistic country with politeness polite.

The national language is a language that can be devoted to national identity and a symbol for a nation or country. The national language will be connected closely with the history of the nation and the country itself. Every country should have their own independent national languages to represent the identity of the nation and the country.

The main function of the national language in particular is to highlight a symbol of inspiration and national spirit and independence. Not to mention filling the national language is also able to act as a tool of communication and so will produce a large group of people who have similar lives. The national language is also used for the solidarity among citizens because it has a society that is multiracial. (Retrieved from <http://zuluzana.blogspot.com/2012/10/fungsi-dan-kepentingan-bahasa-melayu.html>)

Shamsuddin Othman (2006: 301) explains that history has proved that Bahasa Melayu is capable of becoming literary languages, language of knowledge, government language, the language of religion (Islam) and Bahasa Jawi writing and literary work produced. This language is also recognized as Lingua Franca, super-ethnic language, super-regions language and prestige super-national language. With this it is clear that the Malay language can be upheld as the dominant language in the Southeast Asia region with a number of speakers the 4th largest in the world.

Conclusion

In conclusion, the Malay language plays a very important role in uniting people of all races in Malaysia. Regardless of race, as citizens of this country, culture and Malay are treasures that must be preserved. People of this country must also be jointly up hold the Malay language so it continues to be a vehicle for the unity of all ethnic groups in Malaysia. Language symbolize the identity of a nation's civilization is built. History proves that the Malay language has been established since the days of the Malay sultanate of Malacca again and it has been used as a lingua franca by all traders who came to the land of the Malays at that time. The world knows the Malay race is a race that has a language of modesty and high ethical custom.

Modesty is owned language capable of uniting all peoples of this country's diverse communities. Politeness and good manners is

a harmonious environment. Various races can be united with a platform of the Malay language in all daily affairs. The value of mutual respect can indirectly fostered by the use of language, but it also reflects the height of civilization of a nation. Necessarily, a civilized nation is a nation that have its own language and utilize it to build a community language or generation of quality.

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AN INTERLANGUAGE PRAGMATICS STUDY OF GRATITUDE EXPRESSION BY JAVANESE EFL LEARNERS IN INDONESIA

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English becomes a global language and a lingua franca. As a result, understanding how non native speakers use English among themselves has become a serious research area, because English language now days is a language that has reached truly a global dimension, as a consequence, it is being shaped, in its international uses, at least as much by its nonnative speakers as its native speaker (House, 1999). Graddol (2007) states that this (interlanguage pragmatics) field of study helps linguists to understand non-native speakers better and provides support for the recognition of EFL users in the way English is taught. This research presents an investigation on interlanguage pragmatics by focusing on the speech act of gratitude expression among Indonesian EFL learners whose ethnic is Javanese in Java District, East Java. It describes and compares the gratitude strategies used by Indonesian EFL learners in both English and Javanese languages in different situations on the basis of social status and familiarity. The data were collected by using a written DCT (Discourse Completion Task). It comprises the effects and strategies used to express gratitude in their first language (L1) in providing English language. The data also present reasoning of why they choose one variation over another.

Keywords: Gratitude expression, Interlanguage Pragmatics, Socio Cultures, Thanking Strategy

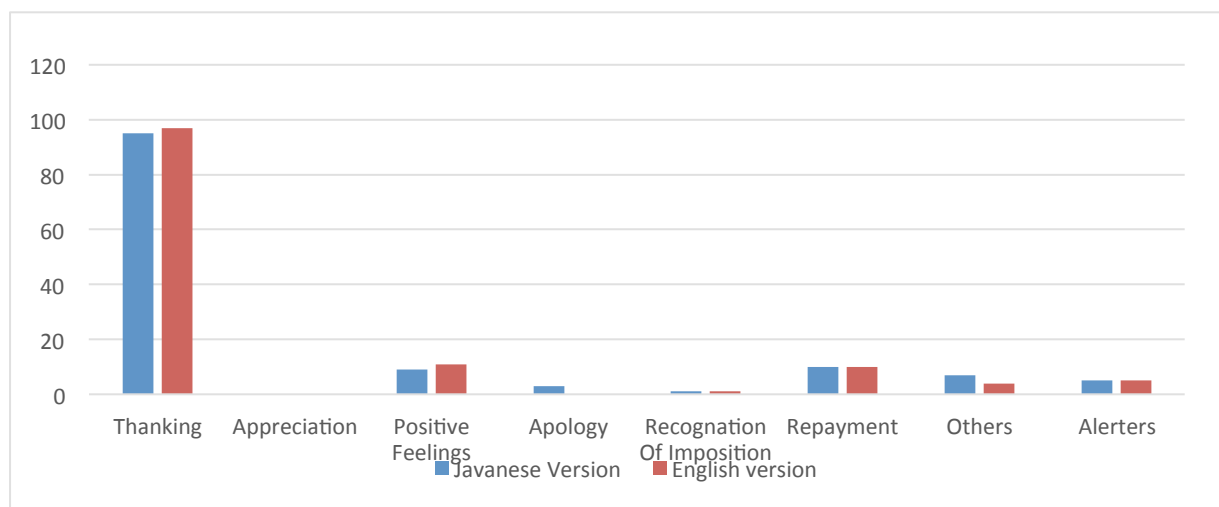


Figure1. Frequency of overall use of gratitude strategies on Javanese EFL learners in Javanese and English versions of DCT questionnaire

Introduction

A review of the available literature on the area under study is presented in this section.

Interlanguage pragmatics in EFL context

Bachman (1990:4) stated that “pragmatics competence is concerned with the relationship between utterances, the functions that speakers intend to perform through these

utterances (illocutionary force), and the characteristics of the context of language use that determine the appropriateness of utterances.”Recently, there are many researchers that use illocutionary act as their subject of research. Illocutionary act itself is under interlanguage study called interlanguage pragmatics. Bardovi-Harlig (2005:7) stated that “interlanguage pragmatics research

investigates the acquisition of pragmatic knowledge in second languages, deriving its research methods from comparative cross-cultural studies and second language acquisition research.”In the English as Foreign Language (EFL) context, Interlanguage pragmatics is a study that investigates EFL learners’ knowledge, perception, comprehension and acquisition of pragmatic of second languages (Alcon, 2008 cited in Baron and Maria, 2010: 39).

Applying Bachman’s (1990) notion of pragmatic competence, the present study examines Indonesian EFL learners’L2 pragmatic competence in performing expressions of gratitude after receiving an offer. The description of Javanese tribe’s strategy of gratitude is discussed next.

Gratitude expression

Gratitude expression is always related to daily social life. Its aim is to make and maintain good relationship with others, especially after someone is helped by others. As cited on Cheng (2005: 12), Leech (1983) describes thanking from social perspective as “a friendly function, and its goal of stating appreciation is to establish and maintain a polite and friendly social atmosphere.”Gratitude expression in pragmatics study belongs to speech act. Austin (1962: 94-107) defines speech act as the action of saying something. Speech act is divided into three groups—locutionary, illocutionary, and perlocutionary. Expressing gratitude belongs to illocutionary act.

Javanese People

Different from English, Javanese people divide their language based on social system. Javanese language is divided into three levels—*Kromo*, *Madya*, and *Ngoko*. *Kromo* language is used when someone speaks to the older one or the one with higher social status. *Madya* is half-formal language that is used to speak with family and close friends while *Ngoko* is language used by the older one to the younger one or the one who have lower social status. Besides, they use *Ngoko* to speak to their friends. This distribution is based on position, age, grade, and level of friendship (Koentjoroningrat, 1984:21).

Javanese people see gratitude expression as an important thing in making and maintaining a good relationship. They use it in particular conditions to respect each other because one character of Javanese people is respecting other people (Suwardi, 2003:28). Javanese people use gratitude expression even for trivial matters. One example is when someone offers a Javanese to eat together. The Javanese will show his/her gratitude by saying *Inggih matur nuwun* that means “thank you”.

Objectives of the study

Based on the objectives of the study, the following research questions are formulated:

1. What are the most used strategies that are used by the students in expressing gratitude?
2. Does the L1 background of the students give a certain effect in expressing their gratitude?

Methodology

The data in this study are collected using DCT (Discourse Completion Task) and interview. DCT is a combination of questionnaire and situation. DCT questionnaire of this research adopted from Cheng (2005). The questionnaire describes certain situations in which the participants have to respond to it. Since Cheng's participants are Chinese and American people, the researcher modifies the questionnaire in order to accommodate Indonesian EFL learners as well as American context. The scenario or situation on the questionnaire is varied according to familiarity and social status.

The second technique is interview. Mackey & M.Gass (2005:173) state that "interviews are often associated with survey-based research, as well as being a technique used by many qualitative researchers". They added that interviews are similar to natural conversation where the participants can reach out the researcher's ideas about the area of interest (Mackey & M.Gass, 2005: 173).

Discourse Completion Task

There are 10 question adopted from Cheng's (2005) study of expression of gratitude. The scenarios or situations on the questionnaire varied according to social status and familiarity.

An example of the DCT is presented below:

You have arranged to meet a friend at a restaurant in a town where you have never been before. You arrive at the town a

little late and since you have never been there before, you can't find the restaurant. Confused to find it, you ask an elderly person passing by for directions. After the person tells you how to get there, what would you say?

Subjects

The subject of this research is Indonesian EFL learners whose tribe is Javanese. They are students from English Department. This research takes 15 participants.

Data analysis

For the data analysis, this research uses descriptive and statistical methods. The descriptive method is used to analyze the results of the DCT task and interviewing process that are based on 8 strategies of Cheng. Besides, the method can be employed to describe the effect of language background (L1) towards gratitude expression. Statistical method is used for counting the result of the most useful strategy for the participants in expressing gratitude.

To know the differences of the strategies used by her respondents, Cheng (2005) employs taxonomy of thanking that includes 8 main strategies. The taxonomy of thanking is elaborated below:

1) Thanking

It consists of three subcategories, first is by using the word *thank* (e. g.: thanks, thank you, thank you so much). Second is thanking and stating the favor (e.

g. thank you for watching, thank you for your help). The last is thanking and mentioning the imposition caused by the favor (e. g thank you so much for letting me borrow it those extra days).

2) Appreciation

In appreciation strategy, there are two subcategories—using the word *appreciate* without elaboration (I appreciate it) and mentioning imposition caused by the favor (I really appreciate your time and effort).

3) Positive feelings

There are three subcategories in positive feelings namely expressing the positive reaction to the favor giver (you are my superhero), expressing the positive reaction to the object of the favor (this pen is really useful), and expressing the positive reaction to the outcome to the favor (I will keep you posted on what happens).

4) Apology

Apology strategy has five subcategories—using only apologizing word (I am sorry, I apologize), using apologizing words and stating the favor of the fact (I am sorry for the short notice), using apologizing words and mentioning the imposition caused by the favor (sorry it took me so long to get it back to you), criticizing or blaming oneself (Because you break up with your girl or boyfriend, you say “I am such an idiot!”), and expressing embarrassment (I am so embarrassing).

5) Recognition of Imposition

There are three subcategories included in recognition of imposition. They are acknowledging the imposition (Your

teacher asked you to submit the assignment on time and you said “I know you did not allow me extra time”), stating the need for the favor (you need an extra time to submit your assignment, and then you said this to your teacher “I usually do not try to ask for extra time, but this time I need it”), and diminishing the need of the favor (your friend help you by borrowing you some money and you said “you did not have to do that”). This strategy can be accompanied by thanking, appreciation, and apology strategies.

6) Repayment

This strategy has three subcategories, including offering or promising service, money, food, or goods (can I buy your dinner and beer for this?); indicating his/her indebtedness (your friend help you to do your assignment even she/he has another planning and you said “I owe you big time”); and promising future self-restrain or self-improvement (you did something terrible to your friend and you promise to her/him by saying “it will not happen again”).

7) Alerter

Blum Kulka, House, and Kasper (as cited in Cheng, 2005:49) define alerter as an element functioning as an attention getter or an address term preceding the actual speech act in order to gain the hearer’s attention or signal of interpersonal relationship. In Cheng’s study, alerter is classified as attention getter (hi, hai, oh God, oh my, by the way), title (Prof, Dr, Mr, Mrs), and name (Grace, Mary, guys, pal, buddy).

8) Others

Others are the expressions that do not belong to any of the strategies above. There are four subcategories in this section, including here statement (here is your book), small talk (I think I have seen you before, but I cannot remember. What do you study?), leave-taking (have a nice day, see you soon), and joking (you are playing with your friend in her home and you read her book without permission to her. She then said “that is why your boyfriend want you to break with him, just joking).

Discussion

Table 1 provides the recapitulation of the gratitude expression strategies on Javanese EFL learners. There are 15 chosen subjects and each of them receives Javanese and English versions of DCT questionnaire. Every questionnaire has 10 questions with 10 different situations—direction, pen, computer, study, book, note, coffee, paper, extension, recommendation letter, and book extension situations. The table below shows that Javanese EFL learners mostly express their gratitude using thanking strategy. The gratitude strategies appeared in Javanese version of questionnaire include thanking (95), repayment (10), and positive feeling (9). Meanwhile, the subjects use thanking (97), positive feeling (11) and repayment (10) in English version of the DCT questionnaire.

The examples of strategies found in Javanese and English versions of DCT questionnaire are presented below:

a) Thanking

Thanking is mostly used by Javanese EFL learners to express their gratitude, whether it is in Javanese or English versions of DCT questionnaire. The result shows that this strategy appears 95 times in Javanese version and 97 times in English version.

The examples of thanking strategy in Javanese version:

- *Matur nuwun sing kathah sampun maringi info Pak.*
- *Matur nuwun njih Bu/Pak.*

The examples of thanking strategy in English version:

- Thank you for showing the direction to me, Mam.
- Thank you very much Sir.

b) Appreciation

This strategy does not appear in the DCT questionnaire. The reasoning will be provided in the next subchapter.

c) Positive feeling

Positive feeling is the second most used strategy in the questionnaire, in which the subjects respond to the help of the helper by showing positive reaction. There are 9 answers in Javanese version and 11 answers in English version using this strategy.

The examples of positive feeling strategy in Javanese version:

- *Matur suwun banget, aku iso marekne tugasku mergo mbok tulungi.*
- *Matur suwun ingkang sanget Pak damel wektu njenengan paringi, kulo saget ngerampungne tugase*

The examples of positive feeling strategy in English version:

- Thank you so much, I can finish my paper because of your help
- Thank you Sir for the extension you gave for me, I can finish it

d) Apology

Apology strategy is used 3 times in the Javanese version of DCT questionnaire. However, this strategy is not mentioned at all by the subjects in its English version. They prefer to combine apology and thanking strategies to express their gratitude. This phenomenon will be explained in the next subchapter.

The example of apology strategy in Javanese version:

- *Sepurane tenan lek wes repot gara-gara aku lali ora nggowo dompet, kesok tak balekno Duh isin aku, dompetku keru se, suwun yo*

e) Recognition of imposition

This strategy only appeared once in both versions of DCT questionnaire. The examples of recognition imposition in Javanese and English versions:

- *Aku butuh buku iki, oleh tak silih ta buku iki?*
- I need this book, may I borrow it?

f) Repayment

This strategy is also favored by the subjects to respond to the given situations in DCT questionnaire. Repayment strategy is used 10 times in both Javanese and English versions of questionnaire.

The examples of repayment strategy in Javanese version:

- *Matur sembah nuwun nggih Pak/Buk, kulo janji ajenge kulo cepet rampungne*
- *Sesok emben kowe tak traktir yo*

The examples of repayment strategy in English version:

- *Suwun yo, teko kosan tak ganti duwitmu*
- I will return you back, thank you sir to lend me

g) Other

Other strategy is used by the subjects 7 times in Javanese version and 4 times in English version.

The examples of other strategy in Javanese version:

- *Kesuwun yo jeh wes disilihi pulpene, kapan-kapan nyileh mane, hehehe*
- *Niki buku ingkang kulo sambut, matur suwun nggeh Pak/Buk*

The examples of other strategy in English version:

- This is your pen, I've finished, thank you
- This is your note, thank you

h) Alerters

The subjects express their gratitude by employing 5 times alerters strategy for Javanese and English versions of DCT questionnaire.

The examples of alerters strategy in Javanese version:

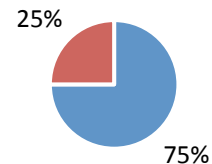
- *Mbak, kesuwun lo ya*
- *Eh, suwun lo ya*

The example of alerter strategy in English version:

- Sir, thank you very much for your recommendation
- Sir, this is my assignment, thank you Sir
-

The result of DCT shows that L1 gives a certain effect to Indonesian EFL learners whose tribe is Javanese in expressing gratitude. This is proven from the participants' answers. 11 out of 15 participants answer the questionnaire using same strategy. The only thing that differentiates their answers is the language they used, Javanese and English.

The Effect of L1 Background



■ Using L1 ■ Free from L1

The examples of the answers of Indonesian EFL learners whose tribe is Javanese using gratitude expression in English and Javanese versions:

Javanese version:

1. *Maturesuwun marang nyilihake salinan bukune*
2. *Maturesuwun tak balekno catetane*
3. *Kesuwun yo*
4. *Maturesuwun Bapak/Ibu dosen amarga wes ngastaake surat rekomendasi lan kirim surate, aku piker aku bakal kehilangan beasiswa.*

English version:

1. Thank for your note
2. Thank you anyway, I give it back to you
3. Thank you
4. Thanks Sir/ Ma'am for writing the recommendation letter and sending it out, I think I have lost my scholarship if you don't do that

There are no significant differences found in the use of gratitude expression of Indonesian EFL learners whose tribe is Javanese in English and Javanese versions of DCT questionnaire. Their L1 is proven to have

significant effect to the way they learn English language. Attitude and respects are duly noted as important things in Javanese culture that are still strongly held even when they use English language. As a result, the participants tend to translate the thanking expression of their L1 into the target language.

The participants who can answer DCT questionnaire without being disrupted by their L1 are those who can easily adapt to the situations of every language. L1 does not affect their process of learning. It is proven from the way they answer the DCT questionnaire in English and Javanese versions.

Examples:

Javanese version:

1. *Kesuwon nemen, cathetan iki penting nemen gawe aku, suwun sing akeh yo*
2. *Kesuwun yo jeh wes disilihi puplone, kapn sanget nggeh Pak/Bu, ngapunten ngerepoti, monggo*

English version:

1. Thank a lot dude
2. Thanks brother about your pen

The way of answering the both versions of DCT is different. In Javanese version, they apply the good attitude and respect to others manner as most Javanese people do. It is especially addressed to older people by apologizing and using sentences that add the feeling of intimacy. It makes the hearer feel valued and happy. This is different from English version where they answer with simple thanks.

Conclusion

This study focused on the interlanguage pragmatics development of expression of gratitude by Javanese EFL learners from Indonesia by comparing and contrasting their written responses to a Discourse Completion Task with the realization of expression of gratitude by Javanese EFL learners. The analysis show the extent to which EFL learners' use of strategies reflected the influence of the first language. It is also focuses on the variation that appear in every situations of DCT.

There are number of limitations to the study. Due to the relatively small number of Javanese EFL learners, this findings cannot be generalized to all Javanese EFL learners. Beside this study has only employed one instrument for data collection. It is recommended that in order to get more authentic data and add to the reliability of the findings further studies with large population and more instruments be utilized.

Despite the limitations, this study present significant findings, first Javanese EFL learners show that the most use strategy is thanking strategy, where this strategy use by two version of DCT, Javanese and English language. It show that they still use their l1 to speak and express their gratitude in L2. Beside that there are new strategy that produced by Javanese EFL learners, that is thanking strategy combine with apology strategy where this strategy is to build respect each other between Javanese people. There are also no statistically significant differences in the way of use thanking strategy between two versions of DCT in the way of using the gratitude

expression. This findings suggest that L1 still have big influence to Javanese EFL learners' use of strategy when expressing gratitude in English Language.

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Politeness Strategies in “Mata Najwa” Talkshow Program: A Case Study on Hakim Sarpin and Haji Lulung Episode

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Abstract

Since broadcasted in 2009, Mata Najwa as a talkshow program in Metro TV has raised latest topics and invited public figures. Najwa as the host of this program is well known for her outstanding ability in raising question related to the topic. However, to get deeper information she often puts her guests into uncomfortable situation in this context known as face threatening acts. Focusing on Mata Najwa on March 18th which invited Hakim Sarpin and Haji Lulung as the data, this paper tries to relate the interaction happened during the interview with the concept of “face” as introduced by Brown and Levinson. Furthermore, this paper is aimed to investigate politeness strategies, strategies of threatening guest’s face employed by Najwa and guest’s reaction to these strategies. The findings show that Najwa only employs positive politeness strategies with a small number of occurrences and almost all kinds of threatening guest’s face strategies during the interview. On the basis of the findings, it seems fair to suggest that Najwa doesn’t concern a lot in maintaining her guest’s face in this episode.

Keywords: speech acts, politeness strategy, face threatening acts, talkshow

1. Introduction

Mata Najwa as a television talk show takes place in a public setting. Yet, talk show is different from either a daily conversation or a debate. According to (Ilie, 1999), the talkshow exhibits several similarities with casual conversation and can therefore be regarded as a conversational discourse. However, since at the same time it is obviously rule governed and delimited by specific constraint, it can be regarded as institutional discourse. From its’ feature, participant, topic and structure of conversation are specified, while turn order and turn length of given speaker takes may varies (Carrol, 2008:226-227).

By inviting public figures as the guests, the talk show is staged and produced in order to give useful information to the audience on topics dealing with interpersonal and psychological matters (Munson, 1993:17). The host is assigned to ask the guest in order to satisfy audience’s curiosity. Meanwhile, the guest is invited to the program to give information or clarification needed related to the topic discussed. Both the host and the guest undoubtedly will give effort in presenting positive images during the talk show. Here, the

public self-image that every member wants to claim for himself is known as ‘face’ in Brown and Levinson’s theory.

As stated in Brown and Levinson (1987:61), face is derived from the notion of Goffman and English people which is related to the idea of being embarrassed or humiliated, or ‘losing face’. Face is something that is emotionally invested, can be lost, maintained or enhanced; therefore the speaker has to maintain his interlocutors’ face. There are two kinds of face that everyone has or possesses. First, the desire of every member that his self image, wants, and opinion be liked and approved is known as positive face. Second, the desire of every member that he has freedom of action as well as freedom of imposition is termed as negative face.

Yet, some communicative activities in everyday interaction are intrinsically face threatening, unexceptionally in Mata Najwa. It tends to be face threatening either it impedes the interlocutors’ independence or disapprove interlocutors’ wants. It happens since the questions given by the host may contain the expression of dissatisfaction, criticisms, complaints, accusation, insult, disagreement, and raising divisive topics. All these acts

indicate the speaker does not care about interlocutors' feeling or wants. The acts that do not satisfy the 'face wants' of the speaker or and the interlocutor are called 'face threatening acts' (Brown and Levinson, 1987:65-68).

In the context of interview, Jucker (1986: 77-94) has categorized host's question into thirteen strategies of threatening the guest's face. They are commit yourself to do something, state your opinion, confirm your opinion, accept discrepancy between your opinion and your actions, accept discrepancy between your opinion and reality, accept that the reason for doing the action is demeaning, state that the action is demeaning, confirm the action, take responsibility for the action, justify the action, take action against something, state that other's face is demeaning, accept that your own face is demeaning.

In order to avoid or to minimize the face-threatening acts, Brown and Levinson (1987:15-17) suggests that the speaker may use a strategy known as politeness strategy. They are ordered here from the most to least threatening: Bald on Record, Positive Politeness, Negative Politeness, and Off Record. The implementation of politeness level is determined by three sociological factors: social distance, power, and imposition. On the other side, Leech (1989:132) introduced politeness principle which consists of six maxims includes tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. Since this study attempts to identify politeness strategies, strategies of threatening interlocutor's face, and guest's reaction over these strategies, the notion of face and face maintenance introduced by Brown and Levinson is relevant to the present framework of analysis.

2. Method

The data of the research are Najwa's utterances that contain politeness strategies and Face threatening Acts. The source of data is Mata Najwa talkshow broadcasted every Wednesday night on Metro TV, specifically one of Mata Najwa's episodes entitled "Pemicu Kontroversi" broadcasted on 18 Maret 2015. In this episode Najwa invites Hakim Sarpin and Haji Lulung as the guests to discuss about the phenomenon of Sarpin effect and conflict of Jakarta's budget, respectively. The video of this episode is then downloaded from

www.youtube.com on March 25th 2015 and transcribed. Mata Najwa is chosen as the source of data since this program has received some rewards such as recommended brand for SWA magazine, the word of mouth marketing award, and the best talkshow program form KPI awards (www.matanajwa.com).

In line with the research objectives, this research employs descriptive qualitative design. The data analysis is carried out as follows. First, displaying the data by identifying Najwa's utterances that contains politeness strategy and face threatening acts. Second, classifying the politeness strategies into several levels, whether they are bald on Record, Positive Politeness, Negative Politeness, or Off-record. In this stage, the researcher also identifies Najwa's utterance into thirteen strategies of threatening the guest's face. Third, the researcher will analyze the politeness strategies by relating it to the context. Context here refers not only linguistic information that surrounds an utterance, but includes also social, cognitive, cultural, and other non-linguistic context that a hearer uses in interpreting language expression (Mercer 2000).

3. Result and Discussion

The findings show that Najwa only employs positive politeness strategies either towards Hakim Sarpin or Haji Lulung during the whole interview. They are attending guest's wants which occurs for nine 9 times, exaggerating 5 times, seeking agreement 1 time, and avoiding disagreement 3 times.

The opening part of the interview with Haji Lulung, Najwa focuses on knowing more about him. Najwa asks about his reputation, his business, his wealth, and his employee in fifteen questions. The following excerpt shows Najwa applying Positive Politeness to give an impression that she wants what Haji Lulung's wants, in this case, a person whose wants and personality trait are known and liked.

(17)

Najwa : Ya, karena saya sempet baca juga di salah satu wawancara media, anda bilang "Saya pembayar pajak ketiga terbesar di Jakarta pusat? "

Lulung : Ya, itu memang, jadi perusahaan saya tahun-tahun kemaren pembayar pajak terbesar di Jakarta Pusat ketika tujuh tahun yang lalu lah ya. Kalo sekarang,

kemarin saya evaluasi di kantor karena saya setiap Kamis datang ke kantor.

In the context of Indonesia where most of businessmen tend to have tax evasion, by mentioning Haji Lulung as the third biggest taxpayer in central Jakarta, Najwa implies that he is not only successful person but also an honest person who obey the law. Referring to Brown and Levinson (1987:70) Najwa applies the first strategy of positive politeness that is pays attention to any aspect of H's condition.

In excerpt (6), Najwa applies the second strategy of positive politeness that is showing her interest over Haji Lulung through element of exaggeration.

- (6)
Najwa: sampe sekarang jadi businessman yang sangat berhasil di Tanah Abang?
Lulung: Kalo berhasil sih nggak ya, artinya sambil berjalan sampe hari ini
Najwa: Masa nggak berhasil? Katanya salah satu orang paling kaya di Jakarta?

An indicator to distinguish positive politeness from daily conversation is the use of exaggeration as shown from intensifying modifiers '*sangat*' and '*paling*'. However, the aim of Najwa employing positive politeness is not only to satisfy Haji Lulung's positive face, but also to minimize the face threatening acts.

- (4)
Najwa: jadi kalo dibilang penguasa Jakarta Jawa Tanah Abanglah kalo itu iya dong?
Lulung: ya.. Kemungkinan persepsi itu itu dinamis sekali, ada jawara, ada preman, ada pak haji lulung itu sendiri. Ya jadi itu memang berjalan dengan begitu saja dan waktu yang menjawab.
Najwa: jadi haji Lulung ini di atasnya preman, di atasnya jawara atau apa ini?

The term *penguasa* refers to some one who rules or govern a certain area. While, the term *jawara* refers to some one who is very skill at marshal arts and has ability to protect society's security based on Islamic principle. Both *penguasa* and *jawara* has positive connotation since some one who bears the titles is considered as a powerful and respected person. On the contrary, the term *preman*

derived from Dutch '*vrijman*' which means freeman who is recognized for doing criminality. Here, Najwa's utterance in referring Haji Lulung as '*penguasa*' and '*jawara*' is aimed to minimize the threat of referring Haji Lulung as '*preman*' which has negative connotation.

Another strategy related to Positive Politeness is avoid disagreement, specifically hedges in order to minimize the imposition (see Brown and Levinson, 1987:145-176). From excerpt (1), Najwa uses *kira-kira* towards Hakim Sarpin as soon as she knows that Hakim Sarpin was supported by some lawyers to file charges of defamation for free.

- (1)
Sarpin: Saya tidak pernah menyewa pengacara sampai hari ini cuman dengan keadaan seperti ini ternyata banyak rekan-rekan advokat ini yang mau saya mintain tolong tanpa bayar.
Najwa: Apa ya kira-kira kepentingannya advokat mau membela hakim tanpa bayar?
Sarpin: Saya minta bantuan

Najwa's question implies that she was suspicious on the fact that there are lawyers who are willing to support Hakim Sarpin for free since normally free lawyers are provided for inferior clients. Yet, Najwa shows concern for Hakim Sarpin's freedom of imposition by using hedges in order to initiate Hakim Sarpin's response. When it comes to critics, usually the face loss of the hearer is bigger. Excerpt (19) shows the use of hedges to save Haji Lulung's positive face.

- (19)
Najwa: Baik, yang jelas kalo sekarang persepsi publik pak haji soal DPRD dan juga gubernur tampaknya tapi DPRD persepinya tidak begitu baik. Anda juga melihat hal yang sam? persepsi publik terhadap DPRD itu agak miring?

Instead of showing her agreement towards the public opinion about the bad reputation of parliament member, Najwa modifies her utterance by using lexical items such as *tidak begitu* and *agak* in order to minimize FTA towards Haji Lulung.

Jucker (1986:77) states that positive face of the guest should be considered the most during an interview since it is often impeded. Politeness strategies are therefore seen as an attempt on the part of the speaker to avoid or minimize the potential face damage involved in the FTA. Since face threatening acts may happen whenever a guest is being asked his opinion, the findings shows that Najwa employs eleven out thirteen strategies of threatening guest's face.

Table 1. Distribution of Strategies of Threatening Guest's Face.

Strategy	Number of Occurrences
Commit yourself to do something	10
State your opinion	15
Confirm your opinion	30
Accept discrepancy between your opinion and your actions	6
Accept discrepancy between your opinion and reality	5
Accept that the reason for doing the action is demeaning	2
State that the action is demeaning	4
Confirm the action	10
Take responsibility for the action	2
State that other's face is demeaning	17
Accept that your own face is demeaning	2

The following excerpt shows that Najwa applies the first strategy of threatening guest face. In this case, Najwa asks Hakim Sarpin to commit explicitly his persistence of not meeting the judicial commission.

(27)

Najwa : Anda tidak mau datang?

Sarpin : Tidak akan datang

Najwa : Kenapa?

Sarpin: Karena dia sudah berkoar-koar membahas pasal 77. Apakah komisioner KY ini jadi hakim? Itu bukan kode etik, yang dibahasnya itu substansi perkara. Makanya saya tidak akan datang, seperti itu.

Najwa : kalo Anda tidak datang tapi bisa saja kasusnya terus bergulir di komisi yudisial

Sarpin : Silahkan saja

Najwa : Kesempatan anda untuk membela diri malah tidak ada.

Sarpin : Silahkan saja

Pretending to be concerned with Hakim Sarpin's opinion, it is clear that Najwa impedes on Hakim Sarpin freedom of action through her repeated questions. Najwa has threat Hakim Sarpin's negative face in a way that Najwa gives pressure H to give his commitment. Likewise, this strategy is also used by Najwa when she interviews Haji Lulung.

(96)

Najwa : Semuanya, Gubernur ataupun anggota DPR?

Lulung : Anggota DPRD

Najwa : Gubernur dan anggota DPRD?

Lulung : makanya saya bilang, anggota DPRD salah, silahkan dihukum. Kalo ada aparat eksekutif salah, silahkan dihukum

Since the beginning of the conflict between parliament member and DKI Jakarta's Governor, Haji Lulung is persistent on the law enforcement over the DKI Jakarta's Governor. Therefore, when Najwa mentions law enforcement for both member of regional council and governor, Haji Lulung to save his positive face must agree with her. It is obvious that Najwa's intention is to ask for Haji Lulung's commitment, so in the future, he can be held responsible for what he said in public. In accordance to Jucker (1986:79), a request to the guest to state his opinion is the least serious FTA. However, it may constitute a FTA since it requires to guest to commit himself on something.

The following excerpt shows that Najwa's questions suggest a discrepancy between Haji Lulung's opinion and the reality.

(88)

Najwa : bahwa kemudian ketika dicek harganya di pasaran penggelembungan harganya luar biasa besar?

Lulung : Tidak akan mungkin itu dilelang kalo itu di mark up. SKPD

Najwa : Tidak mungkin dilelang kalo di mark

up? Ada banyak sekali kasus-kasus korupsi yang terlihat justru karena mark up.

Lulung : Itu tidak bisa kita pungkiri kalo ada SKPD yang nakal dengan siapa? Yang pertama dengan mitranya. Tugas fungsi pokok..

Najwa : Disebut dong mitranya, mitranya DPRD

Lulung : nggak bisa itu

Najwa : Anda menyebut SKPD, mitranya DPRD juga dong pak haji?

Not only does Najwa confront Haji Lulung with several facts such as budgeting mark up is an indicator of corruption, and DPRD is the partner of SKPD, but she also implies an accusation through her questions. Here, the questions are aimed for testing whether the guest can deny the action or the event.

(32)

Najwa : Anda sendiri pernah diperiksa Badan Mahkamah Agung?

Sarpin : Sampai hari ini belum dan saya belum pernah kena hukuman disiplin. Saya belum pernah kena hukum.

Najwa : Anda sempat dilaporkan ke komisi yudisial, katanya sempat ada delapan kasus dan dua kasus Anda kemudian datang dan menjelaskan?

Sarpin : ...

Najwa : Dua-duanya diperiksa?

Sarpin : dua-duanya diperiksa

Najwa : dua-duanya clear?

Sarpin : clear.

Najwa : Yang enam kasus yang lain yang juga dilaporkan?

The illocution of Najwa's question is not only for knowing further information for she is being considerate, but also to accuse Hakim Sarpin as an unfaithful judge. By relating Hakim Sarpin's past with recent case, Najwa has jeopardized his positive face in a way that she tries to make a generalization.

The next strategy used by Najwa during the interview is take responsibility for the action. The following excerpt is preceded by video of some corruptors' trials.

(17)

Najwa: Yang tadi kita saksikan adalah deretan-deretan kasus-kasus yang muncul.

Gugatan praperadilan yang muncul katanya itu Sarpin effect, Pak Sarpin. Itu dampak dari keputusan Anda ketika memenangkan praperadilan, sarpin effect. Dampaknya sampai sejauh ini, itu Anda pertimbangkan atau Anda tidak melihat ataupun tidak memperdulikan apapun hasil dari keputusan yang Anda keluarkan?

...

Najwa: Jadi tidak perlu khawatir? dan Anda juga tidak khawatir kalo suara-suara mengatakan, wah putusan Sarpin membuka tabir gelap pemberantasan korupsi. Hakim yang pro koruptor, ada suara-suara seperti itu, anda juga tidak memperdulikan sama sekali?

Najwa's question seems concerned with the positive face of Hakim Sarpin, yet the issue of the questions is no longer discuss about the reason of approving Budi Gunawan's pretrial or Hakim Sarpin's defamation. Here, Najwa asks Hakim Sarpin's to take responsibility for some corruptors' pre-trial submission that is known as Sarpin's effect. This strategy is less worse than the next strategy discussed. Excerpt (55) shows the use of strategy of accepting that your own face is demeaning.

(55)

Najwa: Adakah kekhawatiran anda dan dari koalisi anti korupsi akan juga dilaporkan oleh hakim Sarpin?

Febi: Jujur aja mbak nana bahwa hari ini sebetulnya saya ragu-ragu untuk bicara di sini karena sudah ada preseden sebelumnya dimana hakim sarpin melaporkan...

Najwa: Jadi anda sudah menebarkan ketakutan ini pak hakim?

Sarpin : Ini salah menilai saja, ini rasa-rasa berdosa sendiri kalo menurut saya.

According to Jucker (1986:93) this last strategy is considered the most direct threat to the guest's face. The focus of the question is neither Hakim Sarpin's action related to Budi Gunawan nor Sarpin effects, but his standing in public opinion. Specifically, Najwa confronts Hakim Sarpin with Febi's statement. During the interview, Hakim Sarpin explicitly has stated that he is going to make lawsuit over several people. Therefore, he cannot deny that his actions have frightened many people, as Febi

admitted. However, to accept the proposition would endanger his positive face. From his response, he tries to save his face by blaming other people who think that he is a terrifying judge.

Likewise, excerpt (98) shows the use of strategy direct threat to guest's face. Related to conflict of regional budget, Najwa ask Haji Lulung a final question as follows:

(98)

Najwa : Baik, yang jelas kalo sekarang persepsi publik pak haji soal DPRD dan juga gubernur tampaknya tapi DPRD persepsinya tidak begitu baik. Anda juga melihat hal yang sama ? Persepsi publik terhadap DPRD itu agak miring?

Lulung : Ya saya tidak melihat itu, karena saya itu berjuang pake kaca mata kuda. Kenapa saya katakan? Saya sedang melakukan penegakan hukum. Kalo di masyarakat sana itu melihat media. Media itu memang, medianya sangat kooperatif dengan persoalan-persoalan kebijakan gubernur tapi tidak ada media yang firm kepada persoalan-persoalan DPRD sesungguhnya.

Although Najwa refer to 'DPRD' in her question, it is clear that Najwa asks Haji Lulung to comment on his own face and his institution. This condition put Haji Lulung in conflict since it has jeopardized his positive face. Even though, he tries to be consistent with all his claims but with all the evidence brought during the interview, it is difficult to save his face and maintain a good reputation for his institution. Yet, he makes an excuse and put the blame on the media for exacerbating parliament's image.

Besides inviting Hakim Sarpin and Haji Lulung as the main guest, Najwa presents opponents of the main guests. In the case of Haji Lulung, Najwa invites Febi Yoneta from coalition of anti-corruption civil society. Meanwhile, in Haji Lulung's case Najwa presents Apung Widadi, an advocacy manager of FITRA and Shafiq Pontoh, an initiator of 'save Ahok' movement. Related to them, Najwa applies strategy of stating that other's face is demeaning. This strategy gives a more serious face threat to the opponents since they asked to give comment on the main guests'

faces.

Although Najwa use *anda* to ask for Febi's opinion. From his response, it is known that he hesitates and use the word *kami* instead of *saya*. It happens since he does not want to fully responsible for Hakim Sarpin's losing face.

(21)

Najwa : Maksudnya Anda curiga bahwa ada pertimbangan selain hukum yang diambil?

Febi : Kami menilai, kami melihat bahwa Ada kepentingan-kepentingan di luar hukum yang mungkin mendasari putusan tersebut.

Related to Haji Lulung's case as shown in the following excerpt, Apung uses the hedges 'bisa jadi' in order to minimize his accusation over DPRD. Moreover, Apung shifts the topic into what DPRD should have done instead of elaborating his accusation.

(78)

Najwa : Upaya oleh siapa itu? Siapa yang hendak membunuh e-budgeting?

Apung : Bisa jadi itu dilakukan oleh DPRD tapi satu hal bahwa bahwa e-budgeting itu dasar hukumnya sudah ada di Undang-undang 23 tahun 2014 pasal 386 dan 387, bahwa itu adalah inovasi daerah untuk efisiensi keuangan. Tetapi problemya sekarang adalah belum ada RAPERDA RAKERDA. Nah DPRD yang seharusnya itu menginisiasi agar sistem pencegahan korupsi itu dapat dilindungi gitu kan dengan RAPERDA . Saya pikir seperti itu.

From Febi's and Apung's response, it can be concluded that not only imposition is taken into consideration, but also power. These opponents realize that they are common people who have neither power nor position compared to a judge or member of parliament. Therefore, it affect the construction of their response in making accusation towards Hakim Sarpin and Haji Lulung. This conclusion is also in line with the next excerpt .

(99)

Najwa: ketika bilang save Ahok, Anda hendak menyelamatkan Ahok dari siapa? Menyelamatkan Ahok dari pak haji

Lulung dan teman-teman atau dari mana nih save Ahoknya?

Shafiq: Wah mana berani saya mbak. Sebenarnya gini, kalo dibilang sebagai penggiat save Ahok kurang tepat. Saya itu peserta

Najwa: Peserta?

Shafiq: Siapalah saya? Hanya remah-remah rempeyek di sini, apalagi di depan pak Haji Lulung gitu. Tadi nyobain..

Najwa : intinya save Ahok itu menyelamatkan dari apa?

By employing modesty maxim ‘*hanya remah-remah rempeyek*’ and denying his role as the initiator of ‘save Ahok’ movement, Shafiq is obviously reluctant to directly opposed Haji Lulung. Moreover, Najwa has to repeat her same question since she thinks that Shafiq’s answer is irrelevant.

4. Conclusion

In conclusion, Najwa employs only positive politeness strategies during the talkshow. Specifically, this strategy occurs in the opening part of her interview with Haji Lulung. The number of occurrences of this strategy is also limited. On the contrary, she always **do** face threatening strategies during the whole time of interview towards her guests. In terms of content, her questions contain the expression of criticism, accusation, disapproval and raising divisive topics. The findings provide confirmatory evidence that Najwa doesn’t concern a lot in maintaining her guest’s face in “Pemicu Kontroversi” episode. Perhaps sharp and brief journalism has become her perspective in constructing the questions, yet it needs further investigation beyond the scope of this article.

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THE ROLE OF LANGUAGE INTERACTION POLITENESS IN ELECTRONIC MEDIA THROUGH CHARACTER EDUCATION CHILDREN

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Abstract

Indonesian is the middle way of a culture step for connecting between cultures in the archipelago. So after Indonesian independence, both de jure and de facto, the political will unite citizens and Indonesian territory is further reinforced by the procedural steps and substantive which is to make Indonesian as the national language, not only in the state occasions and activities state, but also culturally as the language of inter-ethnic relationships in Indonesia. This paper will discuss the role of language in interaction courtesy internalization in electronic media whose language considered less have the decency and ethics. Electronic conversations often seem less polite than verbal conversation with the slang. In the interaction in it was not bound by the rules and norms that seem free and less responsible. This paper was written based on the literature by using descriptive method derived from scientific journals, books, articles, and other supporting media. The writing process starts from the collection of data, analysis of data, discussion, and conclusion. With the existence of this paper is expected to identify indicators of decency Indonesian in face-to-face social interaction required by the Indonesian speakers and prepare polite indicators to be developed as a measuring tool for polite Indonesian language in the electronic media.

Keywords: language, interaction politeness, electronic media, educational character

1. Introduction

Humans have a way to communicate and interact by using language. Language has many types and forms, among the others, the form of a conversation or speech. Conversation or speech made by the speaker and hearer have difference meaning and purpose. Pragmatics is one branch of linguistics that studies it.

In communicating, we can deliver our speech intention directly with the explicit meaning and indirectly with the implicit meaning. Speech that we do, either directly or indirectly affected by the elements or certain aspects. One is politeness. Aspects of politeness generally appear in indirect speech. The actual level of direct or indirect a speech is relative. This can be compared with examples of speech act directly and indirect speech act. (1) Answer the phone. is an example of direct speech, while (2) Could you possibly answer the phone? Is an example of indirect speech. In both these examples, the example (1) has a low value decency, while the sample (2) has a high value of politeness.

Politeness is a very interesting problem when group members communicate electronically. With the popularity of email and teleconferencing, many have noticed that conversations conducted electronically often seem irreverent and slightly inhibit rather than conducted by face-to-face. For example, the newer communication by using the media. People may be unfamiliar with the rules of etiquette, without any nonverbal cues, it may be difficult to coordinate the communication, the message may be more ambiguous, and people are less able to focus on the message their interlocutors. Because the speaker is not copresent, people feel depersonalized and anonymous, causing them to act without constraints (seems like they stop caring about facemanagement needs).

Compliance with the principle of cooperation and politeness will bear an effective communication once bore a reasonable discourse. Violation of these two principles would lead to ineffectiveness in communicating at once irregularities discourse.

Nevertheless, the ability of the principle of cooperation and the principle of modesty in how to form a good conversation or discourse in the sense of a cooperative, reasonable, and courteous still can not satisfy all the phenomena of social interaction (Suganda, 2007) [6].

Development of a national character is the collective commitment of the Indonesian community in the face of today's global demands. National character building is expected to produce a young generation of character and noble character. Education in addition to developing the student's ability to function well and aiming to form the character or the character of the students. Students character and noble character is expected to build a civilization towards the better. The implementation of national education in the context of the intellectual life of the Indonesian people. Character education in an effort to achieve national education goals with the coaching pattern, whether it is done within the family, school and community environments.

The process of development of a person's character is influenced by various factors. Heredity is a factor typical of the person concerned, the environmental factor is a factor of the environment concerned person grows and develops. Environmental factors have an important role in the context of the formation of the character of a student. Family, school and community to be a place someone in touch or interact with others. Someone interaction with others will form and change the properties of native human into human nature. Human life will not be separated from the process of social interaction as social human beings should interact with other individuals and groups to meet their needs. Stakeholders involved in an interaction in addition to dealing with others also influence each other so as to change and improve our words, actions and behavior of individuals or other groups.

A person's character is basically obtained through interaction with parents, teachers, friends and environment. Someone interaction with others will affect the character of a person. A character trait, characteristic, or distinctive properties a person's style formed from the interaction with others in an environment (Koesoema, 2010) [2]. Others and the environment interact in the form of family, peers and school environments. Character can also be interpreted as identity, personality and

character are inherent in a person (Zubaedi, 2011) [8]. A person's character is shown through words, actions and behavior that is based on the values of corresponding norms applicable. Character shown through words, actions and behavior can be good and can not be good based on its environmental assessment.

At this time, the electronic media is not a stranger to all students. They have known various types of means of communication via electronic media, especially related to the Internet, for example Facebook, twitter, youtube, and so forth. This paper proposes to lift and explore the behaviors saving face in the context of the communication that uses information and communication technology, which is still very limited and in line with the present context. This paper will be limited to the use of social media that are popular and most widely used, namely Facebook.

Facebook in Indonesia is also a social media most widely accessed and used to communicate. Based on the data I can from Kompas.com in November 2013, the number of Facebook users per day from Indonesia reached 33 million people. While users who access Facebook via mobile every day reached 28 million and the number is predicted to continue to increase.

2. Discussion

A. The Role of Language in Interaction Politeness

Language is one of the valuable results of human culture. This is evident from the benefits of language that can be used by humans to communicate in interaction with the surroundings. Culture and language are closely interrelated and inseparable. Cultures evolve with the development of language.

The main function of language is as a communication tool and also through human language can express what the thoughts and feelings. In communicating humans can do in two ways, namely oral and written. The success of verbal communication is determined the presence of said partners, and the information is delivered directly to the hearer, while writing the way the information is delivered using the medium of writing, so it is possible to occur indirectly

communication between speakers of the

According to Yule (1996: 60) [7], "Politeness, in an interaction, can be defined as the means employed to show awareness of another person's face." Modesty in pragmatics can be interpreted as a way to honor someone's face or a self-image. In performing speech acts, politeness is an important concept to be raised so that the image yourself or speakers impressed either and also maintain the image of others or types of hearer to remain respected. Brown and Levinson (1987) [1] states that modesty is an action to prevent and deal with speech acts that threaten self-image or the face of others or yourself (Face Threatening Acts).

B. Language in Electronic Media and the Relationship with Character Education

The mass media can be used as a source of learning because it is essentially an audio-visual representation of the community. So that the factual phenomena that occur in the community can be directly covered and aired on television, radio, internet, and mobile phones. Apart from the various interests underlying the appearance of an information or messages presented by the mass media, it can not be denied that at this time of the meeting with mass media could no longer inevitable.

Social media with a variety of all the benefits can be used to communicate with anyone regardless of distance and time constrained. In social media can also be a tool of social justification to value, image or reputation attached to a person who obtained from interaction through social media. Written messages, images, photos, videos, and profile names are listed and distributed to social media can reflect a person's appearance or presentation and can affect how others see us.

Basically to manage and control the information that others can access, is able to improve and elevate the image of a person, for example, look more professional, intelligent, knowledgeable and so on according to what kind of image to be presented. And with this technology, the image to be presented more easily dispersed and relatively easy to create advance as to what you want to show to

partners said.

the public by an individual. Moreover, those who commit self-disclosure through the internet is more felt comfortable to do so than through face-to-face, this is because the self-disclosure through the internet does not require the presence of communicators and communicant directly, and they feel have control over the message to be communicated is greater than the face advance (McKenna, 2002)[4].

A person's character is shown through words, actions and behavior that is based on the values of corresponding norms applicable. Character shown through words, actions and behavior can be good and can not be good based on its environmental assessment.

Good character formation of students must be made jointly by all parties. Character formation can be performed using exemplary. Modeling originated from an imitation between humans. The imitation process takes place continuously from children, adults and up to the old. Human life would not develop without impersonation because imitation is the basis of life together that makes human life (Prayitno, 2009) [5].

Let's see facebook phenomena that can be accessed via computer or mobile phone. On the social networking site, there are many features that can make it easier for users to communicate. In addition, they also can practice English proficiency when filling column news feed to update the status, but can also be a requirement / addict is hard to break, so forget the time to learn.

Slowly but effective, media shape the views of viewers and readers about how a person sees his own and how one should relate to the everyday world. Visual media can memeniru viewers will need a better personality, smart, pretty, handsome, or strong. But school-age children not only act as spectators or listeners they also became imitators that they make tools to express their opinions.

Politeness as opposed to threatening actions, implanted as a positive value in Eastern culture, so even though in the context of social interaction through

media, politeness is expected by anyone

For an interaction that goes well on social media, then each party should let each other and face protection are not mutually threatened.

A comment that the message is threatening advance of others, will create negative feelings for those who are threatened. So as well as the interactions through face to face, then in social media, comments which contain threatening messages that other people would make negative feelings such as anger, frustration, hurt and emotional fragility than comments that do not threaten. Moreover, if the identity of the person who created the social media in accordance with the original, according to the authors it will be more likely to reply with a comment that also faces aggressively when threatened as a defense against self esteem. Definition of verbal aggressiveness is a tendency to attack the positions of individual self-concept in the topics of communication (Littlejohn and Foss, 2009) [3] and delivered so that others may experience psychological pain. Verbal aggressiveness can result in damage to a relationship. When a person feel sick after threatened, people are going to be aggressive and attack the opponent by replying to recover himself.

3. Conclusion

A form of speech utterances interpreted as a very polite, courteous, polite, and very disrespectful because of several factors: the position and the role of speech, speaker age, levels of authority and social speaker, recalled the purpose, effect speak, use words, and accuracy context described in the instrument in a variety of grains. Characteristics politeness of a speech is determined by various factors, namely the use of words, whether there is a greeting, speaking destination, whether or not the situation right, the attitude of self (arrogant, overbearing), honesty and dishonesty, vulgarity, the effect on the listener, the listener, the authority of social class, and the adequacy of speech. The politeness characteristics often overlap and lead to differences in the perception of the value of politeness. Therefore, the use of social media is also necessary caution before sending

who is involved in the communication. a message, because the interpretation of other people to information that has been shared on social media can not be prevented. Moreover, with technology, the spread of the message will tend to spread more quickly. So threatening face can be minimized, ethics in the delivery of messages in social media should be retained, as well as the delivery of messages in face-to-face. This ethical behavior must conform to social norms generally accepted. As a country with a multicultural culture, we should have a greater sensitivity to the face. By holding ethics in interacting through social media, all parties involved will feel comfortable interacting without feeling threatened and fearful face can express any opinion with courtesy. With social media so that also can be useful as a public space can run well. An experience such as "politeness" is not simply a style of interaction that emerges automatically in a medium. To the extent that people can be helped to manage the additional costs of displaying their alignment toward their utterances in mediated communication, both task and face needs will be served.

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CULTURAL INTERFERENCE IN TRANSLATING ENGLISH JOKES INTO INDONESIAN

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Abstract

Translating is a challenging work which produces a unique and artistic work. Translation process contains the cultural concepts, either abstract or concrete. In transferring the message of the source text's author into target text needs translators' creativity to produce acceptable, understandable and natural translation work. Cultural concept itself may mount from the understanding about the world experience that other people share. The cultural differences interfere with second language acquisition. There are the differences between word connotation, ethics and values from one culture to the other. Jokes provide amusement to entertain and to provoke laughs of the readers, in fact transferring the message of jokes is not easily done since it relates another culture.

This study is aimed to investigate what the students do to solve the problems in translating jokes dealing with such cultural interference. Translation problem solving refers to translation strategies. In addition, the data were also taken from the students' assignments of translating jokes. The results of the translated text were then compared with the source text and were analyzed. The comparison itself was needed because there ought to be a string of relationship between the process and product of translation. The result reveals that most of the students have difficulties in translating some words dealing with the message of humorous and cultural words; hence causing the Indonesian language interference, both grammatically and lexically appear in students' translation work.

Keywords: cultural concept, interference, language interference, untranslatable words

Introduction

Translation is a kind of activity in sending or transferring the author's idea of source text into target text readers. Translation has been growing rapidly recently even in Indonesia. Many works of translation have been published to amuse the readers. It is not only in written text but also a multimedia product such as a film. For example a cartoon film "Sponge Bob" has been translated into Indonesian. Comic of the same title has also been published in bilingual books. In other words, translation has been applied in any kind of media.

Translating is a challenging to do since the translator should have the linguistic and extralinguistic competences, which is called as broad knowledge of target text culture.

Translating is a challenging work which produces a unique and artistic work since the work of translation is personal, in other word it represents the different style of a translator. Style means the thought, belief or idea of a translator which is different with others. There are the differences between word connotation, ethics and values from one culture to the other. Culture which is represented in language involved in the process of translation is should be well known by a translator. Translation process contains the cultural concepts, either abstract or concrete. *Culture can be defined as the total range of activities and ideas and their material expression in objects* (Newmark, 1991:73) In transferring the message of the source text's author into target text needs translators' creativity to produce acceptable, understandable

and natural translation work. Cultural concept itself may mount from the understanding about the world experience that other people share. The cultural differences interfere with second language acquisition.

Jokes provide amusement to entertain and to provoke laughs of the readers, in fact transferring the message of jokes is not easily done since it relates another culture. Ahmed stated that *A joke can be defined as a form of humour in which the funniness culminated in the final sentence called the punch line* (1996:1) Jokes also provide amusement to entertain and to provoke laughs of the readers. Jokes as a popular communication, serve to affirm and perpetuate a cultural identity among people in different locations. Javier (2009:75). stated as follow:

It is the importation into the target text of lexical, syntactic, cultural or structural items typical of a different semiotic system and unusual or non-existent in the target context, at least as original instances of communication in the target language. This definition includes the importation, whether intentional or not, of literal or modified foreign words and phrases (lexical interference), forms (syntactic interference), specific cultural items (cultural interference, proper nouns included), or genre conventions (structural or pragmatic interference).

Cultural interference may occur in translating a joke, since it is culturally bound which needs inside knowledge to comprehend the message. Joke is not easily understood and involved in a same humor. Moreover Newmark (1991: 78) said that as follow :

Interference occurs even above the level of words and, in a broader sense, it can affect proper names, punctuation, cultural elements, etc. it can sometimes be seen also as a positive aspect of a translation. In translation, there are various degrees of interference, and its appropriacy depends partly on the type of text that is translated; in a literary work, both idiolectal and cultural interference often enriches the translation

To sum up, in transferring the idea of a joke, a translator needs a broad knowledge, such as culture to convey the humorous of the joke to the target readers. The cultural interference probably happen not as an error but it is also acceptable to make the translated jokes easily understood by the target reader. Dulay, et al (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language.

Translating a joke should be able to transfer the message of funniness to the target readers, in fact transferring the message of jokes is not easily done since it relates another culture. To get around cultural references, a translator should be able to localize the joke by finding a suitable equivalent in the target language's cultural sphere. It was not an easy task for the students although Indonesian is the students' mother tongue. The students have also found some words which are present the culture of target text.

Method

This study was a descriptive qualitative research because it is intended to describe the cultural interference in translating English joke into Indonesia. The data has taken from the students' work in translating joke/ humor in the class of *Translation and Culture*. To obtain the data, the students were required to do the assignment and the classroom observation was also conducted. When the students have finished their project, the focus group discussion was also conducted to investigate the cultural interference occurred in their work

Findings and Discussion

Cultural interference may occur in translating joke since joke is sometimes culturally bound. In transferring the funniness, it needs the cross cultural understanding to emphasize cultural differences that determine whether one is able or not to perceive a situation to be funny. In class of *Translation and Culture*, the students had some exercises to translate some kinds of text. In this research a joke taken from <http://www.rd.com/jokes/funny/religion-spirituality/preacher-on-a-horse> was given to the students. Then they transferred the idea of

funniness to the Indonesian text. In the source text 1, it was found that some students have different techniques to transfer the idea of the jokes. 7 of 23 students translated the text literally, and the rest, 16 of 23 students translated the text unliterally, in other word those students tried to localize the idea of the source text. They tried to adapt their work of translation in order to make the translated joke funnier, since the terms they used are familiar to the target readers.

Source text 1:

A preacher trained his horse to go when he said, "Praise the Lord," and to stop when he said, "Amen." The preacher mounted the horse, said, "Praise the Lord" and went for a ride. When he wanted to stop for lunch, he said, "Amen." He took off again, saying, "Praise the Lord." The

horse started going toward the edge of a cliff. The preacher got excited and said, "Whoa!"

Then he remembered and said, "Amen," and the horse stopped at the edge of the cliff. The preacher was so relieved and grateful that he looked up to heaven and said, "Praise the Lord!"

Taken from : <http://www.rd.com/jokes/funny/religion-spirituality/preacher-on-a-horse>

The the source text 1 was given to the students then they translated it into Indonesian. First the students tried to read and comprehend the jokes. The students may discuss the idea, but they were asked to transfer the idea in their own style. Here is the result.

TT-1	TT-2
<p><i>Seorang pendeta melatih kudanya untuk berlari ketika ia berkata ‘Puji Tuhan’ dan berhenti ketika mengucap ‘Amin’. Si pendeta naik kuda itu dan berkata ‘Puji Tuhan’ dan kuda itu berjalan maju. Ketika sang pendeta ingin berhenti sejenak untuk makan siang, ia berkata ‘Amin’ Si pendeta mencopot lagi dan berkata ‘Puji Tuhan’. Si kuda berjalan maju mendekati ujung jurang. Pendeta itu kaget dan berkata ‘Amin’ dan kuda itu berhenti tepat di ujung jurang. Si pendeta sangat lega dan bersyukur lalu melihat ke langit dan berkata ‘Pujilah Tuhan’</i></p>	<p><i>Ada seekor kuda yang dilatih oleh seorang kyai untuk berlari dengan perintah ‘Alhamdulillah..’, dan perintah ‘Amin’ untuk menghentikan kudanya itu. Kyai itu menunggang kuda dan mengucap ‘Alhamdulillah’, dan kuda pun itu berjalan. Ketika hendak makan siang, kyai itu mengucap ‘Amin’, kudapun berhenti Setelah selesai, kembali kyai itu menaiki kudanya dan mengucap ‘Alhamdulillah’,kuda itu berjalan cepat menuju pinggir tebing. Sang kyai kaget dan mengucap Amin. Sehingga kuda itu dapat berhenti tepat di ujungt ebing. Sang kyai merasa lega dan bersyukur sehingga dia menengadah dan berucap ‘Alhamdulillah’.</i></p>
<p><i>7 of 23 students =</i></p>	<p><i>16 of 23 students =</i></p>

Based on the TT-1, it can be seen that the literally translation has been applied. Some students have translated the text literally, in other words the students tried to transfer the idea in a simple way. They didn't think about the culture of the target readers. In this case the students just get the equivalence as they read in the dictionary. They students have translated literally into the target text. 'A preacher' is

translated into *pendeta*. A preacher means a person who preachers especially in a church

A minister of religion in other word, a preacher is a person who delivers a sermon or religious address to an assembled group of people, typically in church. The intercultural interference did not occur since 7 students have transferred the idea of a preacher literally. In contrary, the intercultural interference has

occurred on TT2. 16 students have translated a word a preacher into *Kyai*. *Kyai* means Muslim leaders. Islam is the major religion in Indonesia. Most of students are also muslim. Their belief has influenced their work of translation by localizing the jokes. *Kyai* is not the equivalence of a priest, since priest for the Catholic or Christian, but *kyai* is for *moslem*. The term *kyai* is more popular than *pendeta* in Indonesia. As the result the readers will easily understand that word. The term will be more acceptable by the target readers.

'Praise the Lord' is translated into *Puji Tuhan*. Those terms are equivalent and same as the idea of the source text. On TT1 it has been translated literally. Praise the Lord is the act of expressing approval or admiration to God. *Puji Tuhan* has the similar meaning with *Alhamdulillah*. It is usually spoken when someone thanks to Lord for something happened to him. *Alhamdulillah* is actually the equivalence with Praise the Lord. *Alhamdulillah* is more popular since it is mostly used for people Indonesia. That is the reason why most of the students (16 of 23 students) used the term in transferring the idea of Praise the Lord although the term is not Indonesian but Arabic. In fact it is more acceptable for the target text readers who

are mostly moslem. In getting the target text 2 the students have succeeded to solve their difficulties. The humor of the text will be easily accepted and understood by the target reader since the terms are very familiar to the target readers. To sum up, the students have tried to transfer the idea of the jokes naturally. In other words, the cultural interference happened as the students' effort to get their translated text readable for the target readers. It is not a kind of error which students do, but it is a way to get the text more acceptable for the target readers.

Source text 2:

A retailer sold his stuff on the roadside of the big city. Unfortunately, he took a rest under the sign which was written "A retailer is not permission to sell the stuff"

For several times, **a caretaker** came and warned "Hey Sir, look at that sign, you are not allowed to sell here. I can give you a fine!!"

The retailer said calmly, "sorry, why you give a fine to me if I don't do something wrong" The sign is written for **not sell the stuff**, but I'm just **take a rest now**"

TT-1	TT-2
<p><i>Seorang penjual berjualan di sepanjang sisi kota. Dengan tidak sengaja pedagang itu beristirahat di bawah rambu peringatan yang tertulis "dilarang berjualan di sini".</i></p> <p><i>Beberapa waktu kemudian, seorang petugas keamanan datang dan berkata "Hai pak, lihat rambunya, penjuan dilarang berjualan di sini, nanti kamu bisa saya denda".</i></p> <p><i>Penjual asongan tersebut menjawab dengan santai, "lho mengapa saya didenda? Saya tidak berjualan di sini, saya cuman istirahat kok,"</i></p>	<p><i>Seorang pedagang kaki lima berjualan di pinggir jalan kota besa di bawah papan yang bertuliskan: "Pedagang Kaki Lima Dilarang Berjualan di Sini".</i></p> <p><i>Selang beberapa waktu, petugas Satpol PP menghampiri dan menegurnya, "Mas, lihat papan itu (sambil menunjuk papan yang terpampang tepat di atasnya). dilarang berjualan di sini nanti bisa kami sita!!"</i></p> <p><i>Dengan tenang pedagang itu menjawab, "Lho Di situ khan tertulis pedagang kaki lima. Sedangkan saya kan hanya pedagang yang kakinya dua!!"</i></p>
17 of 23 students	6 of 23 students

From the data above it can be seen that there are different equivalences which are used by the students. Most of students (TT1) used *penjual* to get the idea of retailer. *Penjual* is commonly term used to define the seller on a roadside, as an itinerant trader. Trader has a meaning as a person usually purchase and maintain an inventory /goods to be sold. Then in target text culture *penjual* is a unique trader since he moves from one place to another. Otherwise in TT2 the students use the term *pedagang kaki lima*, it is a kind of TT idiom, to express the seller who is mobile. In other words trades here is a translated into *street vendors*. *Pedagang kaki lima* is used to represent the link between the seller and the sign which warn the street vendor to sell nearby. *Pedagang kaki lima* is used to make a contrast of the sign that the person, as a seller (who sell) has two feet only. For students it is a way to transfer the humorous of the jokes that the sign is not for the person who purchase goods.

The word *fine* has been translated into *denda* by some students. *Denda* usually refers to giving some money to the officer by giving the letter first or not. Some students have used the word *sita*, to translate fine. *sita* means confiscation or taken up. It is usually done by Indonesian caretaker if the sellers purchase in the forbidden area. It is very familiar to the Indonesian readers as the result the students use the term to get their work of translation natural. *denda* and *sita* actually have different meaning, since *denda* refers to giving money but *sita* refers to taking up the good purchased. *sita* mostly happened in target text culture so that term is more popular for Indonesia than the word of *denda*.

Some of the students translated the phrase *caretaker* into *Satpol PP*. It is a an agency of public order. The different mindset e actually between *the caretaker* and *satpol PP*, but some students used the term to get the jokes readable and easily understood by the target readers as the result the funniness will be well transferred into target text. *Caretaker* is actually different. *Carretaker* means someone who supervise and care for the bulding, but *satpol PP* is to nurture society and help the police and local government uphold and preserve public order.

organization to control and manage the street vendors. Both terms have different meaning, and the second target is more acceptable and readable for the target readers since it provides the cultural term which is familiar to the target readers.

In conclusion the students have tried to transfer the idea of the jokes into the natural and readable one. The cultural interference happened to affect the students in finding the proper equivalences. Their knowledge about the target readers culture play a role in achieving the natural jokes for the Indonesian reader as the result the funny message has been well transferred. Some culturally bound terms are applied and it proves that students have tried to find the proper equivalence of the target readers and to localize the English jokes. The use of the term (*sita*, *pedagang kaki lima*) have given the culture of target test.

Conclusion.

Based on the explanation above, it can be concluded that translating joke has some problems which students should solve dealing transferring the funniness and culture. The cultural interference may occur in getting the translated text readable and acceptable for the target readers. Since Muslim is the majority in Indonesia as a belief and it is as one of the culture has influence most of the students to use the popular Muslim term to transfer the idea of the source language. It interfered the work of the translation although the funniness has been already well transferred into target text.

In other words the intercultural reference occurred in translating English jokes into Indonesian. Most of students used Indonesian and Arabic which those terms are familiar to the target readers. Intercultural reference occurred to localize the translation work as the result the funniness of the joke has been well transferred and the translated texts are readable and acceptable.

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INDO TRANSLATION VARIETIES OF BURN'S *A RED RED ROSE* BASED ON ANDRE LAFEVERE'S TRANSLATING PRINCIPLES

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Abstract

The study entitled, *Indo Translation Varieties of Burn's A Red Red Rose Based on Andre Lafevere's Translating Principles*, offers translations of Robert Burns' *A Red, Red Rose* written in English into Indonesian language.

The paper shows the translation products in Indonesian language of Robert Burns' poem *A Red, Red Rose*.

The research design of this paper is qualitative descriptive, in any case, the source of the data is a text of poem presented in a description of the products of translating the poem; The source of data is the English poem by Robert Burns, *A Red, Red Rose*, as the source text (ST). The units of analysis are words, phrases, and sentences in lines and stanzas of the poem. In translating process of translation, the writer conducts three steps. Those are (1) analysing the source text by close reading in order to comprehend the substance of the text, (2) Transferring the meaning of the source text into the target text. This step can be defined as evaluation and revision activity in creating appropriate equivalence, and (3) restructuring the equivalence meaning to the target text.

The result of the study is that there are six Indonesian translated versions of Robert Burn's *A Red, Red Rose*.

Keywords: translating principles, equivalence, source text, target text

1. Introduction

Poetry is a literary work as a meant to express the emotions and touch the feelings and depths of listeners or readers. Poets resort to diverse devices to serve their intentions. They apply a variety of figures of speech; such a rhythm, rhyme, tone; there is a deviation from the institutionalized linguistic code and musicality expressed through meter and cadence.

Translating poetry without losing its beauty maybe is the most difficult thing, because when translator tries to do it, he cannot just take a dictionary and find the words that he needs and applies. The translator needs more than that. The privilege of poetry forces him to find some appropriate translation principles or methods, i.e. methods that can help to transfer language from the source to the target language without losing its meaning and its beauty.

In translation discourse, there has been a deputation that poetry is translatable or not.

It has made a developing issue. Because of it, there is any assumption between two fortifications. Those are a war of impregnable fortification versus pregnable fortification in the world of translation.

The impregnable fortification assumes that poetry is untranslatable or impossibility on Poetry Translation. This side is supported by some figures. The former is Eghishe Charents in Nichainan (2000: xi) who says that poetry must be translated by a poet, Clement Wood in Landers (2001: 97) makes a statement, that says literary translation is more than simply changing words from one language to another, it involves the intricate task of expressing the words of the writer in a way that express the original intention, assumes that translate it with absolute fidelity into another language, and the poetry is dead.

The latter reinforces the impregnable fortification such as Professor Widdowson (1975: 207) appears less extreme. He assumes that the translation of poetry is extremely

difficult because of "the patterning of sound and sense into a single meaning".

Furthermore, such views go with the belief that poetry is wholly lost in translation and Roman Jakobson in Venuti (2000: 139) writes in his article "On Linguistic Aspects of Translation" about the possibility and impossibility of translation and defines poetry as "by definition untranslatable. Only creative transposition is possible".

In developing of translating issue, the other fortification is the pregnable one. This side is developing positive assumption on poetry translation. A variety of views have been proposed in this regard. Theodore Savoy (2001: 478) mentions some of these views. He says that people such as Carlyle, Leigh Hunt and Professor Po states believe that poetry cannot be translated into a form other than poetry, for its aesthetic impact is expressed through meter. Others such as Mathew Arnold and Helaire Belloc expressed the possibility of translating poetry into prose for a prose form can still have its poetic essence.

Poetry, possessing all the above components, arouses doubts and queries on the possibility of its translatability. Whereas some people look at it as a sacred entity, others dared to conquer its impregnable fortifications. Professor Rainer Schulte, Co-Founder of ALTA (American Literary Translator Association), convinces that literary translation bridges the delicate emotional connections between cultures and languages and furthers the understanding of human beings across national borders. In the act of literary translation the soul of another culture becomes transparent, and the translator recreates the refined sensibilities of foreign countries and their people through the linguistic, musical, rhythmic, and visual possibilities of the new language.

To logically conclude, poetry can be translated by those who have deep interest in poetry and who possess the poetic feel and sensation, in addition to their mastery of the other language. The poet, in this regard, is a leading translator. But, how many poets, who master a foreign language, can be found because poets have not been the (literary) translators yet.

Based on the phenomenon above, the writer tries to deliver practical study by applying Andre Lefevere's translation method on translating poetry. The writer is going to

focus on translating Robert Burns' *A Red, Red Rose* written in the English Language into the Indonesian Language by applying Andre Lefevere's translation methods. The purpose of the paper will show the translation as products of translating in Indonesian language of Robert Burns' poem *A Red, Red Rose*.

Newmark (1988:5) states that translation is rendering the meaning of text into another language in the way that the author intended the text. Newmark (2009:17) in Hartono has statement that while translation method relating to whole texts, translation procedures are used for sentences and the smallest unit of language. Newmark (1991: 35) states that translation is a cover term with three distinguishable meanings: 1) translating, the process (to translate; the activity rather than the tangible object), 2) a translation: the product of the process of translating (e.g. the translated text), and 3) translation: the abstract concept which encompasses both the process of translating and the product of that process.

In line with Newmark's statement, Bell (1991: 13) asserts the term 'translation' used and discussed throughout this paper is confined to the written language, and refers to both the product and process of translating.

The principle that a translation should have an equivalence relation with the source language text is problematic. There are three main reasons why an exact equivalence or effect is difficult to achieve. It is impossible for a text to have constant interpretations even for the same person on two occasions. According to it, before one could objectively assess textual effects, one would need to have recourse to a fairly detailed and exact theory of psychological effect, a theory capable, among other things, of giving an account of the aesthetic sensations that are often paramount in response to a text (Hervey, Higgins and Haywood (1995: 14).

Andre Lafevere in Bassnett delivers the methods of literary translation. Those are as the followings: (1) Phonemic translation method, which attempts to reproduce the SL sound in the TL while at the same time producing an acceptable paraphrase of the sense. Lafevere comes to the conclusion that although this works moderately well in the translation of onomatopoeia, the overall result is clumsy and often devoid of sense altogether, (2) Literal translation method, where the emphasis on word-for-word translation distorts

the sense and the syntax of the original, (3) Blank verse translation method. The restrictions imposed on the translator by the choice of structure are emphasized, although the greater accuracy and higher degree of literalness obtained are also noted; (a) Metrical translation, where the dominant criterion is the reproduction of the SL meter. Lafevere concludes that, like literal translation, this method concentrates on one aspect of the SL text at the expense of the text as a whole and (b) Rhymed translation, where the translator 'enters into a double bondage' of meter and rhyme. Lafevere's conclusions here are particularly harsh, since sound and song of the SL to TL, (4) Poetry into prose method. Here Lafevere concludes that distortion of the sense, communicative value and syntax of the SL text results from this method, although not to the same extent as with the literal or metrical types of translation, and (5) Interpretation method. Lafevere discusses what he calls; (a) Version where the substance of the SL text is retained but the form is changed, and (b) Imitation where the translator produces a poem of his own which has 'only title and point of departure, if those, in common with the source text'.

The research design of this study is qualitative descriptive, in any case, the source of the data is text and the result are presented in a description form. The source of data for this paper is the English poem by Robert Burns, *A Red, Red Rose*, as the source text (ST). The units of analysis in this paper are words, phrases, and sentences in lines and stanzas of the poem. In the process of translation, the writer conducts three steps. Those are (1) analysing the source text by close reading in order to comprehend the substance of the text, (2) Transferring the meaning of the source text into the target text. This step can be defined as evaluation and

revision activity in creating appropriate equivalence, and (3) restructuring the equivalence meaning to the target text. The result of this study is the translations, products of translating, in the Indonesian language on Robert Burns' poem *A Red, Red Rose*.

2. Indo Translations of Robert Burns' poem *A Red, Red Rose*.

Translation can be said as a means of interlingual communication and it can be applied in literary translation. The writer as the translator of the poem makes a possible exchange of information between the users of different languages by producing in the target language or translating language a text which has an identical communicative value with the source or original text. The text is going to translate is the poem written by Robert Burns, *A Red, Red Rose* as source text.

In this discussion, the writer shows the translation products on the English poem by Robert Burns *A Red, Red Rose* in the Indonesian language by applying Andre Lefevere's translation method. The product can be shown as the followings.

The first is phonemic translation method, which attempts to reproduce the SL sound in the TL while at the same time producing an acceptable paraphrase of the sense. Lafevere comes to the conclusion that although this works moderately well in the translation of onomatopoeia, the overall result is clumsy and often devoid of sense altogether.

A Red, Red Rose is a 1794 poem in Scots dialect by Robert Burns based on traditional song. The song is also referred to by the title *My Love is Like A Red, Red Rose* or *Red, Red Rose* and is often published as a poem. This is a specific poem of romantic poetry and a romantic themed poem.

A Red, Red Rose (1794)

by Robert Burns

O my Luve's like a red, red rose
That's newly sprung in June;
O my Luve's like the melodie
That's sweetly play'd in tune.

As fair art thou, my bonnie lass,
So deep in luve am I:

And I will luv thee still, my dear,
 Till a' the seas gang dry:

Till a' the seas gang dry, my dear,
 And the rocks melt wi' the sun:
 I will luv thee still, my dear,
 While the sands o' life shall run.

And fare thee well, my only Luve
 And fare thee well, a while!
 And I will come again, my Luve,
 Tho' it were ten thousand mile.

Figure 1. Original Scots Dialect Poem of Robert Burns' *A Red, Red Rose*

In applying the phonemic translation method, the writer attempts to reproduce the source language sound in the target language while at the same time producing an

acceptable paraphrase of the sense. Based on this method, the writer changes some words, which have the similar or alike sound, into Standard English and extricates into sentences.

A Red, Red Rose
 by Robert Burns

O, my love is like a red, red rose
 That is newly sprung in June;
 O, my love is like the melody
 That is sweetly played in tune.

As fair are you, my lovely lass,
 So deep in love am I:
 And I will love you still, my dear,
 Till all the seas go dry:

Till all the seas go dry, my dear,
 And the rocks melt with the sun:
 I will love you still, my dear,
 While the sands of life shall run.

And fare you well, my only Love
 And fare you well a while!
 And I will come again, my Love,
 Although it were ten thousand mile.

Figure 2. Standard English of Robert Burns' *A Red, Red Rose*

The changes occur from the original into standard are *luve's* into *love is*, *That's* into *That is*, *melodie* into *melody*, *play'd* into *played*, *art* into *are*, *thou* into *you*, *bonnie* into

lovely, *thee* into *you*, *a'* into *all*, *wi'* into *with*, *gang* into *go*, *o'* into *of*, *Tho'* into *Although*.

Origin	Standard English
<i>luve's</i>	<i>love is</i>
<i>That's</i>	<i>That is</i>
<i>melodie</i>	<i>melody</i>

<i>play'd</i>	<i>played</i>
<i>art</i>	<i>are</i>
<i>thou</i>	<i>you</i>
<i>bonnie</i>	<i>lovely</i>
<i>thee</i>	<i>you</i>
<i>a'</i>	<i>all</i>
<i>wi'</i>	<i>with</i>
<i>gang</i>	<i>go</i>
<i>o'</i>	<i>of</i>
<i>Tho'</i>	<i>Although.</i>

Table 1. The Changes from Origin to Standard English

The poem is extricated into fourteen sentences as the followings. From these sentences, narrative sequence of the poem can be stated.

1. O, my love is like a red, red rose that is newly sprung in June.
2. O, my love is like the melody that is sweetly played in tune.
3. You are as fair as my lovely lass.
4. I am so deep in love, and
5. I will always love you, my Dear, until
6. All the seas go dry.
7. Till all the seas go dry, my Dear, and
8. The rocks melt with the sun.
9. I will always love you, my Dear, while
10. The sands of life shall run. And
11. You fare well, my only Love, and
12. You fare well a while! And
13. I will come again, my Love, although
14. It were ten thousand mile.

The second is literal translation method, whose emphasis is on word-for-word translation distorts the sense and the syntax of the original.

<p>A Red, Red Rose (4) by Robert Burns</p> <p>O, my love is like a red, red rose (9) That is newly sprung in June; (6) O, my love is like the melody (7) That is sweetly played in tune. (6)</p> <p>As fair are you, my lovely lass, (7) So deep in love am I: (6) And I will love you still, my dear, (8) Till all the seas go dry: (6)</p> <p>Till all the seas go dry, my dear, (8) And the rocks melt with the sun: (7) I will love you still, my dear, (7) While the sands of life shall run. (7)</p> <p>And fare you well, my only Love (7) And fare you well a while! (6) And I will come again, my Love, (7) Although it were ten thousand mile. (6)</p>	<p>Setangkai Merah, Merah Mawar (4) Karya Robert Burns</p> <p>O, cintaku bagaikan setangkai merah, mawar merah (7) Yang berkembang dimusim semi bulan Juni; (6) O, cintaku bagaikan melodi (4) Yang dimainkan dengan indahnya. (4)</p> <p>Secantik dikau, gadisku kasihku, (4) Terlalu dalam kumencintai: (3) Dan Kukan selalu mencintamu sayangku, (5) Hingga semua samudra mengering: (4)</p> <p>Hingga semua samudra mengering, Kasihku, (5) Dan bebatuan meleleh karena panasnya mentari: (6) Kukan mencintaimu selalu, Kasihku, (4) Walaupun pasir kehidupan berlalu. (4)</p> <p>Dan kau sangat berharga, satu satunya Kasihku (7) Dan kau sangat berharga, walau sebentar! (6) Dan Kukan datang kembali, Kasihku, (5) Meskipun jarak sepuluh ribu mile memisahkan. (6)</p>
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Figure 3. Indo Literal Translation of Robert Burns' *A Red, Red Rose*

The changes occur in Indo Literal Translation of Robert Burns' *A Red, Red Rose* is the number of words on the SL and the TL.

Those are the first, third, and fourth line of the first stanza, the first, second, third, and fourth line of the second stanza, the first, second,

third, and forth line of the third stanza, the third line of the forth stanza.

The third is blank verse translation method. The restrictions imposed on the translator by the choice of structure are emphasized, although the greater accuracy and higher degree of literalness obtained are also noted. In applying this method, the Indo

translation can be metrical and rhymed translation way.

The metrical translation, in which the dominant criterion is the reproduction of the SL meter. The writer concludes that, like literal translation, this method concentrates on one aspect of the SL text at the number syllables expense of the text as a whole.

<p>A Red, Red Rose (4) by Robert Burns</p> <p>O, my love is like a red, red rose (9) That is newly sprung in June; (7) O, my love is like the melody (9) That is sweetly played in tune. (7)</p> <p>As fair are you, my lovely lass, (8) So deep in love am I: (6) And I will love you still, my dear, (8) Till all the seas go dry: (6)</p> <p>Till all the seas go dry, my dear, (8) And the rocks melt with the sun: (7) I will love you still, my dear, (7) While the sands of life shall run. (7)</p> <p>And fare you well, my only Love (8) And fare you well a while! (6) And I will come again, my Love, (8) Although it were ten thousand mile. (8)</p>	<p>Mawar Merah (4) Karya Robert Burns</p> <p>Oh, cintaku mawar merahku (9) Bersemi Awal Juni; (7) Oh, cintaku bagai melodi, (9) Mengalun dengan indah. (7)</p> <p>Secantik engkau, gadisku, (8) Sedalam kasihku: (6) Ku kan cinta kau selalu, (8) Hingga laut kering: (6)</p> <p>Hingga laut kering, Kasih, (8) Mentari lebur batu: (7) Kukan selalu cinta, (7) Walau hidup berlalu. (7)</p> <p>Berharga, hanya Kasihku (8) Dan engkau berharga! (6) Aku kembali, Kasihku, (8) Meskipun jarak memisah. (8)</p>
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Figure 4. Indo Metrical Translation of Robert Burns' *A Red, Red Rose*

The rhymed translation method, where the translator enters into a double bondage of meter and rhyme. The writer concludes that

are particularly harsh, since ending sounds of the SL to TL in every line is maintained.

<p>A Red, Red Rose 4 by Robert Burns</p> <p>O, my love is like a red, red rose (9-a) That is newly sprung in June; (7-b) O, my love is like the melody (9-c) That is sweetly played in tune. (7-b)</p> <p>As fair are you, my lovely lass, (8-d) So deep in love am I: (6-e) And I will love you still, my dear, (8-f) Till all the seas go dry: (6-e)</p> <p>Till all the seas go dry, my dear, (8-f) And the rocks melt with the sun: (7-g) I will love you still, my dear, (7-f) While the sands of life shall run. (7-g)</p>	<p>Mawar Merah 4 Karya Robert Burns</p> <p>Oh, cintaku mawar memerah (9-a) Awal Juni bersemi; (7-b) Oh, cintaku bagai bernada (9-c) Dalam alunan bunyi. (7-b)</p> <p>Secantik dirimu, gadis, (8-d) Ku terlalu kasih, (6-e) Dan Ku selalu idamkan, (8-f) Hingga laut pipih: (6-e)</p> <p>Hingga kering lautan, (8-f) Mentari lebur batu: (7-g) Ku selalu bertahan, (7-f) Walau hidup berlalu. (7-g)</p>
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And fare you well, my only Love (8-h) And fare you well a while! (6-i) And I will come again, my Love, (8-h) Although it were ten thousand mile. (8-i)	Berharga, hanya Dirikau (8-h) Kau berharga lelang! (6-i) Aku kembali, Dirikau, (8-h) Meskipun jarak membentang. (8-i)
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Figure 5. Indo Rhymed Translation of Robert Burns' *A Red, Red Rose*

The forth is poetry into prose translation method. The writer concludes that distortion of the sense, communicative value and syntax of the SL text results from this

method, although not to the same extent as with the literal, metrical or rhymed types of translation.

<p>A Red, Red Rose by Robert Burns</p> <p>O, my love is like a red, red rose That is newly sprung in June; O, my love is like the melody That is sweetly played in tune.</p> <p>As fair are you, my lovely lass, So deep in love am I: And I will love you still, my dear, Till all the seas go dry:</p> <p>Till all the seas go dry, my dear, And the rocks melt with the sun: I will love you still, my dear, While the sands of life shall run.</p> <p>And fare you well, my only Love And fare you well a while! And I will come again, my Love, Although it were ten thousand mile.</p>	<p>Rasa Cintaku Karya Robert Burns</p> <p><i>Speaker</i> atau <i>Voice</i> puisi ini menggambarkan rasa cintanya untuk menjelaskan cintanya bagaikan setangkai mawar merah, sekuntum bunga indah merah merekah pada awal bulan Juni di musim semi. Cintanya juga digambarkan seperti alunan melodi musik yang dimainkan dengan indah.</p> <p>Cintanya ditujukan kepada gadis kekasihnya. Cintanya sangat dalam dan bertahan lama bagaikan lamanya waktu semua samudra mengering. Cintanya tidak akan menghilang lenyap di akhir dunia dan ia akan mencintainya hingga akhir dunia.</p> <p>Gambaran usia cintanya yang tidak akan berakhir digambarkan seperti laut mengering dan batu karang yang dilelehkan oleh matahari. Hal itu menunjukkan bahwa rasa cintanya tidak hanya sebentar saja walaupun mereka saling berjauhan.</p> <p>Rasa cintanya kepada kekasihnya menguraikan cerita cinta abadi seperti tanda yang menunjukkan bahwa ia tidak akan menyerah sampai akhir dunia. Ia rindu karena kehilangannya bahkan mereka saling berjauhan satu sama lain.</p>
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Figure 6. Indo Prose Translation of Robert Burns' *A Red, Red Rose*

The fifth is interpretation translation method. The writer discusses what he calls versions which the substance of the SL text is retained but the form is changed, the changes occurs the number of words in every line and

retains some equivalence between the SL into the TL. and Imitations which the translator produces a poem of his own way which has 'only title and point of departure, if those, in common with the source text'.

Version	Imitation
<p>Cintaku, Mawar Merah</p> <p>Cintaku bagai sekuntum bunga mawar Yang indah merah merekah. Pada bulan Juni di musim semi. Cintaku bagai musik emosi yang intensif.</p> <p>Cintaku pada seorang gadis, Cintaku tak kan lenyap di akhir dunia. Bagaikan aktifitas laut mengering Dan ku akan mencintainya hingga akhir dunia.</p> <p>Cintaku tidak akan berakhir Bagaikan laut mengering. Batu karang dilelehkan sang matahari. Rasa cintanku tak hanya sebentar saja walupun kita saling berajuhan.</p> <p>Cerita cintaku tak ada akhirnya, Tak kan menyerah sampai akhir dunia. Rinduku akan kehilangannya walau Saling berjauhan satu sama lain.</p>	<p>Setangkai Bunga Mawar Merah, Cintaku</p> <p>Keagungan cintaku Seperti bunga mawar dan nyanyian, Cintaku adalah keindahan dan berharga. Cintaku bagaikan setangkai bunga mawar merah.</p> <p>Cintaku hadir di musim semi. Saat musim semi di bulan Juni Ketika aku memandang sekelilingnya, Aku melihat sekuntum bunga mawar merah.</p> <p>Cintaku adalah persahabatan yang menggelora, Cinta itu seperti keberuntungan. Aku harus pergi untuk temukannya. Cinta yang fisik dan emosional,</p> <p>Perasaan, seperti bangkit dan melayukan Bagaikan orang yang lahir, hidup, dan mati. Cinta abadiku untuk kamu rasa, Tak peduli bagaimana jauh terpisah.</p>

Figure 7. Indo Interpretation Translation of Robert Burns' *A Red, Red Rose*

3. Conclusion

The result of this study is the translations, products of translating, in the Indonesian language on Robert Burns' poem *A Red, Red Rose* as the followings.

In applying the phonemic translation method, the writer attempts to reproduce the source language sound in the target language while at the same time producing an acceptable paraphrase of the sense. Based on this method, the writer changes some words on it into Standard English and extricates into seven sentences. The changes occurs from the original into standard are *luve's* into *love is*, *That's* into *That is*, *melodie* into *melody*, *play'd* into *played*, *art* into *are*, *thou* into *you*, *bonnie* into *lovely*, *thee* into *you*, *a'* into *all*, *wi'* into *with*, *gang* into *go*, *o'* into *of*, *Tho'* into *Although*.

In applying blank verse translation method, the writer restricts and imposes on the choice of emphasized structure, although the greater accuracy and higher degree of literalness obtained are also noted by translating the Indo translation into metrical and rhymed translation way.

In applying the metrical translation, the writer is based on the dominant criterion in the reproduction of the SL meter. The writer concludes that, this method concentrates on one aspect of the SL text at the number of syllables in every line of each stanza.

In applying rhymed translation method, the writer enters into a double bondage of meter and rhyme. The conclusions are particularly harsh, since maintaining the sound and song in the end of every line of the SL to TL.

In applying poetry into prose translation method, the writer concludes that distortion of the sense, communicative value and syntax of the SL text results from this method, although not to the same extent as with the literal or metrical types of translation.

In applying interpretation translation method, the writer discusses what he calls version which the substance of the SL text is retained but the form is changed, and imitation which the writer reproduces a poem of his own which has only title and point of departure, in common with the source text.

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THE FUNCTION OF TRANSLATION IN FOREIGN LANGUAGE TEACHING

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Abstract

The oldest method in foreign language teaching is the grammar-translation method, that's not favorable nowadays. Nevertheless this method is still useful in the class.

Newmark (1991: 61-63) states that the translation to L1 is helpful to ensure that the pupils are not guessing the wrong meaning. There are three functions of translation in three stages of teaching foreign languages. In the elementary stages, translation from L1 to L2 may be useful as a form of control and consolidation of basic grammar and vocabulary. In the middle stages, translation from L2 to L1 of words and changes may be useful in dealing with errors. In the advanced stages of language teaching, translation from L1 to L2 and L2 to L1 is recognised as the fifth skill and the most important social skill.

All functions of that translation will be described in this paper.

Keywords: translation, function, foreign language teaching

1. Introduction

This paper does not suggest people to reuse Grammar-translation methods, which is the oldest method in foreign language teaching and learning process. Rather emphasizes on the benefit of translation on German teaching and learning process in the Faculty of Languages and Arts (*Fakultas Bahasa dan Seni/FBS*) in Yogyakarta State University (*Universitas Negeri Yogyakarta/UNY*).

Why does translation is still needed in the process of teaching and learning in the classroom? There are several reasons that further can be elaborated based on the learners' ability as beginner learners, who learn German for the first time in FBS UNY, intermediate learners, and advance learners.

Sentence meaning in German particularly depends on its verb. The verb itself has its own consequences, whether it is followed by *Nominativ*, *Akkusativ*, *Dativ*, *Dativ & Akkusativ*, or *Genetiv*. The examples are as follows:

(1) *Dem Kind blutet die Hand.* (The boy's hand is bleeding).

(2) *Ich habe mir meinen linken Zeigefinger geschnitten.* (I cut my left index finger).

The verb in the sentence (1) is *bluten* (bleeding) and followed by a *Dativ* object, *dem Kind*. *Die Hand* is a *Nominativ* that function as a subject. If the sentence is translated literally

into Bahasa Indonesia the subject meaning will be different. The verb in the sentence (2) is *haben geschnitten* (has cut) and followed by a *Dativ* object, *mir* and an *Akkusative* object, *meinen linken Zeigefinger*. If the subject is translated literally into Bahasa Indonesia, the meaning will be strange, because no one will have cut his own left index finger (on purpose), or "*Saya telah memotong jari telunjuk tangan kiri saya*" in Bahasa Indonesia. Thus, to evaluate students' understanding of German (with its various kind of object) teacher could ask them to translate a sentence into target language.

The other function of translation in German Education Department in FBS UNY is to prepare students who are interested in translation studies, so they can be a professional translator in the future. There are not many people have worked professionally as a translator in Indonesia and the benefit is promising enough to make living.

2. Grammar-translation Method

Grammar-translation method was used in Europe in the 19th century to teach foreign language like *France*, *English*, and *German* in *Gymnasium*. At that time Latin was the language for scientists. The concept of this classical method required a homogeneous class, both in the aspect of students' age and

knowledge. The students were also categorized as a *leistungsstark* or an outstanding learner [2].

It is explained in the same book that a textbook is not divided into *Lektionen* or chapter based on theme for example, but into blocks, such as *Grammatik*. *Grammatik* is divided again into word class, sentence, and phrase of the related *Grammatik*. The translation of sentences, free writing, and reading is also used by translation to understand a text.

There are two positive aspects of this method. The first, it trains learners' brain to think or *Gedächtnisstraining*, which is appropriate for adult learner. And the last, it trains learners' written language skill. The negative effect is that the language learning is separated from the social context and no discussion about everyday language usage or *Sprachverwendung im Alltag*.

Therefore, the core activity of translation in this method is the use of grammatical rule in the foreign language or L2 which students have learnt before. Learners are required to understand the text and translate it into their first language/L1 or vice versa.

The translation from L2 to L1 in the early stage of language teaching will give efficiency of time, because teacher can be sure that learners do not translate the word wrong.

(3) *Alle Studenten waven nicht verheiratet.*

All the students have not married yet.

Semua mahasiswa belum menikah.

(4) *Er beüicksichtigte den psychischen Zustand des Kranken nicht.*

He does not consider the physical condition of his patient.

Dia tidak mempedulikan keadaan mental pasien.

(5) *Er fährt nicht mit der Straßenbahn, sondern mit dem Bus.*

He did not take a train, but a bus.

Dia tidak naik kereta api, melainkan bus.

All the three sentences above consist of an element, *nicht* → a negation that is in its translation should be well concerned, what element that is negated in a sentence. In sentence (3) what is negated is an *adverb*, in sentence (4) what is negated is a *verb*, and in sentence (5) what is negated is also a *verb*.

To be certain of students' mastery in using those *Grammatik* elements, teacher can ask them to translate a text.

3. Translation in Foreign Language Teaching

There are three levels of translation in language learning, which are beginner, intermediate, and advance level.

In the beginner level, translation from L1 to L2 is the controller and the consolidator of basic grammar and vocabulary, importantly if the language is synthetic, as German. The control is conducted sufficiently regular, and do not always dominate by introducing L2 in teaching and learning process, but that is emphasized more on the production of L2 freely.

In intermediate level, translation from L2 to L1 in terms of word, clause, error identification, interference, interlanguage or inappropriate could be solved by back-translation as the assistance in producing creative discourse or text. Occasionally, translation of L2 to L1 is useful for enrichment of vocabulary in L1, especially what belongs to one field or topic, as synonym.

In the advance level, translation from L1 to L2 and vice versa refers to the fifth competence and social competence because this exercise will improve communication skill and understanding among foreigners. Translation from L1 to L2 is usually imperfect, approximate, and essential in certain situation. Translation from L2 to L1 covers fiction text, newspaper, and advertisement, which is intended to extend language competence.

4. Discussion

Both in language skill subject or German-Indonesian translation and vice versa, the first level is translating foreign language to Bahasa Indonesia. Here, one word in German is not always translated as one word in Bahasa Indonesia. One German word in a sentence might change the meaning based on the appropriate context.

For example:

(6) *Gewitter*

hujan badai disertai angin dan guntur
rainstorm

(7) *Schlemmen ohne Reue* [4]

makan banyak dan enak tanpa penyesalan
eat a lot without regret

(8) *Tiere in Not*

hewan-hewan dalam bahaya
animals in danger/almost extinct animal

Sometimes, the example (6) is translated into *hari hujan* by the students. It becomes *es regret* if it is translated back, and not raining and storming hard. *Schlemmen* in example (7) is translated into *pesta pora* which becomes *Schlemmerei* if it is translated back. Whereas, the meaning of *Schlemmen* and *Schlemmerei* are different.

The phrase (8) is uncommonly translated into *hewan dalam kesusahan* (animals in difficulty). The word *Not* means difficulty[1], but the meaning is not appropriate for animals. Thus, the word *Not* refers to animals in danger or almost extinct animals.

If students often practice back-translation in language class, there will be additional vocabulary and concept for them. Back-translation is implemented by the lecturer if the students translated texts incorrectly. Therefore two translated texts could be compared and analyzed in terms of the suitability, customary, and accuracy[3].

German-Indonesian translation is more complicated for both lecturers and students. This is caused by the lack of mastery knowledge of sentences' structure and vocabulary, low pragmatic knowledge, and low cultural understanding of German. All of the weaknesses could be solved when the students and lecturer spend more time in reading and try to comprehend texts in NADI magazine, which is published regularly by German Student Exchange Department in Jakarta. It is published in two languages and informs about German alumni activities in those two countries.

In German-Indonesian Translation subject, students practiced translating official documents, like Personal Identity Card, Educational Certificate, Birth Certificate, etc. One of students' mistakes was related to status. The students still wrote down someone's status as *perawan/jejaka* in ID Card. This was inappropriate in German culture. This status usually wrote down as *single* or *ledig*. There were two possibilities related to *janda/duda* in Bahasa Indonesia, those who were divorce while alive refer to *geschieden*. Those who were divorce because of death refer to *verwitwet*. Thus, culture was highly related element in translation. These mistakes occurred because of influence of Indonesian culture.

The other mistakes occurred in translating educational and birth certificate, particularly in relation to unity in the document. Who is

graduated? When he/she is graduated? What is the institution? What qualifications are related? Another mistake is related to time. In Bahasa Indonesia, someone is graduated from certain educational level. In German, it is a must to write down that someone has graduated from certain educational level, because the graduation is in the past. Moreover, mistakes in writing date, third person pronoun, and adjective declination also occurred in the translation. Mistakes in translating birth certificate were almost the same as that in translating educational certificate. In addition, there is additional information about when someone was born, for example *Kamis Legi*, which is not common in German culture. This problem could be solved by foreignization. If the translator chose domestication ideology, that someone was born on *Thursday Legi*, the translation could be *am Donnerstag Legi, den ...*

In translating marriage document, there is also foreignization occur in translated text. It could be changed by maintaining domestication. For example *tanggal 22 bulan Zulhijjah tahun Islam ...*, the translator could describe it as the date in lunar Islamic calendar.

The preventive solution for these mistakes could be the same as what have been stated before, which are extensive reading of translational works, NADI magazine, or asking the native speaker. Fortunately, there are always native speakers in German Education Department in UNY as *Lektorin, Sprachassistentin*, or *Praktikantin* from German. Nowadays, there are two native speakers there.

5. Conclusion

The German-Indonesian Translation and vice versa are certain in Teaching German in German Education Department FBS UNY. The main functions are comprehension of sentences' structure, and vocabulary within two languages. Moreover, it could improve pragmatic and cultural understanding of two countries. Students might solve some problems in translation by asking for native speakers' help and NADI magazine.

6. Acknowledgment

I would like to express my deepest gratitude to my postgraduates students, Silvy and

Raisza, who helped me in this paper, also to all my students in *Übersetzungs-klasse*. I have the examples from their works.

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Transposing Culture in Children Literature: A Study on *Aesop's Fable* and its Translations through Adaptation Method

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Abstract

In translation sense, translating a text including literary works means not only translating message but also translating culture of source language to receptor language. The cultural differences of both languages consequently demand a translator to comprehend both cultures. Similarly, translating children literature requires adequate competence particularly in the process of rendering moral values as the major element of this kind of literature. Adaptation is one of the techniques commonly applied in translating children literature. It is done by retaining the general theme/ values or plotting yet substituting cultural elements of source text to target text. This is best described in several *Aesop's fables* which are translated into Indonesian. This paper, thus, tries to describe how adaptation method is applied in these animal stories in Indonesian context through their translated version. Klingberg's categorization of adaptation is used to reveal types of adaptation applied in those translated versions. Three stories along with their translated versions were taken as the sample of this study. The findings show that cultural context adaptation, purification and modernization are identified. It reveals that adaptation through its sub categorizations is applied to transpose cultural references such as proper name, some culturally restricted elements and idiomatic expressions. Accordingly, the translation sounds close to the target readers namely children for the sake of delivering moral values as the part of embodying moral education in them.

Keywords: Children Literature, Fable, Adaptation, modernization, purification, Cultural References.

A. Introduction

Nowadays, literary translation has been developing significantly. World literary works have become part of reading collection for Indonesian people. However, for those who have no access to original language, translated versions would be a demand to bridge the language gap from original works to the target ones. Translation then plays a significant role to transfer the message as well as culture from source language into target language for all kinds of those literary works. The cultural differences of both languages consequently demand a translator to comprehend both cultures.

Among the world literary works is children literature. Oittinen claims that children literature can be seen either as literature produced for children or as literature read by children while Klingberg describes children literature as literature produced specifically for children (2000:61). It should be then noted that children literature is a segmented works which is exclusively for children.

Fables, animal stories, in Indonesian context may be from either traditional folktales or translated versions. On one hand, traditional folktales have been read or told by both parents and children to enjoy the story which is close to their cultural perspective. On the other hand, translated versions need to consider some adjustments in terms of cultural and linguistic elements. Commonly adaptation is preferable for translators to transfer moral values of source text into target text, to put the readers feel close to the text. It is also considered as an attempt to make the text is more comprehensible and acceptable in target reader context. Thus, through this paper, the researcher tries to describe types of adaptation as proposed by Klingberg in transposing the three selected fables into Indonesian translated versions.

B. Literature Review

a. Children's literature

It is not easy to define children's literature since there is no single definition grabs all its aspects. Initially, children's literature is written

for children. However, Lesnik-Oberstein (in Hunt, 2002: 23) stated that children's literature becomes defined as containing both in form and content the 'needs of children', and therefore this is how 'children's books,-written, published, sold and usually bought, by adults-come to be spoken of as if the 'child' were *in the book*. In addition, Klingberg (as cited in Oittinen, 2000) describes children's literature as literature produced specifically for children. He excludes all other writing and pictures that children may read, and suggest that we differentiate between child behavior and the literature read by children and produced for children. Seen from a wide perspective, children's literature could be anything a child finds interesting. Hence, those children's interests should be taken into account when selecting and/or writing their literature and all those who are responsible for children should bear in mind that children should read the books they like.

Anything created for children i.e. writing, illustrating or translating, reflects author's views of childhood, of being a child. It shows how authors respect or disrespect their childhood as part of important stage in life including their experience with surrounding. As society's image of childhood is one important part of the translator's situation, it is necessary to consider different child concepts in different era. There is no need to point out the age limit of childhood since some of people remain children for a longer period of time. Even, some never lose the child in them. In other words, there is always the 'part of child' in every person.

b. Adaptation in Translating Children Literature

Translation of children literature would usually much involve adaptation. Bastin (in Baker, 2001: 5) claims that adaptation is a set of translation but is nevertheless recognized as representing a source text of about the same length. The term adaptation may embrace numerous vague notions such as imitation rewriting and so on. This means translation in some extent necessarily to be differentiated from adaptation since adaptation is more like an adoption of idea and theme in source text expressed in target text.

Further, Baker stated that adaptation can be defined and classified under specific themes, one of which is translation techniques. As a technique, adaptation can be defined as a

seventh procedure of translation asserted by Vinay and Darbelnet which can be used whenever the context referred to in the original text does not exist in the culture of the target text thereby, necessitating some forms of recreation.

According to Newmark, adaptation is the freest of translation. It is mainly used for plays (comedies) and poetry. Plots are usually preserved; the source language culture converted to the target language culture and the text rewritten (1988:46). Meanwhile, Oittinen (2000:75) defines adaptation is understood as a version, abridgement, a shortened edition less valuable than a 'full' text. Adaptation in this context is seemingly seen as translation by assimilating text to a target cultural and linguistic factor values. It is an attempt to put the text closer to the target reader through adjusting the cultural as well as linguistic element to be more acceptable in target readers.

Adaptation can be used as a particular method of translating for children and it means, in general, the rendering of an expression in the source language by way of an expression in the target language which has a similar function in that language. Adapting for children consists in considering their supposed interest, needs, reactions, knowledge, reading ability and tailoring the literature intended to them. Klingberg (as cited in Oittinen, 2000) discusses kinds of adapting for children namely cultural context adaptation, purification and modernization which would be explained in more details in following paragraphs.

Cultural context adaptation suggests translator to preserve the source text degree of adaptation because he is supposed to make some elements of cultural context familiar to the target reader where things (personal and geographical names and measurements) are explained to the reading and listening children who due to lack of experience may not understand the foreign information found in books. Cultural context adaptation is frequently manifested through addition and deletion in target text.

Then, *purification* means sanitizing values in translations (and illustrations) through deletion and adaptation. It modifies text to get the target text in line with the values of the target readers. Purification does not only touch unsuitable words or scene but even whole

stories if adults disapprove of them while children are quite familiar with and even enjoy with offensive language. On the other hand, *modernization* means altering whole texts to fit some more recent time and place modernizing can be done by the original author or the translator. Thus it often involves adapting old-fashioned language to reflect current usage, making translation easier to understand. Modernization are not only done to make the language of a text more comprehensible but also to make the text itself more understandable. If details of the scene are changed to more recent ones, the story appears more interesting for a younger generation who may have lost touch with the ideas and ideals of another time or culture.

C. Methodology

This research belongs to descriptive qualitative since it tries to explain the phenomena of children translation through method of adaptation proposed by Klingberg. It would be described comprehensively to find out certain types of adaptation applied in the object of the research. Then the object taken is English Aesop's fables and their Indonesian versions. Three fables were taken to be identified the kinds of adaptation. Classification was done and then followed by analysis and conclusion

D. Analysis

This section discusses kinds of adaptation found in the Aesop's fables of original versions compared to the translated versions. There are three fables taken to be analyzed in terms of adaptations they use. Klingberg's categorization is used to reveal kinds of adjustment made in this fable along with the translated versions. The three selected texts are provided below.

Text 1.

ORIGINAL TEXT	TRANSLATED TEXT
The Town Mouse and the Country Mouse Now you must know that a Town Mouse once upon a time went on a visit to his cousin in the country. He was rough and ready, this cousin, but he loved his town friend and made him	Tikus Desa dan Tikus Kota Dahulu kala, ada seekor tikus kota yang hendak mengunjungi sepupunya. Setibanya di sana, sepupunya menyambutnya amat

heartily welcome. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely (a). The Town Mouse rather turned up his long nose at this country fare, and said: 'I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come you with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life.' No sooner said than done: the two mice set off for the town and arrived at the Town Mouse's residence late at night (b). 'You will want some refreshment after our long journey,' said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice (c). Suddenly they heard growling and barking. 'What is that?' said the Country Mouse. 'It is only the dogs of the house,' answered the other. 'Only!' said the Country Mouse. 'I do not like that music at my dinner.' Just at that moment the door flew open, in came two huge mastiffs, and the two mice had to scamper down and run off. 'Good-bye, Cousin,' said the Country Mouse, 'What! going so soon?' said the other. 'Yes,' he replied; ' <i>Better beans and bacon in peace than cakes and ale in fear.</i> ' (d)	ramah. Dia menyajikan gandum, akar-akaran, dan biji-bijian untuk menyambut tikus kota. Namun tikus kota prihatin melihat makanan yang ala kadarnya. Dia pun berkata pada tikus desa, 'Saudaraku, makanan di kota jauh lebih lezat daripada yang kamu hidangkan sekarang.' Tikus desa pun tertarik, 'benarkah Bolehkah aku berkunjung ke sana? Aku sangat ingin mencicipinya.' 'Tentu saja! Kita bisa berangkat malam ini juga,' ajak tikus kota bersemangat. Malam itu, hujan turun rintik-rintik. Tikus kota mengajak tikus desa ke sebuah restoran yang amat mewah. Mereka menyusup ke dapur hendak mencari sisa makanan. Tikus desa terbelalak, 'Oh, makanan di sini benar-benar luar biasa!' Air liurnya menetes melihat aneka sajian yang terlihat lezat. Namun sayang, saat mulutnya hendak menggigit makanan itu, dua ekor anjing memergoki. Guk! Guk! Guk! Grrrr... Kedua tikus itu pun berlari kencang untuk menyelamatkan diri. Sambil terengah-engah, tikus desa berkata kepada tikus kota, 'Saudaraku, aku ingin pulang ke desa saja. <i>Aku lebih suka makan ala kadarnya yang penting hatiku tenang.</i> '
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Text 2.

ORIGINAL TEXT	TRANSLATED TEXT
The Woodman and the Serpent One wintry day a Woodman was tramping home from his work when he saw something black lying on the snow (a). When he came closer he saw it was a Serpent to all appearance dead. But he took it up and put it in his bosom to warm while he hurried home. As soon as he got indoors he put the Serpent down on the hearth before the fire. The children watched it and saw it slowly come to life again. Then one of them stooped down to stroke it, but the Serpent raised its head and put out its fangs and was about to sting the child to death. So the Woodman seized his axe, and with one stroke cut the Serpent in two (b). 'Ah,' said he,	Petani dan Ular Ada seorang petani yang menemukan ular yang hampir mati. Ekor ular itu terjepit kayu besar; badannya terlihat amat lemah. 'Oh ular yang malang!' kata si petani. Dia pun segera menolong dan membawanya ke rumah. Hari demi hari petani itu merawat ular hingga sehat kembali. Dia pun bermaksud mengembalikannya ke sawah. Namun apa yang terjadi? Ular itu menggigitnya. Pak tani pun kesakitan dan marah. 'Ular tak tahu balas budi!' katanya sambil mengacungkan tongkatnya. Ular pun merayap dengan cepat. Si petani merintih menahan perih. Dia juga amat kecewa dengan sikap ular yang tak tahu berterima kasih. Pesan moral: <i>Hendaknya kita berterima kasih kepada orang yang menolong kita dari</i>

'No gratitude from the wicked.'(c)	musibah.
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Text 3.

ORIGINAL TEXT	TRANSLATED TEXT
<p>The Two Fellows and the Bear</p> <p>Two Fellows were travelling together through a wood, when a Bear rushed out upon them (a). One of the travellers happened to be in front, and he seized hold of the branch of a tree, and hid himself among the leaves. The other, seeing no help for it, threw himself flat down upon the ground, with his face in the dust. The Bear, coming up to him, put his muzzle close to his ear, and sniffed and sniffed. But at last with a growl he shook his head and slouched off, for bears will not touch dead meat (b). Then the fellow in the tree came down to his comrade, and, laughing, said 'What was it that Master Bruin (c) whispered to you?' 'He told me,' said the other, '<i>Never trust a friend who deserts you at a pinch.</i>' (d)</p>	<p>Dua Pengembara dan Seekor Beruang.</p> <p>Di sebuah desa, ada dua pemuda yang saling bersahabat. Mereka memutuskan untuk mengembara bersama-sama. Mereka menyusuri sungai, gunung dan lembah. Setelah beberapa saat, tibalah mereka di sebuah hutan yang sangat lebat. Mereka pun beristirahat sejenak. Saat asyik bersantai, pengembara pertama melihat seekor beruang yang mendekat! Dia segera memanjat pohon dan meninggalkan sahabatnya begitu saja. Pengembara kedua pun akhirnya tersadar. Seekor beruang telah berada tepat di hadapannya. Tak ada waktu untuk melarikan diri. Pengembara kedua akhirnya berpura-pura mati. Dia memejamkan mata dan menahan napasnya. Beruang mengendus-endus mata dan menjilati telinganya. Untunglah penyamarannya berhasil. Si beruang akhirnya pergi. Pengembara pertama pun turun meski masih menggigil ketakutan. Dia bertanya. 'Apa yang dilakukan beruang tadi?' Pengembara kedua berkata sambil tersenyum, 'Beruang tadi berpesan kepadaku untuk berhati-hati dalam memilih teman! Apalagi jika teman itu meninggalkanku di saat aku terancam bahaya!' mendengar itu, pengembara pertama menjadi malu. Dia pun berjanji untuk tak meninggalkan temannya jika bahaya mengancam.</p> <p><i>Pesan moral: Sahabat sejati selalu ada dalam keadaan suka dan duka.</i></p>

Discussion

From the three fables along with their translated version, it can be seen that translator tried to adapt culture in the original version into target culture for the translated versions. However, theme and moral value as the most important aspect in children literature remain preserved.

In text 1, cultural context adaptation dominates the translated text. Some messages are not rendered in target text and some cultural adjustments are found. For instance, passage (a) omitted the description of country mouse that **he was rough and ready** even though welcoming the town mouse heartily. Besides, some food commonly found in source culture such as **Beans and bacon, cheese and bread** are not literally translated into *kacang-kacangan dan daging babi asap, keju dan roti*. Rather, the translator translated into *gandum,*

akar-akaran dan biji-bijian since the word **bacon** is culturally restricted in the way that Indonesian as the largest muslim population in the world consider bacon, a salted or smoked meat coming from the sides of back of a pig is considered *haram* (prohibited) to be consumed. Likewise, **ale** (kind of strong beer) is not translated for the similar reason. Then **cheese** and **bread** in target culture are not common food for mouse to consume. Thus the translator replaced them with *gandum* and *akar-akaran* which are considered more common in target culture. Similarly, the moral message provided in the end of the story underwent adaptation. *Better beans and bacon in peace than cakes and ale in fear.*' (d) is translated into *Aku lebih suka makan ala kadarnya yang penting hatiku tenang.*' Here, some cultural elements such as beans, bacon, cake and ale are not transferred explicitly into *kacang-kacangan, daging babi asap, kue dan bir* since they are not preferred in target culture. Yet, the moral value that it is better to live simply and free rather than in anxiously luxury is kept retained.

Then in text 2, the shift of the plot is obviously seen. In source text, it tells that the woodman had children who saw the snake and stooped to stroke it. But the snake put out its fang and is about to sting them. Thus, the woodman took the axe and cut it in two. Yet, the translated version did not tell about the woodman's children. Here, the woodman took care the snake and was about to return it to the field (not wood as in the original text) when the snake sting him. The story ended up by the disappointment of the farmer and the running away snake. For this comparison, the translated version is simpler in plot in terms of focusing on the **petani** and **ular**. It also omits the information about how the farmer killed the snake in source text instead and replaced it with the snake which finally ran away from the farmer. Furthermore, the personal names and cultural environment are adapted in target culture. For instance, the **woodman** is translated into **petani** (farmer) rather than penduduk/orang yang tinggal di hutan, **wintry day** is omitted and the setting of wood is replaced by *sawah* (field). It indicates that in target culture, agricultural environment is dominant and closer to the most Indonesian people. At last, the moral value expressed idiomatically in source culture, *no gratitude from the wicked*, is delivered more literally in target text, *Hendaknya kita berterima kasih*

kepada orang yang menolong kita dari musibah (we should thank to those who have helped us from our difficulties). It assumes that translator tries to make the text more understandable for children by expressing the idiom by explanation to make sure that they catch the educational aspect after reading the story.

In the meantime, text 3 provides more elaborative message in translated version. It seems that the translated version is longer than the original one. The original text started the story by telling the two fellows were travelling through a forest when they met a bear. Yet the translated one began it by explaining that there were two young men in a village who befriends and decided to go wandering and passing through hill, river, mountain and forest until they met the bear. However, the translator omitted quite important information in terms that bears do not touch dead meat which is not translated in the target text. For children, it is new information that bears do not eat dead meat. Unfortunately, the deletion does not allow the reader to get this educational information. Further, the nickname of the bear, *Master Bruin* also remains translated in target and using the bear instead. Finally, the ending of the story is closed differently. The source text is closed by the moral value said by the second man, *never trust a friend who deserts you at a pinch*, while the target text, after the second man said the same thing, closed it by telling that the first man realized that he was wrong and promised his friend that he would never leave his friend when he is in need. It shows that the translator does not only tell the reader by the moral value given but also tell them how a true friend should do.

In those three fables, purification is applied in target texts. Here, the translator tries to adjust or suppress all taboos like bad manner in children, adult faults, violence, frightening events and objects. Therefore, in some part of the stories, several events, such the killing of the snake in text 2, is not transferred into target text.

In some situations, the translator finds himself obliged to make the characterization of the story up to date to which he brings old-fashioned language in refreshing classics using new expressions instead of old ones and even introducing modern objects and ideas. This type of adaptation can be seen in these fables. For instance, the word **serpent** (snake-literary

word) is translated into **ular** (snake), **mastiff** (particular type of dog usually used as guard dog or watch dog) is translated into **anjing** (dog). Similarly, the hearth (the floor of the fireplace) as one of characteristics of old-fashioned house model is replaced by house in general. Those attempts are done by the translator to put the text more easily understood by the children as the target reader of the text.

E. Concluding Remark

Translating children literature needs to put translators in children shoes. They have to consider childhood perspective or even being a child to know deeper how children understand and experience their life. In these fables, adaptation along with its subcategories is identified. Cultural context adaptation dominates the translation as an attempt to do cultural adjustment of target culture. Certain terms are explained and customized into target culture. In addition purification and modernization are also applied in those translated versions. Some culturally restricted words are not translated and the language is simpler to be more understandable for children in target text. It also includes some moral values which are expressed more positively in the target text rather than in source text which seems to be straighter forwardly. Furthermore, to be more updated, some old-fashioned expressions such as *mastiff*, *serpent* and other older setting are avoided and replaced them into more updated and general ones. However, the translator need also consider some new information of source language that is actually transferred in target language as long as it does not culturally restricted such as the information about the bears which do not eat dead meat. Here, it enables children of target culture who may have not known this information become understand. In short, adaptation through cultural context, modernization as well as purification has been successfully employed by translator to transpose the culture form source language into target language.

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IN QUEST OF A NEW APPROACH: A THEORETICAL EXPLORATION OF FEMINIST CRITICAL DISCOURSE ANALYSIS IN THE TRANSLATION OF LITERATURE

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Abstract

This paper outlines a Feminist Critical Discourse Analysis at the nexus of critical discourse, feminist studies, and translation studies. It discusses the possibility of applying Feminist Critical Discourse Analysis in the translation of literary works. The problem of ideological shifts becomes more identifiable in the acts of translation. This also happens in the translation of literary works. The shifted meanings becomes more problematic when it comes to the cross point with other linguistic and literary approaches. The translated works intertwine problem of translation, linguistic, and ideology. Gender discourse is justified as problematic features in the translation practices because it cannot be separated from the ideology of the society producing or reproducing the texts. The article offers a rationale for highlighting a feminist perspective in CDA, and proposes principles for a feminist discourse praxis.

Keywords: feminist, CDA, translation

1. Introduction

The study of language and gender has increasingly become the study of discourse and gender. While linguistic analysis continues to be influencing, the interdisciplinary studies of discourse in language phenomena become an area of language and gender scholarship. This article brings feminist studies and Critical Discourse Analysis together which aims to advance a deeper understanding of the complex structure of power and ideology in discourse of gendered social settings. Since problem on gender is getting problematic when it is represented in translated literature, the application of feminist CDA seems to be the best blend to tackle the issues of gender, power, translation and literariness. There are two major considerations in applying feminist CDA to the translation of literature. First, any acts of translation produce new meaning that might be different from the original meaning. This implies that new discourse might emerge along with the process of translation. Second, this must be noticed that this feminist CDA approach have rarely been interested in translated fictions. On the other hand, Stephen (2006) in Sanna Lehtonen (2007) believes that it is not surprising since in employing linguistic analysis to literature one can face scrutiny from literary critics who are sceptic in using linguistic tools to analyse fictions. However, it is worth discussed that an approach that covers relations of literature, ideology, and gender is applied in the translated fictions. There have been efforts to apply Critical Discourse Analysis to fictions (Stephen 1992, Talbot, 1995). The purpose of this paper is to critically evaluate the possibility of applying feminist CDA in the translation of literature.

Scholars believe that translated literary works cannot be separated from new meaning making. Therefore, one needs specific approaches to dig out any information about ideological shift in the translation. One of the newly addressed issues in Translation Studies is the relationship between discourse and ideology, two concepts related with culture. Basil Hatim (2000: 174) refers to the notion of

is “particularly privileged as a carrier of ideological meanings”. Indeed, ideology appears to be one of the crucial features of discursive expression, and the analyses of ideological structures have proved useful in providing insights into the study of language and discourse. In *Teaching and Researching Translation*, Hatim (2001; 83-84) touches upon some aspects of ‘the ideology of translation’ which contemporary translation theorists have become concerned with a) the choice of words to be translated (what is valued and what is excluded), b) the power structure which controls the production and consumption of translations, c) who has access to translation and who is denied access?, and d) what is omitted, added or altered in seeking to control the message?

2. Translation, discourse, and Ideology

There are many definitions of ideology. However, its emergence in translated literary works becomes more crucial to explore. Ideology is usually used interchangeably with the term ‘world-view.’ In other words, ideology refers to the way in which individuals, groups or institutions view the world. Ian Mason (1994:25) states that ideology is a “set of beliefs and values which inform an individual’s or institution’s view of the world and assist their interpretation of events, facts, etc.” Teun A. van Dijk (2000:5) states that the term ideology

was invented by French philosopher Destutt de Tracy at the end of the 18th century. Further he states that de Tracy’s writings, ideology is mostly associated with “systems of ideas, especially with the social, political or religious ideas shared by a social group of movement. Therefore, not surprisingly, ideology is a controversial notion. Sometimes, it has a negative connotation since it is associated with political movements such as communism, socialism, fundamentalism, Marxism, fascism, and so on. On the other hand, there are also instances when the notion ‘ideology’ is used in a positive sense. For instance, antiracism and feminism tend to be regarded as ‘positive ideologies,’ because they are held by groups who have been marginalized and

their ideologies to challenge the dominant ideologies, which put them in a subordinate position.

Hatim (2000:218) defines ideology as “a body of ideas which reflects the beliefs of individuals, a group of individuals, society, etc., and which ultimately finds expression in language”. Thus, the term ‘ideology’ encompasses a range of beliefs, ideas, attitudes, and interests embraced by members of society or institutions, and so on. What is significant in this definition is the existence of the relationship between ideology and language in which the latter becomes a medium for the expression of the former. Paul Simpson (1993:5) believes that ideology is the taken-for-granted assumptions, beliefs, and value systems collectively believed and agreed by social groups. That is to say, when using language, these group members do not explicitly state that they hold those ideas, and they somehow ‘assume’ that the other members also share those ideas. In *Language and Power*, Norman Fairclough (2001: 2) describes those ‘assumptions’ as ‘common sense’, which is similar to being ‘taken for granted.’ Therefore, in his view, ideology is embedded in those ‘common sense assumptions.’ A similar definition of the notion is provided by van Dijk (1996: 7), who states that ideology is a kind of framework which is designed to specifically organize and monitor one form of society’s mental representation called ‘attitudes’.

The above definitions indicate that ideology can be regarded as a system storing conscious or unconscious set of ideas, values and beliefs. Therefore, it occupies a place in the cognitive as well as the social domain. In other words, ideology is regarded as a discursive practice and refers to a set of beliefs and values which constitute the world-views of certain institutions

3. CDA and Feminist CDA

Discussing ideology can mean discussing idea within a discourse. This also implies as a practice of meaning making. Critical Discourse Analysis deals much with the practice of ideological exploration. It is understood that CDA is a set of theories and methods for the empirical study of the relations between discourse and social and

CDA, the production and text consumption are seen as significant as social practices, impacting the construct of identities and relationships. Through broad practices, socio-cultural reproduction and changes in society happen. (Jorgensen and Philip, 2002:61). The aim of CDA is to brighten the linguistic-based- discursive aspect of social and cultural phenomena and processes of change.

The connection of texts and gender issues perpetuates an analysis of the link between gender studies and discourse. Then, this leads on to the notion of Feminist CDA. Feminist CDA is an on going novicet development under the branch of CDA. Lazar (2005:2-3) believes that the drive for the need of feminist CDA was that theorists of CDA have not been interested in gender studies, and the need to combine those studies already done in the field of critical discourse analysis from a feminist perspective into a more specific approach. Further, CDA is believed as a social-constructivist approach that maintains representations of world that are partly linguistic-discursive. It implies that meanings are historically and culturally specific and knowledge is created in and through social interaction while social construction of knowledge has social consequences (Jorgensen and Phillips 2004:4-6). What is unique from CDA making different from social and cultural theory is its aim at a close linguistic reading of texts. Besides, CDA is different from purely linguistic models in its understanding that text analysis is not alone sufficient for conducting discourse analysis, because it does not shed light on the links between texts and cultural processes and structures. Therefore, an interdisciplinary perspective is needed in which one combines textual and social analysis (Jorgensen and Phillips 2004:66).

According to Fairclough (1989), such approach quests to show up connections that may be unexposed from people, such as the links between language, power and ideology. Feminist discourse analysts name this process demystification or denaturalization which is meant as

assumptions of gender by showing that these assumptions are ideological and obscure the power differential and inequality (Lazar 2005:7). All of those progressions are based on the poststructuralist assumption of language and discourses as ideological, discourses working as 'sites of struggles' for gendered ideologies and assumptions and contributing to the creation and reproduction of unequal power relations between social groups (Jorgensen and Phillips 2004:18). Feminist CDA is, then, political strengthening a point that it does employ an emancipatory critical approach which is committed to consciousness raising and social change through a discourse. The clear cut presentation of political agenda becomes necessity. Like feminist theorists, critical discourse analysts should openly concede the impossibility of impartial observation because also analysts' language choices and position are sociologically and ideologically formed (Sunderland and Litosseliti 2002:21).

Feminist CDA has advanced a more sophisticated gender theory. In understanding concept of gender, people have been influenced by feminist and post-structuralist theories. Gender is presented as a unsolidified and multiple variable continuously constructed as a range of masculine and feminine identities or femininities and masculinities within and across people of the same sex. These identities are partly formed by discourse (Lazar 2005:9). Hence, gender is socially and individually shaped and it connects with other aspects of identity such as ethnicity, age, class, and sexual identity with power relations. (Lazar 2005:10; Sunderland and Litosseliti 2002:15). Treating gender as a discursively construction, feminist CDA should appreciate Butler's (1990) performativity as a useful concept. The crucial interest of feminist CDA is to emphasize on its studies, and the ways in which gender is eventually formed in authentic texts and situations (Lazar 2005:12-13; Sunderland and Litosseliti 2002:27). Although feminist CDA does not treat gender as only a product of discourse, the focus is mainly on the ways that gender is discursively produced. Because gender

gendered power relationships in specific texts and their specific contexts (Lazar 2005:11).

What is meant to analysis of gender in translated fiction is that the analyst is not, for example, looking for the feminine or the masculine in the bilingual texts, nor trying to track down and decide what are the suitable or unsuitable roles for boys and girls. The focus is more on the representation of multiple possible gendered identities or gendered discourses in translation of the texts. The concept of discourse in feminist critical discourse analysis is understood both in the linguistic sense of language which communicates meaning in a context, meaning that language is used to construct identity, including gender, from a certain philosophical standpoint. (Sunderland and Litosseliti 2002:9-10.)

However, in contrast to Foucault's (1972:49), idea of discourses as "practices that systematically form the objects of which they speak" which indicates that the individual is determined by structures, feminist CDA also builds on Gramsci's (1971) theory of hegemony storing a degree of work to all social groups in the production and meaning compromise. Therefore, feminist CDA stresses that people can use discourses as resources with which they can create something new: the participants of discourse can rework and contest the assumptions embedded in discourses (Lazar 2005:7). Further, although such dominant, gendered discourses can form the individuals' livings, they can also be rejected and transformed by the individuals who participate in social contexts, institutions and structures partly constituted by discourse (Sunderland and Litosseliti 2002:14; Lazar 2005:8). In this context, feminist CDA is not only interested in forms of oppression but also in forms of empowerment through discourse.

Although the aim of textual analysis in feminist CDA is to make links between gender representations or gendered discourses in the text and social and cultural context, feminist CDA does not aim to predict particular reader response, nor to

uniquely determine a meaning, multiple readings are possible, and, chosen. A feminist critical discourse analyst strengthens intertextual and inter-discursive aspects of texts, the term 'inter-discursivity' coming from Fairclough's concept (Lazar 2005:14). What is connected to gender is that one text may use several discourses representing different assumptions of gender, even some of them possibly opposing in nature (Sunderland 2004:81).

The problem emerging is how does feminist CDA is applied in the sophisticated theorization of the relationship between social practices and discourse structures and detailed linguistic analysis in studying actual bilingual phenomena. Fairclough (1992) has done an influential contribution to CDA with his three-dimensional conceptualisation of discourse. The model covers concepts of text, discursive practice and social practice. The concept is based on the principle that text can never be understood alone, but only in connections to other texts and to the social situation (Jorgensen and Phillips 2004:70).

While almost all feminist discourse analysts use Fairclough's model in their analysis, considering the effectiveness of textual analysis, methodology becomes numerous. Rather than presenting any new linguistic tools, critical discourse analysis shows more earlier linguistic approaches, such as critical linguistic and stylistics. Choices in lexis, utterances, conversational turns, genre, argument structures, and interactions between discourses as possible focus of analysis are listed by Lazar (2005:14). An analysis of lexical choices is the focus of Sunderland and Litosseliti (2002:22). Regarding these different possibilities, it must be kept in mind that related to gender, not everything in the texts is necessarily relevant, and that different works manifest different ways of treating gendered discourses (Sunderland 2004:68). Therefore, the analyst as an interpreter must decide which features of the text might link to gendered discourse and what relevant linguistic features can be used to analyse the text. In choosing kinds of linguistic features, which might be relevant in regard to gender, the analyst can discover reference materials

4. Pertinence of Feminism in Translation

The 'cultural turn' is a term used in Translation Studies to describe a shift of emphasis towards the analysis of translation from the perspective of cultural studies. This approach is pioneered by Susan Bassnett and André Lefevere. They draw attention to the fact that the linguistic theories of translation are limited, so they go beyond language. They focus on the connection between language and culture and observe the ways in which culture influences

translation. Since ideology is regarded as a cultural phenomenon, it falls within the area of culture-oriented translation studies.

Under above assumption, cultural turn cannot be separated from gap of culture. The idea is about to link cultural turn to the inadequate linguistic coverage in translation as well as the whole patriarchal ideology in society.

Feminist CDA approaches can offer a lot to analysis of gender in translated fictions. In method, however, feminist CDA lacks respect to analysis of translated fictional texts. As the experience of some theorists who have applied CDA to fiction, Sunderland (2004) suggests that translated texts carry their own complexities for a linguistic analysis. The complexity could be in point of views, skills of translating, words choice, and cultural turns (Sunderland, 2004:62). The point which is crucial to add to a critical linguistic framework is a methodology of narrative analysis (Talbot 1995). While this may sound overacting, in actual analysis where the analyst concerns on a certain aspect like gender, the different methods can be combined successfully. The purpose of interdisciplinary is here not to provide an long and complicated new theories, but rather to combine fixed concepts and tools from different perspectives to form an approach that can best deal with representation of gender in the translated literary works.

Feminist critical discourse analysts like Talbot and Sunderland emphasise the multi-voicedness or dialogic of fictional texts, which could be interpreted as

embody numerous different viewpoints reflected in the use of generic agreements, quotations, allusions, and discourses circulating outside fiction (Talbot, 1995:53-55). In line with that, an emphasis on translation strategies in terms of gendered discourses are recommended to be the foci of the analysis. Agreeing with the view of translated fictions are polyphonic, the idea multi-voicedness of texts seen from translation practices could be the starting point for the analysis of gendered discourses translated fiction. In the textual analysis, this might mean centring on the different voices and discourses in the text. The addition lies on the emphasis of words choice and its embedded meanings.

Lehtonen (2007) proposes the following framework for analysis combines both tools for both narrative and linguistic analysis. Firstly, attention must be directed to processes of assortment or *presence* in terms of theme. Secondly, the core analysis must be around the different voices constructing gendered discourses or representations of gender. This analysis would comprise analysing both point of views and the narrative processes: narrator's/ author's voice and character's speech and thought representation. The core is that the analysis is not only about *what* is said or content but also *how* it is said, specifically paying attention to pertinent lexical choices and syntactic structures. Lastly, the intertextual elements also potentially contribute to gendered discourses. The understanding of intertextuality should not be directed only as a study of identifying specific 'pretexts' but also as the conventions of genre. While not all of the above mentioned elements are necessarily relevant in regard to gender in particular texts under scrutiny, the suggested list can work as a structure which allows the analysis of gender in text both from narrative and discursive points of view. However, analysing such translated fictional texts is insufficient. Hence, Fairclough's three-dimensional model of text and its contexts could actually be used in feminist critical discourse analysis of translated fiction (Lehtonen, 2007).

Conclusion

literature is to suggest that feminist CDA offers both a poststructuralist theory of gender as an element of identity category and as a model for detailed textual and discursive analysis of gender. While this kind of approach can broaden the understanding of gendered discourses in translated fictions there are some challenges to apply it. Firstly, the foremost difficulty in interdisciplinary work is contradictory, or at least differing, usages of key terms. The discussion on the shifting meanings of concepts such as 'discourse' or 'intertextuality' in linguistic theory is limited due to the limited space. Another problem linked to the interdisciplinary nature of this approach is the fact that there is certain amount of scepticism on both sides – that is, linguistic scholars on one side and literary scholars on the other – about combining methods from each field. Another prominent problem lies on the usage of analysis of translational practices. This sounds overwhelming since the analysis would cover not only two languages and their meanings but also the meanings which emerge due to the process of translation. Therefore, the sides of fictional field, linguistic, and translation studies are not contrasting ones, since there might be no existed time when these three fields had not been borrowing methods and concepts from each other. Therefore, applying feminist critical discourse analysis in examining gender in translated literature might be worth the effort of interdisciplinary work.

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Problem Accuracy of English Idiomatic Translation in Comic

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Abstract

This research focuses in analyzing the problem accuracy of idiomatic translation in comic *Garfield Goes to Waist* by Jim Davis and its translation *Garfield Mengurangi Berat* by Nexx Media. It is expected to identify the translation technique and to know the impact of translation technique used toward inaccurate translation by using idiomatic expression as data. The result of analysis shows that there are four techniques used by the translator in translating idioms namely translation Using an Idiom of Similar Meaning and Form, translation Using an Idiom of Similar Meaning but Dissimilar Form, Translation by Paraphrasing and Translation by Omission. Meanwhile, the analysis of accuracy shows that there is some inaccurate translation found in translation idiom. It is due to the fact that there are diction, incorrect collocation, and sentence structure.

Keyword: accuracy, translation, idiom, comic

Introduction

Nowadays, translation in Indonesia includes not only academic books but also children literary books. Translating literature books, however, is not similar to translating academic books. It is due to the fact that in translating literary works, a translator is expected to be able to produce translations which give the same effect on his reader as it is gotten by readers of the original. Newmark states that there is a wide but universal agreement that the main aim of the translator is to produce as nearly as possible the same effect on his readers as was produced on the readers of the original ^[8]. Moreover, in translating a comic, a translator also faces some problems such as the ones related to the language characteristics of a comic and the limited space of the text. Thus, s/he needs an appropriate technique to transfer the message as accurately as possible.

In Indonesia, people's interest in comic is growing but the production of local comic is limited. It means the production of local comic could not meet the demand due to the increasing number of comic's lovers and it also becomes a serious problem ^[11]. Therefore, one of the ways to solve this problem is by translating comic which is imported from other country into Indonesia.

One of foreign comics which is translated into Indonesian is Garfield. It is a comic written by Jim Davis who the name of main character is taken from the name of former presidents in America. Meanwhile, the development of English language signed by the use of idiom makes translation of idiomatic expression become a challenge for a translator ^[10]. Furthermore, idiomatic expression is a phrase or sentence that a translator cannot translate literally. Consequently, when a translator translates it, s/he should use an appropriate technique in order that the message can be transferred accurately. In transferring a message of idiomatic expression in comic, a translator is supposed not only to transfer the message accurately but also to pay attention to the nature of the language used in comics and limited space of the text.

Since the translation of comics is growing rapidly today, it becomes a problem which is interesting to discuss. Moreover, when a translator translates idiomatic expression in comics, s/he will face many problems such as the language characteristic of comic, limited space of the text, etc. Thus, a translator should consider a particular technique when s/he transfers a message of idiomatic expression. Besides, the different technique used by a translator might give different impact on the accuracy. Based on the reasons above, this paper will analyze the

translation of idiomatic expression in comics entitled *Garfield Goes to Waist* which is translated into Indonesian entitled *Garfield Mengurangi Berat*.

Theories

Hornby explains that “idioms are a phrase or sentence whose meaning is not clear from the meaning of the individual words and which must be learnt as whole units”^[5]. The definition clearly shows that the meaning of the idiom only can be seen from the whole unit words of the idiom itself. Moreover, Fernando defines “idioms are indivisible units whose component cannot be varied or varied only within definable units. As the component of idiom cannot be changed or changed only within definable units, so it is impossible to look for the meaning of idiom based on the meaning of each component”^[4]. Fernando’s definition also has the same idea as Hornby’s but he emphasizes that it is impossible to look for the meaning of the idiom based on the meaning of each component.

In line with the above definition, Mona Baker states that

“Idiom and fixed expression are at the extreme end of the scale from collocation in one or both of these areas: flexibility of patterning and transparency of meaning, they are frozen patterns of language which allow little or no variation in form and, in the case of idioms, often carry meaning which cannot be deduced from their individual components”^[1].

Based on three definitions above, it can be concluded that idiom is a phrase or sentence which the meaning cannot be seen from the words which arrange it. The meaning, however, can be seen from the whole unit of words which arranges the idiom. Meanwhile, Mona Baker^[1] proposes four techniques in translating idiom. (a) Using an Idioms of Similar Meaning and Form. Baker states that “this strategy involves using an idiom in the target language which conveys roughly the same meaning as that of the source language idiom and, in addition, consist of equivalent lexical items. This kind of match can only occasionally be achieved”.. It means that in this strategy a translator attempts to find out not only the idiomatic expression in the target

language which has similar meaning but also equivalent lexical items. (b) Using an Idioms of Similar Meaning but Dissimilar Form. “It is often possible to find an idiom or fixed expression in the target language which has a meaning similar to that of the source idiom or expression, but which consists of different lexical items” It means that this strategy is used when a translator finds the idiom or fixed expression in the target language which has similar meaning with the idiom or fixed expression in the source language but it has different lexical item. (c) Translation by Paraphrasing. Baker explains that translation by paraphrase is the most common way of translating idiom when a match cannot be found in the target language or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of source and target language. In this strategy, a translator can paraphrase the meaning of an idiom with his own word when there is not a match idiom in target language or the use of idiom in target language is inappropriate. (d) Translation by Omission. “As with single word, an idiom may sometimes be omitted altogether in the target text. This may be because it has no close match in the target language, its meaning cannot be easily paraphrased, or for stylistic reasons”. This strategy is usually used by the translator when there is no close match idiom in target language or the meaning of idiom in target language is not easily paraphrased. Besides, the translator can also apply this strategy for stylistic reasons.

Moreover, Baker^[1] also states that problems of translating idioms include (a) an idiom or fixed expression may have no equivalent in the target language. An idiom or fixed expression is closely related to the native speaker. Consequently, it is difficult to find one- to- one relation between idioms from one language to another. It is due to the fact that language would be quite different from one another in choosing the element of idiomatic expression to convey a given meaning. (b) an idiom may have a similar counterpart in the target language, but its context of use may differ; the two expressions may have different connotations, (c) an idiom may be used in the source text in both its literal and idiomatic sense at the same time. In this problem, translator is asked to understand the context of the sentence well in order to he can

decide wheatear the expression is idiom or literal (d) the very convention of using idioms in written discourse, the context in which they can be used, and their frequency of use may be different in the source language and target language.

In addition, there are four factors in assessing quality of translation. They are accuracy, acceptability and readability. According to Shuttleworth & Cowie ^[12] accuracy is a term used in translation evaluation to refer to the extent to which a translation matches its original. It means that translation should contain the similar message with the source text. Message in translation, in other hand, should be equivalence with original source text message. Furthermore, Nababan states that “an evaluation of the accuracy of the translation as the sentential level is intended to find out whether the contain of the source language sentence are accurately rendered into the target language sentence” ^[7]. Based on the statement above, it can be concluded that a translation product can be stated as an accurate translation when the contain of the source language (SL) sentence are accurately rendered into the target language (TL). Therefore, accuracy in translation plays important role in determining the quality of translation besides readability and acceptability factors.

Method

This research uses the descriptive qualitative method. The application of descriptive method is limited not only in collecting data but also in analyzing and interpreting of the data ^[13]. It means that in this research, the researcher collects, analyzes and also interprets the data, then draws conclusion from the data analysis. Furthermore, this research was conducted to find out translation technique and problems in accuracy of the translation of English idiomatic expression in bilingual comics entitled *Garfield Goes to Waist* Meanwhile, this research also employed a single embedded case study as it focuses on the certain characteristic of data.

Analysis

Translation strategies

- a. Using an Idioms of Similar Meaning and Form

ST: This is it, little buddy. Today I start weight training and *take my first step* toward hunkhood!

TT: Akhirnya, teman. Hari ini aku mulai latihan pembentukkan tubuh dan *mengambil langkah pertama* menuju tubuh yang kekar.

This idiom actually comes from English idiomatic expression *take a step* which means act in particular way ^[4]. In the example above, the translator translates the idiomatic expression *take my first step* into *mengambil langkah pertama*. In Indonesian, *mengambil langkah pertama* is considered to be idiom which means start to do something. Moreover, the English and the Indonesian idioms have not only similar meaning but also similar lexical items because if the Indonesian version *mengambil langkah pertama* is translated back into English version, it can be *take my first step*. Therefore, the strategy used by the translator in translating the English idiomatic expression *take my first step* into Indonesian is Using an Idiom of Similar Meaning and Form.

- b. Using an Idioms of Similar Meaning but Dissimilar From

ST: Well, look on the *bright side*

TT: Yah, cobalah melihat *sisi baiknya*

According the Oxford Advanced Learner’s Dictionary *bright side* means to be cheerful or hopeful about in spite of difficulties ^[5]. In the example, the idiomatic expression *bright side* is translated into *sisi baiknya*. The translator does not translate idiom *bright side* by expressing the meaning into Indonesian, but he uses idiom which has similar meaning but consist of different lexical item. The expression *sisi baik* is an idiom and if it is translated back into English it would be *good side*. It means that translation strategy used by translator in translating idiomatic expression *bright side* into *sisi baiknya* belongs to Using

an Idiom of Similar Meaning but Dissimilar Form.

c. Translation by Paraphrasing

ST: I wish Jon would *get off* my back

TT: Aku ingin Jon *menyingkir* dariku

According to NTC's American Idioms Dictionary *get off* means to escape or avoid punishment, to leave, to depart^[9]. Meanwhile, According to the Oxford Advanced Learner's Dictionary *get off* means escape or nearly escape punishment^[5]. In translating idiom *get off* into *menyingkir*, the translator straightly expresses its Indonesian meaning. It is due to the fact that there is no Indonesian idiom expressing the same idea. Therefore, the strategy used by the translator belongs to Translation by Paraphrasing.

d. Translation by Omission

ST: Remaining absolutely motionless, cats *wait for* the perfect moment to lunge

TT: Tetap tak bergerak sampai tiba saatnya untuk menyergap

Translation strategy used by the translator in translating idiom *wait for* is Translation by Omission. According the Oxford Advanced Learner's Dictionary *wait for* means to stay where one is or to delay acting^[5], whereas Brotowidjoyo says that English idiomatic expression *wait for* means await or expect^[2]. In the example, the translator omits idiom *wait for* in the target text because the message of that idiom is not significant toward the text. The message of idiomatic expression *wait for* has been represented in *remaining absolutely motionless*. Furthermore, by omitted the idiom *wait for*, it might be easier for the target reader to understand the meaning of the sentence.

Problems in accuracy

In analysis of problems in accuracy, there are several factor that makes English idiomatic translation is not appropriate in target text. Diction, incorrect collocation, and sentence structure are factor contributed to problems in accuracy.

ST: I wish Jon would *get off* my back

TT: Aku ingin Jon *menyingkir* dariku

According to the Oxford Advanced Learner's Dictionary English idiomatic expression *get off* means to stop discussing a particular subject^[5]. In this example above, English idiomatic expression *get off* is translated into *menyingkir*. In this case, translator does not produce an accurate translation since incorrect diction. Translator should translate idiom *get of* into *berhenti mengkritik* since in the story, Jon always gives comment to Garfield toward anything that he does. If the translator still uses the word *menyingkir* in translation the idiomatic expression *get off*, the meaning will be less specific because in the context, Garfield hopes to Jon in order to he doesn't give comment to him. Therefore, in order to make the target reader more easily to understand the message of the sentence the idiom *get off* should be translated into *berhenti mengkritik*. Moreover, by translating the idiom into *berhenti mengkritik*, the translation will be more appropriate with the story.

ST: Ignore it. It'll *go away*

TT:Biarkan saja. Nanti juga *hilang*

Sambu^[14]states that English idiomatic expressions *go away* means *pergi*. Translator translates idiom *go away* into *hilang*. As it can be seen from the previous sentence in the picture that Garfield and Jon are discussing about job so the word *hilang* should be changed by *selesai*. Thus, the sentence would be *Biarkan saja, nanti juga akan selesai*. In Indonesian, the word *pekerjaan* has batter collocation with the word *selesai* rather than with the word *hilang*. Consequently, by replacing the word *hilang* with *selesai* the translation will be more acceptable in the target language style.

ST: Maybe watching television will *take* my mind *off* this diet

TT: Mungkin dengan meonton televisi aku bisa *menyingkirkan* diet dari pikiranku

Idioms *take off* means to remove^[6]. In the example above, English idiomatic expression *take off* is translated into *menyingkirkan* so that the target language text contains inappropriate collocation. Translator should translate the English idiomatic expression *take off* into *melupakan*. because the word *melupakan* has better collocation with the word diet rather than *menyingkirkan* in the target language. In the context, Garfield wants to forget his diet by watching television so that he recommends to the translator to use the word *melupakan*. If the translator uses the word *menyingkirkan* in translating the idiom *take off*, the message of the sentence will be not accurate since in Indonesia the word *menyingkirkan* means Garfield wants to stop his diet but in the fact Garfield only wants to forget his diet by watching television.

ST: *Pay attention* to where I point

TT: *Memperhatikan* dengan seksama apa yang kutunjuk

In the example above, the problems in accuracy of in correct sentence structure is shown. Translator translates English idiomatic expression *pay attention* into *memperhatikan*. According to Murni, idiom *pay attention* means to notice^[6], whereas NTC's American Idiom Dictionary defines idiom *pay attention* as to give one's attention or concentration to someone or something^[9]. The target text will be accurate if it uses imperative form in translation of the English idiomatic expression *pay attention* since in the context, the sentence more refers to imperative sentence rather than declarative sentence.

Conclusion

Based on the result of the analysis, there are four strategies in translating idiomatic expression, namely Using an Idiom of Similar Meaning and Form, translation Using an Idiom of Similar Meaning but Dissimilar Form, Translation by Paraphrasing, and Translation by Omission. Meanwhile, problem of accuracy of English idiomatic translation deals with diction, incorrect collocation, and sentence structure.

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GRADUATION RESOURCES ON NEWS EDITORIAL : A CONTRASTIVE ANALYSIS ON APPRAISAL SYSTEM OF ENGLISH AND INDONESIAN TEXTS

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Abstract: This paper aims to analyze the graduation resources in English and Indonesian editorials using the framework of appraisal system proposed by Martin, J. and Rose, D. (2003). These views are used to discover kinds of Graduation resources, the goals and also the most dominant use of the resources on news editorials. Here, my paper will focus on the graduation resources used in English and Indonesian editorials. In order to make the subject matter more manageable and reliable, the 2 editorials I have chosen are from two online source— Jakarta Post and Media Indonesia. These materials are downloaded from the Internet in January of 2015. In this paper both qualitative and quantitative analytical techniques are adopted. The analysis lead to the conclusion that the graduation resources have been broadly used in all the editorials. The findings also include the following: 1. These 2 editorials show a similar willingness to use graduation resources in constricting the text. 2. The goals of both the editorials are to express the writer strong feeling about the issues. 3. Analysis of graduation resources indicates that Indonesian tends to use more metaphors while English editorial is rich with an attitudinal lexis on the writing. But in general, both editorials use more force resources than focus on their graduation options.

Keywords : Contrastive Analysis, Appraisal System, Graduation Resources, News editorial

Introduction

As the globalization and media industry develop, news editorial become an important aspect for the readers in order to guide them to take decisions on the issues being discussed. On it, the writers will expose his critical thinking through an arguments to show the logical reasoning with the purpose of persuading the readers to oppose or support an idea, policy or an action based on facts available (Duyile:1990). A critical evaluation, interpretation and presentation of significant and contemporary events with an intention to inform, educate, entertain, and influence the readers can also be found on this column. Thus, it is important for the languages used in this column to be able to cope several functions, that are enact relationship, represent experience and also organize discourse as meaningful text. Halliday (2000) proposed it as three metafunctions of language: Interpersonal, Ideational and textual metafunctions.

For many years, interpersonal metafunctions has been investigated by many researchers.

Martin and Rose (2003) define it as an Appraisal, a language system that is used to take a position in interpersonal communication such as to evaluate, to argue, to present point of view, to react and to express attitudes. This basic options of Appraisal then divided into three options, an attitude, amplification/graduation and also source. Attitudes have to do with evaluating things, people's character and their feelings. Graduation uses for showing how strongly people feel about it and sources which tells about who are the evaluations coming from. Martin and White (2005) stated that " The semantics of graduation, should be the core of the appraisal systems. It is the level of the writers feeling; to grade phenomena whereby feelings are amplified and categories. We usually can find a a large amounts of it in the editorial column. They use it to express how strong feeling is involved on something thus the reader can catch and involve on this ideas. Focussing on the graduation resources, the writer address the above issues through the

following objectives :1. To show the presence of graduation resources in English and Indonesian news editorial text, 2. To establish contrastive analysis of these patterning across languages.

Research Method

This paper explores an English and Indonesian news editorial. The data were selected randomly, downloaded, printed out and separated. The first text is an English editorial published in Jakarta Post on December 30, 2014, entitled "Questions over aircraft safety". The second text is an Indonesian editorial entitled "Harga Mahal Keselamatan Penerbangan" taken from Media Indonesia that was published on 03 January 2015. Both texts are talking about aircraft safety in Indonesia after the incident of AirAsia QZ 8501. For analyzing the data, the writer will combine quantitative

and qualitative analysis. The first step is identifying the presence of graduation resources on both texts. Then the second is to establish comparison of this patterning between these two languages.

Result and discussion

In this chapter, the analytical frameworks of appraisal systems from Martin, J.R. and R. David (2003) are employed to investigate the graduation resources of English and Indonesian news editorial texts.

1.1. Graduation resources in English and Indonesian news editorial

1.1.1. Graduation found in English text Entitled "Questions over aircraft safety"

Table 1. The Graduation Resources in English news editorial

GRADUATION (Amplifying Attitudes)	APPRAISING ITEMS
1. FORCE	
1.1. Intensifiers	<ul style="list-style-type: none"> a. All our hopes are pinned on the ocean and land areas being scoured for any sign of the aircraft and its passengers. b. much smaller compared with the year's earlier tragedy c. all efforts are now focused on locating the Airbus and its passengers. d. The aircraft, AirAsia said, was last recorded between Belitung island and Pontianak in West Kalimantan e. passengers was last reported in April to be somewhere above remote waters west of Perth, Australia. f. lost contact following the last communication g. climb higher to avoid thick clouds. h. the long list of Indonesia's aviation accidents i. In the face of no option but to book an airline seat
1.2. Attitudinal Lexis	<ul style="list-style-type: none"> a. all our hopes b. must be on helping distressed families c. We can blame the weather d. Indonesia needs to work hard on its safety record. e. The lifting of the ban five years ago cannot make us complacent. f. traveler should be able to depart in the

	<ul style="list-style-type: none"> g. expectation of flying and landing safely g. they seem to forget h. passengers are more interested in their own safety i. than in admiring those awards. j. travelers everywhere expect that k. do everything they can to ensure their safety.
1.3. Methapor	<ul style="list-style-type: none"> a. flying beyond a pilot's skills b. In the face of no option c. Air traffic was reportedly heavy
1.4. Swearing	
2. FOCUS	
2.1. Sharpen	<ul style="list-style-type: none"> a. After permission was granted, but only to turn left, b. the details become unclear, c. Pending investigations d. travelers everywhere expect that airlines and national authorities do everything they can to ensure their safety e. It was only in 2009 that Garuda Indonesia was allowed to fly to Europe f. Air traffic was reportedly heavy as the pilot, formerly with the Air Force.
2.2. Soften	<ul style="list-style-type: none"> a. any sign of the aircraft and its passengers b. without having to consider the implications of that remaining 20-percent shortfall. c. Such incidents are rare

Based on the analysis, we found that the text employs all kinds of graduation resources in it. 28.12% of data belongs to intensifiers, 34.37% attitudinal lexis, 9.37% metaphore, 18.75% sharpen focus and 9.37% softening focus. We can see that

force attitudinal lexis is the most dominant graduation resource found in English news editorial. It plays an important role because it is the main way the writer shows his/her attitudes toward the issues.

1.1.2 Graduation found in Indonesian news editorial Entitled “Harga Mahal Keselamatan Penerbangan”

Table 2. Graduation resources found in Indonesian text.

GRADUATION (Amplifying Attitudes)	APPRAISING ITEMS
1. FORCE	
1.1. Intensifiers	<ul style="list-style-type: none"> a. Kita mengapresiasi tim SAR gabungan yang dalam waktu relatif singkat menemukan pesawat yang hilang b. Kita juga memahami, amat memahami, kepastian yang diberikan tim SAR memicu duka luar biasa c. Normal, amat normal, mereka amat terpukul d. Perlu ketabahan tingkat tinggi bagi siapa pun e. Pendampingan sangat penting diberikan karena keluarga para penumpang

	<ul style="list-style-type: none"> f. Mereka tengah diimpit situasi yang amat sulit g. Dengan pendampingan, dengan konseling, beban superberat untuk melewati masa duka yang mereka sandang akan terasa lebih ringan.
1.2. Attitudinal Lexis	<ul style="list-style-type: none"> a. Kita mengapresiasi tim SAR gabungan b. Kita lega kerja keras tim SAR membuahkan kepastian c. kepastian yang diberikan tim SAR memicu duka luar biasa. d. mereka terguncang tatkala penantian berujung pada duka e. mereka amat terpukul f. Kita ikut prihatin dan merasakan duka mereka. g. Perlu ketabahan tingkat tinggi bagi siapa pun dalam menyikapi musibah seperti ini. h. kita mengapresiasi para psikolog i. keluarga para penumpang secara psikologis sedang rapuh-rapuhnya j. kita semestinya menghadapi dengan tabah
1.3. Methapor	<ul style="list-style-type: none"> a. pencarian sejak Minggu mencapai titik terang b. Itulah realitas tak terperi yang mesti kita terima. c. tim SAR membuahkan kepastian d. kepastian itu amatlah pahit. e. Hujan tangis langsung mengguyur f. menunggu nasib sanak saudara mereka. g. kita pun wajib berperan menguatkan hati mereka yang tercabik-cabik h. ketika orang-orang terkasih diterpa musibah sedemikian pahit. i. untuk melewati masa duka yang mereka sandang akan terasa lebih ringan. j. karena keluarga para penumpang secara psikologis sedang rapuh-rapuhnya
1.4. Swearing	
2. FOCUS	
2.1. Sharpen	<ul style="list-style-type: none"> a. Tak cuma itu, tim SAR juga menemukan jasad penumpang AirAsia QZ8501. b. Hercules TNI-AU pun mendeteksi adanya objek yang menggambarkan bayangan pesawat c. Yang terpenting, kita harus menunjukkan bahwa duka keluarga korban kecelakaan pesawat Air Asia ialah duka kita semua
2.2. Soften	<ul style="list-style-type: none"> a. Kita lega kerja keras tim SAR membuahkan kepastian, sekalipun kepastian itu amatlah pahit. b. Wajar, sangat wajar, mereka terguncang tatkala penantian berujung pada duka mendalam c. Normal, amat normal, mereka amat terpukul ketika harapan akan adanya keajaiban ternyata sirna.

On this text we also found that the text employs all kinds of graduation resources in it. 27.7% of data belongs to intensifiers, 27.7%

attitudinal lexis, 27.7% metaphore, 8.3% sharpen focus and 8.3% softening focus. We can see that almost all elements of graduation

resources have the equal amount in this kind of text. But the most dominant one is on the

aspect of force where the writer intends to show his/her strong feeling about something.

1.2 The Contrastive Analysis of English and Indonesian Graduation Resources

1.2.1 Force Analysis

1.2.1.1 Intensifiers

Table 3. Intensifiers found in the text

ENGLISH EDITORIAL	INDONESIAN EDITORIAL
<p>a. all our hopes are pinned on the ocean and land areas</p> <p>b. much smaller compared with the year's earlier tragedy</p> <p>c. all efforts are now focused on locating the Airbus and its passengers.</p> <p>d. The aircraft, AirAsia said, was last recorded between Belitung island and Pontianak in West Kalimantan</p> <p>e. passengers was last reported in April to be somewhere above remote waters west of Perth, Australia.</p> <p>f. lost contact following the last communication</p> <p>g. climb higher to avoid thick clouds.</p> <p>h. the long list of Indonesia's aviation accidents</p> <p>i. In the face of no option but to book an airline seat, any traveler should be able to depart in the expectation of flying and landing safely</p>	<p>a. Kita mengapresiasi tim SAR gabungan yang dalam waktu relatif singkat menemukan pesawat yang hilang</p> <p>b. Kita juga memahami, amat memahami, kepastian yang diberikan tim SAR memicu duka luar biasa</p> <p>c. Normal, amat normal, mereka amat terpukul</p> <p>d. Perlu ketabahan tingkat tinggi bagi siapa pun</p> <p>e. Pendampingan sangat penting diberikan karena keluarga para penumpang</p> <p>f. Mereka tengah diimpit situasi yang amat sulit</p> <p>g. Dengan pendampingan, dengan konseling, beban superberat untuk melewati masa duka yang mereka sandang akan terasa lebih ringan</p>

In Indonesian editorial reports, the word "amat" is usually used to show the writers level of feelings. He uses this word to show how strong is his feelings about the issues. He also want the readers who read this editorial have the same feelings with him. Lets Observe this example,

"Kita juga memahami, **amat memahami**, kepastian yang diberikan tim SAR memicu duka luar biasa." The word "amat" makes the sentence moved to a higher level of meaning. It become deeper. With this word, the writer wants reader also felt the same sense with him. Besides to achieved this intention, the writer also uses the pronoun "kita" in order to involved the reader in this situation. By reading these words, the reader will feel that she or he is the part of the issues thus they will totally involved on those situation. Now lets turn to the intensifiers use in english editorial. "All our hopes are pinned on the oceans and land area." And "Ocean and land areas being scoured for any sign of the aircraft and its passengers — areas **much smaller** compared with the year's earlier tragedy of the lost Malaysian Airways plane." Based on the example, we can see that English editorial also use the same linguistic features with Indonesian on using the intensifiers . The writer also use this words to show his deepest feelings about the issue. By using comparison "much smaller" and the pronoun "our" the writer intend to make the reader involved as a personal on the issu.

1.2.1.2 Attitudinal Lexis

Table 4. Attitudinal Lexis found in the text

ENGLISH EDITORIAL	INDONESIAN EDITORIAL
a) all our hopes b) must be on helping distressed families c) We can blame the weather d) Indonesia needs to work hard on its safety record. e) The lifting of the ban five years ago cannot make us complacent . f) traveler should be able to depart in the expectation of flying and landing safely g) they seem to forget h) passengers are more interested in their own safety i) than in admiring those awards. j) travelers everywhere expect that k) do everything they can to ensure their safety.	a. Kita mengapresiasi tim SAR gabungan b. Kita lega kerja keras tim SAR membuahkan kepastian c. kepastian yang diberikan tim SAR memicu duka luar biasa. d. mereka terguncang tatkala penantian berujung pada duka e. mereka amat terpukul f. Kita ikut prihatin dan merasakan duka mereka. g. Perlu ketabahan tingkat tinggi bagi siapa pun dalam menyikapi musibah seperti ini. h. kita mengapresiasi para psikolog i. keluarga para penumpang secara psikologis sedang rapuh-rapuhnya j. kita semestinya menghadapi dengan tabah

The function of attitudinal lexis is to show the attitude of the writer (Martin and Rose :2003). On Indonesian and english news editorial, positive and negative attitudes are used in responding the issue. The writer uses positive attitudes in order to show his/her positive feeling thus it can also felt by the reader. On the other hand, the negative one is also used to express negative attitudes on the issue. Lets see the examples

- a. “On the part of authorities and AirAsia’s management, equal focus

must be on helping **distressed** families and keeping communication channels open amid agonizing uncertainty.”

- b. “Wajar, sangat wajar, mereka terguncang tatkala penantian berujung pada *duka mendalam*.”

Both positives and negatives attitudinal lexis are used to show the feelings of people involved through writer’s opinion in order to attract sympathy of the readers.

1.2.1.3 Metaphore

Table 5. Metaphore found in the text

ENGLISH EDITORIAL	INDONESIAN EDITORIAL
a. flying beyond a pilot’s skills b. In the face of no option c. Air traffic was reportedly heavy	a. pencarian sejak Minggu mencapai titik terang b. Itulah realitas tak terperi yang mesti kita terima. c. tim SAR membuahkan kepastian d. kepastian itu amatlah pahit . e. Hujan tangis langsung mengguyur f. menunggu nasib sanak saudara mereka. g. kita pun wajib berperan menguatkan hati mereka yang tercabik-cabik h. ketika orang-orang terkasih diterpa musibah sedemikian pahit .

	<p>i. untuk melewati masa duka yang mereka sandang akan terasa lebih ringan.</p> <p>j. karena keluarga para penumpang secara psikologis sedang rapuh-rapuhnya</p>
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In Indonesian editorials there are more metaphors used than in English editorials. The writer prefers to use metaphors in expressing his/her feelings because it can deliver meanings deeper. Observe this example

- a. Sebagai saudara sebangsa, kita pun wajib berperan menguatkan **hati mereka yang tercabik-cabik** oleh **musibah yang begitu memilukan**.

By using this kind of words, the reader can easily feel another sensation on the writer's feelings. It also gives a bigger impact on readers' attitudes in facing the text. In English editorials, metaphors are also used even though they are not as many as in Indonesian.

Consider the example,

- b. We have unresolved factors that heighten the risk of **flying beyond a pilot's skills** — such as inadequate runways, crowded airports and airspace, flight delays and tight competition in the industry, amid high operation and maintenance costs. flying beyond a pilot's skills

This metaphor is used to exaggerate the meaning of the words. By using this, readers' attention will be more attracted.

1.2.2 Focus

1.2.2.1 Sharpen and soften

Table 4. Sharpen and Soften resources found in the text

SHARPEN	
<p>a) After permission was granted, but only to turn left,</p> <p>b) the details become unclear,</p> <p>c) Pending investigations</p> <p>d) travelers everywhere expect that airlines and national authorities do everything they can to ensure their safety</p> <p>e) It was only in 2009 that Garuda Indonesia was allowed to fly to Europe</p> <p>f) Air traffic was reportedly heavy as the pilot, formerly with the Air Force.</p>	<p>a) Tak cuma itu, tim SAR juga menemukan jasad penumpang AirAsia QZ8501.</p> <p>b) Hercules TNI-AU pun mendeteksi adanya objek yang menggambarkan bayangan pesawat</p> <p>c) Yang terpenting, kita harus menunjukkan bahwa duka keluarga korban kecelakaan pesawat Air Asia ialah duka kita semua</p> <p>d) Kita lega kerja keras tim SAR membuahkan kepastian, sekalipun kepastian itu amatlah pahit.</p>
SOFTEN	
<p>a. any sign of the aircraft and its passengers</p> <p>b. without having to consider the implications of that remaining 20-percent shortfall.</p> <p>c. Such incidents are rare</p>	<p>a. Wajar, sangat wajar, mereka terguncang tatkala penantian berujung pada duka mendalam</p> <p>b. Normal, amat normal, mereka amat terpukul ketika harapan akan adanya keajaiban ternyata sirna.</p>

In both languages sharpen and soften are also used as the graduation resources on the editorial discourse. Sharpen is mostly used than soften. We can infer from this findings that in editorial news, the writer focus on giving more power to his writing

CONCLUSION

Based on the finding and discussion toward graduation resources use above,we can conclude that both english and Indonesian news editorial use graduations to stimulate the communicative function of strengthening or weakining the semantic meaning. It is also used to accomplish the expression and mission of different intentions such as to show the deepest feelings about the issues and also getting the reader to be involved on the writing. The difference is that indonesian editorial usually uses more metaphors on it writing while English editorial prefers to use more attitudinal lexis. The differences on customs and also cultural background could be the best reason that make this phenomena ocured. From the results of this paper it can be concluded as following: 1. These 2 editorials show a similar willingness to use graduation resources in constricting the text. 2. The goals of both the editorials are to express the writer strongs feeling about the issues and also getting the reader to be involved on the writing 3. Analysis of graduation resources indicates that indonesian tends to use more metaphors while English editorial is rich with an attitudinal lexis on the writing. But in general,both editorials use more force resources than focus on their graduation options.

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VOWEL DISCRIMINATION PROBLEM OF THE INDONESIAN LEARNERS OF ENGLISH

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Abstract

English recognizes vowels on the basis of the duration or vowel length [1]. Thus, the duration cues play a significant role in its phonological system [2][3]. Since the Indonesian vowel system does not employ vowel length, a high frequency of error is assumed to occur to its English learners. The research was designed to grasp empirical data on how the Indonesian learners of English perceive the vowel contrasts in English. The study set two types of perception experiment tasks. The first task was to distinguish English minimal pairs by making the word-by-word selection, and the second task was to differentiate them from different types of contexts. On the whole, the research has provided strong evidence that Indonesian learners of English have difficulty in the vowel discrimination of English. The learners tend to misperceive some minimal pairs such as *bit* and *beat*; *is* and *ease*; *it* and *eat*; *pit* and *peat*. Moreover, the words such as *fund* and *fond*; similarly occurred as misperceiving vowel pairs. The long and short vowels are found to be difficult for them to distinguish. However, the use of context reduces the error rates. It brings a positive influence to the framework for the context and makes them easier to comprehend words.

Keywords: second language acquisition, learners' perception, vowels discrimination

1. Introduction

Learners of English as a Foreign Language (EFL) tend to build anxiety on listening comprehension [4] and often disregard it [5][6]. One possible reason is that listening comprehension utilizes extremely complex and extensive process. Listeners need to distinguish sounds, comprehend vocabularies and grammatical structures, interpret stress and intention, retain and interpret the input in a larger socio-cultural context of utterance [7][8][9].

In practice, utterances include phrases, clauses, cohesive markers, stress, and intonations, which appear in listener's short-term memory [10]. In other word, spoken language is converted to meaning in the mind [11]. Listeners, thenceforth, determine the objectives of the speaker and arouse background information or schemata that relate to the topic and interprets it [12][13]. At last, the listener transfers the obtaining information from the short-term memory to long-term memory. Mental models or images of the discourse stay longer in the memory [14].

Complexities of listening process, differences in some linguistic characters, and cognitive process in often listening create misperceiving of what is being said. A condition where listeners fail to recognize the speakers' utterances results on error perception of speech, called *slips of the ears* [15]. It is interesting to examine the problems in ESL learners as it reveals how learners employ their background nature of speech in acquiring a foreign language. The research mainly focuses on vowels are often misperceived by Indonesian learners of English and effect of contexts in comprehend words.

The current research applies experimental tasks in order to find the evidence of listening problems appeared in Indonesian learners of English. A questionnaire is employed to explore respondents' personal information. The research designed two experiments to gain the data of misperceived sounds. The first experiment is perception task to measure the ability of learner in making word discrimination of minimal pairs. The second experiment is also perception task, which applied sentence context in order to see learners' competence to distinguish vowels in a framework.

2. Methods

2.1 Participants

Twenty English language learners from Indonesian universities (with a mean age of 24,8 years) participated in this research. They were all native speakers of Bahasa Indonesia and had studied English for minimum 5 years. They were acquired to show minimum 450 score of TOEFL. They had normal hearing.

2.2 Stimuli

English vocabulary words were set to the closest articulatory places which according to lexical similarity or *synforms* [16]. Target word stimuli were presented 48 multiple-choice tests, 24 of which were vocabulary items of general English words and another 24 were the vocabularies in sentences (Table 1). The distracters were carefully selected to make sure that the subjects understood them. The test exploited the recording of an American English native speaker.

IPA symbols	Words	
/ɪ/ - /i:/	eat	it
	bit	beat
	ease	is
	pit	peat
/ɔ:/ - /ʊ/	ox	auks
/ɑ:/ - /ʊ/	mask	mosque
	card	cod
	tart	tot
/e/ - /ə/	bet	but
/ʌ/ - /æ/	up	apt
	cut	cat
	truck	track
	uncle	ankle
/ʊ/ - /u:/	pull	pool
	foot	food
/ɜ:/ - /e/	bird	bed
	heard	head
	dirt	debt
/ʌ/ - /ɑ:/	lust	last
	fuss	fast
/ʌ/ - /ʊ/	fund	fond
	hug	hog
/ɔ:/ - /ʊ/	wall	wool
/ɔ:/ - /ɑ:/	cause	cars

Table 1. the Experiment Stimuli

The test was handed out to the subjects, and had to listen to recording before choosing words they heard. Instructions were dictated and also written on the front page of the test sheet. Every questions were manipulated to have 3-second delay in order to give time to subjects to read and decide the answers.

2.3 Procedures

Participants were asked to make themselves comfortable in a quite laboratory room. They joined two sessions of discrimination test, which lasted 35 minutes each. Signals were delivered to a headphone to each participant. They identified and responded to the words they heard. They chose between target word and distractors in a paper given before the test. Each listening of two sessions was preceded by a brief direction to make sure that the participants understood what they had to do. The research applied descriptive statistics to determine any differences in the means of the row scores of the subjects. The percentage of misperceived vowels sounds on the test were gathered and described.

3. Results and Discussion

3.1 Results

The results show the error rates of the Indonesian English learners when making vowel discrimination. They had to do two conditions; vowel decision making word-by-word and context-by-context selection (Table 2).

Stimuli	Percentage of Error Rates	
	Without Context	With Context
bit/ beat	50	20
ox/ auks	25	15
bet/ but	10	0
up/ apt	0	0
is/ ease	50	35
mask/ mosque	0	5
tart/ tot	0	0
it/ eat	40	20
pull/ pool	30	25
bird/ bed	25	0
lust/ last	0	0
pit/ peat	35	25
foot/ food	0	0

wall/ wool	0	5
fund/ fond	20	5
heard/ head	0	0
hug/ hog	30	0
cut/ cat	0	0
fuss/ fast	0	0
truck/ track	0	0
card/ cod	30	0
cars/ cause	0	5
dirt/ debt	0	15
uncle/ ankle	0	0

Table 2. Percentage of Error Rates of Vowel Discrimination Without and With Context

3.1.1 Vowel Discrimination

Vowel discrimination tests were created to make sure how well participants discriminate English vowels. The focus of analysis was on the slips of the ears. Identification of English vowel phoneme that was misperceived by Indonesian learners of English became a great concern. The results of respondents' answer in the tabulated data showed percentage of slips of the ears. From the tabulation, it was proven that Indonesian learners of English had to be aware to some vowel sounds. It was found that most of them tend to exceedingly misperceived minimal pairs [I] and [i] in words such as *bit* and *beat*; *is* and *ease*; *it* and *eat*; *pit* and *peat*.

Moreover, participants had a high percentage of wrong answer to vowels [ʌ] and [ɒ] in *ox* and *auks*; *fund* and *fond*. Amazingly, pairing words such as *card* and *cod*; *bet* and *but*; *bird* and *bed*;

heard and *head*; were easily distinguished by them. Figure 1.1. shows overall percentage of incorrect identification of minimal pairs.

3.1.2 Context Effect

In connection to foreign language learning, which includes the process of foreign language acquisition, a sentence or a context has a good representation to help learners understand the words easily. When they know the context of a text or an utterance, the processes is facilitated considerably because they can activate prior knowledge and make the appropriate inferences essential to comprehend the message [17]. Context belongs to the syntactic component of language acquisition in which the learner is no longer just knowing the word obtained but also able to understand and even produce the intended word into a sentence that is easily understandable and acceptable.

The research resulted on a percentage comparing listening tests without context and using context. This reflected the percentage of learners who either perceived words or context words spoken by native English speakers. For the identification, it was proven that pairing words such as *bit / beat*, *ox/ auks*, *bet/ but*, *up/apr*, *ease / is*, *tot/ tart*, *it/ eat*, *pool/ pull*, *bird/ bed*, *lust/last*, *pit/ peat*, *foot/ food*, *fund/ fond*, *heard/ head*, *hug/hog*, *cut/ cat*, *fast/ fuss*, *truck/ track*, *card/ cod*, *uncle/ ankle* were easily perceived by Indonesia learners of English when they were applied in sentences. However, a surprising case appears when pair of words such as *mask/ mosque*, *wall/ wool*, *cause/ cars*, *debt/ dirt* showed high percentage of slips of the

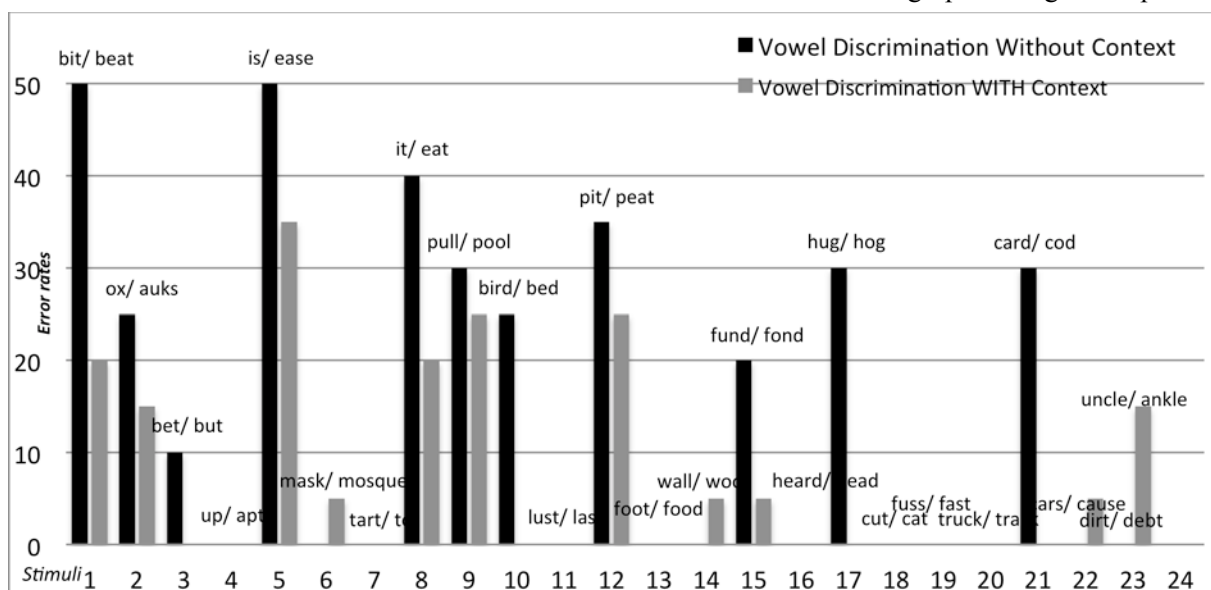


Figure 1. Error Rates of Vowel Discrimination by the Indonesian learners of English (in percent)

ears. Figure 1 demonstrates incorrect answers of learners in doing perception task 1 (vowel discrimination without context) and perception task 2 (vowel discrimination in context).

3.2 Discussion

The original intent of this study was to study vowel recognition of EFL, especially on the misperceived sounds. It seems quite clear that Indonesian learners of English should be sensitive of perceiving long and short vowel sounds. Perceptual confusion among vowel sounds is minimized by the facilitation of text or context. Perceptual data from represent study proved that context help learners elicited their background knowledge correctly and effortlessly. Current result serves as reminder that this kind of study can only wish to show one crucial and typical problem of second language learners' perception. The overall identification of comparing perception tasks by choosing labels in multiple choices clearly demonstrate often misperceived vowels in certain minimal pairs would surprisingly appeared in distinguishing words and would be substantially reduced in context use.

The results indicated the difficulty existed due to the fact that Indonesians and English have diverse language character. Dardjowidjojo [18] proved that some English sounds are not found in Indonesian system. There is inconsistency on Indonesia vowel sounds compared to English. Besides, Indonesian phonological scheme does not apply a distinctive feature of short and long vowels while English, on the other hand, distinguishes vowels using durational and length differences [1]. As short and long vowel pairs are all pronounced with different mouth positions as well as different lengths, Indonesian learners of English used to get tangled to discriminate minimal pairs, for example: the word *beat* may be analyzed as having similar vowel length as contrasted to *bit*, thus [i:] versus [i].

It is also important to note that the problems in misperceiving vowel sounds were attributed from interference of first language. Learners of English who has been exposed by their mother tongue would be undoubtedly dominated by its language system. This domination led to, what so called as, *fossilization process*, in which some sounds from these second languages are assumed and replaced phonetically

by learners' first language [19]. The result, along with those of Brown dan Rubenstein [20] in some case verify that word-frequency, neighborhood density, neighborhood frequency contributed to auditory discrimination, for example in minimal pairs *ox* and *auks*.

4. Conclusion

Problems in distinguishing long and short vowel would exist in the absence of long and short vowel in Indonesian phonological system. In fact, it would be reduced using context use in perceptual identification task. To overwhelm the existance of common mistake, creating a phonetic-focused exercises would bring benefit to learners. Language teacher would simply create or use a computer-controlled exercise which focuses on making discrimination of words. The exercise would help learners to study more about distinguishing pairs.

ACKNOWLEDGMENT

The author would like to thank the Directorate General of Higher Education, Indonesian Ministry of National Education, who funded this article through the scholarships won by the author. The contents of this article including any of the opinions, findings, statements and conclusions expressed in this article are solely the responsibilities of the author and do not necessarily reflect those of the Directorate General of Higher Education, Indonesian Ministry of National Education.

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A CONTRASTIVE STUDY ON AN ENGLISH POEM ‘THE YOUNG DEAD SOLDIERS DO NOT SPEAK’ AND THE INDONESIAN VERSION ‘ANTARA KRAWANG BEKASI’

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ABSTRACT

This present study is entitled *Contrastive Analysis on the English Poem “The Young Dead Soldiers Do Not Speak” and the Indonesian Version “Antara Krawang-Bekasi”*. In this study, the present writer discusses about the differences and the similarities of the two poems in the terms of the form and the meaning. The purpose of the study is to see how the poems show differences and/or similarities, since the two poems cover the same theme. The data of this study is taken from two poems; “The Young Dead Soldiers”, written by Archibald MacLeish, and “AntaraKarawang-Bekasi” written by Indonesian Poet Chairil Anwar. As the research methodology, the writer employs Descriptive Analysis method. The writer also employs Contrastive Analysis as a method to compare and contrast the poems in order to find out the both the differences and the similarities. As the result of the study, the writer can draw the conclusion that the adapted poem (Anwar’s) provides more historical background to the reader that that of MacLeish’s. Therefore, although it is said that Anwar’s work is not originally the idea of Anwar himself, yet the writer finds his work quite representative to be considered as a work separated from the original one.

Key words: Contrastive analysis, Poems, The Young Dead Soldiers Do Not Speak, AntaraKarawang-Bekasi

1. INTRODUCTION

Poetry, as one of the genres of literature, has been a media for some people to convey their ideas, thoughts, feelings, hopes, and so on. Poetry, also as a part of literature, speaks one’s mind indirectly. Through poetry, it can be seen the historical background of the poems. Poetry is not only about the poetic patterns like verses, rhymes, rhythm, stanzas, etc; it also conveys meanings. Similar to other genres of literature as prose or drama, in poetry, the poem is a kind of media for the poet (poem writers) to convey his or her thoughts, opinion, feelings, etc. it is kind of a media to speak up what is on the poet’s minds.

For this study, the present writer is interested in conducting a contrastive analysis on two poems. One of them is the one written by Archibald Mac Leish, an American Poet; the other poem, which has been believed to be the

translation version of the poem mentioned previously, is a poem entitled “AntaraKrawangBekasi” which was written by Indonesian Poet, Chairil Anwar. The two poems bring similar theme, which was the struggle of the soldiers for the independence and the hope of the soldiers that their struggle did not stop when they died. They wanted somebody to continue their struggles until their aspiration had been done.

Contrastive Analysis

Contrastive analysis is one of the methods used to find some differences and similarities between the source language and target language. Contrastive analysis is the study and comparison of two languages. The study is done by looking at the structural similarities and differences of the languages that are being investigated. The central purposes of contrastive analysis are to establish the inter-relationship of

languages in order to create a linguistic family tree and to aid second language acquisition.

Kardaleska (2006) defined contrastive analysis in general term as an inductive investigating approach based on the distinctive elements in a language. The contrastive analysis helps in the process of anticipation of possible difficulties with the second language learners since a part of the difficulties can be attributed to the first language interference. The contrastive analysis is emphasized on the influence of the first language in learning a second language in phonological, morphological and syntactical aspects. It also provides an objective and scientific base for second language teaching.

Mistakes resulted from the influence from the first language may emerge when we use a foreign language. This is referred to as interference. According to Stig (2008), contrastive analysis is the systematic comparison of two or more languages with the aim of describing their similarities and differences. He also explained that the background for contrastive analysis is the assumption that the native language plays a role in learning a second language.

Literature

Literature has always been fascinating for the present writer. There are many advantages that we can get from reading literature. Literary works can be treated merely as entertainment – the readers read literary works to seek pleasure - ; however it is better to try to do the critical reading to be able to find the implied meanings the authors intended to say in their works. Since, different from the kind of actual texts, such as newspapers, magazines, advertisements, course books, etc., literary works contain implied meanings beyond the texts or stories themselves.

As by Lynn (2008), literature is analogized as the activity of travelling. He said that, “For some of the same reasons we ought to travel – to have fun, to learn things, and to be able to talk about it later”. Whereas, Lynn describes literary works as “some places we can visit”, in other words, it is the destination of the travelling. Through literary works, the readers can see other people’s lives; they can momentarily transcend the boundaries of their

lives. Lynn also explained why the readers need to write about literature. According to him, for quite a similar reason people write and think about where they have been, people write literature. It is in part to share their experiences with others and also to reconsider and ponder and make sense of the travels for themselves.

Poetry

According to O’Donnel (1946), Poets are similar to artists. They are like something of a superman, they have super-acute senses and feelings, they have the power of seeing and hearing and feeling more sensitively than other people.

Moreover, Poetry, according to O’Donnel (1946), had been originally intended to be heard. Thus its first appeal was to the ear. He explained that there were several steps to understand the poetry, since the reader, besides to enjoy the poem, needed to spend some time and thought on studying a poem. The first step is to read the poem several times, the reader can listen to the sounds, and feel the swing of it. After that, the reader must find out what the poem is about. The reader needs to find out the writer’s intention and aim in writing it, the writer’s inspiration, and the aspects of the subject the writer is concerned with.

As one of the genres of literature, poetry may be less similar to the other genre of literature, Prose and Drama, which are written in a kind of narrative text. poetry, on contrary, has a unique form of writing. Poetry uses figurative language, imagery, and special syntax which are hardly found in prose or drama.

2. RESEARCH METHODOLOGY

A. The present study

The present study attempts to investigate the similarities and the differences of the patterns of the form and the meaning, and how the historical background influences the difference in the poem from the cultural background between an English poem entitled “The Young Dead Soldiers Do Not Speak” and the Indonesian version of the poem entitled “AntaraKrawangBekasi”. To achieve the objective of this study, the two poems are brought up. The poems are entitled “The Young Dead Soldiers Do Not Speak” which was written

by Archibald MacLeish and “AntaraKrawang-Bekasi” which was written by Chairil Anwar. The poems were identified and were next compared and contrasted one and another.

B. Methodology

This study is aimed at extracting the two poems in order to find out the similarities and the differences of the poems in terms of form and meaning. After being extracted, the poems are compared and contrasted. Contrastive study is chosen as the method for this study, along with the descriptive qualitative method.

C. Source Materials

In order to achieve the objective of the study, the writer has selected two poems, one in English, and the other one is in Bahasa Indonesia. Both poems bring up the same theme, which is the struggle of the passed away soldiers for their nation/country’s independence and their hopes that their struggle is continued until the nation/the country achieve their independence, as the soldiers had been wished.

3. ANALYSIS

It is interesting to make a contrastive analysis upon the two poems. For one of the poem, MacLeish’s *The Young Dead Soldiers*, is believed to have the original idea of the theme, whereas the other one, Anwar’s *Antara Krawang-Bekasi*, has been believed as a translation version of the one mentioned previously. Some even accuse the second poem as a plagiarized version. The writer of the poem, Anwar, was accused as a plagiat for writing this work. Meanwhile the present writer considers the poem as an adopted version instead of translation or even the plagiarized one.

The poems are about the soldiers who died in the battlefield. The background of the poem is the World War II. MacLeish’s historical period was in Postwar United States, 1945-1968 (Library of Congress). According the Library of Congress, the poet Archibald MacLeish had been aware of the importance of the sacrifice.

From the similar theme the two poems are bringing, it seems that the poems

were borne in the same historical background, war background. In the two poems, both writers concerned about the struggle for the independence done by the soldiers, and the hopes of the passed away soldiers that their struggle does not come to an ease. The writers’ attitude is to hope that the struggle is always continued by their descendants until what they have been struggling for, independence, is accomplished.

Be seen from the form of the poems, at a glance, the two poems look different. The English version seems rather shorter than the Indonesian version. Moreover, there is no particular names are written, unlike in the second poem which mentions some of the Indonesian soldiers prominent such as Bung Karno, Bung Hatta, and Bung Sjahrir. Moreover, in the second poem, the location of the battlefield is mentioned specifically, which are in Krawang and Bekasi, two cities in West Java being the battlefield of the war at the moment, where, it is also stated in the poem, four or five thousand lives were gone.

The similarities of the two poems can be found in their meaning. As briefly explained previously, the two poems bring the same theme, which is about the struggle of the soldiers in the battlefield to claim their nation and their nation back from the invader, and their hopes that their struggle does not stop when they died. They wanted somebody, the next generation to take over their struggle until the independence of the nation had been re-gained.

Besides the theme the poems bring, the two poets seem to use similar choices of words or diction. It looks like one original poem version had been made, and then the second version came out as a kind of the translation to the first one. It is no wonder if later Anwar is accused for plagiarizing MacLeish’s work, although in the present writer’s opinion the second poem is merely an adaptation of the first one.

Have a look at the following:

*Kami yang kini terbaring antara
KrawangBekasi*

Tidak Bisa teriak “Merdeka” dan angkat senjata lagi.

Seems to be a translation to the following:

The Young Dead Soldiers Do Not Speak

Here, the present writer tries to extract the two poems into a table:

No	MacLeish's poem	Anwar's poem
1	The Young Dead Soldiers Do Not Speak	<i>Kami yang kini terbaring antara Krawang-Bekasi Tidak Bisa teriak “Merdeka” dan angkat senjata lagi.</i>
2	Nevertheless, they are heard in the still houses: Who has not heard them?	<i>Tapi siapakah yang tidak lagi mendengar deru kami, terbayang kami maju dan mendegap hati?</i>
3	They have a silence that speaks for them at night and when the clock counts.	<i>Kami bicara padamu dalam hening di malam sepi Jika dada rasa hampa dan jam dinding yang berdetak</i>
4	They say: We were young. We have died. Remember us.	<i>Kami mati muda. Yang tinggal tulang diliputi debu. Kenang, kenanglah kami.</i>
5	They say: We have done what we could but until it is finished it is not done.	<i>Kami sudah coba apa yang kami bisa Tapi kerja belum selesai, belum bisa memperhitungkan arti 4-5 ribu nyawa</i>
6	They say: We have given our lives but until it is finished no one can know what our lives gave.	—

7	They say: Our deaths are not ours: they are yours, They will mean what you make them.	<i>Kami Cuma tulang-tulang berserakan Tapi adalah kepunyaanmu Kaulah lagi yang tentukan nilai tulang-tulang yang berserakan</i>
8	They say: Whether our lives and our deaths were for peace and new hope or for nothing we cannot say, it is you who must say this.	<i>Atau jiwa kami melayang untuk kemerdekaan kemenangan Dan harapan atau tidak untuk apa-apa. Kami tidak tahu, kami tidak lagi bisa berkata Kaulah sekarang yang berkata</i>
9	—	<i>Kami bicara padamu dalam hening dimalam sepi Jika ada rasa hampa dan jam dinding yang berdetak</i>
10	We leave you our deaths. Give them their meaning.	<i>Kenang, kenanglah kami. Teruskan, teruskan jiwa kami, Menjaga Bung Karno, menjaga Bung Hatta, menjaga Bung Sjahrir</i>
11	We were young, they say.	<i>Kami sekarang mayat Berikan kami arti Berjagalah terus di garis batas pernyataan dan impian</i>
12	We have died; remember us.	<i>Kenang, kenanglah kami Yang tinggal tulang-tulang diliputi debu Beribu kami terbaring antara Krawang-Bekasi</i>

From the above table, by extracting the poems into several fragments, the similarities in meaning between the two poems are visible. Seeing the sentences constructed in each line of the two poems, both poems look similar, this may mean that the poet of the second poem (Anwar) was not merely inspired by the first poet. Therefore, Anwar is possibly making an adaptation to MacLeish's poem. Archibald's *The Young Dead Soldiers Do not Speak* was written in around 1948; and so was Anwar's *Antara Krawang Bekasi*.

4. RESULT

Attempts have been made in the present study to identify, compare, and contrast Archibald MacLeish's *The Young Dead Soldier Do Not Speak* and Chairil Anwar's *Antara Krawang Bekasi*. Be seen from the content of the poems, it can be inferred that Anwar's *Antara Krawang Bekasi* is an adaptation of MacLeish's *The Young Dead Soldiers Do Not Speak*. The poems brought the theme of the struggle of our soldiers/heroes in the past time (in the World War II) to claim independence of the nation/the country from the invaders and their hopes that their struggle did not cease when they died. They wanted us, the next generations, to continue the struggle, and also to remember that they had given their lives for the sake of the nation/country.

Since English and Indonesian Language differ in the language systems, some differences of grammatical structures are found. Based on the choice of words or the diction that both poets used, they use words in their own favors, and both sound good in each language, without changing the meanings.

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INSTRUMENTAL VERSUS INTEGRATIVE MOTIVATION IN LANGUAGE LEARNING AND ITS IMPLICATION TOWARD STUDENTS' ACHIEVEMENT

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Abstract

Motivation plays an important role in the success of language learning. Especially in the EFL classroom, the motivation of students will affect students' attitude and performance, which influence their achievement. Therefore, the aims of this study was to identify the dominant motivation between instrumental or integrative in EFL classroom especially in junior high school as well as its implication on students' achievement. The data were taken from questionnaire and in-depth interview with 31 students of grade VII of SMP Quantum Indonesia. The data were analyzed by using the theory of motivation by Gardner and Lambert (1972). The findings show that most of junior high school students have integrative motivation. There are 67.74% of students having integrative motivation and 32.26% of students having instrumental motivation. In addition, the findings also reveal that the average score of the students who have integrative motivation is higher 5.2 point than the students who have instrumental motivation.

Keywords: motivation, instrumental, integrative, students' achievement, language teaching

1. Introduction

Motivation is a key in language learning. It is considered as one of the primary cause of success or failure in second language learning [2][6][16]. Moreover, motivation will affect students' attitude and performance, which influence their achievement. A highly motivated students will set high standard for him self and works hard to reach the goal even the tasks are difficult, while student who has low motivation will easily give up if difficult tasks are faced [4]. Therefore, undoubtedly motivation plays an important role in learning a new language.

Each student has his or her own motivation. Students with different motivation will have different anxiety, attitude, willingness and even learning strategies [9]. Those will lead to the reason why students learn a new language. There are many reasons of learning a new language such as being able to communicate with people in an international language, being able to read English language sources for study purpose, having a better job, parental pressure, or getting a better score in a test. Those reasons can be categorized into two: learning a language as an instrument to achieve other purpose or goal, and learning a language to integrate into the activities or culture of another group of people. It is known

as integrative and instrumental motivation [11].

Based on the explanation above, the writers want to see whether students of Junior High School have integrative motivation or instrumental motivation. Then, it will be linked to their achievement; which kind of motivation gets higher score. Moreover, the writers also want to find out the motivation that male and female students have. By conducting the research, it is hoped that teacher knowledge of motivation will be increased and they can create some activities that will enhance students' motivation.

2. Literature Review

Motivation has been variously defined by many researchers. However, it is usually conceived as a construct, which includes at least the following components: significant goal or need, desire to attain goal, perception, belief, and value of potential outcomes/rewards [14][17]. Moreover, motivation can be defined from each letter of the word "motivation": Methodology, Objectives, Technique, Involvement + Integration, Values, Attitude, Transfer, Interference + Individualization, Observation, Need [8].

One of the best-known studies of motivation in second language learning was conducted by Robert Gardner and Wallace Lambert. Gardner was largely influenced by Mower's idea. Gardner presented Mower's idea as the basis for his research. Gardner's model tends to reflect four basic features of L2 learning. These features are:

- a. Social and cultural environment
- b. Learner's individual differences
- c. The setting in which learning takes place
- d. Linguistics out comes

Based on the model above, it can be conclude that motivation works on three elements.

1. Effort
It refers to the drive of learner.
2. Desire
It refers to the want of learner.
3. Affect
It refers to learner's emotional reaction.

On the basis of there elements, the learner can be categorized into two kinds of motivation: integrative motivation (i.e. learning a language out of interest in or desire to identify with the target culture) and instrumental motivation (i.e. learning a language as an instrument to achieve practical goals) [15].

Integrative motivation

Integrative motivation is considered as an important feature of language learning [10]. Integrative motivation is based on interest in learning L2 because of a desire to learn about or associate with people who use it (e.g. romantic reasons), or because an intention to participate or integrate in the L2 using speech community; in any case, emotions or affective factors are dominant [17]. Furthermore, it is stated that integrative motivation is a detailed, empirically based construct that is made up of three constituents [6]:

- a. Integrativeness, which includes integrative orientation, interest in foreign languages, and attitude toward the L2 community.
- b. Attitudes toward the learning situation, which comprises attitudes toward the language teacher and the L2 course.
- c. Motivation, that is, effort, desire, and attitude toward learning

The notion of this motivation is "integrativeness". Integrativeness is a desire to get closer to another language group. Learning another language involved taking on characteristic of the other language group;

therefore, willingness to identify with that group was necessary [13]. In addition, integrative motivation reflects whether the student identifies with the target culture and people in some sense, or rejects them [3]. In short, integrative motivation refers to an openness to identify at least in part with another language community. Therefore, student who has integrative motivation want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture.

Instrumental motivation

In contrast to integrative motivation, instrumental motivation involve perception of purely practical value in learning L2, such as increasing occupation or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school [17]. Students with an instrumental motivation want to learn a language because of a practical reason such as getting a salary/bonus or getting into collage [5][12]. In another words, instrumental motivation can be seen as a means to get social and reward through L2 learning.

In EFL context, students are most successful when they study foreign language because they admirer the culture, like the people, and wish to become familiar with or even part of the society in which the language is used [7]. While students with instrumental motivation rarely achieve full success in foreign language classes. Moreover, students did better with integrative motivation than with instrumental motivation [3]. Thus, it can be conclude that students who have integrative motivation will have better performance instead of students who have instrumental motivation.

3. The Aim of Study

This study aimed to provide a better understanding of motivation of EFL learners especially junior high school students. There are two questions for this study:

Research Question 1 : What kind of motivation do junior high school students have?

Research Question 2 : Is there any relationship between students' motivation and their achievement?

4. Methodology

4.1. Subjects

The respondents were 32 students of grade 7th of SMP Quantum Indonesia in Cibubur. They were 10 male and 22 female students between 12 and 13 years of age.

4.2. Instruments

There are three instruments that were used in the study: open-ended and close-ended questionnaire and interview. The open-ended questionnaire consists of two questions relating to their goal and aim in leaning English while the close-ended questionnaire consists of 10 statements (five statements related to integrative motivation and the other five statements related to instrumental motivation). The close-ended questionnaire based on Likert scale that is comprised on 4 scales from strongly disagree to strongly agree. The interview was held in order to confirm the result of the questionnaires.

4.3. Procedure

First, the respondents were required to complete questionnaires both open-ended and close-ended questionnaire in 20 minutes. After that, the respondents were asked to have an interview with the researcher in another room, one by one.

The interview was recorded by using smartphone. The results of the questionnaire and interview were gathered to get the final result.

4.4. Data Analysis

Descriptive analyses were used to describe the data in order to get the result.

5. Result and Discussion

RQ 1: What kind of motivation do Junior High School students have?

The study showed that Junior High School students had a stronger integrative motivation to learn English. It can be seen from the table that there are 67.74% of students having integrative motivation and 32.26% of students having instrumental motivation. From the questionnaires and interview, it is found that students who have integrative motivation have different reasons of learning English from those who have instrumental motivation. The reasons why students who have integrative motivation learn English are as follow:

- a. They like English.
- b. They want to communicate with native speaker.
- c. They want to increase language skill.
- d. They want to speak English fluently.
- e. They believe English is very important to learn.
- f. They want to develop their country.

Table 1. Motivation of Junior High School Students

Variables	Amount of students	Gender	Amount	Mean of students score
Integrative motivation	22 (67.74%)	Female	15	87.8
		Male	7	
Instrumental motivation	10 (32.26%)	Female	7	82.6
		Male	3	

Whereas, the reasons why students who have instrumental motivation learn English are:

- a. English is a compulsory lesson at school.
- b. English is important for their future.
- c. They learn English because of parental pressure.
- d. They want to study abroad.
- e. They want to train their skill to support their job later.

The reasons why integrative motivation are dominant among the students are: (1) The frequency of going abroad is high especially in holiday, (2) They have a great exposure to the use of English such as reading English novel, watching movie, chatting with friend or family in English, and (3) Their awareness of the importance of learning English is high. Moreover, the table shows there is no the gender differences between integrative and instrumental motivation.

RQ 2: Is there any relationship between students' motivation and their achievement?

If the result was linked to students' score, the score of students who have integrative motivation is higher 5.2 point than the students who have instrumental motivation. The means score of students who have integrative motivation is 84.04 while the means score of students who have instrumental motivation is 78.75. It is in line with Coleman (Coleman, 1996 cited in Cook, 2008) that students with integrative motivation did better than students with instrumental motivation [3].

6. Conclusion

This study indicated that Junior High School students have stronger integrative motivation than instrumental motivation in learning English. In addition, students with integrative motivation have high score than students with instrumental motivation. However, the higher the motivation, the greater achievement they will get. Even though the students have different kind of motivation, as long as their motivation is high, it will be helpful in the learning process. In this case, the role of teacher is very important to increase students' motivation. Teachers have to realize that the most important factor that influence students' motivation are their personal goal and reason why they learn English so that the teacher can find out appropriate activities that enhance students' motivation. Moreover, teacher should use effective strategies to motivate students. Thus, motivating students is necessary to ensure learners' academic growth since encouragement can make learning more effective and efficient, and improve the classroom atmosphere.

7. Future Works

For those who want to conduct a research at the same field, there are some suggestions given:

- a. Make sure the researcher fully comprehend the theory
- b. More instruments are better.
- c. If it is possible, adopted instrument from expert will be better.

Acknowledgement

We would like to thank to Sekolah Quantum Indonesia especially for 7th students of Junior High School for participating in the study. We are very grateful to our friends (Asrie, Wita, Zul, Rifki, Jojo, and Sulis) for their insightful advice and critical comments on the development of this study.

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INTEGRATION MODEL OF LOCAL CULTURAL UNDERSTANDING IN THE TEACHING INDONESIAN TO SPEAKERS OF OTHER LANGUAGES (TISOL) WITH INTEGRATIVE LEARNING APPROACH

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Abstract

Indonesian language is now increasingly in demand not only by Indonesian people. Because of Indonesia has strategic geographical position and unique cultural diversity. Indonesian language become a bridge for other nations to increase their understanding of the local culture. This fact led to foreigners interested in studying Indonesian language as a means of communication. It is proven that the Indonesian has been studied as a subject in 45 countries around the world. In addition, the ASEAN Inter-Parliamentary Assembly in 2011, the Indonesian delegation has sought to declare the Indonesian language as ASEAN language. In 2012, Indonesian language has been taught as a foreign language for students in 200 universities in the world, and in 2015 became a graduation requirement of high school students in Australia. This phenomenon indicates that issue and the needs that related to TISOL need to be responded. Usually, the problems of learning TISOL is only referring to study the structure and vocabulary. This is what makes the difficulties of learning TISOL. In fact, this learning can be integrated with the introduction of local cultural treasures that can make TISOL's learning more interesting and successful. Thus the integration model of understanding local cultural treasures in TISOL based on integrative learning can be an answer for the needs and serve as a reference in TISOL learning.

Keywords: integration model, local cultural, TISOL

1. Introduction

Language is very important in communication. A nation will be better known when the national language is included as one of the languages used by other nations in the world. Although the effective nation rebranding is by changing certain inappropriate image of the nation, but the role of Indonesian culture and language in diplomacy is crucial. The high interest of foreigners to learn the language and culture of Indonesia should be welcomed.

In a presentation in the plenary session of 9th Indonesian Congress, It was discussed the role of Indonesian language as Media of Diplomacy in Developing Indonesia's image in International. Stated in the hearing that at the moment there are 45 states in which Indonesian is taught there, such as Australia, USA, Canada, Vietnam, and many other countries. As an example, in Australia, Indonesian becomes the

fourth most popular language. There are 500 schools in which Indonesian language is taught. In fact, children of 6th grade elementary school have been able to speak Indonesian.

In 2011, the results of an empirical study found that learning Indonesian for foreigners is aimed to support the diplomacy interest, and increase the knowledge about Indonesian, as well as increase understanding of cultural treasures. In this regard, Indonesian language modules need to be developed, so that the foreigners' need in learning Indonesian will be well-served [2].

In the 32nd ASEAN Inter-Parliamentary Assembly (AIPA) in Phnom Penh, Cambodia, 2011, the Indonesian delegation fought for an important mission to make Indonesian as ASEAN language, especially in AIPA meetings. Indonesia was optimistic in fighting for Indonesian as the official language of Asean

because most people in Asean are familiar with Malay language. Infact, Indonesian is derived from Malay language.

The fact that Indonesian language is not only limited to be learned by the Indonesian (native speakers) opens a very wide doors for Indonesian Education Study Program graduates to jump in the profession as a teacher of Indonesian for Speaker of Other Language (ISOL). However, It needs to be emphasized that Teaching Indonesian for Speaker of Other Language (TISOL) is different from teaching Indonesian for native speakers. Thus Indonesian Education Study Program graduates may only jump in the profession if they have been really professional.

There are a few things to be considered by professional teacher of ISOL. The first is the attitude. ISOL teachers should develop an interest in the language being studied, and deeply introduce the local culture [1]. Thus, foreigners who learn Indonesian will be motivated to continue learning.

ISOL teachers understanding should be focused on the most important things that is the need of the non-native speakers who learn Indonesian to communicate with the native speakers. ISOL teachers must prepare themselves for cross-cultural communication [4]. To that end, ISOL teachers are also expected to understand that the existing of linguistic code in Indonesian language is closely related to local cultural treasures of Indonesian society. The introduction of local culture to foreign speakers who learn Indonesian language can not be served directly without any good learning design and learning tools.

2. Integrating Cultural Treasures in TISOL

Of the various problems of TISOL, the teaching-learning issue is the one which needs attention and special handling. The importance of this teaching-learning issue is not only enough to be discussed in the TISOL meetings, but also need to be addressed in a big seminar. The teaching-learning problem does have quite essential and strategic role in TISOL program. The role of teaching-learning related to the effort

on creating and conditioning TISOL. In TISOL learning programs, conditioning learning is directly related to the teaching-learning process. The mechanism and assessment of TISOL teaching-learning process should be observable. The introduction of local cultural treasures needs to be integrated in the teaching-learning process as well as assessment process, because local cultural treasures have close links with the language being studied.

Various previous studies have found the importance of the development of TISOL learning model. Empirically, it is stated that problems which frequently arise in the implementation of TISOL program are rooted on the problems of Indonesian language learning which refers to solely the study of structure and vocabulary. This is what makes TISOL less complete, so it is necessary to integrate the understanding of local cultural treasures.

As is known, the delivery of TISOL programs in a certain institution is different from the other institutions. This difference in one way illustrates a positive thing, especially for the benefit of TISOL program development. However, in terms of instructional, the difference seems to be a specific problem. This difference is clearly outlines that TISOL program is still not having a referral pattern and clear parameters for the purpose of determining measurable qualifications of TISOL. As a system, TISOL should have a referral pattern and specific characteristics which marks the entity of TISOL. This entity is the one which can clearly distinguish TISOL as a distinctive form of learning.

For a TISOL program operation, referral patterns which become the TISOL basic principles are not something that should be standardized. However, if the TISOL form which is in accordance with the correct procedure would be developed, a teaching-learning benchmark has become an urgent requirement to be met. Whatever is planned and implemented in TISOL cannot be separated from the referral patterns which become the base and guidelines of the teaching-learning process. The role and function of the TISOL referral

pattern is not only as an indicator of the program, but also a foundation for further development of the learning program. Thus it can be said that the integration model of understanding local cultural treasures in TISOL integrative-based learning is an embodiment of the basic principles which are selected and used as a referral patterns.

TISOL models that integrate understanding of local cultural treasures with an integrated learning approach can be used to solve strategic problem associated with an increase of role of Indonesian language in international. TISOL is basically has its own characteristics. However, the specifications of the teaching-learning process cannot be separated from the essential things that should exist in teaching-learning in general. The essential things are the TISOL components, principles and basic rules. Therefore, for the sake of TISOL, it is indispensable to have sufficient understanding of the essential things. Furthermore, this understanding can be used to view and set accurate tutorial perspective model from various aspects, especially in terms of applicable feasibility.

TISOL can be seen as a system which consists of a number of supporting components, namely instructional component and non-instructional component. Relationships and functional interaction between these components will create the learning process and learning outcomes [6]. In TISOL the existence and role of the learner is a prominent component. It can be said that this learners component is the one which significantly differ TISOL from teaching Indonesian for native speakers. It was found in the previous research by Andayani [1], that the TISOL learners came from various countries, as a foreign speaker of Indonesian language, they had certain characteristics which mainly seen on: (1) personal characteristic, (2) background, (3) field, (4) knowledge, (5) interest, (6) learning aims, and (8) learning time.

In the other empirical study, it was found that the learners' existence and condition have an implication toward the role and the connection toward the other instructional components in TISOL embodiment.

Furthermore, learners' characteristics have also had implication toward the materials which should be considered as influential and determining variable in TISOL [8].

TISOL has a specific target, which is creating a natural language user. In a broader sense, this fairness is related to other things, including a culture which always sticks in the substance of the language [7]. Therefore in addition to the issue of personal characteristics of learners, cultural issues are also involved in the creation of TISOL [7]. Moreover, if TISOL is held in Indonesia, then socio-cultural considerations are becoming increasingly important. It is so since these considerations become the vehicle and the need for the learners to communicate directly and factually.

TISOL is expected to have a clear foundation as it appears on the basic principles of learning in general. Similarly, as a language learning, it should also make a conceptual rule of foreign language learning as a foundation of the approach. The conceptual rules here are primarily rooted in the language theory and language learning theory.

From aspectual point of view, TISOL specifications could be seen in (1) the learning purpose; (2) the learning objectives; (3) the order of the material; (4) the choice of the approaches; (5) the use of sources/media; (6) the learning activities; (7) the learning evaluation, and (8) the learning problems. In regard that the embodiment of the learning aspects is a complex matter, it needs a clear TISOL basic concept. Without clear reference, it is highly possible for TISOL to have a bias direction and negatively influence the learning result and the foreigners' interest to learn Indonesian language.

Such effort requires a specific learning management system, especially in regard to learning mechanism which is effective, accommodative, conducive, and learners' needs/interests oriented. That means, learning plan and process should be developed systematically, carefully, and aimed to foster learner motivation and awareness on clear learning targets. Besides, in regard to the existence of language as a behavior subsystem,

it is necessary to also develop learning patterns that can direct the learning interest to make speaking Indonesian habituation in the form of factual experience. This habituation is the one which closely related to the understanding of cultural treasures.

In foreign language acquisition, factual experience has a very important role, especially in the input embodiment and output achievement [5]. The foreigners who learn Indonesian hope that factual experience in language learning is also supported by an understanding of local cultural treasures. Andayani's research [1] found out that foreign students studying Indonesian were mostly learning the structure of the language. What to be expected is learning to be skillful language user and in the same time having a side effect of recognizing the cultural treasures.

From the explanation about the nature of cultural understanding in teaching Indonesian for speaker of other language, it could be concluded that learning Indonesian for foreign speakers is not merely aimed to understand the Indonesian language structure. TISOL could be enhanced into understanding the local cultural treasures.

By understanding the local cultural treasures it means that TISOL gives a nurturing effect in a form of understanding Indonesian language as well as recognizing the local cultural treasures. It enhances various sectors such as social, economic, education, and tourism.

3. Teaching Indonesian for Speaker of Other Language using Integrative Learning

Integrative Learning is a language learning approach which integrates several aspects in one language learning process. Integrative could be divided into inter-disciplinary learning and intra-disciplinary learning. Inter-disciplinary means learning a certain material from several aspects of a single discipline which is then integrated. For example, teaching speaking is integrated with teaching listening and writing. While intra-disciplinary means integrating materials from several

disciplines. For example, Indonesian language is integrated with social sector, cultural sector or other sectors.

The effort of integrating the understanding of local cultural treasures into teaching Indonesian for speaker of other language is intra-disciplinary integration. Result of applying integrative learning on teaching learning process has been revealed by Buckley [3]. The characteristics of this learning process are: (1) the learning experiences and the learning activities are relevant to the students' need; (2) the activities chosen in the integrated learning are referred to the students' interests and needs; (3) the learning activities are meaningful and memorable to the students so that the learning result could last longer; (4) presenting a pragmatic learning activities in accordance with problems which are often faced by the students in the environment; and (5) developing the students' social skill.

Integrative learning approach is integrating some subjects. In this case the integration can be done by presenting a certain theme. Theme in this study is used to, among others: help students to focus as it is centered on a specific theme and also develop the students' knowledge and competencies of several integrated subjects in a single theme. As the effect, an understanding of the subject matters becomes more profound and memorable. In addition, students are more likely to feel the benefits and significance of learning because the material is presented in the clear context of a theme [3].

In addition, an integrated learning approach provides several advantages for teachers, they are: the teacher is given the authority to determine and choose a theme that is tailored to the characteristics of the local area, the teacher can save time because some subjects presented can be prepared at the same time so that there is an excess of time that can be used for remedial activity, as well as enrichment activity. With the several positive benefits, it is clear that there is a good relevance in the development of the integration model of understanding local cultural treasures in learning

Indonesian for foreign speakers based on integrative learning. It will improve and enhance the learning quality of the students studying ISOL and can optimize the potential of Indonesian teachers as needed.

4. Conclusion

The success of the integration model of understanding local cultural treasures to TISOL with integrative learning will be able to accommodate number of universities in various countries in which Indonesian language is taught. This indicates that the Indonesian important role as a means of international communication has almost become a reality. Even today the ministry of education and culture of Indonesia has Dharmasiswa scholarship program for foreign students who are interested in learning Indonesian language in Indonesia. This program will be more effective and maximal if they want to involve the Indonesian teachers who are scattered around the world as well as working with the Indonesian embassy in the country. These educators can be used as a resource to introduce Indonesian cultural treasures. They are the ones who always meet and interact with the foreigners. They can influence the students to come and learn Indonesian language.

The other supporting factor which allows the achievement of success of TISOL is that since 2000 *Pusat Bahasa* – Language Center (Now becoming *Badan Pembinaan dan Pengembangan Bahasa* – Language Development Agency), Ministry of National Education, Republic of Indonesia has organized TISOL program. Regular class is conducted every semester. Meanwhile, a special class are held for two weeks or according to the needs of the learners.

TISOL activities are based on the consideration that in the global era, Indonesian language position in the international has been increasingly important and potential. Indonesian potential as a language is supported by Indonesia's geographical position which is located in a very strategic sea traffic, with natural resources potential, and with unique

diversity of Indonesian culture. Thus, Indonesian language is expected to be a bridge for other nations to increase their understanding of the people and the culture of Indonesia.

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INTELLIGENT FORMULA METHOD TO BUILD SKILLS ENHANCEMENT PARAGRAPH AMONG PUPILS IN YEAR 6

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Abstract

This action research was conducted to reflect the relationship between Philosophy of Language Education with strategic approaches, techniques and methods in the teaching and learning of Malay language to be implemented. Researchers have created the 'Smart Formula' to solve the problems faced by pupils in Year 6 in particular to answer part A Bahasa Melayu Penulisan paper. Diagnostic analysis performed by each subject teacher after tests showed some weaknesses that students have to be addressed quickly. Pupils who fail to identify the activity in the next picture construct sentences that do not meet the requirements of the examiners. Initial survey done through various methods such as analysis of test papers, exercise books and observations show that Year 6 pupils face shortage of vocabulary and not be able to construct grammatical sentences. Respondents in this study consisted of 15 pupils of Year 6 Sekolah Kebangsaan Kurong Hitam potential UPSR examinations in September. In this study, the children were asked to memorize formulas are introduced and take part in activities designed to help them construct sentences in the order of the formula. After the implementation of action research, posttest result syndicate improved performance of the pupils. All respondents have answered the question by gaining at least 4/10 marks to enable them to pass this part of the overall review of this action has been successful in increasing students understanding of pictorial information transfer skills in writing as a condition of answering UPSR Bahasa Melayu Penulisan.

Keywords: Philosophy of Language, Malay, strategies, techniques, methods, formulas smart, grammatical sentences

1. Introduction

Mohd Rashid Md Idris and Abu Hassan Abdul (2010) states that the National Education Philosophy (FPK) is an foundation in Philosophy of Language Education at all levels. This means, all activities of education and schooling in Malaysia must be consistent with the National Education Philosophy. The priority is to produce human a balanced physically, emotionally, spiritually and intellectually (JERI).

Language certainly plays an important role in daily life communication. Philology in principle is a tool that contains grammatical knowledge, and nerve (grammar), mantic science/logic, science meaning/semantics, theology/speech, science istidlal/arguments are postulated, and others, namely a tool or means to obtain and disclose the true knowledge about the universe and human action (cosmology), about the nature of existence (ontology), the nature of knowledge (epistemology), and the fact values (axiology) (Hashim Musa, 1994:114).

According to Mohd Rashid and Abu Hassan Md Idris Abdul (2012), has more than 50 years of independence, and during that period we have seen the role of Malay language as the national language which underpin every symbol of sovereignty and national unity, through its position as the foundation of national culture. As the national language and the

English language. Among other things, Malay language be the official language.

Awang Saryian (1997) argues, Philosophy of Education as an effort to develop the potential language of the blessed God to all adam's children in spirit world. Latest Education Policy, of dignifying Malay Language (Malaysia Language). Strengthening English Language (MBMMBI), first performed in 2011 showed an earnest effort by the government to lift the position of the Malay language as enshrined in the Constitution of Malaysia. Through this policy, the three benefits will be achieved, namely, to produce Malaysian citizens who are fluent and confident to use standard Malay language in conversation, official business, science exploration, and in the nature of a career as appropriate and necessary; second, build human capital capable of accessing various fields of knowledge through various media such as information technology, and have a critical mind, creative and innovative; and third, to form Malaysia which has a strong identity, progressive, dynamic, able to compete at the international level towards achieving developed nation. (Buku Kecil MBMMBI, Unit Komunikasi Korporat, Kementerian Pelajaran Malaysia;6).

MBMMBI policy very clear, strategy uphold Malay language (Bahasa Malaysia) involves the use of the Malay language as the medium of instruction for science and mathematics in primary schools and secondary schools as well as the improvement of

Komunikasi Korporat, Kementerian Pelajaran Malaysia;5).

Effort to put Malay Language in the right place implemented through the several steps in school. The main steps once, through the use of language in teaching and learning (p&p) Science and Mathematics and secondly add time for p & p within subjects in national-type schools (SJK). Third, improvements in the school curriculum (Curriculum Standard for Primary School) includes reinforcement and mastery of basic language skills. Fourth, providing teachers Malay Language with adequate and quality. Fifth, expand the use of information and communication technologies and p&p Bahasa Malaysia. (Berita Harian; 06/01/2011:29).

2. The Strategies, Methods and Techniques in Teaching Malay Language

Mohd Yusuf Ahmad (2004:29) argues, when combined word "philosophy" and "education" has become the philosophy of education, it means a lot and thinking deeply about education. It is included on the educational process, purpose and objectives, curriculum, method and others.

All students and teachers have to put the Malay language in its proper place in all things at school. The most important thing in strengthening the language is the role of teacher itself. Teachers as the models must be sensitive to use of standard Malay language. In addition, teachers also play an important role in fostering interest of students to use good Malay. Attitudes of teachers themselves who should show confidence, enthusiasm and positive determination of the Malay language.

Language teachers also when teaching should incorporate language theory, learning theory and teaching theory (language pedagogy) in language teaching so that they become more effective teaching. The main task of a teacher is to facilitate students' learning. To fulfill this task, teachers not only be able to provide an excellent learning environment and harmonious, but they also create effective teaching. This means that teachers need to create a learning environment that can stimulate students' interest while keeping in mind the welfare and requirement of students.

In learning session, teachers often face with students differ in their abilities. It requires teacher expertise in determining of teaching and learning strategies. This means that teachers can determine the approach, selecting methods and prescribe certain techniques developmentally appropriate and abilities of students. The chosen strategy, In addition to potentially stimulate students to learn actively, it also should be able to help analyze the concept or idea and be able to captivate students and can produce meaningful learning.

The need for teachers to attract the attention of students in a teaching, selected activities should be attractive and have a high potential to enable the

emotional and student interests effectively.

In designing lesson plans, activities selected should have a good sequence. It should be coordinated with the content skills and objectives of teaching. Typically, the selected activity is a workforce capable of giving full effect to the attention, trying to improve the impact of intellect, memory, emotions, interests and aptitudes and able to help the teacher to explain his teaching.

In designing effective teaching activities and meaningful to students, teachers should think in advance about the methods and techniques to be used. Selection strategy wisely able to ensure the smooth and effectiveness of the presentation of a subject or module. Hence, it can be concluded that strategy means that there is science in an approach that we do, techniques explain how to teaching, while method refers to the rules of the lessons.

3. The Objective of the Study

- a) Students can transfer the information display to writing using appropriate diction.
- b) Students can construct complete sentences conform to material stimuli.
- c) Students interested in learning Malay Language.

4. Research Questions

- a) What are the factors that lead to students Year 6 Dove could not construct sentences properly?
- b) Is there a way or method used by teachers to allow students to understand the techniques of constructing sentences?
- c) Are the methods used by teachers when teaching does not attract the interest of students to learn?

5. The Importance of Research

The research is very important to be conducted in order to generate findings that may contribute to the education of the country. The findings of this study can be used by students.

- a) Students in Year 6 Dove who will sitting for the UPSR can transfer pictorial information to a form of writing in accordance with the examiner.
- b) Students understand the correct techniques to build sentences based on effective methods.
- c) Students are more interested in learning Malay Language based on appropriate methods.

6. Literature Review

Problems writing proficiency in Bahasa Melayu often submitted by teachers who teach this subject in particular and previously published in journals and educational conventions. The results recorded by the students, especially the Malays who are native speakers of this language are at an alarming especially to students who are non-Malays. According Rosnani Khamis (2010), in an article entitled "Transferring Information from the Stimulus Materials to Information Form verse Grammatical and Proper Sentence Structure" paper presenters said

clear.

Faizal Atan (2011), in a presentation entitled "Enhancing Skills in Teaching Writing Values of Students by Using Column Technique" in the Convention on Action Research High Performance Schools stipulates that students largely failed to use proper diction with a given stimulus. Apparently they do not understand how to construct sentences correctly.

Next, Noriza Ahmad (2008) in his study entitled "Empowering section for Paper 2 'explains most of the students do not understand the direct use of 'subject' and 'prediket' in verse. Students sometimes confound the language of everyday use with standard dialect. Even students also found it difficult to relate the verse with images or material given stimulus.

7. Learning Theory Formation of Habit

Kamarudin Hj. Husin (1988) argues, this theory of language learning considers language learning as a mechanical activity, ie as a physical activity. This theory considers environmental factors as stimuli and behavior of the organism in response to stimulation. Many examples in our daily life, human uses this model to capture something of learning such as learning to drive a car, learn to write, learn to read, mastering vocabulary and so on. According to this theory, the design of teachers in one of the teaching is important. It should be able to determine whether a new treatment that should be achieved by the students could also provide a meaningful and effective.

In the context of language teaching and learning, this theory asserts training and drills pattern. It aims to form a new habit to students (Bloomfield, 1933). Learning exercises according to this theory is strengthened training. The training was repeat a response associated with a stimulus. Eg training form the verses asked, its purpose is to strengthen the relationship stimulus [requirements form the verses question] and response [skills form the verses question] becomes permanent condition. If not used skills form the verses would be reduced. Training, however, should be in a meaningful, if not it can be boring for students. Keep in mind, except one of the learning is dependent on how the exercise was managed.

Gardner's Theory

Gardner is an educational leaders of today have written a book in 1983 titled "Frames of Mind" (Lackney, 1988). In his book, he has produced various theories of intelligence (MI-Multiple Intelligence). According to Gardner, humans have seven types of intelligence, namely (1) linguistic intelligence, (2) intelligence logical/mathematical, (3) the quotient space, (4) musical intelligence, (5) intelligence bodily/kinesthetic, (6) interpersonal intelligence, and (7) personal intelligence. Gardner argues that in the process of educating for children,

processing process provides science by the way on how to simplify the process.

Based on the introduction of seven intelligences, Gardner believes that learning should have a beneficial relationship with the real world of students. In the context of language learning, stimulus materials must be authentic. Learning not only simply correlated between the acquisition of knowledge based on facts but instead view at the correlation among the benefits that can be obtained by individuals in their daily lives. According to Gardner, the seven types of intelligence that possessed by humans need to be addressed and should not be left in learning process.

The debate on the best way to present content of the lesson in a classroom is an endless polemic. Many theories pedagogy have been advanced and every one of them was to find best practices that can be done in the classroom.

Shulman (2002) outlines seven basic requirements that need to be on a teacher, namely (i) knowledge of the subject content, (ii) general pedagogical knowledge, (iii) knowledge of the curriculum, (iv) pedagogical content knowledge, (v) knowledge of students and student characteristics, (vi) knowledge of educational ends, purposes and values and (vii) background of the establishment of a system of education. The most important for us with their theories could help solve the problem that we face in implementing teaching and learning.

ASSURE Model

ASSURE Model (Heinich, Molenda, Russell dan Smaldino, 1993) is an instructional design model that can be used to design a systematic use of media. This model is characterized by Heinich and colleagues (1982). This model is intended to provide guidance for planning and controlling the use of instructional media. This model focuses on the planning of teaching in a classroom situation.

ASSURE model intends to ensure that learning occurs. In this model, there are six steps as follows.

- A - Analyse learners.
- S - State learning objectives.
- S - Select methods, media and materials.
- U - Utilise media and materials.
- R - Require learner participation.
- E - Evaluate / Review.

Step 1: Analyse Learner

ASSURE model begin with analyse learner. The general characteristics of student including description about the student age, form, background and so on. Information that has been stated above can be the basis in the selection of media. Such information can be obtained by reviewing students records and interact directly and will be able to know the expectations, attitudes and backgrounds of students.

The first stage relates to the existing on the title and content of the lessons. Information obtained from the test entry and also interaction with them

television.

The medium used should be tailored to the characteristic of students, curriculum, content, methods, media and educational material. To analyse the characteristics of students, there are 3 important things to be seen, namely the use of media in teaching and learning process should be tailored to the characteristics of students to use effective and meaningful to the students themselves. The following points should be taken into consideration teachers namely the cognitive and physical development of students to be taught. In addition, the materials used media can be tailored to students' cognitive level, where the results of teaching and learning is more effective. Besides, each student cultural differences should be taken into consideration.

Step 2: State Objective

Learning objectives should clearly stated so that teachers can focus more on things that should be learned and mastered by students. Each teaching and learning activities are designed to delivered information based on learning objectives. Use appropriate methods and media can be selected as teachers focus on knowledge, skills, and new attitudes that need to be mastered by students. Learning objectives focused on the nature of knowledge, skills and attitude that are new to learn.

Step 3: Select Method, Media and Materials

In the selection process, repair or modify media, teacher need to be based on the student's ability level and learning objective to be achieved. There are three things that need to be done this step.

i) Select method

In one lesson, various method will be applied to suit the teaching and learning activities selected as set induction, introduction to the concepts, group activities and training. Master's student's attention by starting a set of introduction followed by discussion method, training and drills to learn something new.

ii) Select media

Selection of suitable medium for teaching and learning process is a factor that allows messages or information presented in a meaningful way.

iii) Select materials

Resources in teaching and learning refers to the content of the lessons are the focus of learning.

Step 4: Use Media and Materials

Use of media and materials in teaching is important because it determines the effectiveness of the teaching and learning. Media and selected materials will provide a suitable environment for student learning. In addition, the selection of materials and the media is compatible with the students experience, so finally it can be beneficial to students.

Step 5: The involvement of students in learning

discussions, group work movement, training, drills and so on. Strengthening immediately be given the students the correct response.

Step 6: Evaluation / Review Materials

Assessment is a process to look at the overall effectiveness of the process p & p or educational programs implemented. Assessment can be made of a program or course, the appropriateness of the use of media, construction materials, and student achievement according to need.

After completing his teaching, assessment should be carried out to determine the strength and effectiveness of the media as a whole so that improvements can be made to get the maximum effect of the use of media in teaching. Evaluation is the process of making value judgments about things. Results of the assessment will affect the decisions taken on the matter at hand. In general, students are divided into three, namely:

- a) The performance of students based on reference criteria (student assessment based on a set of specified objectives).
- b) The performance of students in terms of skills.
- c) The attitude of the students.

Based on the ASSURE model, selection and use of carefully crafted media can ensure that teachers make appropriate media selection and use of media optimally in the process of teaching and learning.

Based on the above, we can conclude that the language learning process can be reviewed by various theories, all of which we can be in good hands. Most importantly for us, the theories that can help solve the problems we face in implementing the teaching and learning approaches, methods and techniques that we have planned perfectly. Hence, the strategy means that there is science in an approach that we conducted, describe how teaching techniques and methods refers to the rules of the lessons.

8. Methodology Review

This study will use qualitative and quantitative research methods. The method to be implemented is the method of observation, written tests and questionnaires.

Early reviews

The advance made by making research on a track record of writing on the subject Bahasa Melayu Final Examination Record of the Year 2011 is taken as the Take of Value (TOV) before action is taken to proceed with the study. Respondents answer scripts were analyzed to see their achievements in part A, which requires the respondent to build a verse from the pictures that the scope of the study. Observations were also made to see the response of respondents to the Malay Language.

The next step is to implement the pre-test. The test is intended to confirm the results of the Final Examination of the respondents and also identified other problems associated with the study. Based on the training and exam revision made available for students not analyze pictures given. Details about the problems faced by students was seen from the following aspects.

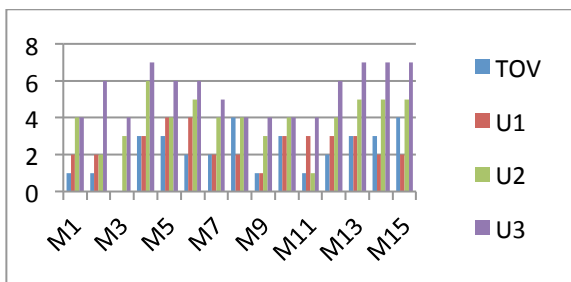
- a) Knowledge of existing Pre Test after analyzing responses.
- b) The problems faced by the students to master the vocabulary and build accurate and grammatical sentences.

Performance analysis done on pre-test to obtain the data.

Table 1 The Analysis of Achievement of Record in Part A

	Students	TOV	U1	U2	U3
1	M1	1/10	2/10	4/10	4/10
2	M2	1/10	2/10	2/10	6/10
3	M3	0/10	0/10	3/10	4/10
4	M4	3/10	3/10	6/10	7/10
5	M5	3/10	4/10	4/10	6/10
6	M6	2/10	4/10	5/10	6/10
7	M7	2/10	2/10	4/10	5/10
8	M8	4/10	2/10	4/10	4/10
9	M9	1/10	1/10	3/10	4/10
10	M10	3/10	3/10	4/10	4/10
11	M11	1/10	3/10	1/10	4/10
12	M12	2/10	3/10	4/10	6/10
13	M13	3/10	3/10	5/10	7/10
14	M14	3/10	2/10	5/10	7/10
15	M15	4/10	2/10	5/10	7/10

Graph 1 Achievement of Students in Test



Graph 1 shows the performance of students in the final exam 2011 / TOV, pre test (U1), KSR 2 (U2), Trial UPSR Exam (U3). All students showed improvement in the writing test in particular part A.

9. Implementation of Intervention Activities

After analyzing the weakness of the students then researchers have introduced the method of "Smart formula" as a guide to build a complete sentence. This formula must be memorized by every student. The formula is:

$$\text{KN} + \text{KK} + \text{O} + \text{H}$$

Abbreviations terms contained in this formula is as follows.

KN - Noun / Phrase Name, Password Change Name / Phrase Name Change

KK - Verbs

O - Object H - Description

Step 1: Guide Me

Teachers ensure that respondents took the newspaper. They choose appropriate images and post the pictures on paper drawings provided. In the early stages, the activities carried out in groups so that respondents can discuss and issue brainstorming ideas.

In step 1, the teacher will guide students list the verb (KK) or the activity in the image. Respondents were allowed to write their creativity so clear and interesting. Through this activity the students are guided to produce an attractive scrapbook.

Step 2: Recommend Me

Teachers provide photographs themed student environment. Based on these images the students were asked to record KN (Noun) and KK (Verbs) for the characters appearing in the picture. These activities are also conducted in groups so that they can discuss and issue collaboration brainstorming ideas.

In this activity, the teacher guides the students to know and understand the concept of a noun, noun phrase, phrases, pronouns and pronouns. Students are asked to list KN in the table provided. Special emphasis has been given through the simple approach, systematic and based on the features that attract and displays a clear illustration.

Step 3: Mind Inspiration

Students are required to indicate the character (KN) found in the image by making a circle like the display example. Then asked to record a verb (KK) in accordance with the object (O) is known as a front for a transitive verb and description (H) as appropriate. In this activity, guided respondents fill in the information in the table provided individually.

Gambar contoh :

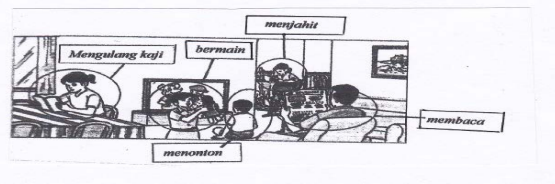


Table 2 Comparison of the Result of Pre Test and Post Test

KN	KK	O	H
Father	reading	the newspaper	on the coach.
Mother	sew	clothes	using sewing machine.
Amir	watching	television	while sitting on the coach.
Nina	play	the doll	given by her father.
Amir's sister	doing	revision	for exam.

	STUDENTS	PRE TEST	POST TEST
1	M1	2/10	5/10
2	M2	2/10	5/10
3	M3	0/10	4/10
4	M4	3/10	7/10
5	M5	4/10	6/10
6	M6	4/10	8/10
7	M7	2/10	6/10
8	M8	2/10	4/10
9	M9	1/10	4/10
10	M10	3/10	4/10
11	M11	3/10	6/10
12	M12	3/10	7/10
13	M13	3/10	7/10
14	M14	2/10	7/10
15	M15	2/10	7/10

Step 4: The Interactive Mind

Through Interactive Mind, students are asked to divide a sentences given guided 'Smart formula'. Activities more attractive when implemented in the form of 'Power Point' In addition to writing as a way of strengthening. This activity continued to build sentences given training in sheet form.

Example:

Siti watering plants in the yard.

KN KK O H

Test Post

Post-test given at the end of the study period to assess the students' way of writing correct sentences in Bahasa Melayu writing in particular parts of A. In this test the students answered the same question with a pre test. The time allocated is also only 10 minutes as the time suggested to answer this question in the UPSR real. Use the time taken to give students a chance to answer the question is meant to give them a habit to answer questions in a timely manner.

Valuation

Post-test was administered at the end of the study period to assess students' mastery of the correct way of writing verse. Students answered the same question with a pre test. The test results show improved performance compared to a pre test student ago. The results of the test are as follows.

10. Conclusion

This study can help and guide the target group to overcome the problems they face, especially in answering questions Bahasa Melayu writing (part A). The increase of students graduating from insignificant compared to 13% in the earlier survey. The findings prove that the approach strategies, techniques and methods used by the researchers is effective and the study will continue until the students sitting for the UPSR in September.

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USING YOUNG ADULT LITERATURE IN THE ENGLISH CLASSROOM

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Abstract

Literature based instruction is an approach of teaching through reading a book that is called the trade books comparing to the basal book or text book that is very common used in the classroom as a main material of teaching-learning. Besides enjoying the story, it can be motivated the students to talk about culture, fashion, culinary, social background and any specific expression used at that time. The teacher will encourage the students to explore as the proverb says that a book is a world window to see through. It can be used as an intercultural communication between Indonesia and English that it enriches the knowledge of any local wisdoms or the cultural intellectual.

Keywords: literature – teaching – book – intercultural communication

1. Introduction

Reading needs to be force to the students who are studying languages, especially the foreign language study such as English. The previous approach is introducing students who study English through the sentence patterns and tenses. The students easily tell about the sentence pattern and tense but get obstacles in expressing the ideas using English because their reading experiences are limited.

Reading a book will help the student in studying the whole language - not only the patterns and tenses. Some important aspects of the whole language philosophy include an emphasis on high quality literature, a focus on cultural diversity, and integration of literacy instruction across the subject areas. Whole language reading instruction creates many opportunities for children (students) to read, either independently, with other children in small guided reading groups, and being read aloud to by the teacher. (<http://www.readinghorizons.com/blog/post/2010/09/23/What-is-the-Whole-Language-Approach-to-Teaching-Reading.aspx>). Reading the literary books will give the enjoying activities and study in the whole aspects of the language. By reading a book - a literary book such as novel, poetry, short story or drama plays - encourages the students to explore the language. Literature-based instruction is much more than giving students quality literature; it is doing the authentic things with the literature that all writers and readers would naturally do, and giving

students support with these activities as they need it. As Wells (1990) indicates, children and young adults develop literacy (reading, writing, and thinking) by having real literacy experiences and getting support from more-experienced individuals, who may be adults or peers. Research clearly shows that literature-based instruction helps all students become better readers, writers, and thinkers (Tunnell & Jacobs, 1989).

(http://www.eduplace.com/rdg/res/literacy/lit_ins0.html)

The young adult literatures are used as the materials in teaching-learning English in order to make focus on and more suitable to the students as the foreign language learner. Some novels - around a hundred until one hundred fifty pages - are sorted by the teacher or instructor. The role of the teacher in literature-based instruction is one of decision maker, mentor, and coach. The teacher plans and supports activities that allow children to do those things one naturally does with literature (Routman, 1991). This role includes planning themes, helping students activate the appropriate prior knowledge, and supporting students in reading and responding to the literature in appropriate ways (Martinez & Roser, 1991). In some instances the teacher plans and teaches mini-lessons using the literature as a model for helping students learn a needed strategy or skill (Trachtenberg, 1990). As a mentor, the teacher serves as a model for reading and writing. By reading aloud to students, the teacher models language for them. Through

shared writing (McKenzie, 1985), the teacher models all aspects of writing — grammar, usage, and spelling. By supporting students with such activities as shared reading, literature discussion circles, and response activities, the teacher plays the role of coach (Cooper, 1993).(<http://www.lessonsense.com/tips/literature-based-instruction/>)

Young Adult Literature

Young-adult fiction (often abbreviated as YA) is fiction written for, published for, or marketed to adolescents and young adults, roughly ages 13 to 21. Young-adult fiction, whether in the form of novels or short stories, has distinct attributes that distinguish it from the other age categories of fiction. The vast majority of YA stories portray an adolescent as the protagonist, rather than an adult or a child. The subject matter and story lines are typically consistent with the age and experience of the main character, but beyond that YA stories span the entire spectrum of fiction genres. The settings of YA stories are limited only by the imagination and skill of the author.

Themes in YA stories often focus on the challenges of youth, so much so that the entire age category is sometimes referred to as problem novels or coming of age novel. Writing styles of YA stories range widely, from the richness of literary style to the clarity and speed of the unobtrusive. Despite its unique characteristics, YA shares the fundamental elements of fiction with other stories: character, plot, setting, theme, and style. (<https://www.goodreads.com/genres/young-adult>)

Some assorted novels are as follows:

Jamie Gilson (1985), *Hello, My Name is Scrambled Eggs*, New York, NY: Simon & Schuster, Inc. (157 pages)

Jan Carr (1988), *Oliver & Company*, New York, NY: Scholastic Inc. (60 pages)

Katherine Paterson (1977), *Bridge to Terabithia*, New York, NY: HarperCollins Publishers. (128 pages)

Maryam Easley (1996), *I am the Ice Worm*, New York, NY: Bantam Doubleday Dell Publishing Groups, Inc. (127 pages)

Michael Dorris (1992), *Morning Girl*, New York, NY: Hyperion Paperbacks for Children. (74 pages)

Patricia MacLachlan (1985), *Sarah, Plain and Tall*, New York, NY: HarperCollins Publishers. (56 pages)

Sandra Cisneros (1989), *The House on Mango Street*, New York, NY: Vintage Books. (110 pages)

From the seven examples of the young adult novels, each of them tells about the certain character, time and local setting. The students can begin with the summary that can also be searched in the blog or Wikipedia. Then they can make the reflection to show the background knowledge. It can be followed with the class discussion on the fashion, culinary and the local wisdom or cultural intellectual.

The examples of summary

The House on Mango Street

Esperanza is a little girl who moves with her family to a house on Mango Street. It's a small, crumbling red house in a poor urban neighborhood – not at all what Esperanza had been hoping for when her parents promised to move the family to a house.

Esperanza, who's often followed by her younger sister Nenny, meets the other residents of Mango Street and describes their often difficult lives in a series of vignettes, or short sketches. Most of the neighborhood's residents are Hispanic, including Esperanza, whose father is a Mexican immigrant and whose mother is Latina. (By the way, check out Sandra Cisneros's opinion on the terms "Hispanic" and "Latino" under "Trivia.") The beginning of this book introduces us to a collection of characters and explores their cultural backgrounds and how they are affected by poverty, exile, and the restrictions of prescribed gender roles. Esperanza is ashamed of her family's poverty, and describes several instances in which she lies, or tries to hide the fact that she is poor, by saying she lives in a different house, or hiding her unattractive shoes under the table at a party. Puberty also provokes some feelings of shame for Esperanza, whose experience of adolescence is made even more painful than usual by two instances of sexual aggression – one in which an old man at work forces her to kiss him, and one in which some boys at a carnival rape her. Some of Esperanza's friends also suffer

significant hardship: Alicia, whose mother is dead, is forced by her father to rise early every morning to make tortillas for her family; Sally, a beautiful girl at school, endures regular beatings by her father; Minerva, a teenaged mother of two, is constantly being abandoned or beaten by her husband.

Esperanza's mother encourages her not to let men hold her back, and not to "lay her [her neck] on the threshold waiting for the ball and chain" of marriage (35.3). Witnessing the fate of her female schoolmates who marry young to escape the abuse of their fathers, only to suffer at the hands of their new husbands, Esperanza resolves to leave Mango Street with her books and her papers. She dreams of having a house all her own, where she can write. An encounter with three spiritual sisters at a neighborhood wake suggests that she will be successful in escaping the neighborhood, but that she will never be able to deny her past. The three sisters convince Esperanza that, when she leaves, she must come back for those who cannot leave as easily, and work to make Mango Street a better place. (<http://www.shmoop.com/house-on-mango-street/summary.html>)

Sarah, Plain and Tall

Anna bakes bread, and Caleb presses her to tell the story of his birth. She says he came out looking like dough, but he wants the story the way he knows it. Anna gives in and tells how their Mama looked at Caleb and said, "Isn't he beautiful, Anna?" Anna does not say what she thought at the time—that the baby was ugly, loud, and smelly. She keeps one more thought to her, too: "Mama died the next morning. That was the worst thing about Caleb." Anna remembers that relatives came and took the body away and then left the little family to loneliness. Anna was so sad that at first she could not love Caleb, not for three days. Even when she learned to love him, the house seemed empty. Papa comes in, and Caleb asks him why he does not sing anymore. Papa says he cannot remember the songs, "But maybe there's a way to remember them." He explains that he has advertised in the newspaper for a wife who will be a new

mother to the children. He shows the children a letter from a woman named Sarah. In it, she explains that she has always lived with her brother, who is now getting married, which makes her feel she must find another place to live. Sarah says she is "strong" and "willing to travel" but "not mild-mannered." She also says her cat, Seal, will come along if she marries someone. She invites Papa to write if this sounds okay to him.

Anna, Caleb, and Papa all write letters to Sarah. Anna wants to know if she can braid hair and bake. Caleb wants to know if she knows how to make fires and if she snores. Sarah answers yes to the first three questions but says, "I do not know if I snore. Seal has never told me." Both kids like the sound of Sarah, but they worry she will not want them. Sarah always writes about the sea, and Anna can tell she will miss the ocean if she comes to live on the prairie. Caleb worries that he is too loud to be lovable and that their house is too small.

Not long later, Sarah writes to Papa to say she will come for a month's visit to see how it works. She calls herself "plain and tall," and she says to tell the children she sings. When they learn she is coming, the family spends the day smiling over their farm chores.

When Sarah comes, Papa combs his hair and dresses up to go meet her. The children wait on the front porch, eager but scared. Caleb pesters Anna to tell him he is clean enough, but then he worries he might be "too clean." Anna assures him that Sarah will be nice, but she cannot bring herself to promise that Sarah will like them. On that count, he has to reassure himself.

(<http://www.enotes.com/topics/sarah-plain>)

For the other novels it can be read the information on <https://www.kirkusreviews.com/book-reviews/jamie-gilson-2/hello-my-name-is-scrambled-eggs/>, <http://www.imdb.com/title/tt0095776/plotsummary>, <http://www.ew.com/article/2013/07/01/bridge-to-terabithia-ending>, <http://www.iblist.com/book19304.htm>, and

<http://wmich.edu/dialogues/texts/morninggirl.html>.

The Reflection

Suratinah(2007) in *Reading 4* cited from Dr. Alice L. Trupe (2001) that Reflective writing may be undertaken for purely personal reason or to communicate personal insight with others. The reflection will show the students' background knowledge and reading experiences through the personal interest. The reflection usually consists of the book information, summary, book review, personal experience and suggestion as the example below:

Biel, Timothy L. (1985). *Spiders*.

San Diego, CA: Creative Education, Inc.

Spiders is a Zoo Books series that consulted by some scientists. It tells about different types of spiders, describe hoe mostly people have wrong interpretation about spiders; they think spiders are dangerous animal which has to be killed. However, from thirty thousand species of spiders only a handful are poisonous to people. Biel provides the book with fascinating illustrations of photographs and water colour pictures. Some pictures are so big that cover whole two pages and give detail about spiders. The text is divided into two kinds: general and specific text. The general text gives the common information and leads the reader to specific one that gives more detail. It is careful written so young adults would understand easily. At the last two pages the book explains some stories about the spider that relates to people, a suggestion what we should do to be safe from it and interesting activities dealing with it.

Reading this book reminds me a book called *Charlotte's Web* which mentions about friendship between a spider and a pig. I enjoyed reading both. *Charlotte's Web* is fiction while *Spiders* is nonfiction but in those I found the similar impression that spiders are not harm, they are friendly and helpful. Charlotte saves Wilbur's life and the spiders protect people garden from insects that destroy their plants as a fact that they are the most important predators of the insect in the world. Being a helpful animal, some ethnic groups in my country use the spider web as a symbol of fortune. Anyway, this is an interesting book to read. Teachers and students can read it and discuss this beautiful animal together.

MacLachlan, Patricia (1985). *Sarah, Plain and Tall*. New York, NY: HarperCollins Publishers.

This book is a simple family story that is really touching. It tells about two children, Anna and Caleb, who lived with their father, Jacob, in a prairie and really missed a new mother as theirs died the day after Caleb was born. They hoped that they could have a new one who was kind and could sing like their late mother. Therefore, their father put an advertisement in the news paper to find a wife. Then a letter arrived from Sarah, a plain and tall woman who lived by the sea with her brother, William. She decided to stay for a month in Jacob's house. At first, Caleb and Anna were worried if Sarah was not nice and did not like the place they lived. However, it changed when Sarah arrived. She was so friendly and taught them a lot of things. They admired her especially when she could fix the roof.

MacLachlan wrote in very simple words that it is easy for the reader to understand. It is printed in big enough letters that can attract the kid to read. The book consists of nine chapters.

Reading this book reminds me a serial film on TV called *Little House in the Prairie* starred by Michael London and Melissa Gilbert (I forgot the character names). I watched the movie when I was a child. The story is different but the setting. The place where Anna and Caleb lived is similar to the area of the film: a prairie house in the country with no closest neighbour, a barn and meadow. I imagined living in that place which is a nice and natural environment, no pollution like in a big modern city. It seems enjoyable when Sarah, Anna and Caleb swam in a pond and lay down on the grass.

When I was reading Sarah's character, I remembered my mother who is able to do various things like her. When she braided Anna's hair, it also recalled the time my mother took care my long hair by tying and braiding. It is hard to find a woman like Sarah.

At the last page it is shown that the story is a happy ending. This is an interesting book to read. It is a simple story but gives a lot of things to learn. This book can be read by children and adult.

From the students' reflection it can be discussed in the classroom about their understanding culture such as myths, traditions, local wisdoms or taboos. It can be as a means of the intercultural communication in order to know the multi-culture idea in the world.

Applying the Reading Methods

K-W-L Reading Methods is the first choice. Ogle (1986) states that K-W-L is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they **Know** about a topic. This information is recorded in the K column of a K-W-L chart. Students then generate a list of questions about what they **Want to Know** about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have **Learned** is recorded in the L column of the K-W-L chart (<http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html>). The student is encouraged to choose any novel sorted by the teacher or take freely from the library. They share their personal reflection and make a classroom discussion that guided by the teacher.

Starting by brainstorming, the teacher knows what the students' background knowledge. Then the students show their interests by filling in the K-W-L charts and in the classroom discussion it can be checked what the students have learned. Some useful additional questions adopted from the basis of good journalism are **Who-What-When-Where-Why-How**

- Who are the main characters?
- What does the author say happened?
- Where did the action occur?
- When did it happen or what is the span of time?
- Why did this happen?
- How did it happen?

(<http://www.studygs.net/texred3.htm>)

Another reading method is called SQ3R (**Survey! Question! Read! Recite! Review!**) Francis Pleasant Robinson developed SQ3R*, and published it in his 1946 book, "[Effective Study](#)." He created the technique for college students, but, even now, it's suitable for learning in almost every situation, including at work

(http://www.mindtools.com/pages/article/newISS_02.htm). Let the students study the book from the cover, the list of the content and the illustration that they find. The title and the author sometimes make them curious and increase the interest. If it is available, it can be find the synopsis or prologue, the explanation about the setting or time and the route map. Their interests show in the guessing statements or questions. There is an opportunity to make a note or question mark on the pages. It continues in the whilst-reading step by underlining or using the marker. It helps when they try to recite and remark the main points of the ideas. Then it makes strengthen the understanding of the content and preparing to make a review.

Some Potential Problems

Indonesian student reading habit is very low. Usually they do not like reading a thick book. They prefer the picture book such as a comic strip. It is not common that they have a private or family library at home or a study room.

The next problem is the school library condition. It is not provided enough books even the government has a program of the writing book competition. The winner and the choosing books are published and distributed to any Indonesian public schools but it does not increase the students' willing to read. They read a book that the teacher asks for.

That will be more problems to find any printed books in English. The Indonesia bookstore is rarely provided the English book publishing. Through the internet store, it is still high price to be paid. Therefore, copying the books is the short way to answer the book need in teaching reading.

One of the Student's Reflection

Randomly it is chosen the student's reflection. The student (Eka Liani Haryono) writes the reflection after reading *Bridge to Terabithia*, *I am the Ice Worm*, *Hello, My Name is Scrambled Eggs*, and, *The House on Mango Street*.

The first book is *Bridge to Terabithia*.

This story remind me to Indonesia's movie, *My Heart*. This movie told us about friendship between a young boy and

girl, until they grew up. They built a tree house, the place that only they knew. In the middle of the forest, where they built a tree house, has always been a place of their destination after school. As long as they played together, Rachel fell in love with Farel, but she just kept it in her heart. Rachel's appearance similar to Leslie's. They are look like tomboy, usually worn a jeans and sneakers. In *My Heart*, Rachel died in the ravine to watch Farel's date with Luna. Luna is Farel's friend that he beloved. Farel and Rachel had a big dream to have a big kingdom for their future, but after that, Rachel fell down to the ravine. She died, but not her heart. Rachel's heart was given to Luna because of her illness. At the end of the story, Farel lived with Luna and Rachel's soul.

Based on the sample from the *Reading 4* (The printed material or Module of Universitas Terbuka, Jakarta) the reflection usually is divided in Bibliography Information, Summary, Book Illustration, Comment, Personal Experience, and Opinion and Suggestion. It can be read the student reflection as the pattern given on the module. She does not explore her specific and unique experience. The culture background such as myth, tradition, local colour or local wisdom does not show up. The movie is the only reference that it is quoted.

The second one is *I am the Ice Worm*.

Reading this book remind me that, at first story of SpongeBob Squarepants "**Rock Bottom**" is the 17th episode of the first season of the American animated television series. In this case, SpongeBob got a wrong bus to get home from an *aphotic zone* called Rock Bottom. He stranded at a silent, dark, and windy place. While he waited for the bus, he got hungry. At cross of the shelter bus, there was a candy machine. He tried to get that candy, not long of it, the bus passed. And he missed the bus again. He struggle to get home, with a rumbling tummy. He just waited for someone or other bus to get him back. And next story, when Allison got into the small village and met strange people, it's remind me to my experience that I went to suburban of Padang city. The people there, were rarely met with a luxury life. They didn't know how to get to mall, do shopping, or polish their nail. They lived with the simplicity. They didn't get enough education, from a formal and even informal education. I

tried to tell the children there, how to use a handphone. I told them, it can help them when they wanted to know their relatives news. But in this case, I didn't stranded at all. And I could go home.

The second reflection shows her improvement in reflecting her personal experience. She tries to inform the similar problem but in different way: "*They lived with the simplicity. They didn't get enough education, from a formal and even informal education. I tried to tell the children there, how to use a handphone. I told them, it can help them when they wanted to know their relatives news. But in this case, I didn't stranded at all. And I could go home.*" Reflections can be an indication to help the students digging the experience in the intercultural communication or in the cross cultural understanding. It helps them improving their loyalties, tolerances, or respecting.

The other unique experience is shown through the culinary problem from reading *Hello, My Name is Scrambled Eggs*.

Reading this book remain me that, My dad's friend had ever come to my home. He comes from East Java. At the first, my father and I were too difficult to find him at the airport, because it is his first time to fly. That's why, he didn't know how to get out from the gate. We just worried of him, and hoped that he was smart to ask the announcer. After 30 minutes, my dad met him, and asked him to stay at my house. He was a kindly person, with a soft and slow voice. But my family come from Medan, exactly we totally different with him. The big problem for him, I thought, when he stayed at my house is about the food. My family is always have a spicy food, any kind of food it is. He tried to like it, and my mother cooked the food spiciless than before. But for him, it is still spicy. How could? So, sometime my father bought him a meal from foodcourt. After that he could eat it well. Two weeks had passed, he told my father that he wanted to go back to East Java. Maybe, he couldn't keep go on in this situation. Finally, my dad droped him at the airport, and he flew to East Java.

She tries to explain the different taste of food on any different tribes, in the broad meaning this is called as the cultural shock on the culinary. She gives the clear hint of it.

From the novels that she makes the reflection. *The House on Mango Street* is more challenging in relation to the complicated problem on the multicultural and the minority society.

This story remind me to some of episode story in Indonesia TV program's that always show the racism. Many of the characters become a poorly, exile guy. And they are exiled by their friend who have got everything that they want. Actually, this story removed from the real story most Indonesian. Live with a dirt place, deprivation, malnutrition, and so on. Those like above envy to people who can get anything that they can't. That's why they make a big expectation of themselves to being a succesful person. But it is difficult to be realized. With many reasons, Indonesian must do hard work to eradicate poverty. This story is a good story to reminds us that there are still many people out there who lack. It uses present simple that make the reader easy to get the point. This book is recomended.

She explains rather blur about multicultural or minority. It just goes on the first layer of understanding about the different classes on the society in the idea of the black and white view or dichotomy approach.

Conclusion

It realizes that reading novels - the young adult genre - help the students to open the cultural views. It improves their understanding of the multicultural conditions in society. It also breaks through the problem on the grammar and semantics.

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ENGLISH INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH AT ONE JUNIOR HIGH SCHOOL IN SURAKARTA

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Abstract

Teaching and learning process in the classroom is composed and planned in the form of an instructional design. It is expected to be a guide for a teacher in teaching and learning process. Actually, there are nine components in the instructional design. In this research, the researcher just focused on (1) syllabus, (2) learning objectives, (3) classroom procedure, and (4) classroom techniques. The objective of this research is to describe English instructional design for the teaching of English at one junior high school in Surakarta. Research design of this research was a naturalistic study. Object of this research was one state junior high school located in Surakarta. Techniques of collecting data used were observation, interview, and document analysis. Based on the results, it was found that English syllabus used at the school is school-based curriculum or *KTSP*, learning objectives are categorized into general objectives and specific objectives, classroom procedure used is *EEK* (Exploration, Elaboration, and Confirmation), and classroom techniques used consist of several techniques, such as brainstorming, reading aloud, group discussion, dialogue performance, ask and answer, role play, and presentation. Hopefully, the final findings of this research can be a real contribution in order to improve instruction design in English teaching and make the teaching and learning process can be more effective and efficient.

Keywords: English instructional design, English teaching, junior high school, Surakarta.

Introduction

English is spoken and taught at everywhere in the daily life. English is now spoken by over two billion people with different assents and competency levels [1]. At this time, English teaching has been subdivided into various broad categories, such as Teaching English as a Second Language (TESOL), Teaching English as a Foreign Language (TEFL), English for Specific Purposes (ESP) and others [2]. It can be said that English is the most popular language used by people in the world and is taught in all schools and institutions as TESOL, TEFL, ESP and others.

In Indonesia, English is learned only at schools and people do not speak the language in the society [3]. Based on the history, teaching of English in Indonesia can be classified chronologically into three major phases. The pre-independence phase covers the period before 1945, the early independence phase included the year 1945 to 1950, and the development period, covers the year from 1950

onwards [4]. Indonesian government also decides English teaching in Indonesia in the form of a government regulation. The current regulation states that national education system which declares that foreign languages, especially English is considered as an international language that is very important uses in its global association [5]. It can be concluded that historically the teaching of English in Indonesia has been started since pre-independence of Indonesia and is only taught and learned as a foreign language at schools based on the available regulation.

Talking about teaching and learning process in the classroom, an implementation of the teaching is designed into an instructional design where a teacher prepares and designs what he or she will teach in the classroom. The concept of instructional design has been described in many different ways, but in essence, it consists of solving instructional problems by systematically analyzing the conditions of learning and designing a satisfying learning experience [6]. In a

definition, instructional design is “the systematic process of translating principles of learning and instruction into plans for instructional materials and activities”. In addition, instructional design is (1) analyzing what is to be taught/learned, (2) determining how it is to be taught/learned, (3) conducting try-out and revision, and (4) assessing whether learners do learn [7,8]. It can be said that instructional design is a systematic process in learning activities which can be analyzed and is determined in the form of an assessment, such try-out and revision in order to find out an effective learning process. A teacher who designs this instructional design is called a designer.

Besides that, teaching components are also considered in the form of an instructional design. It consists of (1) what the objectives of a method are; (2) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (3) the types of learning tasks and teaching activities the method advocates; (4) the roles of learners; (5) the roles of teachers; (6) the role of instructional materials [9]. Related to this research, some of those components are considered to be discussed.

Talking about the importance of instructional design, ID has a big responsibility to design teaching and learning activities in the classroom. All steps should be thought and chosen carefully as well as should be ordered in a meaningful way. Every detail can play an important role during the implementation [8]. Besides that, learning situations are dynamic, instructional design is an iterative process that is undertaken not once but repeatedly, for every learning situation, even when the materials to be used have themselves undergone an instructional design process [10]. It can be said that in every teaching in the classroom, instructional design has a big influence in what teacher and student will do in classroom based on the classroom situation.

Unfortunately, there are many cases found in instructional design used by English teachers. Their instructional design cannot be conducted effectively and are inappropriate and incomplete items in the instructional design and always found in teaching and learning process. Teachers are required to prepare effectively designed courses with the consideration on learner-centered, engaging, interactive, meaningful learning environments

that contribute answers for the demands of this century [11].

Therefore, the researcher was interested in conducting a research about instructional design used at one school. The researcher chose junior high school to be investigated. Junior high school was chosen by the researcher because (1) English is decided as one of compulsory subjects at junior high school, (2) competency and ability of teaching and learning process at junior high school are more various than primary school, and (3) junior high school is a level where four skills in English are begun to be taught comprehensively, more communicatively, and more focused on the English use. Moreover, in junior high school, students must learn English systematically. More focuses are put on the teaching of grammar rules, sentence structures, and etc. [12].

A preliminary research was conducted at one state junior high school in Surakarta. The preliminary research aimed to know what instructional design used by two English teachers at the school during teaching and learning process in the classroom. From the preliminary research, it was found that (1) in teaching process, the English teachers use scientific approach as the recommended approach in the 2013 curriculum combining with several methods, such as audio-lingual and drilling method, (2) instructional materials and media used by English teachers are English textbook, LCD, whiteboard, and etc. (3) teaching innovation used by the English teachers is still common, they just teach like what they usually teach to student, (4) Minimum of passing grade (*KKM*) of English subject in the school is 75. Most of students did not pass it, (5) commonly, atmosphere of the classrooms at the school is conducive, but some of students do not pay attention when their teacher is delivering materials to them, and (6) English teachers at the school need more workshops or trainings in order to improve their knowledge in designing effective classroom based on the planned instructional design.

Therefore, the researcher wanted to know how English instructional design for the teaching of English at the school is used and implemented. In this research, the researcher just limited to discuss instructional design on (1) syllabus, (2) learning objectives, (3)

classroom procedure, and (4) classroom technique.

Research Method

This research employed qualitative research. Qualitative research is research studies that investigate the quality of relationships, activities, situations, or materials [13]. For further research, the researcher considered qualitative research in the form of a naturalistic study. Naturalistic is based on naturalistic approach and is aimed to investigate and to get deep understanding about natural phenomena in an entity context [14].

The reasons why the researcher employed a naturalistic study, because (1) the researcher wants to investigate and describe about instructional design for the teaching of English at the school, and (2) The chosen research is expected to give a clear description of the process observed. In order to support the researcher's reasons, there are some elements of operational naturalistic. The elements are: (1) natural setting, (2) human instrument, (3) utilization of tacit knowledge, (4) purposive sampling, and (5) inductive data analysis [15].

This research was conducted in one state junior high school in Surakarta, Central Java, Indonesia. The total number of students at the school is 671 students which consist of 366 male students and 305 female students. They are divided into 21 classes. Evenly, each class consists of 28 students. The seventh grade has seven classrooms, the eighth grade has seven classrooms, and the ninth grade has seven classrooms. The researcher chose the school because the school (a) has a clear vision and mission in order to produce qualified students in science, technology, and communication, (b) uses e-learning-based education system, (c) has many achievements in English competitions, and (d) always tries to improve students' ability and achievement in learning English as a foreign language.

In this research, the researcher considered data of this research related to (1) syllabus, (2) learning objectives, (3) classroom procedure, and (4) classroom techniques. Those data was gained from data sources, namely: (1) the activities/events, (2) informants, and (3) document analysis which are explained as follows:

1. The Activities/Events

This attended activity was all kinds of activities in teaching and learning process in the classroom. The activities observed were the English teaching and learning process in the seventh and the eighth grade, namely (a) two classes in seventh grade which are handled by teacher RH, namely: Class VII-F and VII-G and (b) two classes in the eighth grade which are handled by teacher PK, namely: Class VIII-C and VIII-D. The researcher just took four classes, because (a) limited time, (b) limited fund, and (c) the classes had represented the chosen grades as data needed in this research.

2. Informants

In this research, informants were students in the chosen classes and two English teachers in applying their instructional design in teaching English at the seventh and the eighth grade. They are teacher RH and teacher PK.

3. Documents

In this research, documents were also considered as data sources and related to instructional design and its implementation for the teaching of English, namely: syllabus, lesson plan, textbook, LKS/Student worksheet, and the other documents related to this research.

In analyzing the data, the researcher employed qualitative descriptive method. Miles and Huberman model was considered to analyze it. The activities in analyzing qualitative data are conducted interactively and continuously. The steps of analyzing qualitative data consist of (1) data reduction, (2) data display, and (3) conclusion [16].

The three steps of analyzing data can be figured as the figure 1, as follows:

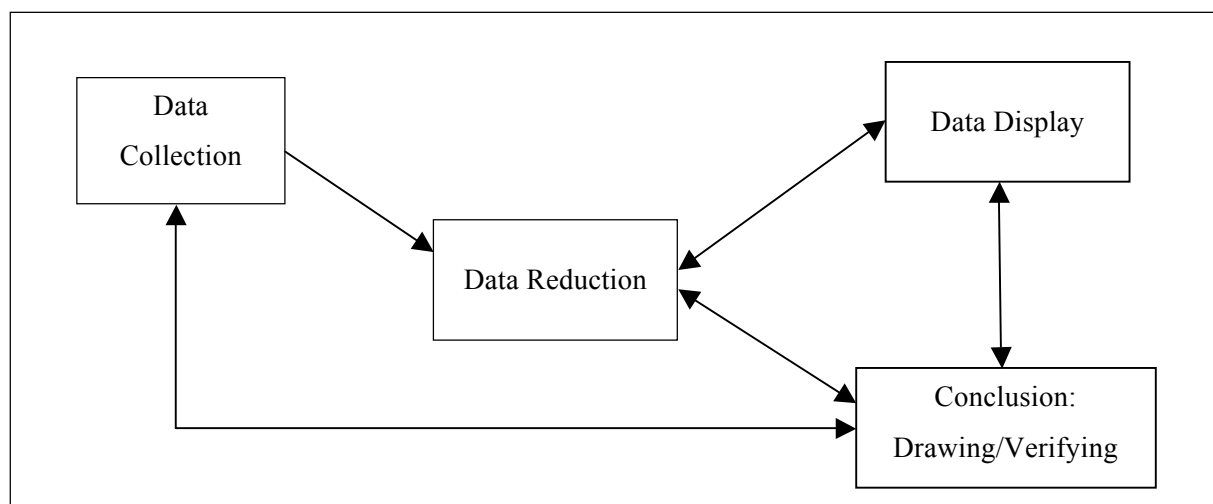


Figure 1.

Miles and Huberman Model (Interactive Model)

From the three steps of analyzing data, the data was expected to become the significant components which have functions (a) to form the analysis of the data from data collection, (b) to distinct the data that are used by the researcher, (c) to make the data collection of this research are reliable and clear, and (d) to give a good comprehension for reader or the next researcher who wants to develop or to deep study that this research is understandable and readable.

Finding and Discussions

A. Finding

The aim of this research is to find out and describe the instructional design for the teaching of English at the school. The observation for the teaching process was conducted from March to April 2015.

The following sections illustrate (1) the syllabus used in teaching, (2) learning objectives, (3) classroom procedure, and (4) classroom technique.

1. Syllabus

Syllabus is one of instructional design components in order to support teaching and learning process. Syllabus contains the learning outline which will be taught in the classroom for one or two semesters.

The researcher found that the school used school-based curriculum or which is known as *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*).

It is an operational curriculum organized by and held at each educational unit. *KTSP* consists of (1) educational goal on each educational unit, (2) structure and content, (3) education calendar, and (4) syllabus [18]. Actually, the school had used the 2013 curriculum in 2014, but the school just used it for one semester. The school has to re-implement *KSTP*. It is based on the current regulation from Ministry of Education and Culture where they have to return to implement school-based curriculum (*KTSP*) [17].

There are seven steps in developing a syllabus, namely (1) standard competence and basic competence, (2) learning materials, (3) learning activity, (4) indicator, (5) assessment, (6) time allocation, and (7) references [18].

2. Learning Objectives

Learning objectives are referred as general statement in a language program. Teaching and learning process in at the school is classified into two kinds of learning objectives, namely: general objectives and specific objectives. It refers to school-based curriculum. Based on the interview with two English teachers, observation, and document analysis at the school, it was found that:

2.1. General Objectives

General objectives are considered as the goal of teaching English by the English teachers. Based on the observation, it is found that some general objectives based on the

government regulation for junior high school, as follows:

- 1) Developing communication competence in spoken or written form in order to gain functional literacy level.
- 2) Having awareness about nature and importance of English for improving the nations' competitiveness in global society.
- 3) Developing understanding students about relationship between language and culture. [19]

2.2. Specific Objectives

Talking about specific objective, it is usually stated in the lesson plan as the specific preparation in instructional or teaching activities. It enables the certain objectives in each unit of material. The English teachers of the school specified the objectives on listening, speaking, reading and writing skill.

3. Classroom Procedure

According to the researcher's observation, it was found that the English teachers at the school implemented *EEK* or which is known as exploration, elaboration, and confirmation in the teaching and learning process.

Based on the interview with two English teachers at the school, teacher RH argued that *EEK* is comfortable and appropriate to the students as the learning target. Meanwhile, teacher PK argued that *EEK* is a must from the government based on the current government rules. In addition, the implementation of *EEK* based on the learning process standard which states that main activity employs a method based on the students' characteristics and subject, which can involve in exploration, elaboration, and confirmation [20].

Based on the explanations above, it can be concluded that the English teachers consider that the procedure is suitable to use. Moreover, it is recommended by the government.

4. Classroom Techniques

In teaching English, the English teachers at the school also used several techniques, namely: brainstorming, reading aloud, group discussion, dialogue performance, and ask and answer.

All of those techniques were perceived as variety of teaching. In addition, the teachers also add a variety of classroom technique, such as role play, presentation, and sing a song in

order to increase students' interest and ability in mastering English. Specifically, it can be drawn into each of *EEK* steps, as follows:

Table 1. Techniques used in *EEK*

Step	Techniques used
Exploration	Brainstorming, lecturing, discussion, and presentation.
Elaboration	Reading aloud, ask and answer, role play, and discussion.
Confirmation	Ask and answer, lecturing, and discussion.

B. Discussions

In this part, the researcher discusses the findings of the research. The discussion is focused on the four components of instructional design, namely: (1) syllabus, (2) learning objectives, (3) classroom procedure, and (4) classroom techniques.

First, the discussion is started from syllabus used for the teaching of English at the school. Syllabus used at the school based on the regulation of ministry of National Education. The syllabus used is similar with notional-functional syllabus. This kind of syllabus is based more on the purposes for which language is used and on the meanings the speaker wanted to express than on the forms used to express them [21].

In the researcher's point of view, the syllabus used at the school is actually appropriate for the students, but the school still needs to develop and improve it in order to realize goals of teaching and learning. In addition, the choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible [22].

Second, it talks about learning objectives. Based on the observation, learning objectives at the school is divided into two objectives, namely general objective and specific objective. In the researcher's point of view, learning objectives of the school is suitable based on the government regulation, but it still needs to be developed, especially in specific objectives. Based on the observation, there are some specific objectives which cannot be realized by the teachers due to the students' ability in comprehending material,

facility, classroom atmosphere, and time allocation.

Third, talking about the classroom procedure, classroom procedure used is *EEK*. In the researcher's point of view, this procedure is actually good for the teaching, but the teachers should implement it effectively. Based on the observation, sometimes, the teachers do not teach procedurally. Classroom atmosphere and time allocation also influence the implementation of the procedure.

Last, it talks about classroom techniques. The choice of classroom techniques precisely will take the students to come to a good atmosphere. Based on the observation, it was found that some techniques used by the teachers in order to support teaching process in the classroom. They included those techniques in each of *EEK* steps. In the researcher's point of view, it is better for the teachers to vary and create more techniques used in teaching, because the students will feel bored if they just learn with the same techniques on each meeting. By developing the up to date techniques, it is expected that the students can be motivated in and feel interested in learning English.

Conclusions and Pedagogical Implications

A. Conclusions

Overall, the teaching and learning process at the school has followed the available requirements which consist of (1) syllabus, (2) learning objectives, (3) classroom procedure, and (4) classroom techniques. In the teaching and learning process, those components are applied in order to realize the improvement of better teaching and learning as well as students' achievement. From those explanations and research data, the researcher concludes that:

1. The syllabus used at the school was School-based curriculum or which is known as *KTSP*. In the syllabus, unit level of education is operated. Results from the students are oriented by meaningful experience varieties based on the students' needs.
2. There are two kinds of learning objectives found at the school, namely general objectives and specific objectives. Those learning objectives are developed and adapted from the educational regulations in Indonesia. In general objectives, it is to

encourage the achievement of English skill competence and to enable students in order to communicate both spoken and written, awareness about nature and importance of English, and students' comprehension about relationship between culture and language. In specific objectives, the English teachers of the school mention it in the lesson plan specifically on each skill taught.

3. This research found that the English teachers at the school implement *EEK* (Exploration, Elaboration, and Confirmation). This procedure is positioned on the main activity.
4. English teachers of the school combine several techniques in order to support teaching and learning process. They include those techniques in each step of the procedure used by the English teachers. Those techniques are brainstorming, reading aloud, group discussion, dialogue performance, ask and answer, role play, and presentation.

B. Pedagogical Implications

By knowing teaching English at the one junior high school, some pedagogical implications can be drawn in order to give reflections for better teaching and learning, as follows:

1. The English teachers at the school should be able to develop learning objectives in teaching and learning process more varied. They do not just depend on the government regulations. They have autonomy to create and combine those regulations with their ability in order create an effective teaching. In addition, the teacher has to consider students' needs, characteristics, and ability in those learning objectives.
2. Procedures used in the teaching English must be consistent.
3. The technique used should be developed and combined precisely in order to make students feel motivated and interested in learning, so expectations in teaching and learning process can be realized.

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Appropriating the Investment of English in Young learners

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Abstract

Adult and teenagers have long been subjects to learning second languages practiced by English courses. However, recently, children also experience such multiple language acquisition as people start to think that an additional language as central as English may be best taught at a very early phase. Sadly, most parents consider only the important function that English mastery may help ensuring their children's future. However, it is too early to say that they are ignorant to the complexity of language learning/acquisition process. A survey will be conducted to these parents who wish to have their children master English along with three English courses servicing them. Firstly, it asks "What are the real motives of the parents in giving their children English in such an early phase?" Secondly, it also asks, "How do the English courses surveyed decide the standard measurement and appropriate teaching method used to satisfy these parents?" This paper tries to disclose whether parents' investment in their children is realistic to the current situation of the status and function of English in Indonesia and how much is the curriculum in the surveyed English courses relevant to theoretical perspectives of first multiple language acquisition.

Keywords: Language acquisition, multiple languages, investment, standard, EFL

1. Background

The globalization era gives many changes to whole the world. One of changes spreading quickly is language. The growth of language cannot be separated from the aspects of life because it is used as the primary communication. The globalization era explicitly forces almost all of society to adapt international language. In this case, English is used as the international language and a language that support the globalization era. The demand of globalization causes English language popular in whole of the world. Although, generally, every region in the world has their own language called as national language and vernacular to communicate in society. Some opinions say that the existence of English slowly weaken the native language in certain language, it is caused the using of English in several areas becomes more dominant than national language or vernacular lately. However, it gives positive effect if it is developed and organized by the government and society.

On the other hand, this situation triggers an observation in language acquisition field. The introduction of English especially in Indonesia has been arranged by the government. The introduction of English for several years ago was given in elementary school and it was also included in KTSP

(Kurikulum Tingkat Satuan Pendidikan) curriculum. However, in this recent time, English is not only given to children at the first grade in elementary school but also in early children or kindergarten. There are lots of English courses or English institution that offer facilities to teach English. The spreading English institutions in Indonesia especially in Jember slowly become popular and attract some parent to put their children in those institutions. What are the real motives of the parents in giving their children English in such an early phase?

On top of those phenomena, the existence of English learning institution in Jember triggers a question such as "How do the English courses surveyed decide the standard measurement and appropriate teaching method used to satisfy these parents? This question is based on the condition that there is no legitimate about the curriculum for kindergarten or early student to master English. Compare with the condition for several years ago, English becomes additional subject for children in formal school and daily communication. So, it becomes a huge question for me as a researcher about the standard achievement or goal that is given to kindergarten students. In addition, what is the reason grounded the institution to decide the goal?

2. Methodology

In order to conduct this research, I have found three institutions that are suitable as the data. These institutions included as the famous courses based on society opinion among other institutions. The criteria of choosing object data is that the institutions offer language teaching in Jember region especially English language. These three institutions have built since more than 9 years ago. All of them offer the facilities to teach early children about English language and use it as the daily communication in its environment. The data are collected by semi structured interview. The participants are teachers of each institution considered as the representative of the institutions. They will be interviewed by the researcher to answer several questions that relate to the topic. In order to protect the institutions, the researcher makes a contract that he will not show the real name of the institution and name of participant in this paper. This interview is used to know how assessments of standard achievements are created by the institution.

3. Discussion

As explained in paragraph above that this research involves three institutions in Jember. To make it easy, the researcher will use the initial to mention each institution. The first institution is BH, the second is PH and the last is WC. Three of them use English language to transfer the material and suggest their students to communicate by using English in its environment. They have different reason in actively providing English teaching service. BH is built based on the owner who wants to build an institution that facilitates early children and teenagers to master English. Whereas, PH is an institution that is inspired by same institution in other cities. The last, WC is an institution that is build based on the owner's real life story. The participant explains that the owner has bad experience during learning process. However, she has a high motivation to learn English that it forces her to learn English auto-didactically.

This circumstance happens because the effect of globalization and society consider English useful. Those arguments are also supported by Crystal (2003: xi), he states that language contact, physical contact (economic development, population movement) and

virtual realms (internet use, technology implementation) are the consequences of globalization. Whereas, for several years, there had been small amount of English courses or English language learning institutions in Indonesia. English was commonly taught in formal school started at junior high school. Informal institutions such as private English courses are used to support the mastery process taking place in formal institution. If we compare with the current situation, English has been actively politically intervened by the government and it is applied in elementary curriculum for example the curriculum that is used nowadays "KTSP". Nevertheless, this curriculum is only applied at elementary school until senior high school level. In KTSP curriculum it is clearly said that English subjects is given and decided the points of achievement for student.

The process of mastering language is called as language acquisition and it is common topic in linguistic studies. There are many observations related to language acquisition and it creates dichotomy between language acquisition and learning. Language acquisition is a global term of mastering language. The common terms that are used by SLA practitioners to distinguish the involvements of language being mastered are first language (L1) and second language (L2). Troike (2006: 4) says "L1 is a language that is acquired during early childhood –normally beginning before the age of about three years– and that they are learned as part of growing up among people who speak them". Furthermore, some researchers mention L2 as foreign language but they still have different opinions. One of the researchers, Crystal (1987:368) says "L2 is a language that is used after L1 in government, educational institution, business and public area. Meanwhile, FL is a language that is learned in an institution or courses but not commonly used in public areas".

According to the real condition in the object research environment, the existence of English is used as the L2 that is not considered as FL. The phenomena are very different with the past event that English was commonly known as FL but now it becomes L2. The researcher cannot judge that Indonesia language is the L1 of Jember society because Jember residents consist of several ethnic groups. The mixture of several ethnics in certain area triggers multilingual competence

to the citizen. The process of mastering language commonly was introduced at elementary school or junior high school level. However, recently second language (L2) is also introduced in early children education. This, early introduction of L2 becomes contradictory with several theories that relate with SLA discussion. According to Lado (1957):

We know from the observation of many cases that the grammatical structure of the native language tends to be transferred to the foreign language We have here the major source of difficulty or ease in learning the foreign language...Those structures that are different will be difficult. (Lado, 1957 cited in Mitchel & Myles, 2004:31)

Based on the theory above, the ability of mastering L1 becomes the foundation of foreign learner to master other languages. How if the ability of L1 grows together with foreign language that is also learned by the children? The mixture of culture and language mastery process will be a complicated situation in learning process.

According to Brown (2007), there are several considerations that should be known before teaching English for foreign learner. There are 4 general factors: Age factor, Psychological factor, Socio-cultural factor, and Linguistics factor. Teaching English to early children is not an easy task. It needs complex way in order to make them understand or get success in studying English language. Although, some experts say that children are in "golden age" or Critical Period (CP) for learning language, this statement is not only the important reason or factor that influences the learning process of students. There are lots of considerations that should be applied in order to teach English. The relation between children and teacher is not the only factor that can be used as the way to develop children ability. The children age, psychology, linguistics factors and society also involve in the development process to master a language. However, some institutions that offer facilities of language learning especially English Language are not aware about those factors.

3.1 The age factor

Age is the level for the institution to distinguish the class of learner early learner.

The levels of the classes are classified into toddler and kindergarten. It is about 4-6 years old. The classification of age is used by the teacher to group the students in the class. In his level, commonly, early children have not mastered their L1 for daily conversation and they also lack the basic abilities to learn language such as reading, speaking, writing and listening. However, it is just speaking and listening used regularly by early children. Whereas, the ability to read and write alphabet needs more practice for early learner. The acquisition of L1 greatly impacts the L2 learner especially for early children. The L1 will be the grounded knowledge for early learner. Furthermore, if L2 and L1 have lot of similarities, it also accelerates the learning process of L2 for students. Some researchers consider that early children are in critical period to learn language. However, the ability of children in order to master L2 is based on the ability of mastering L1. According to Singleton and Ryan (2004:32)

"critical period is a term used in biology to refer to a limited phase development of an organism during which a particular activity or competency must be acquired if it is to be incorporated into behavior of that organism."

This statement is also understood by some teachers being the participants in the interview but they do not deeply understand about the parts of language which become the priority for children. In the kindergarten level, my research subject PH and BH have relatively the same target to be achieved that is ability to read and pronounce English words. However, BH actually focuses on the mastery and memorization of the alphabet and numbers. BH does not force their students to master lots of vocabulary and understand about syntactic structure to make a sentence. The last subject of the research, WD demands the kindergarten student to be brave to perform their English skill in front of many people. Based on the data, WD indicates that the ability in speaking is the priority. Sometime, WD establishes an activity that can represent performance ability. This institution prefers to show their student than reading or writing skill.

The lack of those skills actually does not only happen to kindergarten students but also in the first grade of elementary school. Teacher must be aware about the inadequacy

of early children. Some materials should not be the priority especially in making sentences. The level skill that is suggested for early student is reading and writing skill. This statement is also supported by Singleton and Ryan (2004:26), they say "*an individual's written language ability can play an increasingly important role in overall language development*". In this level, even, the early children do not memorize all alphabets of their L1 and they cannot pronounce them well. The understanding about each alphabet and the pronunciation of L1 is used as the basic competence to learn language as has been said above. Some of them cannot pronounce a word or alphabet correctly because their organs of speech are still lacking the habit of the vocal gymnastics of different language phonology that lead to their mispronouncing some words. This becomes a problem that should be anticipated by the teacher who teaches early children. This problem also affects the psychological aspect of the children but this phenomenon will be discussed in psychological factor.

3.2 Psychological factor

This part is the hardest and it has lot of classification inside to be observed and to be considered. Psychological condition of children cannot be observed quickly and judged as the common condition. Children cannot be forced to do something that they do not want to do. So, teacher should consider the change of their students' behavior. The common condition that appropriates the learning process for early children is fun and cheerful condition. Children should not be aware that they are in learning process. Teacher can create a good environment in school area and have full control about the activity that support learning process of their student. Psychological condition of children is easy to change, sometimes they will feel bored in the class learning then the teacher will encourage them to go out or show something that can win the children's attention.

In this part, the type of teaching in those three institutions by creating fun and enjoyable environment is the same. However, there is psychological method that is different with the other institution and only shown by WC. WC considers traumatic aspects that it could be caused by mispronunciation, It uses different method to solve anxiety problems of

the students. WC believes that when they give odd treatment to students they will decrease the motivation of the students. This part is not explained by participant in BH and PH institutions. Teachers have their own style and strategy to create the suitable environment for learning. On the other hand, students' intelligence is also evaluated to monitor the achievement in the class. BH and PH do not clearly explain the way how they handle students with superior or inferior intelligence. Whereas, WD monitors the students' intelligence and gives different treatment to students who have higher intelligence than the others such as by giving harder questions. The handling of students who have lack of progress or even the students with the lowest intelligence in the class is not only fulfilled by giving an extra class but also providing special treatment. If the student with lowest intelligence has problem in class activity, teacher will explain to the student in different room and teacher will explain it by using vernacular or Indonesian language. WD institution minimizes the use of their vernacular and Indonesia. This is aimed to protect the student's motivation of using English in its environment.

Monitoring process also becomes the consideration that is not only done by the teacher but also the parents as care takers. All of my participants also show how do they monitor and report to parent. Sadly, the monitoring reports are given to parent in 3 months period. All of those institutions are aware that parents also support the development of their children to master English. Even though, only one of them which has regular card for monitoring children behavior in his environment after school. The students are forced to use English when they have to speak with their parent. If the children speak in Indonesia, parent should not answer the questions and give his children a clue to speak in English. Monitoring by teacher and parent will give strong influence to create educational environment for language development. Parents spend more time with their children than the teachers do. So, parents take more responsibility about the learning process of their children. The control over the children's development will be measured and parent can participate in learning process as the supporting media outside the class.

On top of that, this part also has negative impact that should be considered by teachers. The critical period of early children will give positive effect if teachers carefully are aware of the materials given to early children. Misconception of giving understanding and practice can fossilize in the children's memory. The effect of giving misconception will be applied regularly and it will become error if there is no correction provided as soon as possible. And also, giving explanation to early children by using linguistic terms is hard to do because they do not have sufficient cognition maturity to understand complex and analytical explanation.

3.3 Sociocultural factor

Sociocultural factor is considered as the basic foundation of making mental process of human to recognize the value of life and the way of life. According to Wertsch (cited in Block, 2003: 99), "*the task of sociocultural analysis is to understand how mental functioning is related to cultural and historical context*". This theory explicitly shows the function of language that displays the identity of someone. So, the way of thinking every individual has is represented by language. Early children are also parts of group in certain group at certain region. They cannot be generalized into a single group. Courses or English institutions are not only joined by an individual in certain area there are many students who have different culture even when they live in the same country. The diversity of ethnic group and culture in Indonesia are very large and it is not only populated by one or two ethnics who have different cultures. Jember is one of the regions in Indonesia that has mixture of ethnics and culture in one society.

An English institution should consider that its students come from different societies. The role of teacher becomes very important as the monitor and the agent in the learning process. Teacher should measure the capability level of his or her students in the class. This measurement can be used as the prototype of the material that must be given for their children. This activity will help the teachers to make classification and decide the best way to solve students' problems in learning process. Besides, teacher must create the best situation in learning both in their formal environment and in society. Because, teachers will fully

control their children in school only and they do not have the control over their students' activity outside the class or the institution. Here, teachers are expected to be able to consider any possibility that affects the students' learning process in negative or positive way. Teachers have to be brave to organize the parental control in learning process.

Based on the interview data that were collected from several English leaning institutions participating in this research, the reason why English is introduced to early children is because children have different way of learning. Children do not have anxiety of making mistake. They can memorize anything that is taught by the teacher and they mimic what they have learnt and seen. Those reasons become the general assumption for the teachers that early introduction of English to early children will be a good opportunities and help the early children to master English. In my object research, all of them generally know about this profit and use this chance to teach the children about language. However, they have different goals and ways in the learning process.

4. Generalization

Generally, most parents want to give their children the best facilities for their children's life such as prosperity, environment, healthy, education, etc. The most crucial of those facilities that is believed by most parents in Indonesia especially in Jember is Education. Because, education is believed as the key to get prosperity, social status, success in life, etc. Nowadays, especially parents in Jember are endeavoring to give the best facilities for their children's education. They enroll their students to join school that has great reputation in the city. In order to fulfill this will, some parents give early education for their children before they join elementary school such as play group and kindergarten courses or kids school. This early educations are expected to be able to prepare children in competing with other children in learning process at their future favorite elementary school. Parent tries to invest the early basic knowledge for their children. This investment is aimed to help them in learning process at elementary school and continuing studies.

One of the subjects given to early children is language subject and it also

involves several basic skills contained in it, such as reading, speaking, listening and writing. These basic skills are used as the essence to do learning process for early children. However, some parents are interested to enroll their children to institution that offers English language as the subject of learning and uses it in daily conversation. Some parents want their children to be capable of speaking in English and consider that English will be helpful for their children in continuing their next levels of study. According to Northern Ireland book (2011:22), the investment knowledge or education skill will protect the future prospect for their children, becomes valued venues for youth services, adult continuing education. Besides, the higher education will help to ensure that the infrastructure exists to deliver high quality courses to support the expansion of home-grown business and also to attract inward investment.

The ability to acquire a language is different between persons to the others. We cannot judge it and see it as general standard or same level. The consideration of creating a curriculum must be matched with the class condition and human resources. Whenever, the material does not match with the requirements, it will be hard to be learnt by student and cannot be used in social environment by the students. Social condition also contributes to the learning development and requirements of the material that should be given. Supporting environment will help the children to accustom additional language and developing their learning process. The learning process does not only happen in school environment but also in social environment.

5. Conclusion

Early children have advantages in learning language. Their ability and their motivation in learning other languages are developing. Ages, linguistics factor, society and psychological factors are just general dichotomy to see the elements that construct language acquisition. Although, early children have critical period to acquire language, they need guide to monitor and support the developing process of learning. Parent and teacher should work together to supervise their children's activities. The teacher and parent serve the role of the monitor and actor of

learning process. However, parent is a monitor in different environment outside the school and they bear the highest responsibility to mediate the children and society. Early children do not have enough maturity to understand what they want to achieve. They cannot understand their weaknesses in learning English language. Teachers should observe and decide about what is the weakness of each student and help the students to overcome their weaknesses.

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DESIGNING INSTRUCTIONAL MATERIALS FOR TEACHING FRENCH ACADEMIC WRITING IN CLASSES OF *EXPRESSION ECRITE*

Herman

Abstract

This paper is aimed at reflecting French academic writing materials and classroom activities based on student constraints and their learning need. It reflects a broad view of the nature of French academic writing for student at French department at UNY and the processes it involves. An understanding of learner's needs and the role of writing skill and research methodology courses is central to create a policy concerning French academic writing. In this paper, learner's need will be described and reflected as the starting point to design the bottom up instructional materials and strategy for the class of *Expression Ecrite*.

Keyword: academic article, need assessment, expression écrite, specific term, CECRL

1. Introduction

Students of French Education Department are required to write at least 10 pages of an academic article based on their thesis research. This policy has been applied at French Department of YSU and several other universities since several years in order to improve student writing skills in French, especially in academic and scientific writing. This measure is considered in line with the Yogyakarta State University policy in promoting and improving the quality of academic work. Basically, any scientific works written in foreign language will give a broad effect for the improvement of foreign languages education, especially of French language teaching and learning. It is assumed that academic writing in French will encourage UNY student to publish their work to the French language community (*francophone*) worldwide.

French Education Department has a tremendous opportunity to develop their potential. There are at least 40-50 students from this department submitting the thesis each year. That means that there are 40-50 articles based on student research circulating in cyber space that can be accessed or cited by any francophone readers. This figure will considerably be significant due to various research concerned such as language education (applied linguistics),

descriptive linguistics and French literature. However, we need consider some obstacles that were later found in the implementation of this policy. These constraints can be grouped into two types as follows: (1) Student's French academic article should fulfill the principles of a scientific work (2) Student's French academic article must meet various criteria linguistic rules and meet the acceptable quality content.

Apparently, French language courses at UNY do not anticipate this. The only subject matter (*Composition*) that clearly directs the students to acquire the academic writing skill has only 2 credits. While, some other writing skill such as a series of Expression Ecrite I, II, III, IV, V which are compulsory to the students during five semesters lead the student only to acquire the general writing skills. In another part, the textbook (ECHO) used that support the learning of writing skills does not provide sufficient material purposely under the form of a concept or examples.

This situation encounters French Language teaching to a considerable challenge: On the one hand, students are disposed to have French language skills in academic writing, but on the other hand, UNY does not provide sufficient effort in coaching student to have the skill or in other word, and the skill is not yet well

programmed in the curriculum or in their textbooks.

The following article is a simple reflection to describe the students' constraints in writing the academic article in French language. Need assessment has been implemented to confirm the role of writing courses (*Expression Ecrite*) and the textbook in supporting student's ability in writing the French academic article. Hopefully this study will initiate a further road map in creating a suitable material for writing skill (*Expression Ecrite*).

2. *Expression Ecrite* instead of Academic writing

Academic article written by students in French is a 10 pages article of their thesis research report. It is categorized as a scientific article because it follows the general systematic writing of scientific papers. In general, the article is divided into three parts. The first part is the title and introduction (*Avant-propos*) that contains the problem background and the formulation of the problem (*Problématique*). In the second part contains the theoretical framework (*Recours Théorique*) and research methodology (*Méthodologie*) and the third part concludes with a discussion (*synthèse*).

Compared to the article in general, linguistic elements such as phrasing, the use of grammar and vocabulary are more emphasized in this article because it is considered as French task and embedded on thesis. Besides, they are directed to have the ability to express ideas and thoughts in French about the problem, the theoretical framework and the discussion of research. French writing skill in expressing ideas and thoughts (*Expression Ecrite*) is one of the subjects that are taught in French Language Education Department during five semesters (10 credits). Yet, it is assumed that the learning material does not fulfill the needs of academic writing in general, because it lines up with learning steps and themes contained in the textbook ECHO 1,2,3 and it relies on a common European reference framework (CECRL).

Writing skill is taught from the beginning/basic to advanced level. Here is the

writing skill goal up to B2 level in CECRL referred by the textbook:

A1 level. I can write a short, simple postcard, for example about their holiday. I can enter personal details in a questionnaire, for example entering my name, nationality and address on a hotel registration form.

A2 level. I can write some short and simple notes and messages. I can write a very simple personal letter, for example for recognizing someone.

Level B1. I can write a simple text related to topics or to personal interest which are familiar. I can write personal letters describing experiences and impressions.

Level B2. I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons for or against a given opinion. I can write letters highlighting the sense that personal significance of events and experiences.

From the glimpses of the descriptor is in CECRL, we can see that what is required of language learners in CECRL was not coherent with the ability expected by students to write the scientific papers. We can say that there is no common thread that leads them to be able to write a scientific paper in French to level B2.

Nonetheless, there are some students who successfully completed a good article. Their creativity and good learning strategies give reason for this particular work. Learning strategy in writing is closely related to language learning strategy in general. Rubin (1975) in Griffiths (2005: 83) argues that language learning strategies are all activities undertaken by the learner in order to have the ability to use the language being studied. The success of a learner to master the writing skill seems closely related to their activity such reading the scientific papers. Activity is meant here are not only meaningful mental processes, but also all physical activity and behavior. In the teaching of writing as one of the four language skills,

learning focus should be associated with better mental activities such as reading and listening as well as physical and mental activities such as discussion and writing. Various relevant activities that are sometimes considered unrelated directly as reading and discussion about a phenomenon may also help students learn how to write better in French.

Actually, the acquisition of writing skills is expected to be acquired if students achieve B2 level of CECRL. However, not all students have equal ability to level B2. Most of them achieve the skills only up to level B1. This gap should be bridged by the synergy of several courses writing and other subjects related to the research and thesis writing such as Research Methodology and Evaluation of Language Learning.

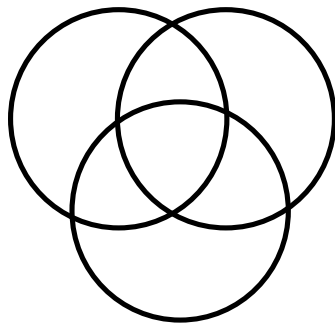


Figure 1. courses synergy

The above figure illustrates a segment shared by the three subjects. A is the synergy result of B (Research Methodology), C (evaluation of teaching language) and D (*Expression Ecrite*). B accounts for various terms or French vocabulary related to the study of language, linguistics and literature. C accounts for various terms of evaluation and learning languages. D provides ample opportunity for students to use a variety of terms in expressing his ideas. Thus, A is a academic writing skills possessed by students.

3. Reflecting the learners need to establish instructional material

Before we go on to consider how we can make use of theoretical perspectives on

designing materials for writing an academic article, we need to identify the position of language learner in French writing class. In this case, we need to take a look at some constraints by applying the need assessment.

Language learners need assessment is the activity of acquiring information about the needs of learners who will serve as the basis for the preparation of a curriculum. The need is obviously related to what so called the linguistic needs. Once the needs of the learner are identified, it should be formulated as learning objectives. This will be pursued by fixing the substance or material, teaching or learning strategies and evaluation strategies. (Brown, 1995: 35)

Since many years, needs assessment has become concern of the language educators. In broader French language teaching/learning, it has long been known that *le Français Fonctionnel* is bound to the diverse need of language learners. In fact, language learning should be preceded by needs assessment. If it is carried out systematically in the material planning, every step in language teaching will accommodate learners' situation and their necessities. Hence, setting up a new curriculum will require some adequate information regarding the state of learners' needs.

The needs assessment of language learners require a variety of information such objective data as well as any other information provided by the learners and lecturer to describe it comprehensibly. Determine the rigorous purpose is the keyword in this work. If a need is clearly related to the interests of learners, it is reasonable to put it in a policy that determines the direction and the result of an educational process. According to Pratt (1990, in Brown, 1995: 36) needs assessment is a set of procedures to identify and validate the requirements and make order of priority needs.

Twenty-four students consisted of nine students writing thesis on linguistics, seven students on language teaching and eight students in French literature have responded in this study related to: (1) the need of vocabulary and specific scientific terms; (2) the needs of

additional grammatical knowledge; (3) the need for additional writing course.

16 of 24 respondents (66.7%) consider that they do not have enough suitable vocabulary to write an article based on thesis. However, 12 respondents (50%) consider that mastery of grammar is essential instead of mastery of French specific vocabulary in creating a sentence or paragraph.

The majority of respondents stated that they do not have enough vocabulary to write an article. Some copies of their article draft show their constraints in applying the specific terms or the ability to choose the right words (diction) for this particular purpose. Apparently, this is due to lack of specific vocabulary used in some kind of language research and literature work.

Students who were writing an article of linguistic or literature studies, found themselves in difficulty in using specific terms of linguistic and literature. While those who were writing an article of language teaching, stated that they are not familiar with French terms for statistics or research methodology. Most of the respondents gave the opinion that the textbook such as *Echo* and *Campus* do not provide the vocabulary associated with their need in writing an article. Mastery of vocabulary is strongly associated with the procurement of specific terms. More than a majority (54.2%) of respondents stated that they require specific terms related to linguistics, literary theory or language teaching methodology.

79.2% of respondents think that they need to master the specific terms before writing an article of their thesis or any respective disciplines. It can be said that the acquisition of specific term on linguistics, literature and language teaching is as essential as the acquisition of the knowledge.

On the other hand, 75.8% of respondents found that the terms related to language discipline commonly used in research and scientific writings are very important as well for them to know. Thus, specific terms could be taught in the course of Research Methodology, French Literature, Linguistics and French Language Teaching Methodology. On the other

hand, the respondent argued that they do not need the special class for the acquisition of specialized vocabulary or terms. Actually the respondents were eager to acquire the variety of scientific expression and terms in Research Methodology class. Although some respondents (54.2%) found that drill activity in scientific writing is something indispensable, they do not want any special course to learn it. While the existing *Composition* course is still considered relevant and it is expected to have more credits. A total of 70.8% of respondents required specific material in the *Composition* courses for the students of the various work and deal with 50% of reading scientific papers in French and 50% of drill activity writing papers in French.

It takes synergy of several subjects that can meet the needs of students in improving the skill in composing the good sentence with good words and terms. 54.2% of respondents required the integrated materials in teaching of French writing skill and *Composition* class.

83.3% of respondents considered that their lack of French grammar is still a major problem in writing. Grammatical issue in question is related to the use of tenses, modes, and aspects of time. Therefore, 45.8% of respondents consider *grammaire* is essential and an additional grammar specialized to support their ability to write French academic article is expected. 53.4% respondents believe that French logical connector is something complex, therefore 91.7% consider the logical connector as something crucial to be mastered in particular way, in order to enable the students producing logical and coherent phrases, sentences or paragraphs in writing a scientific article.

Using the correct prepositions is one of problems that are often found in the student draft of article. 50% of respondents consider this as something to master. 41.7% considered that learning French prepositions contextualized to French academic article will enable them to write an article properly. In fact 79.2% of respondents perceived that the use of the genre and the plural marker has not been considered as a matter of exigency because it can be solved and controlled by the students themselves.

Based on the need assessment result, it implies the need for learning materials that support students in writing a French academic article. The difficulties encountered clearly reflect the gap between prerequisites of the institutions and the ability or skill that student in majority possess. It gives inspiration to consider how best the learning writing skills will be and other supporting instructional material that should be designed to anticipate these problems.

The above data suggests that the student's constraints in writing an academic article are closely related to French-language teaching and learning strategies at UNY. If writing skills from the third to five semester adopted a policy to give adequate writing skills, student constraints in article writing will be promptly recognized. Similarly, the various constraints associated with the mastery of specific terms, which can be solved by raising the use of the French term in a variety of other subjects related to the research methodology, linguistics and literature.

4. Conclusion

The data in need assessment reflect that the student ability in writing an academic article depends on what they learn during five semesters in language skills class and *grammaire*. During these five semesters, it is expected that the materials are integrated and direct them to learn some aspect of linguistic, literature, and language teaching terms. Besides, the need of another course to support the lack of vocabulary or specific term seems not realistic.

Drill exercise of writing is required to make the students aware of standards in writing the article. Students require additional knowledge of scientific articles so that they have an insight about different vocabulary, terms and phrases commonly used in a scientific article. Some grammatical rules become a barrier for students to write a sentence correctly. For that some models sentences using certain rules such as the use of logical connectors is very important to anticipate. It is required to learn about the sentences argumentative to gain sufficient knowledge so that the logical idea can be taught through the correct application of logical connectors. Learning specific terms can be integrated in several subjects in addition to

writing, e.g. French terms commonly used in linguistics should be explicitly given in any linguistic courses such Syntax, Morphology, Semantic etc.

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LANGUAGE AND CULTURE TEACHING : PERPLEXING PROBLEMS IN ENGLISH LEARNING AND TEACHING

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Abstract

Language and culture are interwoven, consequently learning a language means also learning a culture. When people learn English as a foreign language (EFL) for example, they have to be familiar with the culture of the people whose language being learnt. However, as English now belongs to the world as its lingua franca, spoken by several different nationalities, the problem of introducing culture into EFL learning and teaching is perplexing. The question of whose cultures which are going to be taught becomes very important to answer due to the fact that English learners will not only speak to English native speakers but also to non-English native speakers. Non-English native speakers will bring with them their own cultural background when they speak in English. The second problem is that the availability of the teachers who are culturally competence so that they could behave in the target culture. Finally, material recourse might also be a problem when introducing culture in an English learning and teaching process. Those problems of language and culture teaching will be the main discussion of the article.

Key words : culture, foreign language learning and teaching, English as foreign language

1. Introduction

Many scholars are convinced that language and culture, to some extent, cannot be separated, thus learning a certain language means also learning a certain culture. This is because language is inseparable from its culture (Sadtono, 2000; Dobrovolskij, D and E.Piirainen, 2006; Williams, 2010, Sultana, 2011). Hence teaching language means also teaching culture and only by understanding the culture of the target language (TL) will a language learner be able to function properly the language being learnt. Dimitrios Thanasoulas (2001) claimed that foreign language teaching means foreign culture teaching and in one form or another, culture has, even explicitly, been taught in the foreign language classroom. What is debatable at the moment is that since English belongs to the world as its lingua franca; spoken by different nationalities with different cultural backgrounds; the teaching of whose

culture to be taught in English as Foreign Language (EFL) become perplexing. It is not wise to introduce only British, American, New Zealand, and Australia cultures due to the assumption that these four countries are considered the English speaking countries.

As lingua franca, it is unavoidable that now there are more English non-native speakers rather than English native speakers in the world. This means that English learners have to be ready to communicate in English with people coming from non English speaking countries (America, England and Australia). That is why, knowing the countries the learners want to visit could make the teaching of culture more visible. Unfortunately, this is difficult to do as the English learners in a foreign language context might not have a specific country to visit or even they never imagine whether or not they have to go to another country.

Another problem of culture and language teaching is the question of availability of the teachers who are able to incorporate culture into the English language teaching. This is because most English teachers in a foreign language context are not native speakers of the target language. As consequence it might be difficult if not impossible for them to understand fully the culture of the people whose English being learnt.

2. The Meaning of Culture

Defining culture is complicated as different writers have defined culture differently and consequently there are some possible definitions of what culture is. According to Trifonovitch (cited in Croft, 1980), survey reveals over 450 different definitions of the word or concept of culture available in literature. To a certain extent, these findings underline the difficulty of defining culture as there are lots of definitions of the culture. However, all the definition of culture is always related to the way of life of a certain group of people because culture is a broad concept that embraces all aspects of human life. Seelye (1993) and Brown (1987) defined culture as the ideas, customs, skills, arts, tools which characterizes a given group of people in a given period of time.

In *Cambridge International Dictionary of English (1995)*, it is stated that culture is the way of life, especially general customs and beliefs of a particular group of people at a particular time, and the continuing traditions of art, music, literature, etc. of a particular society or group within society. These definitions reveal that culture and society cannot be separated since culture is the way of life of a certain group of society. According to Robinson, cited in Sadtono (1999), culture consists of three elements, they are products (literature, folklore, art, music, and artifacts), ideas (beliefs, values,

institutions), and behaviors (customs, habits, dress, foods, and leisure).

Other writers, Tomalin and Stempleski (1998) propose two categories of the definition of culture. For them, culture can be categorized as big-C culture and little-c culture. Big-C culture, also called "achievement culture" comprises history, geography, institutions, literature, music and the way of life. Little-c culture which is also called "behavior culture" mainly deals with behavior, including culturally-influenced beliefs and perceptions, especially as expressed through language and cultural behavior that affect acceptability in the host country. Another writer, Weaver (1986) divides culture into internal and external culture. He says that internal culture, being a subjective knowledge, is the culture that can be learnt implicitly and unconsciously. While external one, being an objective knowledge, is the culture which can be learnt consciously and explicitly. The internal culture is usually difficult to change, such as values and thought patterns while external one could change easily, such as behavior and language.

Satisfactory definition of culture might never be met as culture embraces so many things, tangible and intangible and it is also dynamic which means cultures change in time and place and much of culture can be seen as a series of dynamic tensions (Martin Cortazzi, 2000). According to him, such tensions are seen in most places now between tradition and innovation, between stability and change and between centripetal forces which pull people together, and centrifugal forces which fling people apart. In addition, Vallete in Valdes (1986) divides culture in general into two major components: anthropological or sociological culture and the history of civilization. The first component includes attitudes, customs, daily activities, ways of thinking, values and frame of reference of a people; and the second component comprises geography, history, and achievements in science and

technology, the social sciences, and the arts. In this case, language belongs to the first component as it is a tool to understand and appreciate the concerned society (Sadtono, 2000).

It is also said that culture consists of the collection of ideas and habits which they learn, share and transmit from generation to generation (Linton in Mesthrie et al, 2009). This means that culture also functions as “design for living” which gives meaning to the way and the form of habits considered appropriate and acceptable within community group, while language is treated as “cultural domains” (Shafirian and Palmer, 2007). Though it is not easy to make satisfactory definition of what culture is, by synthesizing all those previous definitions, it could be drawn that culture is a way of life of a certain group of society which has some essential ideas. First, culture is related to society, and it reflects how the society thinks, feels and communicate to each other. Second, culture has system that is why it has certain patterns which could be different from other cultures. Third, culture is a product of human life and finally culture is learned.

In short, culture will cover everything that is learnt, which shapes a *way of life*. It influences the way people think and how they express that thought through a language (Rizvi, 1990). Salikin (2014) cited Wardhaugh who claims that culture is whatever a person must know or believe in order to function in a particular society. The society always uses a language as a means of communication. That is why language and culture cannot be separated. When the learners learn a language without reference to its culture, they just learn words/expressions in isolation. As the consequence, misunderstanding might happen due to different concepts of looking at the same thing

3. Language and Culture

It is a common knowledge that language and culture, to some extent, cannot be separated. The idea of American Linguists, Edward Sapir (1884-1939) and his student, Benjamin Lee Whorf (1897-1941), known as Sapir-Whorf hypothesis, could be the basic concept when talking about language and culture. The hypothesis consists of two versions: strong and moderate versions (Sampson, 1980). Strong version claims that the way people the world is completely determined by the structure of their native language and the moderate one argues that the way people view the world is determined partly by the structure of their native language. The strong version has less support compared to the moderate one since there are some areas which are culture free such as biology, math and chemists. Hence this paper applies the moderate version.

Language is not autonomous construct but social practice, meaning that language and culture (as a part of social practice) cannot be learnt separately. In other words, language cannot be learnt in isolation from its culture. Salikin (2014) cited Tomassouw who states that when people learn a new language, they have to look at the culture of the people whose language they are learning. Salikin (2009) states that even as simple as colors, different cultures have different views. Madurese (one of the tribes in Indonesia), for example, does not have “green”. Instead, they use “blue” for both green and blue. For them the color of the leaf is not green but blue. So it is common among Madurese when they say in Indonesian a blue leaf instead of a green one. This could be because people sometimes cannot directly translate color terms from one language to another (Wardhaugh, 1987). In other words, every language has its own way in describing colors.

One of the misconceptions that have permeated language teaching is the conviction that language is merely a code.

People can learn a new language without touching the cultural aspects of the language being learnt (Kramsch, 1993). This idea is hard to accept due to the fact that foreign language learning mean also foreign culture learning. There are so many misunderstanding existing in communication not because of grammatical errors but cultural problems. The following story could be an illustration of the importance of understanding the relation between language and culture. There was a car accident between Kobayashi, a Japanese woman visiting United States, and Keller an American in a busy intersection. Kobayashi was understandably surprised when Keller turned left without signaling. Keller bumped in her car. A police officer who did not see the accident overheard Kobayashi saying to Keller "I am very sorry". The police gave Kobayashi a \$40 ticket but Keller was not cited (Irving cited in Salikin , 2014). Why did the police give Kobayashi not Keller a ticket ? This is because of cultural differences in the perceived meaning and contextual appropriateness of "I am sorry". In this case, the police interpreted her response as admitting blame for the accident because in the United States when one says "I am sorry" this means that the person is accepting responsibility. Conversely, in Japan, "I am sorry" means I am sorry this happens without admitting any blame.

Furthermore, Salikin (2014) cited Susan's story in Tomalin and Stempleski who claim that language and culture cannot be separated. Susan is an American woman and stayed overnight for the first time with Japanese family in Japan. After dinner, his hosts invited her to take a bath but Susan rejected by saying that she was not in a hurry to do so. In Japanese culture, a guest staying with a family is honored and even in taking a bath, the guest will be invited first and the members of the family will do later and they will never do first. Susan could speak Japanese fluently but she committed a critical accident, that is a

cultural blunder or a situation where there is a communication problem between people of different cultures. In fact, Susan failed to realize that her hosts actually hinted that it was bedtime and in Japanese culture one should take a bath before bedtime. As a guest, Susan should take a bath first so that the members of the host family could do after her. In this accident, Susan was proficient linguistically, but culturally poor.

Despite the best efforts of Kobayashi's and Susan's English teachers, they (like some English learners in a foreign language context) might be more familiar with the structure, pronunciation, stress, and intonation of the English language than with the more abstract things which are very important in a particular cultural context. It is not exaggerated to say that English teachers must be trained to make the learners able to successfully communicate inter culturally. If culture embodies language, it is inevitable that teaching language means also teaching its culture

4. The Proponents and Arguments *Against Teaching Culture:* Perplexing Problem

It is evident that incorporating culture in an EFL learning and teaching is inevitable. This is because a language is a part of a culture and a culture is a part of a language and the two are intricately interwoven, meaning that one cannot separate the two without losing the significance of either language or culture (Brown, 1987). Since language and culture are inseparable, language teaching means also culture teaching (Valdes, 1986). However, the practice of teaching culture in language learning is quite perplexing. When students are learning English as foreign language, for example, the problems of incorporating culture becomes apparent due to the fact that now English is the world lingua franca which is spoken by different nationalities. The question of

whose culture is going to be taught becomes very important to answer.

Despite the fact that language and culture to some extent cannot be separated, scholars have their own arguments on whether culture and language teaching can be incorporated. Those who argue that teaching culture in foreign language learning is a must claim that without incorporating cultural aspects of the people whose language is learnt cultural miscommunication when talking with other people from different cultural background is unavoidable. There are lots of communication breakdown not because of grammatical problems but cultural misunderstanding. And those who are not in favor of teaching culture in language learning and teaching argue that teaching language and culture at once seems difficult to do in a foreign language context. This is because of the status of English as the world lingua franca; spoken by many different nationalities. It goes without saying they will bring them their own cultures.

4.1 The Proponents of Teaching Culture

As culture and language, to some extent, cannot be separated, teaching language means also teaching culture because language and culture are two inseparable entities. When people teach language without incorporating at the same time the culture in which it operates, they are teaching meaningless symbols to which the student could attach the wrong meaning. This is because cultural differences are the main issues in cross-cultural communication. Without recognizing differences in traditions and habits among people of different ethnics, religions, localities, regions, countries and nations, confusion and misunderstanding will continually recur in communicating with other communities. In a foreign language context for example, cross-

cultural understanding should be taken into account since it is very rare that the language learners are successful communicating culturally. That is why incorporating culture in English language teaching and learning is a must as the goal of teaching culture is to help students acquire attitudes, knowledge and skills needed to successfully function within their own micro-culture, mainstream culture, and global community (Sinagatullin, 2003).

There are some fundamental reasons why teaching culture in the EFL context cannot be avoided. First, language and culture to some extent cannot be separated; they are intertwined. Thus, it is unavoidable that teaching language must also involve teaching culture of the people whose language being learnt. Salikin (2014) cited Brown who states that language is a part of a culture and a culture is a part of a language, the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. One's mastery of the linguistic elements of language does not guarantee a person can communicate through it. Previous examples of Kobayashi and Susan stories show that linguistic competence does not guarantee that one could communicate in a certain language successfully.

The second reason for the inevitability of teaching culture in the EFL learning and teaching is the fact that language teaching means also culture teaching. Valdes (1986) states that every language lesson is about something and that something is cultural. Buttjes (1990) explains how language teaching is culture teaching. It is said that language code cannot be taught in isolation without becoming aware of the complex and numerous processes of intercultural mediation that any foreign language learner undergoes. He also remarks that learning another language and culture should shape our subjectivities, improve our social experience, challenge our

cultural assumption, and change out mood of thinking. Susan and Kobayashi prove that linguistic facility alone does not guarantee effective communication. In addition Morain cited in Sadtono (1999) suggests in order to really understand a message, we must be able to hear the silent message and read the invisible words. These silent messages and invisible words are reflected in the culture.

The third reason why introducing cultural matters into the EFL learning and teaching is important is that major goal of a foreign language program is the mastery of communicative competence. In order to communicate successfully with the speakers of another language, one needs a sound grasp of the background knowledge of the target culture. Long time ago, Piltzer (1959) claims that if we do not teach language as well as its culture, we are teaching meaningless symbols or symbols to which the learners attach the wrong meaning. Thus, a FL learning is, to some extent, a foreign culture learning. In short, those who are in favor of teaching culture in the EFL context believe that introducing culture is obligatory as it could help the learners minimize misunderstanding when communicating in the target language (TL).

4.2 Arguments *Against* Teaching Culture

It is true that the first argument against teaching culture in the EFL context is the fact that English is now a global language, spoken widely by people from different cultural backgrounds and thus whose culture to be taught is dubious (Sadtono, 2000). It goes without saying, it is not easy for EFL teachers to decide whose culture should be incorporated in the EFL learning and teaching. In fact, the English native speakers from UK, America, Canada, Australia, and New Zealand rightfully claim to have their own cultures. The problem of whose culture to be taught might be resolved when the

learners have already decided to visit a certain particular country. The culture of this definite country must be prioritized to be incorporated in the EFL context. However, to do so might not be practical in foreign language context as most of the countries in which English is taught as a foreign language usually have a large class (too many students in one class so that too many target countries).

Another argument of those who are not in favor of teaching culture in the EFL context is the fear of cultural and linguistic imperialism. The general term of cultural imperialism is linguicism. According to Kramsch (1993), linguicism is ideologies, structures, and practices which are to legitimate, effectuate, and reproduce an unequal division of power and resources (both material and unmaterial) between groups which are defined on the basis of language. The total form of cultural imperialism is called "totemization" as the phenomenon when one language supplants others through centralized deliberate planning or diffuse societal force. The cultural and linguistic imperialism of English for example can have some effects. It has become the language of power and prestige in many countries, thus acting as a crucial gatekeeper to social and economic progress, its widespread use threatens other languages. Besides, its use in particular domains, especially professional, may exacerbate different power relationships and may render these domains more inaccessible to many people, (Pennycook, 1994).

The next problem of teaching culture in the EFL learning and teaching context is the fact that in this context, most of the English teachers are non-English native speakers. Consequently it is very hard (if not impossible) for them to behave in the target culture which is still not clear. Furthermore, the availability of the teaching resources could be very serious problems in teaching culture. The current materials which are used in the learning

and teaching process are based on the culture of people from English native speaker countries. However, at the moment, as the world lingua franca, English is spoken by more non-English native speakers rather than English native speakers. In this case, incorporating the target culture seems very difficult to manage.

In addition, those who are against teaching culture claim that English of science and technology is free from cultural background. Kaplan cited in Salikin (2014) states that English of science and technology is more closely affiliated with science and technology than with culture of any national society such as America, British, Australia, and New Zealand. According to him, scientific and technical written text has developed a separate culture of its own. Although this scientific culture tends to be expressed through English at the present time, it is in no way inextricably bound to English and in this case English is free of the culture of a particular society.

The last problem of teaching culture is the issue of cultural relativism. Cultural relativism is defined as the theory that culture can only be understood in its own term. That is why, standards, attitudes, beliefs from one culture should not be used in the study or description of another culture (*The Dictionary of Language Teaching & Applied Linguistics*, 1997). People should not judge other cultures based on their own as every culture is right in its own way. This means that teaching culture in foreign language learning and teaching could be problematic since different learners might react differently to the different cultures incorporated in language learning and teaching.

In short, those who are not in favor of teaching culture are convinced that introducing culture of the people whose language is learnt in the EFL context is not a simple matter. There are several things which should be taken into

consideration when teaching culture in language learning and teaching. The problems could be the question of the appropriate culture to be taught, the fear of linguistic and cultural imperialism, the questions of English for science and technology, and the problem of linguistic relativism. Teachers and teaching resources are also problems when teaching culture in the EFL teaching and learning. These all problems might not be easily coped with in the EFL learning teaching context.

5. Conclusion

Looking at the fact that, to a certain extent, language and culture are inseparable, teaching culture in the EFL context is unavoidable. This is because it is very often that miscommunication happens not because of linguistic problems but cultural ones. However, teaching culture in the EFL context is not easy to do due to some perplexing problems. The question of whose culture to be taught is not easy to answer as English is a global language spoken by many different nationalities with different cultural backgrounds. Teachers availability and teaching recourses could also be problems of teaching culture in EFL learning and teaching.

There are two unavoidable arguments related to the difficulty of teaching culture in the EFL context: those who agree and disagree. These two groups support their arguments with academic and reasonable reasons. Those who are convinced that teaching culture in the EFL learning and teaching should be done, argue that people cannot be fluent in a certain language without understanding the culture of the people whose language is learnt. While those who are not in favor of teaching culture claim that teaching culture in the EFL context face some problems such as whose culture to be taught, teachers availability, and teaching recourses.

It is true that language and culture, to some extent, are inseparable. That is why learning a language means also teaching culture. However, the practice of teaching culture in the EFL context still have some problems which could be difficult to be solved.

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Students Character Building in Authentic Assessment: An Analysis of Attitude Assessment in 2013 Curriculum

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Abstract

Students' good attitude is a part of education goals. In fact, the experts of Indonesian education indicated that there was huge degradation within students' attitude from the juvenile delinquencies proliferating. These phenomena made the ministry of education explicate the attitude point in 2013 Curriculum in the process of authentic assessment. However, its implementation is problematic until now. From the interviews with some English teachers, there are problems relates to the moral disciplines and TL process. Therefore, this research aims to analyze the implementation of attitude assessment proposed in 2013 Curriculum and to propose some suggestions. The data will be obtained qualitatively by using interviews and questionnaires. The results are expected to be one of references for Indonesian government in making the better and more applicable attitude assessment.

Keywords: 2013 Curriculum, attitude assessment, authentic assessment

1. Introduction

The goal of TL process is not only to acknowledge the students' ability but also to educate students' morality. It is supported by the fact of the increase of juvenile delinquency. Considering this phenomenon, the ministry of education puts their concern on students' morality through 2013 curriculum. The concept of TL process in 2013 curriculum is to develop students' potential and character development as a result of individual's education which takes place in schools, families and communities (Permendiknas, 2014).

Character education is involved in a curriculum in order to build good students' attitude which may help the government to develop a nation. Character education becomes a responsibility of entire teachers. "Character Education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values" (King, 2002, p. 2). The importance of character education proposed by King (2002) is in lined with

2013 curriculum in which the assessment process is divided into three aspects, namely the assessment of students' attitude, students' knowledge, and students' skill, which are conducted in a planned, authentic, and systematic during and after the learning process (Permendiknas, 2014).

Numerous related previous studies had been conducted. Adeyemi, Moumakwa, and Adeyemi (2009) investigated the aspects of character education that could be learned through English literature at the junior secondary level in Botswana. The results showed that (1) character education could be taught in English literature and social studies in Botswana in an interdisciplinary manner, (2) and the responsibility of building character education needed the role of formal school system and other stakeholders. Another study comes was a study of The Teachers' Role in Character Education (1997). It showed that character education at schools involved nine essential components, involving (1) the teacher as caregiver, moral model, and moral mentor, (2) creating a caring classroom community, (3) moral discipline, (4) creating a

democratic classroom environment, (5) teaching values through the curriculum, (6) cooperative learning, (7) the conscience of craft, (8) ethical reflection, and (9) teaching conflict. Those nine components also got difficulties in the implementation.

According to the explanation above, this study is designed to analyze character education through students' attitude assessment involved in 2013 curriculum in one of junior high schools in Jepara. In addition, teachers' perspective about the implementation of attitude assessment process in 2013 curriculum is also investigated. The present study is addressed the following questions: (1) what are the teachers' perspectives on the implementation of attitude assessment in 2013 curriculum? (2) how do the teachers implement attitude assessment reflected in 2013 curriculum?

The focus on this study is limited on investigating English teachers' perspective about attitude assessment process in 2013 curriculum and analyzing the implementation process of attitude assessment in terms of character education. The findings of this study bring good in both in theoretical level and in practical level.

Discussion

Nowadays, character education becomes a primary consideration of government as it is proved in 2013 curriculum. In 2013 curriculum, the government establishes new policy in which teachers have to assess students' attitude instead of their academic ability. Assessing students' attitude is involved in the curriculum since the rate of juvenile delinquency is increased. It is portrayed in the field that students in this era tend to do things without obeying the existing regulation or norms in Indonesia, such as drug abuse, free sex, students' violence, etc. Considering these phenomena, the government adds some essential assessment elements, especially attitude assessment, in 2013 curriculum.

Character education can be interpreted as an effort to develop students' potential through cultural values and character of the nation as a preparation for the students to be a member of society and a citizen (Kosim, 2011). In addition, character education helps learners to acquire the norms of the society (Adeyemi, Moumakwa, Adeyemi, p. 97, 2009). Character education is only assisted in school. School is a place in which the students mostly spend their time. Students' social life is started at school when they interact with teachers or other students. They learn how to communicate politely and act responsibly. Therefore, the teachers involving all members of school institution need to build a good relationship that supports character education.

Furthermore, Damon in Vessels and Huitt (2005) identify six ways that social scientists have defined morality as: (1) an evaluative orientation that distinguishes good and bad and prescribes good; (2) a sense of obligation toward standards of a social collective; (3) a sense of responsibility for acting out of concern for others; (4) a concern for the rights of others; (5) a commitment to honesty in interpersonal relationships; and (6) a state of mind that causes negative emotional reactions to immoral acts. Considering the definition above, character education in educational context is expected to build students' positive characteristics. Students are introduced with the good things and the bad things through school regulation, for example.

Lickona (1997) draws nine principles to support character education. Those are as follows.

1. The teacher as caregiver, moral model, and moral mentor.
2. Creating a caring classroom community.
3. Moral discipline.
4. Creating a democratic classroom environment.
5. Teaching values through the curriculum.
6. Cooperative learning.

7. The conscience of craft.
8. Ethical reflection.
9. Teaching conflict resolution.

The nine principles above indicate that students' behavior reflects the condition of the school. The teachers are the model so that the good or the bad students depend on how the teachers provide the examples. Creating some regulations, such as students' uniform, students' behavior, laboratory use, will meaningfully build students' discipline attitude if the principles, the teachers, and other elements of school institution support each other.

The quality of a nation can be seen from the quality of the people and young generation is the main character in the development process. Therefore, all subjects should take an active and strategic role on the development of the students' characteristics (Suherdi, 2012). Students who are able to think positively and behave politely will have clear purposes in life which raise the spirit to build the nation. Briefly, character education brings advantages for both the nation and students' personality. King (2002) identifies three advantages of involving character education during TL process. Those are as follows.

1. It promotes character development through the exploration of ethical issues across the curriculum.
2. It develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities.
3. It teaches how to solve conflicts fairly, creating safer schools that are free of intimidation, fear, and violence, and are more conducive to learning.

The ministry of national education of Indonesia has involved character education in the curriculum involving intrapersonal and interpersonal perspective (Suherdi, 2012). The importance of character education has been involved during TL process in recent years. In School-Based Curriculum, character education has been started to be assessed in general. Attitude assessment

has been assessed in terms of personality assessment which is a responsibility of Kewarganegaraan teachers and religion assessment which is a responsibility of religion teachers (Permendiknas, 2007).

In the other hand, based on Permendiknas (2014), attitude assessment becomes the responsibility of the entire teachers in which it is divided into spiritual assessment and social assessment. Attitude assessment becomes explicitly ruled in 2013 curriculum which requires the teachers to observe the students individually whether they are able to accept, respond, respect, appreciate, and implement moral value learned at school (Permendiknas, 2014).

2013 Curriculum requires the use of authentic assessment. Darling-Hammond in Arie (2005) characterizes authentic assessments as those that: 1) sample the actual knowledge, skills, and dispositions of teachers in teaching and learning contexts; 2) require the integration of multiple types of knowledge and skill; 3) rely on multiple sources of evidence collected over time and in diverse contexts; and 4) are evaluated using codified professional standards. Furthermore, authentic assessment in 2013 curriculum is defined as a form of assessment that requires students to show attitude, using the knowledge and skills gained from learning to perform tasks in real situations (Permendiknas, 2014).

In line with 2013 curriculum, assessing students' attitude must also be conducted authentically and continuously. It means that the assessment process of students' attitude is conducted directly through teachers' daily observation. The teachers come to the classroom with the purpose of improving students' knowledge and educating students' morality. Techniques used in assessing students' attitude involve observation, self-assessment, peer assessment, and journal (Permendiknas, 2013). Students' attitudes which are assessed involve students' honesty, discipline, responsibility, manners, caring, confident, and nationality.

Moreover, the form of the rapport based on 2013 curriculum is specially designed for assessing students' attitude which provides spiritual aspect and social aspect which are then distinguished from within subjects and among subjects. Students' attitude is scored by using scale ranging from 1,00-4,00. It is initiated by giving predicate (K) for less, (C) for average, (B) good, (SB) for excellent.

This study was aimed at analyzing attitude assessment process in 2013 curriculum. In accordance with the aims of this study, a descriptive qualitative study was selected since it was suitable to give a complete description of the implementation of authentic assessment. As stated by Alwasilah (2011) that "a qualitative study since it is used to comprehend social phenomenon from participants' point of view".

Qualitative purposeful sampling was employed in this study. Purposive sampling occurs because the participants have the same background with the focus of the study so that the participants are chosen intentionally (Malik and Hamied, 2014). This study was conducted at a junior high school in Jepara. The school chosen is implementing 2013 curriculum which is appropriate to the aims of this study. The participants in this study were the English teachers of and the students of grade VIII. The instruments used in collecting the data were a questionnaire guide and an interview guide which were related to the theoretical framework of attitude assessment in 2013 curriculum. The questionnaire and the interview were constructed from Lickona (1997) about The Teachers' Role in Character Education.

The data were obtained through the questionnaires and interviews, which were organized and analyzed qualitatively. The questionnaires were distributed for both the English teachers and the students. The questionnaires were in the form of close-ended statements in order to identify whether the teachers did what were stated in the questionnaires. Besides, the interviews conducted in this study were

semi-structured interviews. "A semi-structured interview one where the interviewer has a clear picture of the topics that need to be covered (and perhaps even a preferred order for these) but is prepared to allow the interview to develop in unexpected directions where these open up important new areas" (Heigham and Croker, 2009, p. 186).

In analyzing the data, we conducted questionnaires to two English teachers and 80 students of grade eight which is consisted of class VIII C and VIII E. Each questionnaire consists of 20 statements. We also conducted an interview to two English teachers. We use Lickona's principles as our consideration not only to arrange the questionnaire and interview but also to analyze the obtaining data. Based on the data obtained, there were some information which could be considered. Those are described below.

The Implementation of Attitude Assessment Process

Based on the previous study that conducted by Lickona (1997), character education building through attitude assessment involves nine principles, namely (1) teacher as a caregiver, moral model, and moral mentor, (2) creating a caring classroom community, (3) moral discipline, (4) creating a democratic classroom environment, (5) teaching values through the curriculum, (6) cooperative learning, (7) the conscience of craft, (8) ethical reflection, (9) teaching conflict resolution. In line with the study that conducted at one of junior high school in Jepara about character education building through attitude assessment, the teachers have not implemented the attitude assessment yet. Here are the elaboration of the findings.

Teachers' way in conducting attitude assessment in 2013 curriculum

1) The principles were not implemented in attitude assessment

According to the data obtained based on Lickona's principles (1997), here are some principles that the teachers were did not

implemented in conducting attitude assessment.

1.1.) Moral discipline

It can be seen from the result of questionnaire and interview that both of the teachers seldom be punctual to attend the class. The reason of the first teacher was because she waited the bell from a bell duty officer, even she knew that it was her time to attend the class. On the contrary, the second teacher had a problem with the distance between her house to the school and also with time management of herself. She couldnot leave for the school earlier.

1.2.) Cooperative learning

In this case, both the teachers were seldom to state the aim of the topic material that was discussed, so that, students did not really realize why they might study the topic material. Also when the teachers gave assignments to their students, both the teachers seldom to correct and give score to them. Moreover, both the teacher seldom to conclude the subject topic that was discussed at the end of the TL process. Whereas, by giving attention to state the aim of topic material, to assess the assignments, and to conclude the topic material in the end of TL process make students' awareness higher in TL process.

2) The principles were implemented in attitude assessment

On the other hand, both the teachers success to implement the principles based on Lickona. Here are the results of the data obtained.

2.1.) Teacher as a caregiver, moral model, and moral mentor.

Both the teachers knew their role in the school as the students' model. They couldnot do whatever they want to do in front of their students. Hence, they lead their students to pray at the beginning and ending during TL process. Besides, they also reminded their students to did not cheat in examination, said "thank you" and "help" when helping each other, also obeyed the school's rules. Furthermore, if they couldnot attend to the class, they asked the teacher substitutor to teach or give assignments to their students. Briefly, their act show us that they are

responsible to their duty not only as a teacher but also as an educator.

2.2.) Creating a caring classroom community

In line with this principles, the first teacher always asks her students to care about each other because they are in the same classroom. It means that they are a family. The teacher said to her students that she is a welcome person so their students can talk anything to her as her students want to talk. She thinks that becoming a welcome person as one way of individual approach to recognize their students. Furthermore, the second teacher creates the classroom atmosphere by asking her students do not embittering each other. Also, both the teacher motivate their students especially who get a lower score in academic field.

2.3.) Creating a democratic classroom environment

According to the results of the obtaining data, both the teacher discussed the assignments that given to their students so the students understood what they had to do clearly. They also re-discussed if their students still did not understand the topic material and gave feedback during TL process.

2.4.) Teaching values through the curriculum

Dealing with this principles, the first teacher used teaching facilities such as LCD, netbook, and language laboratory that is provided by the school as can as possible. Her aimed to avoid the students' boredom while learning English with her. She also taught their students how to use the modern technology related to this education era. In additon, the second teacher used netbook and LCD while teaching English in a particular topic. For example in teaching listening through song. She played the song by using her laptop and showed the whole lyrics through LCD which was set in the classroom. Her aimed to create an attractive classroom.

2.5.) The conscience of craft

Both the teachers asked the students did not embittering each other. Yet, if one of the students do that to anybody, the teachers will ask them to ask and give apologize.

2.6.) Ethical reflection

The teachers reminded to their students to keep their politeness when talking to the oldest even they had a close relationship. They also asked them to be sensitive each other. For example, if one of them looks like sick, the others should take s/he to the clinic.

2.7.) Teaching conflict reflection

In line with this principles, the teachers gave a motivation to their students. They never underestimated their students who got a lower score. They usually looked for the students' backgrounds deal with his/her family and his/her activities after school. Then, the teachers used individual approach not only to motivate but also to solve the problem facing by the students.

Teachers' perspective about attitude assessment in 2013 curriculum

According to the data obtained from the interviews with the first teacher, she said that authentic assessment in 2013 curriculum as one good solution for the students' character building. By conducting the assesment, the students were better enough to act to each other. They could more sensitive and polite in their attitude. Furthermore, the characters of young generations become better day-to-day. Besides, the second teacher stated that she really agreed with the assessment in this era but, it becomes more difficult than assess it in ten years ago. One of her reason was the development of technology which every student could operate the technology and got the information what they need through internet easily. It means that young generation who are in the transition ages can be easily influenced through the technology. They become closer with their gadget than their family. That also decreases their sensitiveness toward their environment.

Conclusion

Concerning to the analysis of attitude assessment in 2013 curriculum, this study have found out that teachers faced problems related moral desciplines and cooperative learning that proposed by Lickona (1997). Moreover, teachers have succed to implement the other important

principles based on Lickona(1997) such as teacher as a model for students, creating a caring classroom community, Creating a democratic classroom environment, teaching values through the curriculum, cooperative learning, the conscience of craft, ethical reflection, teaching conflict resolution.

By emphasizing attitude assessment in 2013 curriculum, it is expected to create students character building become better. Students become not only well-educated people but also well-educated characters. By means of a well-educated character, students can apply their knowledge in a good way.

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Socio-pragmatic Failures in Teaching English: Request Speech Act Use by Pre-service Teachers

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Abstract

The research at hand evaluates: (i) the use of requests by finalists-Teachers-to-be- in English Departments at the University of Burundi and (ii) it sheds light on how well those finalists use the social rules that determine what language is appropriate to specific situations.

The use of questionnaire and structured interview instruments helped the researcher draw conclusions concerning the teaching-learning of English in Burundi and how English language learners get to the state of associating social information and linguistic forms available in English language for communicative behaviour judged appropriate by the native speakers. The subjects of the study consisted of fourteen subjects. They are selected among one hundred thirty-two (53 from Institute for Applied Pedagogy, IAP and 79 from Department of English Language and Literature, DELL) final year students in the English departments at the University of Burundi, the whole making our population.

The results reveal a mismatch between those students' linguistic knowledge and language use, specifically regarding forms used in particular contexts when issuing requests. So, pragmatic inappropriateness and ungrammaticality of utterances were found, and this hinted about the exit profile of those finalist students (Teachers-to-be of English) as far as the speech acts use are concerned in general and the use of the request speech act in particular. This means that, though they speak what sounds English, they do not have a socio-pragmatic competence. The latter is a quality in speaking English as L2 or foreign language which makes someone adjust any speech act in general, and particularly requests, taking into account social variables such as the status of H (hearer) and the context.

Key words: Socio-pragmatic competence, request speech act, teaching linguistic acts

INTRODUCTION

In the past, there have been laments by foreigners who happen to visit English speaking countries saying that for instance “*Americans don't mean what they say*, Cohen & Olshtain”[1]. But this arises after those foreigners in English culture are surprised to find that they have difficulty, though they seem to have almost a perfect mastery of English grammatical system and near-native fluency, at their interpersonal level when interacting with English native or proficient speakers. So, here one wonders what is lacking in their ability; whether they have misunderstandings resulting from a wrong cultural interpretation or simply non attentiveness.

Many language theorists and practitioners ranged in showing that a good sentence-formulation command (grammatical correctness) alone is not sufficient for a sound communication in a foreign language. There are other socio-cultural elements made use in any verbal communication. Otherwise, instead of making oneself understood, there is rather a risk of sounding rude, frustrating, and embarrassing, Munby [2]; Fujioka, [3].

This paper investigates into the use of socio-cultural /socio-pragmatic rules, i.e the case of the speech act of request used by students finishing their studies in English departments at the University of Burundi. The guiding questions in this study are the following:

(i) Does good language use require knowledge of its inherent culture?

(ii) How is issuing appropriate requests in English as a Foreign Language (EFL) a result of socio-pragmatic rules knowledge?

(iii) Is the linguistic competence alone sufficient for EFL learners to issue requests which are culturally acceptable in English speaking countries?

Socio-pragmatics and the nature of socio-pragmatic failures

Socio-pragmatic competence is one of the two facets of pragmatic competence. The latter is defined as knowledge of forms and strategies to convey particular illocutions i.e. pragmatic linguistic competence and knowledge of the use of these forms and strategies in an appropriate context that is sociopragmatic competence, (Mirzaei, Roohani & Esmaeili [4].

Concerning pragmatic failure, it can be divided into two types, pragma-linguistic failures and socio-pragmatic failures. The former has to do with inappropriate use of linguistic forms and is considered relatively easy to overcome. However, the latter refers 'to the social conditions placed on language in use, which are difficult to influence or change, Kawate-Mierzejewska' [5].

English language being meant for communication, the latter is achieved when English as an L2/foreign language speaker has the ability to use it appropriately in a variety of contexts. It is worth recalling that "context" reflects both "*tone voice and facial expression, the relationship between the speakers, their age, sex, and social status, the time, and place and the degree to which speakers do- or do not-share the same cultural background,* Cook" [6].

Failure to teach English linguistic acts, Failure to teach English as Foreign /Second a language

The legendary unteachability of speech acts is unravelled: pragmatic features indeed speech acts "*can be successfully learned in classroom settings and that explicit rather than implicit instruction is most effective* (Kasper and Rose 2002), Spada & Lightbrown" [7]. This is good news for learners with no extensive exposure to conversational interaction outside the classroom. However difficulties in learning/teaching the use of second or foreign language are eminent. EFL learners' good knowledge of the syntax and morphology of the target language alone are insufficient, they need to learn to recognize the many meanings that the same sentence can have in different situations together with skills for interpreting requests, responding politely to complements or apologies, recognizing humour, and managing conversation, Spada & Lightbrown [7].

Concerning EFL speakers' culturally-related mistakes, Cook [6] strongly alerts that "*objections to such language can be very strong, and low personal morals are imputed to its perpetrators*" because such language is "*described as wrong, lazy, slovenly, degenerate, dirty, illogical or corrupt.*"

EFL teachers' weakness acceptance

It is worth mentioning the survey carried by Medgyes (1994) and quoted in Celce-Murcia [8] where non-native English Teachers (non-NESTs) viewed themselves as poor listeners, speakers, readers and writers [...]. When asked to identify the major source of difficulty, most non-NESTs participants mentioned vocabulary, fluency, pronunciation, dissonance resulting from the role they played as both teachers and learners of the same subject together with idiomatic and appropriate use of English.

If ever one scrutinises those Non-NESTs' problem reported in Celce-Murcia, it might be located at the language use, i.e. at the pragmatic level. The *pièce de résistance* of this study lies in the fact that if ever these Non-Native

English teachers have themselves a poor pragmatic competence, it becomes hard to teach communicatively the English language and its inherent linguistic acts. The result is the teaching of the English language that is wanting in many ways as stipulated above by Celce-Murcia.

Request Speech/Linguistic Act

According to Savic [9] in Searle[10], requests are incorporated in the membership of what is termed 'directives' where the latter generally refer to any attempt by the speaker to get the hearer to do something. They may be very modest attempt as when I invite you to do it, or they may be very fierce attempts as when I insist that you do it. So directives are manifest of an effort by the speaker to get the hearer do something, that is, to direct the hearer toward pursuing a goal, generally a speaker's goal.

1. Form and Function of Requests

Frequently used requests have the "the Core request/ Head act"-which conveys the main illocutionary force of utterances- and "peripheral elements"-such supportive moves- as semantic components, Reiter[11], Blum-Kulka, House & Kasper [12]

2. Indirect Requests

The Discussion starts with Martinich's[13] argument that '*the simplest cases of meaning are those in which the speaker utters a sentence and means exactly and literally what he says*'. So the case of what is termed indirect speech act takes us beyond the so-called literal meaning by Martinich. Concretely, in an indirect speech act, "a speaker means what/he says *but means something else as well*, so that the utterance meaning "*includes the sentence meaning but extends beyond it*, Malmkjær"[14].

In his paper, Macaulay [15] recounts a prototype example where indirect request gains supremacy over the direct one, especially as far as request for information is concerned. Macaulay contrasts two interviews by one female, Barbara Frum and one male, Larry

King, respectively Canadian and North America interviewers. Summing up the outcome of the two interviews, Macaulay [15] posits that: '*Frum's provocations cause Thatcher to acknowledge linguistically her own nature and her own motives. Something about Thatcher is revealed in Frum's interview, whereas it is concealed in King's*'. Rather indirect request for information respects the interviewee's self, turning the interview not only into drama but also gives a ground for understanding and communication. Hence 'asking to ask', which is a form of being strategically indirect when requesting for information, has borne needful fruits than directness.

METHOD

Instruments

Complementariness and reliability is behind the combination of the interview and questionnaire.

Questionnaire

The questionnaire was a mixed one including open and closed questions. This means the questionnaire includes open invitations to 'write what one wants' and completely closed ones where a series of questions, statements or items are presented and the respondents are asked to answer, respond to or comment on them in a way that they think is the best, Nunan [16]; Cohen, Manion & Morrison [17].

As far as the content of the questionnaire is concerned in this study, it shelters a set of questions asking the respondents to show/tick what a good form for a request would be. There have also been situations requesting informants to suggest other adequate ways to request on the top of what they were given.

Interview

Keeping in mind that interview is not simply concerned with collecting data about

life: it is part of life itself, its human embeddedness is inescapable, Cohen, Manion & Morrison [17], a structured one has been used in this work. Well-elaborated situations requesting the respondents to issue requests that English native/proficient users would find appropriate given the contexts were presented, a description of each situation was given to the respondents on cards, (inspired from Olshtain's [1]). It was also allowed to ask the researcher for clarification, feeling that full understanding of the situations was very important.

Subjects

The study sample is made of fourteen subjects. They are selected among one hundred thirty-two (53 IAP and 79 from DELL) final year students in the English departments at the University of Burundi, the whole making the population. This selection grounds from Nunan [16] quoting Fowler: a sample of 150 people will describe a population of 15,000 or 15 million with virtually the same degree of

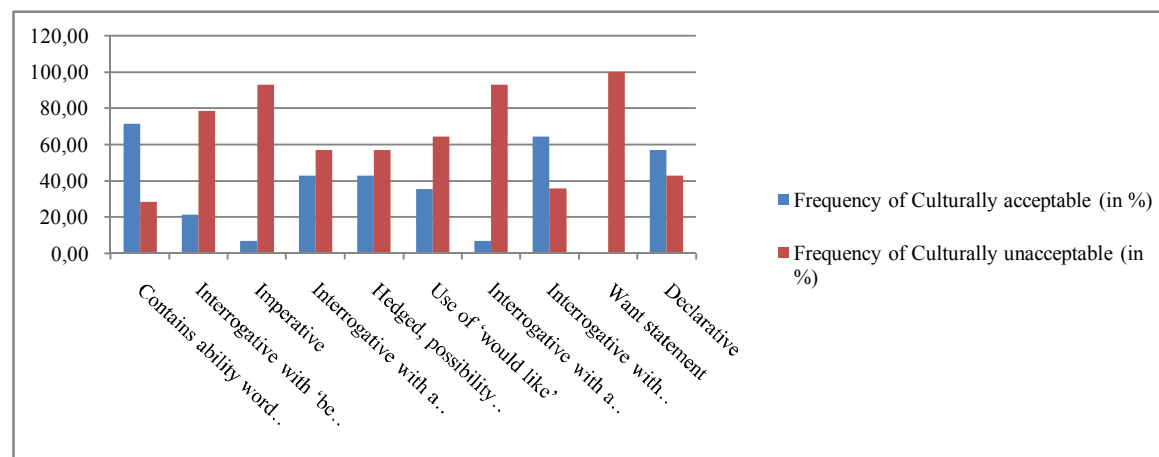
accuracy, assuming all other aspects of the sample design and sampling procedures were the same. According to this view, we assumed that fourteen subjects are representative. These students are the ones who have been introduced to the course of Semantics and Pragmatics.

The research being a qualitative one, the sampling method used is the 'probability Sample' and 'Simple Random' strategy as a sampling technique. Practically speaking, students were randomly chosen from the classes concerned until fully sample was obtained, Nunan [16]; Cohen, Manion & Morrison [17].

Data Analysis

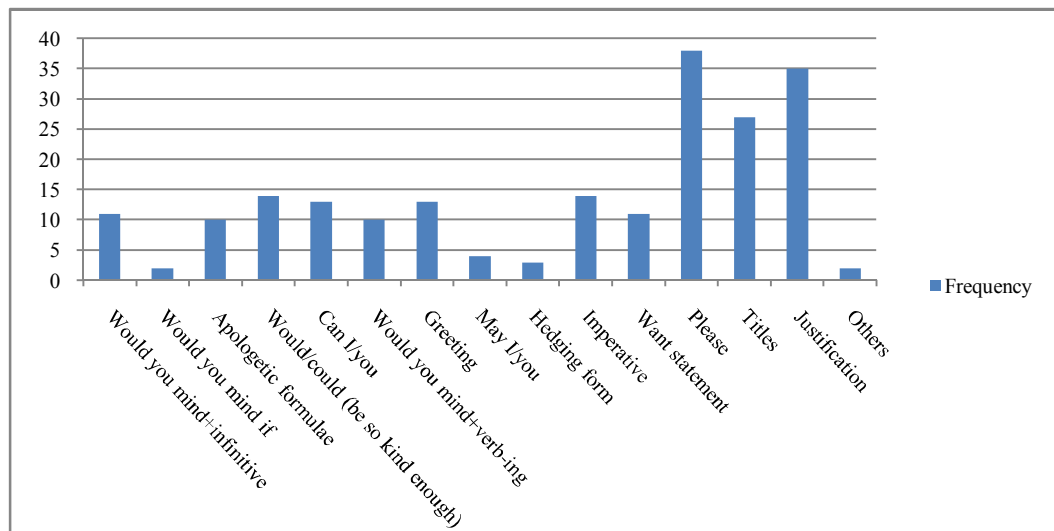
According to the form of questions included on the questionnaire, the following are the respondents' requests frequencies of cultural (un)acceptability:

Diagram 1: Frequencies of culturally (un)acceptable requests: on the questionnaire



We have a case at hand where fourteen interviewees issued each five requesting sentences, the fact yielding holistically seventy request (70) issuances. The table below shows the frequencies of how the interviewees used some requesting formula:

Diagram 2: Frequencies of the interviewees' requesting formula use



Should the reader notice that the less imposing the request is, the higher is its probability to be considered favourably, to be granted. The English native speakers have got devices to mitigate supportive moves, soften their daily requests, Savic [9], Reiter [11]. So to determine whether the informants are socio-pragmatically competent or no, we have to consider the frequencies of the following items in their requests:

1. Precursors

Also called alerters, they draw the requestee's attention. In this study, neither in the questionnaire nor in the interview, a respondent used 'look' or 'listen'. We have ten uses of apologetic formula, no use of first names, and twenty-seven uses of titles among which ill-formations were deduced: My Lecturer, Dear Director, My Director. There were also thirteen uses of greetings which include some ill-constructions like: 'Hello, Sir' a case which shows an aspect of being formal (with Sir) and less formal with "hello", which is paradoxical.

2. Grounders

With the possibility of preceding or following the head act, through them a speaker gives reasons to justify his/her request. The

analysis of the interviewees' requests displays thirty-five cases of forms proving the requesters' wish to justify their reason for requesting something. However, there are sound incompatible combinations of direct requests and grounders. The following examples by the interviewees are patently illustrative of the combination of directness and grounders:

1. Hello friend, please receive my calls, I am busy outside.
2. Please, come and help me, I'm about to be dismissed because I have an urgent letter to be typed.
3. Can you please help? Please do answer to calls while I'm out.

Here sentence 1 has only 'please' to sound a bit soft, but it remains an instruction. Sentence 2 is particularly upsetting: the requesting situation seems not to be the one proposed if we analyse well this request. Sentence 3 combines 'please+do+infinitive' as an emphasis. But 'please+infinitive' remains an order and direct, and then imposing. We should note that the giving of reasons in English/American culture is associated with cooperation and consideration between interlocutors.

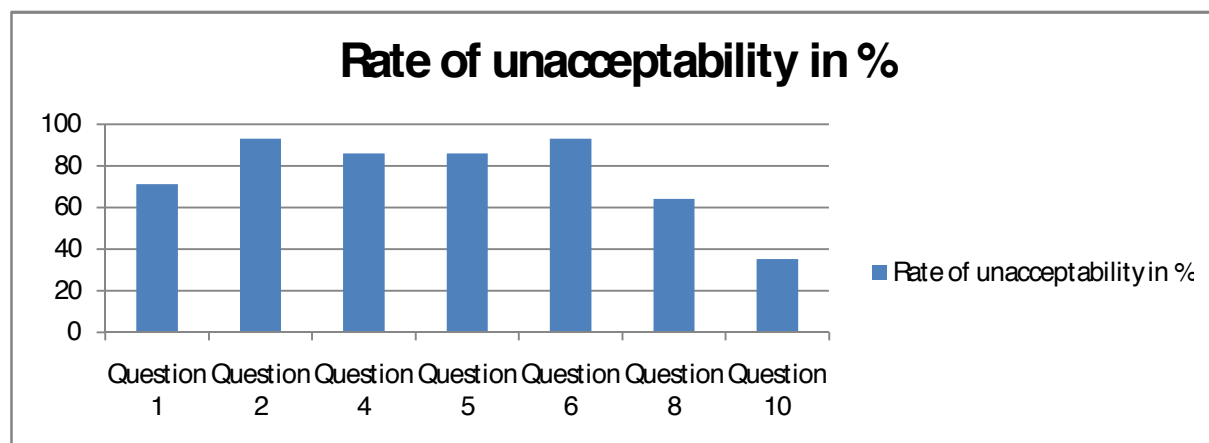
3. Request force downgraders

Also known as a request softeners, request force downgraders are sorts of internal modifications. They can be forms like: one minute, for a minute, a little while, some adverbs of place (e.g round the corner), etc. It is worth remarking that only six cases of

request force softeners were recorded in the interview.

These are rates of informants who ticked “culturally acceptable” while what was suggested by the researcher was not are, a fact which is also indicative of a certain socio-pragmatic incompetence:

Diagram 3: Rate of informants’ culturally unacceptable requests



Results and Discussion

There are many socio-pragmatic incompetence indications in the pre-service teachers’ (study subjects’) request issuances. Difficulties encountered by the study subjects should be located in the lack of sound management of both external, internal modifications and the head act itself. These three elements are measure tools since they are explicitly noticeable when the English native speakers issue requests. The English/American care for not sounding impolite or impositive: that why they manage and adjust well the three parts of request. By this, they avoid sounding pushy or rude and then raise the chance for their daily requests to be granted.

Both the analysis of the data from the questionnaire and interview confirmed that:

- (i) Good language use requires knowledge of its inherent culture
- (ii) Issuing appropriaterequests in English as a foreign language is a

result of socio-pragmatic rules knowledge

- (iii) Linguistic competence alone is insufficient for English foreign learners to issue requests which are culturally acceptable in English speaking countries

More concretely, the subjects of study used very few or wrongly words that alert, draw the requestee’s attention (use of grounders). This analysis disclosed no use (0%) of attention-getters like ‘Listen’ or ‘like’. The latter and many others like ‘excuse me’, ‘sorry’, etc are heard in the requesting situations in the daily speaking of English natives. Their absence in the subjects’ requests indicates how pushy these pre-service teachers of English would sound in the ears of the English/American. Even the subjects’ effort to use ‘titles’ stumbled over ill-constructions like: my Director, Dear Lecturer, my Lecturer. Surprising and thus paradoxical is that these ill-forms were combined with formality. This issue also makes the requester sound unusual,

thus impolite or rude.

The pre-service teachers of English might also have sounded rude even though they make use of some justifications for their requests. The problem is that they combined the use of grounders with core requests that are formed in imperative or less indirectly. The grounder used in this way hardly plays its role. In the ears of the English natives, requests of this kind may sound impressive: the English for example always think they are independent and often get angry with those who give orders in inappropriate contexts. To be more concrete, one aspect of what is wrong with the finalists' requests is the justification of one's reason for requesting something, a token of cooperation in English culture, used with imperative.

It should be noted that request downgraders (softeners) were used with a low rate. Predominantly, we only have a high frequency of 'please' (38 uses), with wrong uses like 'please sir, can you please'. Despite the use of 'please', its being used conjunctively with less indirect or very direct requests scarcely changes anything as far as request force softening is concerned. Among the 70 cases of request issuances in the interview, we have only three uses of hedges, six cases of softeners other than 'please'. There were recorded none like: one minute, for a minute/while, though contexts were favourable for their being used if the speakers were the English/American natives.

CONCLUSION AND SUGGESTIONS

The findings generally rotate around the point that there is a mismatch between the linguistic knowledge of the subjects of study and the usefulness of that knowledge in making culturally acceptable requests in English. The results proved the pre-service teachers' utterly limited ways in issuing requests that are appropriate, i.e. that are less impolite and soft. They do not know many different ways to issue requests and then

misuse forms which attract attention of the requestee, and thus weigh in. There are also few forms which justify why the speaker S requests an act A. Then it can be simply deduced that the low frequency or the misuses of requesting forms are indicative of the finalists' lack of a given competence in spoken English.

It is simply worth glancing stakeholders in English language programme designing, that as long as speech acts are not at best integrated into classroom instruction, redundant EFL (English as a Foreign Language) learners' laments resulting from cultural unacceptability are likely to go *ascendo*.

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THE EFFECT OF METACOGNITIVE LISTENING STRATEGIES ON LEARNERS' LISTENING STRATEGY AND THEIR LISTENING COMPREHENSION

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Abstract

Most lectures perceive teaching listening is passive process. They just test students listening comprehension without teaching how to become a good listening learners. Thus, we need to teach how to learn listening skills instead of testing their listening ability.

This research aims at finding out the effects of metacognitive listening strategies on students' listening comprehension and to explore the learners' choice of listening strategy in order to help them to solve academic listening difficulties and guide them to strengthen their listening ability. The research employed quantitative method with quasi-experimental design using one group pre-test-post-test design. Research subjects are English education students at *Univesitas Muhammadiyah Semarang* in academic year 2014/2015 comprising 15 students.

The results showed that the score of listening comprehension has slight difference of listening test then control group. In addition, from Metacognitive Awareness Listening Questionnaire (MALQ), students benefited in numerous ways from listening strategy instruction to know what the best strategies they can use in comprehending listening skill.

Keywords: *Metacognitive listening strategies, listening comprehension, and learners' listening strategies.*

Introduction

Background of the Study

In mastering language, the role of comprehensible input like 'listening skill' play pivotal role dealing with second language acquisition research. Listening is an important aspect of communicative competence and the most frequently used language skill [1]. Listening is an essential skill for students of a second language to be mastered since it provides input. Without understanding inputs, students cannot learn anything. Having a good listening comprehension, they can generally follow talks and lectures in English. Listening skill is not only the first of the language skills in language acquisition, but it is also the skill most routinely run in the classroom. In a language classroom, listening ability plays a essential role in the development of other language skills [2].

Listening has a great effect on communication in which adults spend 40-50% of their communication time on listening, 25-30% on speaking, 10-15% on reading, and about 10% on writing, (Holden in [3]. So it is logical to pay more attention on teaching listening comprehension in English as Foreign

Language Program. Furthermore, students with good listening skills are generally more successful than students who are passive listeners. They can use information more productively in studies, careers, and business and they tend to have more successful interpersonal relationships.

However, there is still plenty of evidence that listening is underrated in teaching Language. When there is a stress on contact hours, frequently listening session is declined. Learners are infrequently assessed on their listening skills, and the problems of many poor listeners pass undiagnosed. The methodology of the listening lesson has been little discussed, researched or challenged; and there is a tendency for teachers to work through well-worn routines without entire conviction. Thus, a faddy commitment to an 'integrated skills' approach as an alternative way may result in listening being consigned to a quick topic-driven session packed between reading and writing, which tend to be considered as more tractable and controllable skills[4].

Most people perceive that listening is difficult skill in teaching EFL because it is

widely seen as a 'passive' skill [4]. Listening is commonly regarded as the difficult skills by language learners. Most learners attribute their difficulties of listening comprehension because they perceive as their low listening ability or difficult listening texts or tasks. Thus, many students are still unable to comprehend or understand the spoken word or phrase in the English language verbally by his interlocutor. Many attempts have been made by the lecturer of the Listening course in the learning process so that students learn easily in this course. But the result is still no significant change in their Listening Comprehension.

Learning Listening Comprehension is not easy but in general most of the many students who ignore it . It is a fact that still occur from year to year in the world of education, especially for university students. Besides learning styles students are also very decisive in the success of learning . However, of the many problems faced by students in learning Listening Comprehension, there must be a right way or a solution to solve these problems.

So many factors make students difficult when learning English Listening Comprehension such as: the material is too fast to be heard so forget what they had heard , did not know the meaning of the word in the English language that is spoken or heard because of their lack of English vocabulary, not the concentration of the material to be heard , do not understand the commands described verbally, lazy in studying or no motivation to learn. [5], ten problems of students' listening comprehension are sound-script and word-referent processes were not atomized, lack of sound representations of familiar words, failure to use appropriate comprehension tactics, a deficiency of appropriate schematic knowledge, lack of prior knowledge, preoccupation with recognizing the meaning of certain content words, narrow processing capacity in short-term memory and superficial processing.

Learning Listening Comprehension is not easy but in general most of the many students who ignore it . It is a fact that still occur from year to year in the world of education, especially for university students. Besides learning styles students are also very decisive in the success of learning . However, of the many problems faced by students in learning Listening Comprehension, there must

be a right way or a solution to solve these problems.

Most teachers or lectures perceive that teaching listening is passive process. They just test students listening comprehension without teaching how to become a good listening learners. Whereas, when we teach Listening subject, we need to teach how to learn or how listening skills instead of testing their listening ability. Thus, it needs the teachers or lecturers to be an active inquirer into their pedagogical ability. Listening is an active, relational, and interpretive process that pay attention to make meaning that stresses on teaching as telling ignores teachers' responsibility to make sure that learners get in charge in the process of constructing their own understandings [6]. The notion of listening to teach focuses on what to listen for as well as how to listen. It concerns for both the act of listening and the actions because of paying close attention to another.

Therefore, in this research, I will concerns about Metacognitive strategies refer to find out about learning. It means that learners learn how to learn with metacognitive strategies. By facilitating with knowing this language learning strategy, learners are getting in charge in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, for instance, pre tasks activities. Holden in [3] states that metacognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively. Metacognitive strategies involve conscious management and regulation over learning process, like planning, concentrating and monitoring.

However, view empirical researches have been conducted to explore language students' listening strategy use and their perceptions of the strategy instruction. This research will be conducted to fill the gap in the literature by employing both qualitative and quantitative approaches to examine the effects of metacognitive listening strategies on EFL students' listening comprehension and to explore the learners' choice of listening strategy in order to help EFL learners to solve academic listening difficulties and guide them to strengthen their listening ability.

The Objectives of the Study

The objectives of the study are: first is to find out the difference of students' listening comprehension before and after conducting

treatment. And the second is to know the difference of students' learning strategy before and after conducting treatment.

Significance of Study

It is expected that the results of the research have the useful merit both theoretically and practically. Theoretically, the results will provide the empirical evidence that EFL learners should be able to actively and selectively choose the strategies most appropriate for successful completion of a listening task in order to improve their listening skills. Then, this study will provide in-depth information about how EFL learners find out their metacognitive listening strategies. This study also provides valuable insights students' perceptions and practices of listening strategies in the EFL classroom. Practically, the results of this study expectedly can be used as a reference and teaching guide for EFL lecturers or educator to enhance the quality of English Learning for teaching listening skills and as a material for other practitioners to consider in making educational policies related to English as foreign language classroom.

Literature Review

The nature of listening

Listening skill is a passive activity which is a complex, active process for listeners to discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation. It also reserves what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance. Coordinating all of this involves a great deal of mental activity on the part of the listener [7]. Thus, listening comprehension is a highly integrative skill. It refers to the hard work activity that needs more analysis and support. Thus, listening comprehension plays important role in mastering language. It can facilitate the emergence of other language skills. For these reasons, an awareness and deployment of effective listening comprehension strategies can help students capitalize on the language input they are receiving.

Listening is the way of learning the language that gives the learners information from which to build up their knowledge for using the language having to do with the process of language learning both English as

second language and English as foreign language. The listening period is a time of observation and learning which provides the basis for the other language skills [8]. Meanwhile, [6] the term listening more than just hearing. He suggests how teachers or lecturers attend to individuals, the classroom as a group, the broader social context, and, cutting across all of these, to silence and acts of silencing. They listen for the individual voices and gestures in their classrooms; they also listen for the heartbeat or tenor of the group. Listening in pedagogical perspective refers to the knowledge of who the learner is and the understandings that both the teacher and learner bring to a situation constitute the starting place for teaching.

Listening has a greater importance in foreign language classrooms. In mastering language, the role of comprehensible input play pivotal role dealing with second language acquisition research that has given a major boost to listening [9]. There are two perspectives of listening implemented in language pedagogy. They are the bottom-up processing view and the top-down interpretation view. The bottom-up processing model presume that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete meaningful texts. In other words, the process is a linear one, in which meaning itself is derived as the last step in the process.

Listening Strategy

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Chamot (2004) states that learning strategies is the intended thoughts and actions which students opt to gain their learning achievement. Thus, the teachers or lecturers should be able to adjust students' listening behavior to deal with a variety of situations, types of input, and listening purposes in order that students can develop a set of listening strategies and match

appropriate strategies to each listening situation.

Depending on the level or type of processing involved, learning strategies used in listening comprehension can be classified into three categories: metacognitive strategies, cognitive strategies, and socio-affective strategies. According to O'Malley and Chamot in Guan (2014), metacognitive strategies is higher order executive skills that involve planning for, monitoring, or evaluating the process of learning activities. Cognitive strategies refer to mental activities which run directly on incoming information, manipulate the language to enhance learning. Socio-affective strategies represent a broad range of activities that involve either interaction with another person or affective control in language learning.

From the three types of strategies above, I will focus on metacognitive strategies in listening comprehension in order to make students or learners aware about their higher order executive listening skills that involve planning for, monitoring, or evaluating the process of learning activities.

Metacognitive Listening Strategy

Metacognition is defined as a construct having to do with thinking about one's thinking or the human ability to be conscious of one's mental processes Nelson in [12]. They also state that successful learners are aware of their learning process and the use of different strategies that meet the requirements of different learning tasks and situations. Therefore, Metacognitive strategies refer to find out about learning. It means that learners learn how to learn with metacognitive strategies. By facilitating with knowing this language learning strategy, learners are getting in charge in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, for instance, pre tasks activities. In addition, metacognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively. Metacognitive strategies involve conscious management and regulation over learning process, like planning, concentrating and monitoring [3].

The awareness-raising activities at the metacognitive level helps learners achieve their learning goals. For instance, they become

more skilled in the manipulation of linguistics input. it is also useful for allowing them to become independent learners of the language [13]. EFL learners that use metacognitive strategies and make decisions about whether to apply various strategies can develop and improve their performance employing in procedural knowledge. Thus, the procedural knowledge is like learners' plan, solve problems and evaluate their tasks and performance.

Strategic learners have sufficient metacognitive knowledge about one's own learning approaches, a good understanding of what a task involves, and the outstanding ability to orchestrate the strategies that meet both their learning strengths and the task demands. The growing interest in learning strategies reflects a public awareness that language learners can and need to develop tools to become more effective and autonomous (Vandergrift, 1997). To conduct metacognitive strategy I will considers Vandergrift's metacognitive listening strategy taxonomy that can be seen in the table 1.

EFL Learners' Listening Strategy

According to [4], in setting priorities for skills teaching, we also need to consider learners' perceptions of their needs. Most learners perceives that the rate the relative difficulty of the four language skills, cite listening as the area about which they feel most risky because of some feasible reasons. There are several possible explanations for this concern. One is the lack of tangible evidence that they are making progress in acquiring the skill. Another is the fact that listening takes place in real time. If a stretch of speech is not understood at the moment it is heard, it is extremely hard to relive it in memory. Failure at a basic level (matching speech to words under the pressure of time) often leads to a loss of confidence, and to the belief that listening is too difficult or that L2 speakers speak too fast. If teachers omit to address these and similar concerns, they create insecurity which may seriously affect learners' motivation for acquiring the second language.

Table 1. Vandergrift's metacognitive listening strategy taxonomy

Learning Strategy	Definition	Examples
Metacognitive Strategies		
Planning: developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or appropriate contingency plans to overcome difficulties that may interfere with successful completion of the task.		
Advanced Organization	Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it.	I read over what we have to do. I try to think of questions the teacher is going to ask
Directed Attention	Deciding in advance to attend in general to the listening task and to maintaining attention while listening	I listen really hard.
Selective Attention	Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task completion.	I listen to the key words.
Self-Management	Understanding the conditions that help one successfully accomplish listening tasks and arranging for the presence of those conditions.	I put everything aside and concentrate on what she is saying.
Monitoring: Checking verifying, or correcting one's comprehension or performance in the course of a listening task.		
Comprehension Monitoring	Checking, verifying, or correcting one's understanding at the local level	I just try to put everything together, understanding one thing lead to understanding another.
Auditory Monitoring	Using one's "ear" for the language to make decisions	I use the sound of words to relate to other words I know.
Double-Check Monitoring	Checking, verifying, or correcting own understanding across the task or during the second time of the oral text.	I might catch it at the end and then I'd go back.
Evaluation: Checking the outcomes of one's listening comprehension against an internal measure of completeness and accuracy.		
Performance Evaluation	Judging one's overall execution of the task.	How close was I? (at the end of a think-aloud report)
Strategy Evaluation	Judging one's strategy use.	I don't concentrate too much to the point of translation of individual words because then you just have a whole lot of words and not how they're strung together into some kind of meaning.
Problem Identification	Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion.	Music, there is something ... "des jeux," I don't know what that is.

Research Method

Research Design

The research employed quantitative method with quasi-experimental design using one group pre-test-post-test design. It was chosen because the class is only one class in every year to in grand Research subject is one class comprising 15 studetns of English

education students at *Univesitas Muhammadiyah Semarang* in academic year 2014/2015.

Instruments

Metacognitive Awareness Listening Questionnaire (MALQ): This questionnaire consists of 21 randomly ordered items related

to L2 listening comprehension. The items measure the perceived use of the strategies and processes underlying five factors related to the regulation of L2 listening comprehension. These five factors include Planning and Evaluation (how listeners prepare themselves for listening and evaluate the results of their listening efforts), Problem Solving (inferencing on what is not understood and monitoring those inferences), Directed Attention (how listeners concentrate, stay on task, and focus their listening efforts), Mental Translation (the ability to use mental translation parsimoniously), and Person Knowledge (learner perceptions concerning how they learn best, the difficulty presented by L2 listening, and their self-efficacy in L2 listening).

Listening TOEFL test which is an international standard test will be held to experimental group and control group to know the difference between pre-test and post-test score. The test will be taken approximately 35 minutes in each group and will be delivered via computers and external speakers in the classrooms.

Procedure

Before conducting intervention, I conducted pre-test of listening comprehension. The results were assessed to know the scores of students listening comprehension before conducting treatment. Then, MALQ were given to participants as pretest. This test was used to know the level of familiarity of the participants about listening strategies.

The training program period started for experimental group within one week after the pre-test. It took 5 meetings. The lecturer conducted treatment for experimental group with strategies having to do with metacognitive strategies. they are five instruction phases by Chamot and O'Malley cited in Rasouli, Mollakhan, & Karbalaee (2013); 1.

Preparation: Students prepare for strategies instruction by identifying their prior knowledge about and the use of specific listening strategies. e.g. setting goals and objectives, identifying the purpose of a language task, over-viewing and linking with already known material; 2. Presentation: The teacher demonstrated the new listening strategy and explains how and when to use it. e.g.: Explaining the importance of the strategy, asking students when they use the strategy; 3. Practice: Students practiced using the strategy with regular class activities. e.g.: Asking questions, cooperating with others, seeking practice opportunities; 4. Evaluation: Students self-evaluated their use of the learning strategy and how well the strategy was working for them. e.g.: Self-monitoring, self-evaluating, evaluating their leaning; 5. Expansion: Students extended the usefulness of the learning strategy by implement it to their strategies to new tasks by combining strategies.

After teaching the strategies, the post-test was conducted w to find out if there is any difference between the participants' score before and after treatment. Finally, the students responded again to MALQ in order to investigate the difference between the students' use of metacognitive listening strategies before and after the learning process.

Finding and discussion

The results of MALQ In general, It has 21 items, each is rated on a six-point Likert scale (1=strongly disagree- 6=strongly agree). The instrument comprises five components of metacognitive awareness: (a) problem-solving; (b) planning and evaluation; (c) mental translation; (d) person knowledge; and (e) directed attention--represented by 6, 5, 3, 3, and 4 items, respectively. The reliability coefficient of MALQ calculated in this study was 0.79.

Table 2. Descriptive statistics of students' performance on MALQ

Sub-scale	No. of items	Mean Per subscale	
		Before treatment	After treatment
Problem solving	6	4,02	4.21
Planning and evaluation	5	2,10	3.90
Directed attention	4	2,02	3.73
Mental translation	3	1,08	3.17
Person knowledge	4	2,03	2.77
MALQ	21	2,57	3.56

The table 2 shows that score of MALQ has the difference between before conducting treatment of metacognitive listening strategy

training and after conducting treatment. The mean score before conducting treatment are 2.57 and after conducting treatment are 3.56. It

means that students' listening strategy of metacognitive awareness in English education department at UNIMUS is moderate level.

The table 2 also indicates that students' manipulation of these strategies varies across different subscales (problem solving, planning and evaluation, mental translation, person knowledge, and directed attention). Students' highest use of strategies was in association with problem solving both before and after conducting treatment. However, the scores of planning and evaluation, directed attention,

mental translation, and person knowledge before conducting treatment are on lower level. Then, the lowest was associated with personal knowledge after doing. The moderate level was associated with problem solving, planning and evaluation, personal knowledge, and directed attention after conducting treatment.

The result of students' scores of listening comprehension with TEOFL listening test can be seen from the descriptive statistics on the table 3.

Table 3. Descriptive statistic between pre-test and post-test

Pretest control

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretest	15	28,60	77,10	52,8667	4,70465	18,22105
Valid N (listwise)	15					

Post test

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
posttest	15	40,00	79,00	64,4000	2,94521	11,40676
Valid N (listwise)	15					

The table 2 indicates the results of data analysis which found that students' listening comprehension was found between pre-test score (mean score: 52, 52,8667 and post-test score (mean score: 64,4000) after conducting teaching and learning process related to the effect of metacognitive listening strategy training.

Conclusion

The results of discussion concluded that the metacognitive listening strategies affects significantly on their metacognitive listening awareness and affects slightly on students' listening comprehension.

Further researchers can do the research dealing with the effects of metacognitive strategies on listening comprehension in wider population and sample in order to make careful generalization.

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**TEACHING EVOLUTION ON FRENCH FOR TOURISM
AT FRENCH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
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ABSTRACT

In this era of globalization, labor market demands of job seekers that have various competencies. Meanwhile, the jobs offered in the field of teaching of French language are decreasing so that breakthrough for other possibilities is to be found. This phenomenon has long been recognized and anticipated by Yogyakarta State University (UNY), an institution that generates teachers for French language.

This paper will discuss how this university has taken steps of anticipation since before the second millennium, to make changes to or update the curriculum, which is often called the flexible curriculum. This innovation will provide opportunities for students of the Department of French Language Education of UNY to learn the theory and practice of tour guiding skills.

Keywords: French for Tourism, curriculum

I. Background of the Problem

The Department of French Language Education in Faculty of Languages and Arts (FBS), Yogyakarta State University (UNY), is an institution of higher education that gives knowledge and skills in education to students so that they can work in the field of French language education. Considering the more and more limited job market in this field, UNY, which was formerly Yogyakarta Institute for Teachers Training and Education, together with the other institutions of higher education which have similar vision and mission, tries to find some breakthroughs to overcome the problems that arise. One of the breakthroughs is updating and renewing the curriculum which is then called the flexible curriculum. This curriculum provides flexibility to all departments or study programs in these

institutions to design their own curriculum in accordance with labor market demand and implement it in the learning process.

This flexibility was greeted very positively by the Department of French Language Education at UNY by designing a curriculum renewal. The design of the curriculum renewal include some subjects related to tourism with the premise that the tourism sector is still widely open to absorb graduates from French Language Education Department and that Yogyakarta is the second tourist destination after Bali, so there are many places available for exercises or practicum for the students. The flexible curriculum has been enacted since 1995 until now.

This paper will discuss French for Specific Purposes, French for Tourism, and how the evolution of

teaching French for Tourism was carried out in the Department of French Language Education FBS UNY.

II. Discussion

1. French for Specific Purposes

French for Specific Purposes or also known as *Français sur Objectifs Spécifiques* (FOS) is a branch of teaching French as a foreign language or *Français langue étrangère* (FLE) which is intended to everyone who wants to learn French. According to *Dictionnaire de didactique du français langue étrangère et seconde* (1990), FOS was born because there were some rationales for adapting FLE to the public or adult learners who want to learn or improve their competencies in French language for professional activities or further study.

The birth of FOS in 1980 led to the critical stage of development in the form of teaching French for specific purposes which continues to be adjusted to the reality of the learners.

The main attention of this teaching-learning activity is focused on the students who are not only from the departments of French language or French literature, but also from various backgrounds, such as specialists, professionals, and academicians who cannot speak French but want to learn certain skills of the French language in a limited time to realize a definite purpose immediately. It is the phrase “to learn (certain skills) of French language in a limited time to realize a definite purpose immediately” that became the origin of the phrase “*objectifs spécifique*”. FOS can actually be taught to all work domains, but certain domains are indeed more attractive to the majority of FOS public, among which are *Français scientifique et technique*, *Français médical*, *Français des relations internationales*, *Français du tourisme et de l’hôtellerie*, *Français du secrétariat*, *Français des transports*, and so on.

One of the missions of teaching FOS is to help students to better prepare themselves to compete in the job market and to accelerate themselves in their career. According Richterich (Suhartono: 2009) teaching FOS has more advantages than teaching *Français langue étrangère* (FLE) because FOS is more able to strengthen the learners’ motivation. It is proved by the fact that the FOS learners generally have higher motivation than FLE learners.

The teaching tools, which include the contents of teaching FOS materials, are composed of a typology of discourse, linguistic needs and speech acts, lexical analysis, separating domains into sectors of activity and thematic sequence (Eurin: 2000).

2. French for Tourism

French for tourism is one of the forms of teaching FOS which aims to educate professionals or trainees in the field of tourism who wants to carry out their duties in the environment or nuances of *francophone*, so that the teaching tools, including the content of teaching materials should reflect the concept of teaching FOS.

This teaching tool contains a typology of discourse, linguistic needs and speech acts, lexical analysis, and separating domains in activity sectors and thematic sequences. Typology of discourse consists of a typology of discourse which follows the situation of communication, expository text, and interactive text. The linguistic needs and speech acts in these domains are generally “transverse,” i.e. the speech acts that can be found in a variety of different domains, such as greeting, describing places, negotiating, and so on. Although lexical study is the main beginning of thought in this teaching, teaching special lexicon can still cause problems in learning process, such as teaching a special lexicon by a non-specialist and teaching lexicons which

refers to a concept that is beyond understanding (Eurin: 2000).

Chambre du Commerce et d'Industrie de Paris (Suhartono: 2009) states that the separating specific domains is related to the organization of teaching sequences. Tourism domain is often divided into three sectors of activity, namely tourism knowledge and skills (e.g. designing itinerary), hotelier (e.g. welcoming hotel guests), and restaurants (e.g. compiling a list of menu). Each of the three knowledge and/or skills or is a single discipline which in turn is divided into several thematic sequences according to the learning needs which is the competence required in the job and needs to be taught.

3. French for Tourism in UNY

Teaching tourism skills in the Department of French Language Education FBS UNY has been given in semester VI and VII from 1995 to the present. The total credit units for each semester and the name of the subjects vary from time to time according to the changes in the curriculum.

Curriculum 1995 did not bring many changes to Curriculum 1992 because it only changed the subject name *Exposé* in Curriculum 1992 into *Travaux Pratiques* in Curriculum 1995. The tourism-related subjects in both curriculum are put in a special package which is optional for students to take with the total of six credits consisting of *Guide* (4 credits) and *Exposé* (two credits).

Guide is the course consisting of theory (50%) and practice (50%), which aims to teach French language skills in relation with tour guiding and tourism knowledge. The teaching materials include introduction of tourism, tour guiding, and advanced French language skills that emphasize on practice of tour guiding services. The content of tour guiding covers the activities normally conducted prior to the arrival of tourists,

while picking up from or taking to the airport for departure, city excursion as well as escorting to Prambanan and Borobudur temples. This material is more in the form of communicative context. The teaching-learning process is conducted in the form of lectures, discussions, role-plays both in the classroom and in the field, and assignments. Assessment for evaluation consists of assignments, oral and written examinations conducted in mid-term and end of the semester.

Exposé and/or *Travaux Pratiques* is a practical subject that aims to provide students with experience and practice on guiding tours. This subject has the same teaching materials with the previous subject *Guide* except for the content of Introduction to Tourism. The teaching-learning activities are carried out by discussion and role-play both in the classroom and in the field, as well as assignments. Assessment for evaluation is from the assignments and oral exam at the end of each topic.

Curriculum 2002 changed the term for the subjects from 'special package' into 'optional package' that is still optional as the name it bears, but it is now has 10 credits consisting of *Français du tourisme* I (4 credits), *Français du tourisme* II (4 credits), and *Travaux Pratiques* (2 credits).

Français du tourisme I is a course consisting of theory (50%) and practice (50%), which aims to provide students with the basic knowledge for tourism industry and French language skills related to tour guidance. The teaching materials for tour guiding include the activities normally conducted before and after guiding tourists, picking up for arrival, or taking to the airport for departure, night excursion, and city tour. The language skills are emphasized on the practice of tour guide services, such as understanding and arranging itineraries, practical dialogs, and monologs. The teaching-learning process is conducted in the form of lectures,

discussions, role-plays both in the classroom and in the field, and assignments. Assessment for evaluation consists of assignments, oral and written examinations conducted in mid-term and end of the semester.

Français du tourisme II is also a course consisting of theory (50%) and practice (50%). It aims to provide students with French language skills related to advanced tour guidance, such as escorting tourists to Prambanan temple, Borobudur temple, and villages around Yogyakarta. The language skills are focused on the practice of guiding tourists such as understanding and arranging itineraries, practical dialogs, and monologs. The teaching-learning process is conducted in the form of lectures, discussions, role-plays both in the classroom and in the field, and assignments. Assessment for evaluation consists of assignments, oral and written examinations conducted in mid-term and end of the semester.

Travaux Pratiques is a practical subject that aims to provide students with experience and practice on guiding tours. The materials in this subject are generally related to the subjects of *Français du tourisme I* and *II* without Introduction to Tourism. The teaching-learning activities are carried out by discussion and role-play both in the classroom and in the field, as well as assignments. Assessment for evaluation is from the assignments and oral exam at the end of each topic.

The teaching-learning activities in *Guide* and *Français du tourisme* usually begins with teaching Introduction to Tourism in general, especially in relation to the duties of guiding and guiding techniques. Teaching texts are taken from both authentic and non-authentic texts. Teaching is conducted in both Indonesian and French languages and can take place both inside and outside the classroom.

Introduction to Tourism is taught so that students gain insights on tourism in general and understand the importance

of tourism awareness. Duties and guiding techniques are taught in such a way related to the “logic of the implementation of tasks” that in turn the students are expected to be better prepared to win the competition in tourism labor market.

The language needs are taught in accordance with communicative contexts the students will face in the implementation of tasks. Analysis of the lexicon, especially the specialized lexicon, is given more emphasis than the speech acts or other language needs because in the teaching of French for tourism many aspects are just “transverse”.

Some changes taking place in the curriculum after 2002 until now bring an impact on the naming of the subject from French for tourism to *Français sur objectifs spécifiques* (FOS). This change, however, does not change the total number of credits nor the teaching content.

Here are two sample texts that can be discussed in the classroom:

Text 1:

Jelajah Nusantara Tour

No. 241109

Singosaren 162 Phone (0274) 451587

Fax (0274) 451586 Bantul 55193

VOUCHER & CONFIRMATION ORDER

In exchange for this order and in accordance with previous instructions, please provide the following:

CLIENT : Mr. Christophe Martin Pty

No. of person : 4

(Room side by side)

Children :

Adult :

Accommodation : 02 Dwb

Including Meals : Abf + Din

Arrival date : Jul 29th'2009

Flight from :

Departure date : Jul 30th'2009

Flight to :

Transfers :
 Tours :
 Payment of this voucher : Dewata Sakti
 Tr Date of issue :

III. Closing

1. Conclusion

From these explanations above, it can be concluded that the teaching of tourism in French Language Education Department of FBS UNY is carried out in order to prepare its graduates to be able to win the competitive job market outside the field of education. The teaching of this course package can vary in terms of the subject names and the number of credits due to changes in the curriculum. The teaching process of this French for specific purposes tries to follow the up-to-date development in the teaching of French language. Teaching practice for tourism industry may require quite a high cost.

s2. Suggestion

There are some suggestions that can be put forward, i.e. (1) curriculum change should not reduce the total credit for teaching French for tourism really wants to prepare its graduates to face the more competitive job market in the field of tourism; (2) procurement of tourism laboratory is indispensable in order to reduce the cost of field practicum.

(Modified from *voucher of Dewata Sakti Tours*)

Text 2:



Text 1 is a modified *bon d'agence (voucher)* from a travel agency. The text is used to provide tourism knowledge for students so that it can be related to the duties of a tour guide both before and during the execution of the task.

Before carrying out the guiding task, a guide should make some preparations, one of which is to collect the necessary documents required to make the task run smoothly. In relation with Text 1 above, the guide knows that the tourists will stay at a hotel in Solo. If he did not know exactly about the hotel, he must seek out information about it. He should also prepare the material for tour guiding about and around the city of Solo. This text is also beneficial to provide knowledge about the use of *vouchers*; therefore, the students are then given sample Text 2 relating to how to get and use *vouchers* in tourism industry.

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The use of Picture Series And Chart Media in Teaching Writing

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Abstract

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. The use of picture series makes students easy to imagine procedure in developing idea in writing procedure text after students' see the picture and the picture series do not require any equipment and they are cheap. Then, if using chart media is the plans, drawings, schemes in the form of analysis and overview concept of the process something, so the students' easy to write procedure text after see a chronological of chart media. This research uses quantitative research and true experimental design. The researcher takes 30 students as experiment class and 30 as control class that match based on classification of student level. The researcher uses stratified random sampling as technique sampling. The data collecting technique the researcher used are try out, pre-test, treatment, and post-test. The data analysing techniques, the researcher used normality test, homogeneity test and hypothesis test. The researcher got the result of t_{ratio} is 3.87 and t_{table} is 2.00 in criterion I, and 2,64 in criterion 2. It means that $t_{hit} > t_{table}$. The criterion of t_{test} is H_a accepted if $t_{hit} > t_{table}$. It means that there is significant difference by using picture series and chart media and picture series is more effective than chart media to apply in writing ability at procedure text.

Keywords: *picture series, chart media, writing*

1. Introduction

Writing is one of an important aspects in language learning. Flynn and Stainthorp (2006:23) state that writing is a complex process that allows writers to explore thoughts, ideas, and make it visible and concrete. Many students' get difficulty and sometimes feel bored in writing subject. It is because sometimes the students confuse and they do not know what they should be write. Therefore, students have difficulty to express their idea.

Ideally, students should master the writing skill to support the others skill, such as; listening, speaking, and reading. The difficulty to express the idea becomes a problem that influences the development of their writing ability. The other factors that influence why the students' feel difficulty in developing idea in writing are having low of grammar, low of vocabulary and the lecturer does not apply interesting media in teaching.

English lecturer get difficulties to find an appropriate media in teaching writing. Therefore sometimes the purpose of learning cannot be reached. Using the appropriate media becomes one of all factors which influence students' writing ability. Therefore,

the English lecturer should using interesting media in teaching writing.

The basic competency for second semester university students that should be achieved in the writing subject is the students have ability to develop and produce a simple text functional in English. One of the text is procedure text. Writing a procedure text should be clear, vivid, and concrete. Procedure text is a kind of familiar text with people's daily life, for example in giving instructions to make something, games rules, recipes, manual steps, and directions of destination.

The researcher found that from 36 students of the second semester, there are 4 students who get 80-100 score. It means that they have good knowledge in writing ability. There are 4 students who get score about 75-79 and 9 students get score about 65-74. It means that they have enough knowledge of writing ability. The last, there are 10 students who get score about 55-64 and 11 students get score about 10-54. It means that they still have lack knowledge of writing ability. Based on the data, it can be concluded that the quality of students' writing ability is still low.

In order to solve the problems, the researcher choose an appropriate media in teaching procedure text. The researcher will use picture series and chart media to increase the students' writing ability. It will make the learning process more interestingg and the students can make progress in writing ability.

2. Picture Series Media

Bactiar (2010:27) state that picture series is an image, or likeness of an object, person, or scene produce on a flat surface, especially by painting, drawing or photography. Pictures are two dimension visual representations of person, place, or things. A picture may not only be worth a thousand words but also be worth a thousand years or a thousand miles. Through pictures, learners can see things and imagine the objects. The purpose of using picture for the students is to give them an opportunity to practice the language in real context which they can make it to express their ideas. Therefore, It is useful for student, they could study easily without burden because the picture can help to create their handwriting. Especially for procedure text, the English lecturer could use picture to teach because it could stimulus the students create handwriting and give motivation to the students.

According to Raimes (2003:27) pictures can be the basis for fairly mechanical controlled composition, sentence combining exercise, or sequencing of sentences, writing of original dialogues, letters, report, or essay. By using instructional media, students are expected to be able to get learning experience concretely and they can be more active in the teaching and learning process.

2.1 The Characteristic Of Learning Picture Series Media

Picture series media is procedure text in form of images as media for student, so they can study easily without burden. The picture can help to create handwriting by looking at the object and give stimulus for the students to writing. Picture will provide more experience for the students when they are studying English. It is also provides meaningful education and they will easy to remember the lesson. This media will make students become more interesting in the learning process,

because it is very attracting, the more attracting pictures the better.

According to Arsyad (2011:113) picture is a suitable medium for the purpose of learning. In line with that, Bachtiar (2010:27) mention five good picture's characteristics that can be used as a media of learning:

1. Authentic, the images should honestly portray the situation as if people see the real thing.
2. Simple, pretty clear picture composition should demonstrate key points drawing.
3. Relative size, the image can be reduce the actual object.
4. Image is already known by the students, so that students can visualize the actual image.
5. Pictures must be in accordance with the purpose of learning.

According to Hamalik (2003:06) in teaching and learning process, media picture can also be used both by individuals and group activity.

2.3 Chart Media

Chart is a visual media. According to Arsyad (2011:135) chart is describing a concept or classification and organization. Some chart types can be broadly classified into two charts that present messages step by steps concept and charts present the entire concept. Often students are feeling confused when confronted with a lot of data. Therefore, English lecturers should use the media to present the chart for messaging step by step.

According to Bachtiar *et al* (2010:36) the function of chart is present the ideas or difficult concepts by writing or orally conveyed visually. Chart types that are delaying the delivery of the message is flipchart and hidden chart. Hidden chart called strip charts. The message that will communicate, at first poured into a single chart. For example, the message is a type of chart. Each type is then covered with a piece of paper which is easily removable. A piece of paper in addition is cheap also attracted attention. At the time of presentation, one by one lid was opened.

According to Bactiar *et al* (2010:37) the type of chart can present all of messages, such as:

1. Tree Chart, like a tree consisting of trunk, branches and twigs. Usually the tree chart

- is used to show the nature, composition, or the relationship between class/descent.
2. Flow chart, describing the flow of a process or can also browse responsibility or part of working relationships between the various organizations. Flow chart is also a chart that shows a sequence of process, procedure or process. Flow chart is often drawn horizontally and show how the different activities, dough, or procedures that appear as a complete entity
 3. Stream chart, this chart is the inverse of a tree charts. If the tree chart starts from one things and then break down into various parts, then in a stream chart various matters in the end finally tying or go to the same thing. A product produced from various raw materials we could verbally tell. The message will be clear and easy to grasp if we use stream chart.
 4. Timeline chart, this chart to illustrate the relationship between events and time . it present in the messages in chronological chart .

Based on the description above, can be concluded that chart is the plans, drawings, and schemes. Chart is media in the form of analysis and overview of the concept of the process. The purpose of the chart as a learning and information messages are communicate through the content of visual channel. So, it necessary for students, the can writing easily through chart, because chart grow the stimulus and plans of process writing concept. The students easy to write procedure text using follow procedure of chart.

2.4 The Characteristic Of Learning Chart Media

Chart is necessary for student; they could study easily without burden because the chart can help to create handwriting. The English lecturer could use chart to teach because it could stimulus the students create handwriting and motivate the students. Chart will provide some experiences for the students when they are studying English. Chart also provides meaningful education and they will easy to remember the lesson. One of the teaching and that can be used the teaching is chart. Chart will make students become more interest in the subject, because it is very attracting, the more attracting chart the better.

Using chart to explain or illustrate and media discussed for its own sake using it successfully on writing is currently receiving increased emphasis it the language teaching curriculum. According to Bactiar *et al.* (2010:37) chart is provide a summary of the key points of the procedure.

Based on the description above, it can be concluded that characteristic of learning chart media should be understandable for students, It must be simple, straightforward and it can replaced at certain times in order to keep up to date and also not lost their interesting. In learning process, the use chart media is easy to write procedure text after students see a chronological of the plans, drawings, schemes in the form of analysis and overview concept of the process something.

2.5 Writing Ability

This research will be intended in writing ability, so beside concept of writing ability the researcher also needs a concept of ability to be discussed. Siahaan (2008:335) state that writing is a language skill besides reading, speaking, and listening. It is the skill of a writer to communicate information to a reader or group of reader. Brown (2001: 334) state that how is writing like swimming? Human beings universally learn walk to walk, but the swimming and writing are culturally specific, learner behaviors. Students learn to swim if there is a body of water available and usually only if someone teaches us.

According to Flynn and Stainthorp (2006:23) writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Thresia (2013) states that writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

According to Harris (2009:69) there are five general components in writing, they are:

1. Content ; the substance of writing ideas express (unity).
2. Organization (form); the contents or ideas organization, it is unified or not.
3. Vocabulary; the section of words that suitable with the content.
4. Grammar; the employment of grammatical form and syntactical pattern.

5. Mechanic; the use graphic conventional of language.

Peterson (2003:18) state that show the five several categories that are often the basic for the evaluation of student writing, they are structure, sentencing, vocabulary, conventions of English language, and personality.

Based on the definitions above, the researcher concludes that the students can succeed in writing Ability if their writing involve five aspects of writing, they are content, organization, vocabulary, grammar, and mechanic.

Finochiaro (2004:129) says that teaching writing is to teach the students how to express the idea or imagination in writing form. In order to be successful in writing, in which the material presented, is relevant to their needs, interest, capacities, and ages until they are able to make a composition with view or even no errors.

To arrange a good procedure text, the common text organization should be applied in writing procedure text. Derewianka (2005:27) mentions, the text organization of a procedure text as follows:

- a. The focus of instructional texts is on a sequence of actions
- b. The structure is easily recognized
- c. Each stage serves a particular function
- d. The text may also include comments on the usefulness, significance, danger, fun, etc.
- e. Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand as possible.

3. Research Design

The researcher has to start his research by making the planning. The planning is named as research design. According to Sugiyono (2013: 73) research design is a plan or program made by a researcher, as the activity target that will be done. The research design that will be used in this research is true experimental design. The kind of design is pre-test and post-test control group design.

This research deals with two classes; one is an experimental class and another is a control class. Each of classes received pre-test, treatment and post-test in order to find the progress of students' writing ability at

procedure text. The treatment will be conducted for about three times. Furthermore, the control class gets treatment using chart media and the experimental class gets treatments using picture series media. This research design can be described as follow:

The Pre-Test will be distributed by the researcher before explaining the materials. The researcher wants to know how far the students' writing ability at procedure text, then the Post-Test will be distributed after explaining the materials.

The researcher takes two media in this research because the researcher wants to know which media is more influence to improve students writing ability in procedure text. There are picture series media and chart media where both of media are students centered. The use of two media will have options effect as they are well internally validated by using two groups.

3.1 Research Population and Sample

According to Sugiyono (2013:80) population is composed of the generalization: object or subject that has quality and certain characteristics set by the researchers to learn and then drawn conclusions. Based on the statement above, so the researcher can conclude that the subject of this research is all students of second semester at English Departement.

Then, the researcher takes all students as the sample. Therefore, there are 66 students as samples, 33 students as experiment class and 33 students as control class.

3.2 Research Instrument

According to Sugiyono (2013:102), research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be processed. In this research, the researcher will use pre-test and post test to measure the result of students' writing ability in procedure text before and after the treatment. The researcher will use essay test to measure the result of students' writing ability in procedure text before and after the treatment.

3.3 Validity and Reliability of the Instrument

Sugiyono (2013:121) states that Validity refers to extent which the test measures what it will be intended to measure. Validity is concerned with what a test measures and for whom it is appropriate. The validity is the most important quality of any test. Since test are designed for a variety of purpose, and since validity can evaluated only in terms of purpose according to Gay (2000:129) there are several different types of validity : contents, construct, concurrent, and predictive.

In this research, the researcher uses "content validity" to measure that the writing instrument is valid. The researcher uses the validity of the content as Sugiyono (2013:129) states that is the degree to which a test measures an intended content area. Content validity is determined by expert Judgment. Usually experts in the are covered by the test are asked to assess its content validity. These experts carefully review the process used in developing concerning how the writing instrument is valid. It consist of content, generic structure, grammar, vocabulary and punctuation. The set of equipment that uses to measure the criteria of validation are; (1) very poor, (2) poor, (3)enough, (4)good, (5) very good. The decision valuation to item of instrument from the expert that insufficiency will be rejecting. The decision valuation to item of instrument that less sufficiency and enough sufficiency will be acceptable and get the revision. And the decision valuation to item of instrument that sufficiency and very sufficiency will be acceptable without revision. The instruments get validation from the expert writing lecture of university of Muhammadiyah Metro, namely as Amirudin Latif, M.Pd the validation I, and Mr. Dedy Subandowo, M.A. as the validation 2.

The researcher uses test-retest reliability. Gay (2002:142) states that test-retest reability is stability of scores over time. In this research, the researcher will use test-retest reliability. Test-retest reliability in accounted from the two rows of score which is gotten from students and the scoring can be done equally. Where, the students' writing ability can be evaluated equally by one instrument in twice test, so the result of reliability test can be reliable.

3.4 Data Collecting Technique

Collecting data is the most important step in conducting the research. Since the data in the form of students' ability in writing procedure text, the data is collect by using two writing tests; pre-test and post-test. The students' scores from pre-test and post-test are analyze to know the students' ability before and after having the treatments.

3.5 Data Analysis Technique

After giving the test and finding the result of the test, student's score pre test and posttest will be taken by using normality test and homogeneity test. Then the data calculate with statistic hypothesis. It is an assumption about a population parameter. This assumption may or may not be true. If samples data are not consistent with the statistical hypothesis, the hypothesis is rejected, because the test will be used to know whether the hypothesis that is proposed can be accepted or reject.

4. Result and Discussion

In control class, for the first treatment the highest score is 70 and the lowest score is 50. It is obtained that the average score in the first meeting is 55,7. In the second treatment the highest score is 70 and the lowest score is 53. it is obtained that the average score in the second meeting is 58,23. In the third treatment the highest score is 70 and the lowest score is 55 it is obtained that the average score in the third meeting is 62,87. In the fourth treatment the highest score is 80 and the lowest score is 60.It is obtained that the average score in the fourth meeting is 66,93.

The post test score in experimental class; the highest score is 84 and the lowest is 60 with average is 72,6. Meanwhile, in control class the highest score is 80 and the lowest score is 50 with average is 67,03.

Based on the result of hypothesis test by using t-test, it is obtained that t_{hit} is 3,87 and t_{table} is in 5% (2,00) and 1% (2,64). It shown t_{hit} is higher than t_{table} . This result shows that H_a is accepted and H_o is rejected. The hypothesis can be accepted because t_{hit} is 3.87 and t_{table} is 2.00in the criterion 1 and also t_{table} is 2.64in the criterion 2. It shows t-ratio higher than t-table. It means that H_a is accepted. So, there is a significant difference of influence

between picture series and chart media toward students 'writing ability at procedure text at University Muhammadiyah of Metro, English study program.

Calculation results provide the evidence that the result of posttest in experimental class is better than control class. It can be seen when the posttest score of students compared with pretest score. The result shows that there is significant difference between pretest and posttest score (posttest>pretest). It was supported with the result of the research conducted by Eko Setiawan (2010), entitled "The Implementation of Picture Series to Improve the Student writing Ability at procedure text of The Eight Year Students at MTsN Punung Pacitan in Academic Year 2010/2011". The result of this research is there were 50% students who gave very good ability, 46% gave good ability and 4% gave poor ability. Based on giving writing test can be concluded that 79% or 19 students, they got mark higher or equal than 70. Based on giving questionnaires can be concluded that the percentage of all questionnaires were 75% students they agreed if picture series was used in learning writing ability at procedure text, 12.5% they were doubt and disagreed were 12.5% .

5. Conclusion and Suggestion

Based on the result of all aspect, the researcher concludes that using picture series in writing ability at procedure text class is one of alternative strategy to improve student's ability. It is suitable if implemented at second semester students.

In order to be able to improving students 'writing ability at procedure text, the researcher suggested to the lecturer uses picture series as media to teach writing ability. Because, there is influence of using picture series and chart media toward students' writing ability at procedure text. It was proven by learning activities by using media. So, the students wil be enthusiasm with English. In addition, the students writing ability at procedure text were developed. These media are good to teach writing ability at procedure text.

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BERNARD BEAR CARTOON MOVIES AS MEDIA IN WRITING NARRATIVE TEXTS

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INTRODUCTION

In the curriculum of high school, it was stated that all skills in language learning program were given equal attention, which mean every skills such as; listening, speaking, reading and writing should be taught in the same conderable part. Every skills has its own competence standard, indicator of goal achievement and purpose of learning. Moreover, the department of Education in Indonesia stated in the curriculum that the focus of learning English was to enable the students to communicate and create various written texts. In high School, there have been many genres to be mastered, such as recount, report, narrative, description, procedure and exposition text. Therefore, he teachers cannot leave or abandon any of the skills to be taught because every skill is important.

After interviewing several students and English teachers from three different schools, it was showed that writing was considered as a difficult thing not only for the students but also for the teachers. Writing is a very complex skill, because writing is also about grammar usage and mechanic as well as text organization. However, the implementation of the curriculum faced some problems connected with the process of learning and teaching writing in class. Those problems arose not only from the students but also from the teachers.

Writing is a complex activity of a process as a way gets things done and product as the result. Nunan (2003) explained that writing is a combination of process and product. The process means the act of gathering ideas and working with the students until they are able to present a polished and

comprehensible result to the readers. Lindsay and Knight (2006) stated that writing is putting together the letters into form of words, phrase, clauses, and sentences in making a coherent text. It can concluded, Nunan and Lindsay agree that writing is about delivering ideas to the readers in form of sentences or statements, and paragraphs into a text. Meanwhile, the product is the final work after doing several processes of what the writer are trying to deliver to the reader. It means, the product and the processes support each other to produce and essay.

According to Singh (1994), writing performs at three stages: Pre-writing, Writing, and Post-writing. In pre-writing , the students are asked to have the planning of what they are going to write. The students need to consider the purpose ofwhat they expect to achieve through their writing and the constraint; personal, material, system, time, etc.. In Writing activity, it's about how to generate the ideas and to develop them into written structures, which mean the students convey concrete information into a draft. At last, Post-writing activity is the stage of reviews, re-read and evaluates the draft until they get the final draft or the result.

In order to teach writing, the teacher can use media to help in preserving the writing material to the students. For example; television and internet. One of television program, which also can be found in the internet, is cartoon movies. Cartoon movies are a series of pictures presented in as films or clips. Using cartoon movies as the means for helping the students to see and to understand how exactly the plot develops is due to the four reasons to have English language practice and acquisition, as follow: (1)

cartoon movies are enjoyable, (2) cartoon movies are easily available everywhere, (3) the timeline of the movies can be arranged as desirable, and (4) cartoon movies are serving the moral value of any condition of daily life, especially for students.

One of cartoon movies answering the criteria above is Bernard Bear Cartoon movies (BBCM). BBCM are a series of animated shorts fictional about bear's life. Each episode focuses on three minutes clips over the bear's curiosity and many moments of burlesque. Bernard never speaks, except the sound intelligible. Bernard is contained in the cartoons with a few other characters: Penguins Lloyd and Eve, the lizard Zack, the Chihuahua. The story is from not only everyday life but also retelling the past as well as telling about the future, which is served in more than 150 episodes. From those characteristics, it can be considered that the benefit can be taken from using this cartoon movie as a tool of teaching and learning Luis (2009) quotes

“Bernard Bear shows the comical adventure of a hairless polar bear who leaves his frigid homeland behind and travel to the world trying to have better understanding of lives. Bernard’s travel take him to the four corners of the globe and with every half adventure, he lives the audiences howly with laughter.”

In order to use Bernard Bear cartoon movies as media, there are several Methods of using Movies for teaching that suggest by Maley (2001); first, *complete the timeline*. In this way, the students take notes to complete the timeline of the sequences events in the video. The students are also provided by a worksheet for each of them to make their first draft. Second, *eyewitness*. This method is addressed to the teacher. This way shows up how the teacher acts in the class; how to open the class to introduce the video, how to divide the class into groups and how to use the video whether it needs to be stopped or be replayed. In order to have better effect to the students, the combination of the complete timeline and the eyewitness are used. The purpose is to create a balance activity between the teacher

and the students. So that, the activity will begin by divide the students' in-group. In the end, they are expected to have their own writing.

RESEARCH METHOD

The research involved experimental research, because it was the type of research that could test the hypothesis to establish cause-effect relations, in order to expose and explain the effect of using Bernard Bear Cartoon series as media in teaching writing. According to Gay (2009:240) This research determines at least one independent variable, and observes one or more dependent variables. The independent variable, also called the treatment, causal or experimental variable, which means the treatment or characteristic, believed to make a difference. The dependent variable might be a test. The manipulations of an independent variable were the primary characters that differentiate experimental research from other type of research.

In this method, there were two kinds of groups. First, the group that received new treatment was called experimental group. The new treatment for this group was using Bernard Bear cartoon movies a media to teach writing. Second, the group that did not receive any new treatment was called the control group.

Fig. 1, Research design

Research design			
Posttest-Only control group design	S		
m	C	X	O
b	C	-	O
o			

X = using Bernard Bear Cartoon;

O = posttest;

C = sampling

The population of this research was the students of SMP Negeri 1 Payakumbuh. Specially, the students of VIII grades registered in 2009/2010. The VIII grades in SMP Negeri 1 Payakumbuh consisted of 139

students are divided into 6 classes for RSBI (*Rintisan Sekolah Berstandar Internasional*) The researcher chose these grades because base on the curriculum narrative text is taught in first and second semester of second grade students in Senior High School.

In order to get the quantitative data, the instrument of this research was a writing test. The first test was conducted to determine the students' level of writing. So that, two groups with a similar level could be chosen to determine which classes were going to receive the treatment. After conducting the experiment by using different types of media to both groups, the students' comprehension was measured by giving them a posttest. The students are then asked to write a narrative text. Then, their comprehension was compared.

This experimental research was conducted by employing the following procedures:

1. Preparation

This was the stage to determine the research time, prepare the lesson plan and prepare the writing test for posttest.

2. Pretest

This test was conducted before the treatment, in order to choose which groups were going to be used as Experimental group and control group. From the result of the test, the normality and homogeneity were checked. After that, it used t-test formula to prove that both groups were in the same level.

3. Treatment

The treatment was prepared for at least 8 meetings. It focuses on teaching narrative text for both experiment groups. The researcher took a role as the teacher during the treatment. In the procedure of teaching, it is consist of opening the class, pre-teaching activity, Whilst-teaching activity, and post-teaching activity. For both groups had been used the same steps in teaching procedure but the experiment group was using Bernard Bear Cartoon

movies as media meanwhile the other group was not.

In experimental group, when opening the class, the teacher led the students to pray, check the students' readiness and then review the previous lesson. In pre-teaching activity, the teacher introduces the lesson by using Bernard Bear cartoon movies then asks several questions to the student based on the movies, for example: How many characters in the video? Who are they? What was the problem faced by main character? Etc. In whilst-teaching activity, the teacher start to explain the theory of narrative text and lead them to understand the plot, generic structure and language features of narrative text, then the teacher lead the students to start their writing based on Bernard Bear cartoon movies story.

Meanwhile, in Control group, the activity is almost the same. The only different is the activity are using Bernard Bear but using a text in modeling the lesson. So that, in whilst-teaching activity, there is on step called reading aloud to help the students understand the story.

4. Posttest

The posttest was conducted after the treatment. There were 2 purposes of doing this test. First, it used to check students' development after they were given the treatment. Second, this test was arranged to check which procedure that was given better effect to be used in teaching narrative text.

DISCUSSION

In the beginning of the research, the students were given a test to determine whether they were in the same level or not. The normality and homogenous of both sampling group was examined. After 9 meetings of applying the treatment, both groups was tested again by giving them a posttest. Before the posttest was administered to both groups, the test sheets were validated by using content validity. Moreover, to

ensure the reliability of the test, the research used inter-rater reliability. Each rater was given a scoring rubric for composition in “Standar Kompetensi Lulusan dan Spesifikasi Ujian Akhir SMP/MTS” in order to make sure that each rater had the same criteria in giving scores. Finally, the test was administered to both sample groups; experimental and control groups.

This research was arranged to investigate whether using Bernard bear cartoon movies as media gave better effect on students’ ability on writing a narrative text or not. The formulation of hypothesis testing had proven that Bernard Bear Cartoon movie gave better effect on students’ ability on writing narrative text. However, there were several explanations for the result of the hypothesis writing.

First, the students were entertained by this cartoon movie. This was such a good first step in order to catch students’ attention. This case let them enjoyed the learning process writing. If teaching writing were begin with reading, the students were doing some other unrelated activities such as, opening other books, or making the homework of other subjects. Nevertheless, when the learning process was begun with something they were interested in such this cartoon movie-Bernard Bear. The students would so curious about the learning material, they were curious about they were going to watch. They had been watch the cartoon movies enjoyable as well as answering questions given.

Moreover, the students felt so excited in writing a new story. Bernard bear Cartoon movies served more interesting story that consisted of simple content of generic structure such as simple orientation, simple complication and simple resolution. It was different with the usual story they learnt before. Most of the stories were legend and myth, something that they already knew since they were little kids. Retelling those stories more and more in writing form was such boring activities for the students.

In Dediknas (2006:2) about affective assessing in KTSP says that “ranah afektif menentukan keberhasilan belajar siswa”.

Those words explain that the students who did not interest in one subject would find some difficult thing to turn the learning opportunities into optimal success. The students that had been interesting in a subject and had positive behavior in one subject would be so enjoy in the learning process, in addition, they would feel the subject was in case of necessity.

In addition, from the scoring rubric used in students’ writing test, there were six categories such as content, grammar, generic structure, vocabulary, punctuation and spelling. From those categories, content and generic structures were increased most. Since this cartoon movie served some kind a new story by simple form of daily activities. Moreover, before the students wrote the plot retelling, they could see it first. In short, using this cartoon movie as media is better to be implemented in serving new story and generic structures to be written by the students.

So that, using Bernard Bear Cartoon movie as media on teaching writing can improve students’ ability and increase their comprehension in understanding the content and the generic structure. Moreover the related finding by the experts also supported this media

Meanwhile, Posttest only control group design was such a good method to assess a new treatment. It could see the effect of the treatment after being implemented to a group. Unfortunately using this research design was also risky because this research was only concern about the result. It showed only that the treatment of experiment group was more effective than the control group because it gave better effect to the students then the other treatment. The evident was taking from the different of the groups’ scores mean.

Since this research was intended to see the different of a new treatment. It is better for the researcher to include the pretest in order to determine that the students were in the same level to reduce the unexpected probability. However, if the research was done to different students of different level, the result might not the same. Trochim

(2006) says that a pretest is not required for this design. Usually pretest was included in order to determine whether groups are comparable prior to the program. It means that the posttest only control group design can be arranged if the students' level were approximately equivalent.

CONCLUSION AND FUTURE WORKS

The data collected has been examined by using t-test formula. Referring to this result, the research hypothesis is accepted. It means that using Bernard Bear cartoon movie as media had better effect in order to improve students' ability on writing narrative text. Therefore, the students who are taught by using Bernard Bear cartoon movie has better achievement in writing narrative text.

Related to the findings of this research, it is suggested to the teachers to use Bernard Bear cartoon movies as media in teaching writing. This media is considered can students' comprehension as well as improve students' ability in writing narrative text. Moreover, this research already statistically proves that this media in give better effect. So that, using this media in teaching process is highly recommended.

However, it is suggested that the future research can analyze the effect of this media in other kind of text types, or other kind of English skills. Since, this media shows better achievement on writing ability, it might be possible due to apply it in other skills.

ACKNOWLEDGMENT

I would like to express the deepest appreciation to my advisors back in State University of Padang Prof. Dr. H. Mukhaiyar, M.Pd. and Dr. Yenni Rozimela, M.ed., P.Hd. whose continually and convincingly conveyed a spirit of adventure in regard to research and scholarship, and an excitement in regard to teaching. Furthermore, I would like to thank my lectures in University of Indonesia, Dr. FX Rahyono, SS., M.Hum whose demonstrated how important and interested a

research is. He always encourage us to continuous the path of postgraduate students being a real author of a research in education development.

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MULTIMODAL TEACHING AND LEARNING OF WRITING: A WAY TO ENHANCE STUDENTS' SKILL IN WRITING

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Abstract

A multimodal perspective on pedagogy raises a number of issues for pedagogy, literacy, learning and assessment. Multimodal research shows that talk is not always the primary mode in the classroom and the same seems to hold true for the English classroom (Kress et al, 2001). A complex of modes including talk, visual communication, action, gesture, gaze, posture and movement contribute to teaching and learning. This study is aimed at figuring out the multimodal teaching and learning of writing to enhance the students' skill in writing. To achieve this purpose, 25 second semester students of English Department, Dian Nuswantoro University taking Paragraph-Based Writing were chosen as the subjects of this study. Multimodal Teaching and learning implemented in this study was teaching and learning that incorporated variations of learning styles/modes into the development of course materials and delivery. Those modes include talk, written language, picture, gesture, etc. The result showed that the multimodal teaching and learning really support the teaching and learning process and enhance the students' skill in writing paragraph.

Keywords: *mode, multimodal teaching and learning, students' skill, and writing.*

1. Introduction

A multimodal perspective on pedagogy raises a number of issues for pedagogy, literacy, learning and assessment. Multimodal research shows that talk is not always the primary mode in the classroom and the same seems to hold true for the English classroom (Kress *et al*, 2001)¹. A complex of modes including talk, visual communication, action, gesture, gaze, posture and movement contribute to teaching and learning. The point that is wished to make is not only that the affordances of different modes shape (produce) curriculum entities in specific ways. In other words, the different modes available on the social plane have different socially shaped (and material) potentials or affordances for "carrying information".

The multimodal character of the classroom is also central to how students learn. Different modes demand different intellectual work from pupils and this work "fill up" the concepts to be learnt in different ways (Jewitt & Kress, 2002)². The range of representational resources made available through visual communication (spatial relations, colour, etc.), for example, enable the expression of kinds of meaning that would be difficult, or perhaps impossible, in language. Multimodality in the

classroom also challenges the assumptions about learning (as a linguistic process) and the traditions embedded in educational assessment. The multimodal character of teaching and learning means that each student is involved in making personal sense of the combination of modes as they are organised in the classroom. The task before the student is to know what signs from this multimodal ensemble, or their experiences in the classroom, to include and what to exclude from their accounts in order to construct an appropriate response (or text) for assessment. The student is involved in the complex work of processing information starting with the multimodal resources available in the classroom and moving to a more restricted modal response in the form of writing. Multimodal teaching can be applied in all skills such as listening, speaking, reading and writing.

Writing, one of the skills taught in English classroom, is fundamental in learning to think and press one's thoughts in ways that reach others. The ability to use language coherently and powerfully and to write in ways that connect with others across cultural boundaries and within communities is essential to active citizenship and to success in almost any profession.

Writing is not only a tool for communication, but also it serves as a means of learning, thinking, and organizing knowledge or ideas. In other words, writing is a complex activity involving some stages of composition task completion (Watskins, 2004)³. Undoubtedly, this skill particularly in an EFL context (i.e., Indonesia) has been considered one of the most difficult skills for learners to master. The difficulty is due not only to the need to generate and organize ideas using the appropriate choices of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text along with a particular rhetoric pattern (Richards & Renandya, 2002)⁴. Moreover, Indonesian learners often encounter difficulties in transferring ideas from their native language--Indonesian into the target language--English. This case calls for teachers greater attention to help the learners to be successful in a writing skill.

Therefore, teaching writing should be viewed in both cognitive and humanistic perspectives, as Foong (1999)⁵ points out. In the cognitive perspective, writing is thought of as a process of forming concepts and forging the new structure of ideas on the basis of certain purpose, audience, and language use (Kirszner & Mandell, 2000)⁶. In this sense, writing is considered as the process of writing, involving such activities as pre-writing, drafting, revising, and editing in which the activities are reflective and recursive. In the humanistic view, writing is seen as an expressive mode through which student writers use writing as a means of exploring and discovering meaning by themselves and develop their own voices. In this regard, the students are encouraged to generate their own ideas by writing freely so that they can express their ideas without interruption in which a teacher acts as a facilitator whose task is to promote a supportive learning atmosphere, which provides students opportunities to write about their own ideas and discover their voices rather than acts as a judge whose task is to identify students' errors. In this regard, EFL teachers should not consider writing as a product in which they greatly emphasize grammatical and lexical accuracy in students compositions, but they are required to allow students to focus on their ideas and then encourage the students to work on that accuracy in the revision stage. They are several

approaches that can be applied to teach writing.

In teaching Writing, the teacher should focus not only in one mode, the language used in the classroom for example, but also in other modes such gesture, gaze or movement that support the success of the teaching. All teaching and learning in the classroom should involve a range of modes including speech, writing, gesture, gaze, body-posture, movement, and so on- in other words teaching and learning in the classroom are multimodal. These modes are expected to support the teaching and learning process in the classroom and help the students understand the lesson easily.

2. Mode and Multimodality

Mode is a socially shaped and culturally given semiotic resource for making meaning. Images, writing, layout, music, gesture, speech, moving image, soundtrack and 3D objects are examples of modes used in representation and communication. Phenomena and objects which are the product of social work have meaning in their cultural environments: furniture, clothing, 'have' meaning, due to their social making, the purposes of their making and the regularity of their use in social life.

The introduction of the concepts of mode and multimodality produces a challenge to hitherto settled notions of language. After all, if all modes are used to make meaning, it poses the question whether some of this meanings are merely a kind of reduplication of meanings already made in, say, speech or writing- maybe for relatively marginal reasons such as 'illustration' or for aesthetic reasons such as 'ornamentation'- or whether they are full of meanings, always quite distinct from other modes.

Multimodality is an inter-disciplinary approach that understands communication and representation to be more than about language. It has been developed over the past decade to systematically address much-debated questions about changes in society, for instance in relation to new media and technologies.

Multimodal approaches have provided concepts, methods and a framework for the collection and analysis of visual, aural, embodied, and spatial aspects of interaction and environments, and the relationships between these.

The New London Group in 2000 In “Contending with Terms,” Claire Lauer (2009)⁷ writes that *multimodal* was a term to talk about how “communication is not limited to one mode” or “realized through one medium.” The transition from composition for a page on a page to the “more fluid medium of a screen” opens up a world of possibility, but also a wealth of new visual and textual (and auditory) design choices. Lauer points to Cynthia Selfe’s use of a simplified definition for multimodal writing that effectively dislodges it from theories of semiotics and puts it in the hands of teachers by simply defining it as anything that moves beyond the alphabetic .

Multimodal texts are defined as texts which communicate their message using more than one semiotic mode, or channel of communication. Examples are magazine articles which use words and pictures, or websites which contain audio clips alongside the words, or film which uses words, music, sound effects and moving images. As soon as you start to take this idea seriously, you realise that, in a sense, all human communication is intrinsically multimodal. We rarely read, write, receive or send messages to one other in a single mode. In spoken language, for example, words are often accompanied by facial gestures, hand movements and so on. This paralanguage is communicative, and is hard to separate from words as we engage in the process of interpretation. An email message may be thought of as written text, but it is accessed via a series of visual icons on a computer, is read in the context of a website or desktop screen, and may contain iconic representations of the sender’s mood such as emoticons (or ‘smilies’), or unusual punctuation added by the sender for emphasis, etc. Email communication is often quite ‘speech-like’, too, so can be said to contain elements of spoken language (more on this later).

3. Multimodality in the Classroom

The understanding that effective teaching and learning in the classroom is not accomplished through language alone has been of interest to some educational researchers, even before a dominant focus on multimodality emerged. Many teachers do not recognise the impact of the classroom, as the material environment, on teaching. The teacher possesses different possibilities in the

construction of a lesson experience for the students and these potentials are “concretized in different ways in different classrooms”. Classroom arrangements and display have also been considered as providing pedagogic resources, serving to transmit the pedagogic practices and “fundamental regulatory principles” that govern a school. Kress et al. (2001: 18)⁸ conclude that “subjects, actualized in particular classrooms, can be inflected in radically different ways, from patriarchal to democratic”. This is consistent to Seaborne & Lowe’s (1977) earlier argument that a building literally ‘makes’ a teaching method. Despite this, research into pedagogic discourse and interaction between teacher and students has traditionally tended to focus on an analysis of classroom language alone (Walsh, 2012)⁹. More often than not, the emphasis has been on verbal exchanges, while downplaying or neglecting the meanings made in the teacher’s use of gesture, positioning and movement in the classroom.

As discussed earlier, the concentration on just the linguistic aspect of classroom interaction, however, fails to account for the combination of semiotic resources that together, rather than separately, construct the teaching and learning experience. Kress (2009: 35)¹⁰ explains that “language alone cannot give us access to the meanings of the multimodally constituted messages; language and literacy now have to be seen as partial bearers of meaning only”. In fact, Kress et al. (2001)⁸ demonstrate that even in an English classroom, language may not always be the dominant semiotic resource. In a similar vein, Bourne and Jewitt (2005)¹¹ investigate the ways in which the interpretation of a literary text is mediated and (re)construed through social interactions. Their work suggest how multimodal analysis of pedagogic discourse contributes to a more complete understanding of the teaching and learning in the classroom. He also argues that “language is only one tool in a range of human semiosis, and that individuals’ choices of semiotic modes are motivated by a complex web of interconnecting personal, institutional and social factors”.

In light of this, O’Halloran (2007b: 79)¹² explains, “the study of linguistic discourse alone has theoretical limitations which have the potential to simplify and distort the actual nature of pedagogical practice”. Hence, the

focus of educational research can benefit from moving beyond an emphasis on language to examine the other meaning making resources as well. This presents deeper and broader insights on how the classroom experience is constructed for students.

4. Research Method

Subjects

This research was conducted in the *Paragraph-Based Writing* course of the second semester English department students of Faculty of humanities Dian Nuswantroro University in 2014. The subjects were 25 students taking the course.

Research Procedure

The research was done by implementing multimodal teaching of writing. Multimodal teaching implemented here is the teaching that uses several modes like talk, written language, pictures, and video.

Technique of Data Analysis

To know the students's skills in writing English text and creative writing, the data, in the form of students' writings, were scored and analyzed based on their paragraph development, coherence, and grammar. While the other students' literacies in the classroom is also considered in this analysis.

5. Findings and Discussion

Finding

During the action research the four tests were given to the students. In each test the students were asked to write a paragraph in a certain topic and development. There were four texts written by each student in the four tests. The students had to write four paragraphs in four paragraph development, they are definition paragraph, classification paragraph, comparison and contrast paragraph, and cause and effect paragraph. The first text was written in the pre-test, and the other three texts were written in the three cycles. Table 1 shows the mean of the scores of the writings written by the students in the four tests.

Table 1: Mean Score of T1 – T4

Test	N*	Mean Score
T ₁	25	64,8
T ₂	25	69,9

T ₃	25	75,1
T ₄	25	80,2

N = The Number of Subjects

From table 1, it can be said that the mean score for the first test was 64.5. In the second test, the mean score increased by 5,1 point into 69.9, and it increased by 5.2 in the third test into 75,1. In the fourth test, the mean score increased by 5.1 into 80.2. The increased mean scores of T₁, T₂, T₃, and T₄ from 64.5, 69.9, 75.1, and 80.2 was significant. This means that the lecturer's intervention by applying multimodal teaching to the students really improved their competence in writing English texts.

Discussion

Multimodal Teaching of Writing

As mentioned in the previous part, multimodal teaching is a teaching that uses a combination of several modes. They are talk, written language, picture, video, etc.

The talk is used by the lecturer to explain the kind of the paragraph development, how to make the paragraph coherent, and also in giving the students' feedback about their paragraphs. There are four paragraph developments given in this course, they are definition paragraph, classification paragraph, comparison and contrast paragraph and cause and effect paragraph. Thematic progression patterns were given to make the paragraphs coherent.

The written language is used in the writing materials including the theory of paragraph and the models of the paragraph.

The pictures and videos are given to make the explanation clearer, and also to make the teaching and learning more interesting.

The Students' Multimodal Literacies

Multimodal literacy refers to meaning-making that occurs through the reading, viewing, understanding, responding to and producing and interacting with multimedia and digital texts. It may include oral and gestural modes of talking, listening and dramatising as well as writing, designing and producing such texts. The processing of modes, such as image, words, sound and movement within texts can occur simultaneously and

is often cohesive and synchronous. Sometimes specific modes may dominate. For example, when processing screen-based texts the visual mode may dominate whereas the mode of sound may be dominant in podcasts.

There are two significant themes emerging from current research into multimodal literacy and these considerations have implications for classroom practice. The first theme is the effect of the technological changes that are inherent in reading, writing and producing 'on screen' compared with reading and writing print-based texts. The second theme is related to the changes that are occurring in the social practices of literacy which have changed and expanded exponentially with the development of Web 2.0 technology.

Walsh (2012) discuss the changed nature of literacy within new communicative contexts and explore the differences in pedagogy needed for 'multimodal literacy' combined with traditional literacy practices. The term 'multimodal literacy' was first proposed by Jewitt & Kress (2002) in their eponymous edited volume to represent the understanding and competency in the diverse modes through which meanings are made.

Jewitt & Kress (2002) argue that information and knowledge are constructed in multimodal texts and discourses which require a multimodal literacy to fully access their meanings. Based on Kress & Jewitt's work, it appears that the notion of multimodal literacy has two dimensions. The first dimension is with respect to the prevalence of multimodal texts, specifically though multimedia texts afforded by the digital media, hence stressing the need for a literacy to produce and access information. The second dimension concerns the recognition that the experience of teaching and learning is intrinsically multisemiotic and multimodal.

Hence, there is a need to understand how the lesson experience is constructed

through the teacher's use of a repertoire of semiotic resources as embodied in his/her pedagogy. Appreciating the functional affordances and constraints of these semiotic resources and modalities as well as how they are co-deployed in the orchestration of the lesson can provide understandings which may lead to more effective teaching and learning in the classroom.

An example of the students' multimodal literacy in this course is that the students are able to make paragraphs that are accompanied by pictures or video.

6. Conclusion

From the previous expansion, it can be concluded that:

Writing, one of the skills taught in English classroom, is fundamental in learning to think and press one's thoughts in ways that reach others. The ability to use language coherently and powerfully and to write in ways that connect with others across cultural boundaries and within communities is essential to active citizenship and to success in almost any profession.

In teaching Writing, the teacher should focus not only in one mode, the language used in the classroom for example, but also in other modes such gesture, gaze or movement that support the success of the teaching. All teaching and learning in the classroom should involve a range of modes including speech, writing, gesture, gaze, body-posture, movement, and so on- in other words teaching and learning in the classroom are multimodal. These modes are expected to support the teaching and learning process in the classroom and help the students understand the lesson easily.

From the result of the T-test, it can be said that the implementation of multimodal teaching in Paragraph-Based Writing course is significant in improving the students' skills in writing English paragraph. It can be seen from the increased mean scores of every cycle.

The multimodal teaching also enhance the students' multimodal literacies, such as writing paragraphs that are completed with pictures or videos.

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IMPLEMENTING THE KEYWORD METHOD FOR VOCABULARY MASTERY IN ESP CLASS: A CLASSROOM ACTION RESEARCH

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Abstract

In the English for Specific Purposes (ESP) Class, as the subject is designed to meet specific needs for the learners, vocabulary mastery is fundamental and should be given priority to support them in their academic study that involves specialized areas. The students of Nursing Department at State Health Ministry Polytechnic of Malang (POLTEKKES Kemenkes Malang) deal with English subject at the first and the second year. This two-credit-course provides them with Nursing-based English that includes language, information, and skills that they need for their career in nursing. For the first year students, most of the words and terms used in the ESP class are quite new and unfamiliar that indirectly becomes problems in the learning process. It is shown in the unsatisfying results of the test conducted in the preliminary study. Dealing with this, the Keyword Method is implemented to help the students improve their vocabulary. This collaborative Classroom Action Research aims to investigate how the Keyword Method can enhance the vocabulary of the Nursing Department students in their ESP class. This method works by linking two pieces of information together in the memory (Sagarra & Alba, 2006). The students associate the English words they learn with keywords in Bahasa Indonesia as their native language that ‘sound like’ or ‘look like’. Hence, they create a mental image that somehow contains both the new word and the keyword. The findings reveal that the Keyword Method makes the vocabulary learning interesting and easier. Also, the results of the questionnaire and interview show that this method helpfully increases the students’ enthusiasms in learning English since interactive creativity in using any links and images in learning the words is encouraged. It beneficially brings fun and indirectly leads to the achievement of class objectives.

Keywords: keyword method, vocabulary mastery’

1. Introduction

Besides the four English skills: speaking, listening, reading and writing, the English components, like: grammar, vocabulary, pronunciation and spelling should also be the concerns in English learning for both of them play important roles in classroom success. In the English for Specific Purposes (ESP) Class, as the subject is designed to meet specific needs for the learners, vocabulary mastery is fundamental and should be given priority to support them in their academic study that involves specialized areas. It is supported by Pyles and Algeo (1997: 159) who stated that

vocabulary is the focus of language. Jiangwen added by stating that a good mastery of vocabulary is essential for ESL/EFL learners, especially for those who learn for specific purposes or expect to operate at an advanced level in English.

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks. Carter (1988: 172) mentioned that since it is neutral in field and is associated with a specialized topic, vocabulary in ESP teaching may come across subject-specific vocabulary, which is non-core as far as the language as a whole is concerned.

The students of Nursing Department at Health Ministry Polytechnic of Malang deal with English subject at the first and the second year. This two-credit-course provides them with Nursing-based English that includes language, information, and skills that they need for their career in nursing. As a matter of fact, the students' limited English, especially dealing with content-area vocabulary inevitably become problems in English teaching and learning.

One approach that has been found to be effective for teaching vocabulary is the use of mnemonics (Aureli, 2011: 2-3). A mnemonic is any learning technique that aids memory. Mnemonics are usually verbal, such as a very short poem or special word used to help someone remember something like a name or a location. The Keyword Method which was firstly conducted by Atkinson (1975) is a versatile, mnemonic memory technique used to help with vocabulary learning by helping you associate two things together to form a memorable definition of key vocabulary words. Besides Rodriguez and Sadoski (2000) who implemented the Keyword method with Venezuelan high school students learning English, Sagarra and Alba (2006) also wrote about the use of the Keyword Method as the L2 vocabulary learning methods with beginning learners of Spanish. Both proved that foreign language students increased vocabulary recall when using this method. To solve the vocabulary problem occurred in ESP class in Nursing Department at Health Ministry Polytechnic of Malang, the Keyword Method is applied. Dealing with this, the objective of this study is to investigate how the Keyword Method improves the Nursing Department students' English vocabulary.

2. Research Methodology

This research carried Classroom Action Research (CAR) design with the steps proposed by Kemmis and McTaggart (1988). The subjects were 47 first semester students who took English for Nursing I at Nursing Department, Health Ministry Polytechnic of Malang

After having the preliminary study, the next procedures were conducted including four main steps: planning, implementing the action,

observing, and reflecting. Below are the details.

In the preliminary study, the observation toward the teaching and learning activities in English I class was done to identify the problem. Besides the results of the observation checklist that showed the students had problems with vocabulary, the results of the test given also proved that students' vocabulary mastery is needed to be improved.

The Implementation of the Keyword Method

Before implementing the action, some preparations were made in the planning stage: 1) designing a model of learning strategy, 2) preparing lesson plan, 3) preparing the instruments, 4) setting up the criteria of success, and 5) designing the media to introduce the words to be learned using the Keyword Method.

During the implementation steps, all the procedures of teaching and learning activities planned were conducted. The Keyword Method (Lin, 2005) was used as the strategy that built a strong link between the "target" information and the "already known" information so that the to-be-learned information could be better retained in memory. As done by Uberti, Scruggs, and Mastropieri's (2003), the procedures of the keyword method conducted in this study began with examining the class reading materials, identifying important and challenging vocabulary words, and made a list of those vocabulary words and their definitions. The next step was examining each vocabulary word, recoding that word to an acoustically similar keyword or cue word, and relating that keyword in an interactive picture with the to-be-remembered information. After that, the pictures were prepared before delivering some relevant instruction for students. Finally, students were asked to remember the picture of the keyword and the definition together and to think of the keyword and what was happening in that picture in order to retrieve the definition. In short, the Keyword Method was conducted in three steps: recoding, relating, and retrieving.

To collect relevant data, some instruments were prepared and developed. The instruments in this study were: test, questionnaire, observation checklists, and field notes. Below

are the details of each instrument used in this study.

Table 1. The Kinds of Instrument

Kinds of instrument & Objectives	Format & Contents	Technique of Data Analysis
Test: to gain the students' score	Completion (A well-written text with 20 words dropped)	Scoring the students' vocabulary test based on the answer key
Observation checklist: to record the students' active participation during the action	Table (List of teacher and students' activities during the action and the qualification)	Completing the students' observation checklists by giving check mark (√) on the qualification based on the data gained
Field notes: to record the students' active participation during the action that is not covered in the observation checklist	Essay (Some items about the good points and some points to be improved after the action is done)	Making notes based on the data gained in the field
Questionnaire: to document the students' responses toward the use of the Keyword Method to improve English vocabulary	Table (Some statements and choices of the students' responses towards the use of Keyword Method to improve English vocabulary)	Concluding the students' responses on the questionnaire by giving the percentage to each of students responses

In this study, the students are considered to be successful if they are able to achieve at least the minimum average score which is 71. The average score is set based on the standard of scoring which is used in Health Ministry Polytechnic of Malang. The table below shows the standard of scoring.

Table 2. The Standard of Scoring

Score	Category
90 – 100	A
81 – 89	A-
76 – 80	B+
71 – 75	B
66 – 70	B-
61 – 65	C+
56 – 60	C
51 – 55	C-
46 – 50	D+
41 – 45	D
36 – 40	D-
< 36	E

Based on the standard of scoring used in Health Ministry Polytechnic of Malang

Hence, in order to know whether the students get involved actively or not during the application of the Keyword Method, the students' attitudes and responses were observed and documented using the observation checklists and field notes. In this part, the students' participation is categorized into five, they are: very good (4)—if 81% - 100% of students do the whole activities stated on the observation checklist; good (3)—if 61% - 80% of students do the whole activities stated on the observation checklist; fair (2)—if 41% - 60% of students do the whole activities stated on the observation checklist; poor (1)—if 21% - 40% of students do the whole activities stated on the observation checklist; and very poor (0) if 0% - 20% of students do the whole activities stated on the observation checklist.

In this study, the criteria of success deal with the students' achievement in doing the vocabulary test and their active

participations during the action. The table below shows the criteria of success.

Table 2. The Criteria of Success

Criteria of Success	Data, Instrument & Source	Technique of Data Collection
1. The students' achievement in doing vocabulary test after the Keyword Method is implemented is in or over than the level of average.	Scores (Test) Student's answer in doing vocabulary test	Scoring the students' vocabulary test based on the answer key
2. The students' active participation in: 2.1 Recoding activities 2.2 Relating activities 2.3 Retrieving activities	Students' activities (Observation checklists, field notes, and questionnaire) Students' activities in conducting the steps of the Keyword Method	Completing the students' observation checklists, field notes, and concluding the students' responses on the questionnaire

Adapted from Syakir (2003)

3. Research Findings and Discussion

Research findings were obtained from the implementation of the Keyword Method for two cycles. This study was conducted in two cycles under the consideration that significant results could not be obtained only in one cycle. Each cycle required three meetings to conduct the action in which each meeting took place in 2 x 55 minutes. Cycle two was conducted by implementing the revision and improvements of cycle one.

The result of the observation done in the teaching and learning process inferred that the students were not actively participated in the class activity that indirectly made them fail in doing the vocabulary test in Cycle 1. The number of students who got average score and above was only 34% that were 16 out of 47 students passed. Moreover, the results of the field notes showed that the students did not really join the class activities. This case led the researcher do the next cycle since the criteria of success were not achieved yet.

In cycle 2, there were 35 out of 47 students (74.47%) who got average and above average score. It indicated that the criteria of success of the study had been achieved. This success was also supported by the students' active participation in the class activities that was shown in the results of the observation checklist. In cycle 1, there was 42.55% of the class who actively joined the class activities. However, the percentage increased to be 72.34% in cycle 2.

In cycle two, in which the action of cycle one was revised and modified, the students seemed to enjoy the atmosphere of the class activities since Think-Pair-Share activities were conducted in recoding, relating and retrieving steps. In addition, the students were allowed to use their own pictures as the keywords related the words to recall. The pair and group work were also beneficially influential for the students to gain additional knowledge and lead accountability among peers.

The results of the questionnaire showed that 45 out of 47 students (95.74%) agreed that working in group makes them able to easily learn the English vocabulary and 39 students (82.98%) agreed that learning vocabulary and having the Keyword Method in class were interesting. Therefore, it could be concluded that the implementation of the Keyword Method could improve the students' active participation in English class that indirectly led their English Vocabulary improve. This success was achieved after revising and modifying cycle 1 to conduct cycle 2 that the recoding, relating and retrieving activities were integrated with Think-Pair Share strategy. The recoding activity was conducted individually, the relating step was done in pair, and finally, retrieving stage was done in a big group consisted of eight students in group.

4. Conclusion

Based on the findings obtained in two cycles of this research, it can be concluded that the implementation of the Keyword Method works successfully after its format was

modified and revised. As the result, it can improve the students' English vocabulary, especially the words used in English for nursing. The success is shown by the achievement of the two criteria of success, which deals with the students' participation in the learning process and the students' vocabulary test scores.

Concerning the students' participation, based on the result of the observation checklists and field notes, it revealed that after making some revisions and modifications in cycle 2, the implementation of the Keyword Method could enhance the students' participation in which most of them actively participated the class activities that indirectly led them to be able to make good improvements in vocabulary learning. Hence, this can usefully support the English learning in particular and other content subjects in general.

Besides the recoding, relating and retrieving steps that helped the students remember the words, the guidance given in the whole stages could also make them involved fully in the teaching and learning process with their classmates and the teacher. Working together could enhance their motivation in learning which resulted in the students' self-confidence especially in learning new English words. The teacher was also not the sole provider of knowledge since learning revolved around interaction with peers. In fact, it successfully could make the students became active participants in the learning process.

As the good effect of the students' active participation in joining the class activities, there was some progress from Cycle 1 to Cycle 2 in terms of the vocabulary mastery that is shown from the percentage of the students who achieved the average score and above in vocabulary test, that is from 34% to 74,47%. In point of fact, the strengths of the Keyword Method lie on the systematic procedure in conducting meaningful activities: recoding, relating, and retrieving that involve the whole students' participation through Think-Pair-Share strategy. Therefore, there is a sense of satisfying experiences for the students because they can interact fully with classmates and the teacher. English class is no longer a boring and monotonous one for them because besides working with peers, they can relate the words they learn with their experiences and any prior knowledge they have.

However, the Keyword Method had several limitations in its implementation. In this study, when the recoding and relating stage were done and designed by the teacher, some students had difficulties in remembering the words since they might not have any related experiences and background knowledge with the keywords provided. Therefore, in the second cycle, the students were allowed to create their own keywords in recoding and relating stage that could beneficially help them learn the words. In addition, in the retrieving stage, the students were asked to use the words they learned to make sentences and share them within the group. This indirectly let the students not only learn and know the meaning of the words but also understand how to contextually use them in sentences.

5. Suggestion

The suggestions below are addressed to the English teachers and the future researchers dealing with the findings in this study which show that both criteria are successfully achieved through the implementation of the Keyword Method in learning vocabulary.

The first suggestion goes to English teachers who tend to improve the students' vocabulary. It is suggested that they apply the Keyword Method combined with cooperative learning strategy since it appears in this study that students get many benefits for having a pair and group work to build their interpersonal and interactive skills. During this stage, students are held accountable among their peers that it indirectly leads the atmosphere of achievement.

Finally, considering the limitation in the current study, the future researchers are suggested conducting research on the implementation of the Keyword Method with some modifications or to be integrated with other strategies.

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COMPUTER-SUPPORTED COLLABORATIVE LEARNING : NEW STRATEGY IN LEARNING ENGLISH

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Abstract

Computer-supported collaborative learning (CSCL) is a learning model that integrates learning objective and computer in creating collaborative activities in the classroom. In terms of English learning, this model can be a new strategy in increasing students' comprehension in English skill and media utilization at the same time. However, it is not easy to combine language and technology without specific preparation, especially in learning instruction and technology literacy. Learning instruction should provide clear direction for students about expected learning outcomes after the process. Meanwhile, technology literacy includes comprehension about basic visualization for computer skill. This paper will discuss more about the collaboration of computer skill and English learning by using CSCL model in university level. The core activity of the model is developing media presentation about English skill, vocabulary or grammar. Students are allowed to utilize various kinds of application that can be operated by a computer. The media development involves some methodological steps such as media drafting, media developing, content and media validating; and revising. The whole process of media development brings new challenge for the students in learning English because they involve actively in designing the English content and the media. In sum, CSCL model can accommodate learning English by using technology.

Keywords: *computer-supported collaborative learning, English learning, media development*

1. Introduction

Technology allows student to explore various kinds of media to support English learning. The media is not limited to printed-books but also digital application, e-book, internet, etc. However, not all students are capable of selecting the best media for learning. The media can be too general or too specific. As the impact of ineffective media usage, those media are not able to help them in improving their English competency. Based on this issue, the utilization of technology is not limited to media usage but how to use the media to reach learning goal. In addition, educators should provide classroom activity that facilitates learning the English content and the media at the time. This paper will highlight one simple research about computer-based collaborative learning as one learning model that integrates content (English as

Foreign Language) and technology. In further discussion, the issue will be narrowed to the application of CSCL in the university level. The application focuses on students' capability in a group work to achieve autonomy in developing English presentation by using computer. This competency involves several steps of media development such as drafting, developing, validating and revising. At the end of the learning process, students are expected to create one media presentation about English skill (e.g. listening, reading, speaking, writing or grammar). Two basic foundations in applying CSCL model are instructional media theory and CSCL theory.

2. Review of literature

2.1. Instructional Media

Media can be categorized as instructional media when it provides message with instructional purposes to facilitate communication and learning [5]. In addition, reference [3] defines instructional media as a tool for learning to maximize the comprehension of students through visualization or multimedia. They also give strong argument by stating that instructional media bring positive impact into learning because the media are developed based on students character, students' need and customized learning objective. There are many categories of instructional media such as printed media, computer, internet, email, blog and social media but this paper discusses one medium, that is computer, as a tool for students in developing media presentation about English skill.

Computer is not novel technology in education since it has been used since 1980 but nowadays the issue is broaden into how to maximize computer to deliver information [5]. Computer has a great capacity in delivering message because it contains multimedia. The rational of using multimedia is presenting information in words and pictures to facilitate human capacity in processing information [2].

Computer has its own position in language learning as CALL (Computer-Assisted Language Learning). CALL is the area of linguistics concerned with the use of computers for teaching and learning a second language [1]. Many teachers belief that computer can improve their understanding about how and what students learn but it does not mean that computer takes over all teachers' role since computer does not have the philosophy of teaching and learning. Computer's role as instrtuctional media that gives wider space for students in building interaction with teacher ot other students [1].

In this research, computer is used to help students in creating presentation about English learning. Students are allowed to choose one English skill topic, for instance: listening, reading, speaking, writing or grammar and select one or two applications, operated by computer, for example: *Microsoft Word, Microsot Power Point, Microsoft Excel, software adobe flash, authorware, dreamweaver, etc.* This activity tries to facilitate students' English learning and technology usage skill in maximizing computer as media for presentation. The difference between CALL and CSCL is the collaborative term. In CALL, software or hardware can be developed to be a self-learning media but in CSCL, the media are developed based on group work and it encourages users to study together and build knowledge based on group discussion.

2.2. Computer-Supported Collaborative Learning

Computer-Supported Collaborative Learning (CSCL) is a learning model, developed from two perspectives, they are *cooperative learning* dan *technology utilization* [4]. CSCL integrates learning and technology based on collaborative work. It offers wider learning components, such as cognitive comprehension and collaboration soft skill. It also requires other dicipline knowledge such as technology analysis, software, content and computer. In conducting the group work, each student in a group may acquire a given skill by means of a chosen method, but may equally likely acquire only a part of the skill, or the skill together with unforeseen elements [6]. Thus, educators should provide clear instruction for each group so that all students can achieve similar understanding and competency.

Some basic considerations for educators in creating CSCL model are: what do students actually experience in their environment, how do we measure motivation and how can this motivation be

optimised? What are the roles of the students the teacher and who decides upon these roles: the students (negotiation) or the teacher? What is common ground, how much common ground is needed for sharing knowledge and can this be support through knowledge elicitation processes? What are the differences between face-to-face and on-line (peer) assessment and how to align and implement (peer) assessment in CSCL settings? [6]. From the questions, it is assumed that using computer in learning really does not change the role of educators because educators are still the main agent who create specific concept to integrate content and technology.

In this research, the application of CSCL takes place in higher education institution or university. It applies in one of the courses in English Language Education (ELE) Department at Islamic University of Indonesia. ELE department students are trained to be future educator for secondary and senior high school. They learn many competencies such as English skill, pedagogy and ICT (Information, Communication & Technology). CSCL course gives them opportunity in improving ability to develop media to teach English. By using CSCL model in making the media, they will enrich their comprehension about English and learn how to maximize the usage of computer at the same time in the framework of collaborative work.

3. Methodology

The application of CSCL in the classroom involves some steps such as:

a. Grouping. Students work together in small group, consists of three students.

a. Drafting. Students make a concept of their media. The concepts includes English content, media selection, storyboard and flowchart.

b. Developing first version of media. They start developing their media by using draft concept.

c. Validating. After developing first version of media presentation, they invite 3 students to review their media and gaining response from them by using questionnaire. The media are also reviewed by content expert and media expert. The result of the validation is used to revise the media to produce final media product.

d. Final Product. The final stage of CSCL process is finishing final product based on validation score result.

4. Result and Discussion

Based on the CSCL steps from drafting, developing, validating and final product, there are six groups that passes the standard assessment for instructional media. Those media are categorized as good and very good media for learning.

Table 1. The Result of Field Try Out

Groups	Field Try Out Score	Category
1	3,94	Good
4	4,35	Very Good
5	3,8	Good
6	4,1	Good
7	3,71	Good
8	4,13	Good

Table 2. Content Expert Validation Result

Groups	Content Validation Result	Category
1	3	Average
4	3,2	Average
5	3,3	Average
6	4,4	Very Good
7	5	Very Good
8	5	Very Good

Table 3. Media Expert Validation Result

Groups	Media Validation Result	Category
1	3,4	Good
4	3,2	Average
5	3,2	Average
6	2,7	Average
7	3,4	Good
8	4,3	Very Good

Based on the data above, all groups have sufficient ability in developing media presentation to learn English. However, they need to improve more knowledge in some multimedia components such as:

4.1. Content

Most of the groups can deliver the content effectively. They use reference-based explanation and provide instructional component in media such as learning objective description, feedback in the test and relevant resources. However, they need to add more material to create variation in learning.

4.2. Media

In media skill, most of the groups need to revise some multimedia components such as adding navigation button, choosing soft background sound for learning, selecting proper combination between font and color and using images with large resolution to avoid. These validation result shows that students still need guidelines in visualizing content in media presentation. There should be a special session during learning process to make sure all students have similar understanding about media presentation.

5. Conclusion

CSCL is an example of meaningful classroom activity to integrate English content and technology. This learning model allows students to present their understanding about English skill in the format of multimedia presentation. In addition, students also learn about team work and media skills. They can select and utilize relevant resource to support their presentation. CSCL can be one of the best answers for educators in answering the challenge of using technology for learning.

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DIGITAL STORYTELLING: AN ACTIVITY FOR CULTURAL UNDERSTANDING IN LANGUAGE CLASSROOM

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Abstract

Cultural understanding simply refers to the basic ability of people within business to recognize, interpret and correctly react to people, incidences or situations that are open to know cultural differences. That is why the teacher needs interesting ways in providing the cultural understanding in language classroom. One of the technologies used in language classroom is digital storytelling that encourages students to engage with each other. It provides students with a variety of modes that they can use to find and use their own authorial voice. Students may share cultural traditions, or they may share similar experiences or interests. This paper establishes cultural understanding deal with digital storytelling activity in language classroom.

Keywords: cultural understanding, digital storytelling, activity

1. Introduction

Today, students are familiar with number of applications of computer network technology have been utilized such as multimedia, email, electronic journals, databases, World Wide Web, chat, blog, audio and video conferencing etc. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in language class teaching and sets a favorable platform for reform and exploration on language teaching model in the new era. Jonnassen, Peck, & Wilson (1999) suggested that the learning necessary for our technological future will have five characteristics: active, constructive, intentional, authentic, and cooperative. Using the digital storytelling is one of was as the implication of the technology used. Robin (2011) defined DS simply as the practice of using computer- based tools to tell stories. It includes multiple forms of media: images and/or video, music, text and narration.

According to Wei (2005), language has a dual character: both as a means of communication and a carrier of culture. Language without culture is unthinkable, so is human culture without language. A particular language is a mirror of a particular culture. Kramsch (1993) argues that a foreign culture and one's own culture should be placed together in order for learners to understand a foreign culture. Learners' interaction with native speakers or text will require them to construct their own meanings rather than having educators simply transfer information about people and their culture, and therefore non-native speakers should have opportunities to make their own meanings and to reflect on both the target culture and their own.

Teaching culture is considered important by most teachers but it has remained insubstantial and sporadic in most language classroom (Omaggio, 1993). It is clear that cultural background knowledge is necessary in language teaching. Teachers should use different strategies and activities to help students to overcome the difficulties in language learning as well as culture learning. The aim of this paper is to describe the activity of digital storytelling that can be used in language classroom.

1. Cultural Understanding

Culture is a highly complex phenomenon. Kramsch (1998) describes culture as “membership in a discourse community that shares a common social space and history, and common imagin-ings” .

Language and culture have an inextricable and interdependent relationship. Mitchell and Myles (2004) argue that “language and culture are not separate, but are acquired together, with each pro-viding support for the development of the other” (p. 235).

Brown (2007) describes the interrelatedness of language and culture stating “that one cannot separate the two without losing the significance of either language or culture. This statement applies to knowledge both of student populations and subject matter. Yet, too many teachers are inadequately prepared to teach ethnically diverse students.

Kramsch (1993) argues that a foreign culture and one's own culture should be placed together in order for learners to understand a foreign culture. Learners' interaction with native speakers or text will require them to construct their own meanings rather than having educators simply transfer information about people and their culture, and therefore non-native speakers should have opportunities to make their own meanings and to reflect on both the target culture and their own.

Culture encompasses many things, some of which are more important for teachers to know than others because they have direct implications for teaching and learning. Among these are ethnic groups' cultural values, traditions, communication, learning styles, contributions, and relational patterns. For example, teachers need to know (a) which ethnic groups give priority to communal living and cooperative problem solving and how these preferences affect educational motivation, aspiration, and task performance; (b) how different ethnic groups' protocols of appropriate ways for children to interact with adults are exhibited in instructional settings; and (c) the implications of gender role socialization in different ethnic groups for implementing equity initiatives in classroom instruction.

Culturally responsive teacher preparation programs teach how the communication styles

of different ethnic groups reflect cultural values and shape learning behaviors and how to modify classroom interactions to better accommodate them. They include knowledge about the linguistic structures of various ethnic communication styles as well as contextual factors, cultural nuances, discourse features, logic and rhythm, delivery, vocabulary usage, role relationships of speakers and listeners, intonation, gestures, and body movements.

Understanding culture is critical for educators because our individual cultural orientation is present in every interaction. Too often, we make assumptions about a person's beliefs or behaviors based on a single cultural indicator, particularly race or ethnicity, when in reality, our cultural identities are a complex weave of all the cultural groups we belong to that influence our values, beliefs, and behaviors.

2. Digital Storytelling

Digital storytelling is a multimedia text incorporating images complemented by a narrated soundtrack to tell a story. It encourages students to engage with each other. It provides students with a variety of modes that they can use to find and use their own authorial voice through multiliteracies. Thus, it is an application used to explore multiliteracy and can be applied to the EFL context (Gillespie, 2009). The types of digital stories can be categorized into the following three major groups: 1) personal narratives: stories that contain accounts of significant incidents in one's life, 2) historical documentaries: stories that examine dramatic events that help to understand the past, and 3) stories designed to inform or instruct the viewer on a particular concept or practice. Meanwhile, Robin (2008) classified three major of digital stories categories: personal narratives, inform or instruct stories, and re-tell historical events. Kajder, Bull and Albaugh (2005) clarified the steps to make a digital story. At the start, storytellers acted as storywriters by composing the story and the script. After working on the storyboard with the script order, the script was revised and selected images were sequenced in the storyboard. Students were told to add effects, transitions and titles before recording their voice over the story slides. Narration was required for several reasons: in order to have students try out each function of the digital

story, to practice pronunciation skills, to check each student's contribution by hearing their voices and finally to signal the power of one's own voice on the listener.

Alexander (2011) presented a five-part definition of digital stories, according to which, for assessment purposes, they should include a compelling narration of a story; provide a meaningful context for understanding the story being told; use images to capture and/or expand upon emotions found in the narrative; employ music and other sound effects to reinforce ideas and invite thoughtful reflection from their audience(s). Digital storytelling has the potential to contribute to the formation of new knowledge (about identity of self and community), expand dialogue (get to the heart of matters in the participants' lives), and fuel the exchange of ideas (participants collaboratively reflect on sites of possibility for positive change). The process of digital storytelling requires that students explore the relationship between narrative, audio, and visual text, offering the storyteller and the audience/listener/viewer multiple layers of meaning-making within each story.

As an instructional tool, teachers have the option of showing previously-created digital stories to their students to introduce content and capture students' attention when presenting new ideas. Burmark (2004) have found that integrating visual images with written text both enhances and accelerates student comprehension, and digital storytelling is an especially good technology tool for collecting, creating, analyzing, and combining visual images with written text.

Digital tools give students and teachers powerful ways to tell their stories with a range of audiences. The power of digital storytelling comes from sharing knowledge, feelings, and experiences within a community of learners. Digital stories teach diverse viewpoints, help shape school culture, and allow students to actively share knowledge using today's media. Students must learn these tools and the art of digital story telling to be effective at sharing knowledge. Learning the digital tools comes quickly to students. But when students need help shaping information and ideas into powerful presentations, they have a friendly and expert storyteller nearby their teacher. Xu, Park, & Baek, 2011 claimed that Digital storytelling gives expression to the ancient art of

storytelling in a modern way. Multimedia components, such as images, sound, music, and others, are added to present the story.

Alexander (2011) indicated that DS lets students own their creative work, taking the narrative process to them. It can help students' practice collaborative learning. It is the practice of combining narrative with digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component. It can be interactive movies that include highly produced audio and visual effects. It can be instructional, persuasive, historical, or reflective. Digital stories not only reflect each student's understanding of the subject, but also allow collaboration, which can encourage collaborative skills and creativity. DS integrates technology with learning, facilitates an emotional connection to the content, and allows for the sharing of that content. It addresses the need by giving students opportunities to interact and brainstorm through the creative process.

Digital storytelling allows computer users to become creative storytellers through the traditional processes of selecting a topic, conducting some research, writing a script, and developing an interesting story. This material is then combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music so that it can be played on a computer, uploaded on a web site, or burned on a DVD. Students develop enhanced communication skills as they learn to conduct research on a topic, ask questions, organize their ideas, express opinions, and construct meaningful narratives. Students who participate in the full digital storytelling experience may also benefit from learning to critique their own work, as well as the work of others, facilitating social learning and emotional intelligence (Robin, 2008). Moreover, Lambert (2003) has argued that DS has certain key elements:

- Emotional content (while watching a digital story, the audience is deeply engaged and its reaction is rewarding for students, it validates their efforts, creativity and individuality).
- Voice and images (as students narrate and illustrate their own scripts, their ideas are put across more clearly than in traditional stories, which do not

benefit from the input of photos or intonation).

- Economy (digital stories are short, which sharpens the focus of the story)
- Pacing (the author adds emotion to the content where he or she thinks is necessary).

Digital storytelling, when it is integrated into the classroom setting, can be a compelling teaching method to gain and hold students' attention. At the same time, it provides a creative and open-ended environment (Sadik, 2008). Digital storytelling can be a potent learning experience that encompasses much of what society hopes that students will know and be able to perform in the 21st century (Jakes & Brennan, 2005). The push for students to gain 21st century literacy skills by using the latest technology to communicate effectively is facilitated by students actively participating in the creation process of digital storytelling (Jakes & Brennan, 2005). As they do so, students develop enhanced communication skills as they learn to conduct research on a topic, ask questions, organize their ideas, express opinions, and construct meaningful narratives.

3. Digital Storytelling in Language Classroom

Language learning is a process of developing the awareness of the world, and learning cultural knowledge is an important way for us to enrich learner's knowledge. Teaching culture is considered important by most teachers but it has remained insubstantial and sporadic in most language classroom (Omaggio, 1993). It is clear that cultural background knowledge is necessary in language teaching. Teachers should use different methods to help students to overcome the difficulties in language learning as well as culture learning. In this occasion, the teacher can use the digital storytelling in proving culture in language classroom. For example, the teacher can give the certain topic about culture and ask the students to create the digital storytelling.

The University of Houston (2009) Instructional Technology Department conducts studies examining the educational uses of digital storytelling. They suggest the following

procedures for digital storytelling: In the first stage, the storyteller defines the parameters of the story. The learner should select a topic for the digital story. Next, he should search for image resources for the story (pictures, drawings, photographs, maps, and/or charts), audio resources (music, speeches, interviews, and/or sound effects), and informational content (perhaps from web sites, word processed documents, or PowerPoint slides). When the student has gathered all of his resources, he should begin thinking about the purpose of the story. Is the purpose to inform, convince, provoke, or question?

In the second stage, the storyteller organizes and selects specific audio, images, text, and other content for the story. He should import the images and audio into Photo Story. In this stage, the storyteller can modify the number of images and image order, if necessary.

In the third stage, the storyteller creates, records, and finalizes the story. He should decide on the purpose and point of view of the story and write a script that will be used as narration. He can record the narration with a computer microphone and import the narration into Photo Story. Finally, the digital story is finalized by saving it as a Windows Media Video (.wmv) file.

In the fourth stage, the storyteller presents the story and receives feedback. He can show the story to his colleagues and gather feedback about how the story could be improved, expanded, and used in the classroom. If well received, he can teach colleagues how to create their own digital story.

Digital storytelling, when it is integrated into the classroom setting, can be a compelling teaching method to gain and hold students' attention. At the same time, it provides a creative and open-ended environment (Sadik, 2008 in Xu, Y., Park, H., & Baek, Y, 2011). Digital storytelling is also a powerful tool intercultural learning. Students can compare their "stories" with those authored by people from other culture and other life experiences. In so doing, fundamental assumptions can be challenged, questioned, or even reconsidered. People with diverse life experiences can also collaborate across great geographical distances to co-author digital stories that reflect multiple cultural perspectives. (Mathew-Denatale, 2008)

Hronová (2011 as cited in Abdel-Hach & Helwa, 2014) clarified different kinds of Digital storytelling:

1. Photo Stories: they are combinations of still images and texts. Students only need to know how to take photos and how to make a PowerPoint presentation in which the photos will be put together with the text.

2. Video Words: they are combinations of words or phrases and pictures to make a film or a short and simple presentation. The teacher can take some photos and bring them to the classes and ask students to match the pictures with the words.

3. Presentations: The most common story-making process is a PowerPoint presentation. A presentation is a combination of a text and pictures to present a certain topic. Students have to summarize the most important ideas and present them in a certain order. They are supposed to know more information than just that which is written in the text of the presentation. Students should be able to speak without notes; they should express their ideas clearly and keep the touch with audience.

4. Staging: it is a kind of presentation but the students are not focused on facts but they have to find a way how to perform their feelings, actions, incidents, sayings etc. Students should present the things which are familiar to them.

5. Video clips: The last kind of DS is a video clip. While creating a video clip, students put pictures, words, recorded conversations or narrations and music together to make a meaningful story which covers all kinds of digital stories mentioned above. A video clip talks about a certain topic which is familiar to the story-makers and which reflects his or her personal point of view.

Conclusion

Digital storytelling can be a compelling teaching method to gain and hold students' attention. Digital storytelling allows computer users to become creative storytellers through the traditional processes of selecting a topic, conducting some research, writing a script, and

developing an interesting story. There are five types of digital storytelling: photo stories, video words, presentations, staging, and video clip. By using one of kind different of digital storytelling and following stages, the teacher can provide the certain topic of cultural understanding, integrate every activity of the digital storytelling with culture, and share the culture tradition.

Acknowledgment

This paper is prepared for presentation in the First International Conference on Linguistics and Language Teaching 2015 and dedicated to English Education Study Program, University of Baturaja.

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EFL STUDENTS' EXPERIENCE ON A TECHNOLOGY-ENHANCED WRITING CLASS

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Abstract

This paper describes students' experience in a technology-enhanced classroom. Seventeen first-year students in English language teaching program taking basic reading and writing course participated in this study. Prior to the writing sessions, students were demanded to read minimum 5 stories of their interest in their leisure time. Two training sessions on how to use the cartoon story maker software were administered and students were collaboratively required to make 5 cartoon stories using the software. Data were collected from interviews, focus group discussion, observations, and analyses of students' comic stories. Results show that students find the activities engaging and challenging. Their passion for getting involved in a technology-based project that demands creativity and sufficient computer and internet literacy skills has fostered their learning autonomy. However, students find that the most frustrating activity is adapting the available characters in the software and in their stories. New skill that they learn in using software for comic writing is synchronizing stories, images, and language expressions. Further, some pedagogical issues are discussed and some recommendations for integrating technology in a writing class are provided.

Keywords: technology-enhanced classroom, cartoon story maker, autonomy

1. Introduction

As technology advances, culture and ways to communicate ideas change. Students and teachers cannot depend on paper and pen anymore as the tools for showing their legacy. Now it is the touch screens and keyboards that become their means of showing their creativity, ideas, new culture, and power. In the past, writing class was duly limited to black and white color with paragraphs and stories. These days, rich-in-color images, conversation bubbles, and techno-savvy story plots can be simply produced by a three-year-old toddler using his/her tablets. This is what can likely be called as culture change.

With high regard of technology and culture blend in the nature of tasks and techniques of writing, learning skills, pedagogies, procedures, and assessment seem undoubtedly changing too. Therefore, extensive responses by teachers and researchers could be met by conducting relevant research to adjust their classroom practice and

update their knowledge as a part for professional development. Research topics ranging from blogging for writing to collaborative writing using wiki have attracted a large amount of attention.

Studies on the use of technology in writing classes, for instance, have been extensively conducted. While the use of Wiki in writing has been significantly explored and shown positive results, some other studies indicate need-improvement practices. A large number of software for writing is available and all require examinations and suggestions so that teachers have better understanding on the positive and negative impacts thereby being more aware of any precautions influencing learning. To this end, research in the area involving writing and technology remains open and tends to grow fast.

There could be various procedures that can be applied in merging technology into classrooms. However, teachers are in urgent need for being aware of limited features of software application, potential learning

distraction, and the issues of the nature of tasks. With the regards, extensive use of technology applied in classrooms has significantly signaled adaptation to pedagogies.

In response to the aforementioned circumstances, this study is aimed to investigate the use of cartoon story software in EFL basic writing class. As far as the referred literature concerns, this study is miniscule part in the available software used in learning languages. Over a vast variety of application for writing such as wiki, *Facebook*, *Google docs*, blogs, movie maker, video scrap and many others, this study opts for the use of cartoon story maker and dwell how it is used in a writing class. The reason for the selection of the software is simply based on availability, accessibility, simplicity, and nature of tasks.

2. Review of Literature

The implementation of technology to improve students' writing skills has been quite extensive. A large number of studies have been devoted to dig the controversies around the use of ICT in language classrooms. Various investigations on technology-enhanced classrooms in four language skills are conducted from primary to high education. Similarly, applications of Wikis, blogs, software, and social media have attracted great interests. Results, simply put, vary as vast as researcher can ever explore.

A study on the use of ICT in writing, for instance, was investigated and revealed that despite some issues related with class distraction and teachers' limited technology literacy in writing activities, ICT promotes students' interest, vocabulary, and meaningful learning [1]. Other varied studies are devoted in writing such as the study of primary students in China who were empowered to write using wiki-based collaborative writing. The writing motivation was improved and group interaction was intensified [2]. In contrast, a study involving 47 college students with wiki medium found that although the level engagement was low, out-of-class engagement gives positive indication [3]. Another case study reports the use of Google Docs and EtherPad in a collaborative writing project in a teacher training program in Norway.

The study recommends that students' positive attitudes on the use of digital tools are salient, however only few students admit the increased quality of collaboration in the group [4].

A quasi-experimental study comparing the traditional and integrated writing course in China results in greater motivation and better writing performance [5]. In addition, Ref. [6] examine the use of *Facebook* group for teaching writing which leads to better writing skills in pre-writing stage, increased vocabulary, and spelling checks. Weblogs is also identified to provide some learning benefits such as reading practices, exploration of websites, online verbal exchange, course syllabus information, and self-study links [7]. Similar study on the use of weblogs in an argumentative writing class finds that students have difficulties in using the application but gradually improve along with the practices over time and finally indicate better grammar and writing ideas [8]. From those various research findings, it is important to note that writing involving the use of technology signals positive notion of learning processes.

3. Method

17 students (2 male and 15 female) of English language department participated in this study. Students were asked to read as many story books as they wanted and were later on asked to collaboratively write 5 cartoon stories using Cartoon Story Maker. Two sessions for training on the use of the software were administered. Data were collected from focus group discussion, observations, interviews, and analyses on students' stories.

4. Findings and Discussion

The first time the students were shown how to use the software, they looked very excited. At no time did they engage and made themselves busy with the software. Skillful hands, opened multiple windows, browsed websites, image download, texts, bubbles, punctuations, and exclamations spontaneously merge into the trial project for making a cartoon story. Those students are indeed the digital natives in a way that adaptation to technology is simply as swift as the blinks of their LCD.

The nature of tasks was that students worked in groups of three to four and they were asked to make 5 cartoon stories. They had been asked to read minimum 5 story books, and they were also allowed to adapt and adopt the story plot or language expressions that they found interesting or could represent their stories.

Students were also required to write the titles of their books, the author, the number of pages, the publisher, and the publication year. This activity was aimed to check how many books they read and how their stories might be the adaptation of them. Although students worked outside the class sessions, consultation time was provided if they needed some assistance such as technical issues and language use.

Some evidences on important issues encountered by the students varied from software limitation, developing the stories, and synchronizing plots and images. Students' difficulties could be seen from the following extract.

I find it difficult to make a story by myself (I.1/DIFF/49)

I find it difficult to match the story and the images (I.3/DIFF/27)

However, students found that using software for writing cartoon stories could be both challenging and demanding. This is clearly supported by a student illustrating the issue.

We not only write stories but also think about how to express them...but the weakness is when I felt lazy to draw...I don't like the pictures...but for other young people they may need more challenging activities (I.2/CHALL/81).

Writing using cartoon story maker can be more complicated (I.2/CHALL/98)

A student indicates some limitation of the software as could be seen in the extract.

The software (Cartoon Story Maker) is quite easy to use...but the other one (similar software shared by a student in the writing class) is difficult although the results could have been better (I.1/SOFT.NEG/41)

...the pictures are limited... (I.2/LTD.SOFT/12)

We can't choose the characters, there are not many choices. This makes the software limited. The wallpaper (images) is also limited, so I take from other sources (I.2/LTD.SOFT/16)

Although students may have found that using software to write stories pose some difficulties, it brings great impact in term of autonomy.

I open the dictionary... I also open TOEFL book or Cambridge dictionary. It's so helpful. (I.1/AUTO/21)

I check in Cambridge dictionary and learn the examples...before I use them in my writing (I.1/AUTO/27)

The wallpaper (image) is also limited, so I took from other sources (I.2/LTD.SOFT/16)

Check the dictionary (I.2/AUTO/121)

May be...I ask my friends whether it's correct or not...If I write this, do readers (you) understand? (I.2/AUTO/125)

I looked for some pictures by myself (I.4/AUTO/21)

When I am confused about words, I look up in Cambridge dictionary, and I learn the exercises so I can apply in my writing (I.1/AUTO/27)

Another essential issue emerging from students' interviews is creativity. This word is referred to by the students so many times during the interviews.

The cartoon that I made used many pictures from the web (not from the software). I added some bubbles for the conversation...and I wanted different bubbles...not the transparent ones... (I.2/CREA/22)

I also try to modify the pictures and added bubbles from other websites (I.2/CREA/32)

Using software for writing stories is interesting. It's not monotonous, we can be creative (I.2/CREA/79) (I.4/CREA/160)

Mostly I used my own sentences (I.2/CREA/147)

When creating a comic/cartoon story, the story should be from us (I.2/CREA/64)

Using software for writing stories can make us more creative. If we adopt from books, we may have some drafts or ideas and it doesn't really challenging (I.3/CREA/70)

Using software for writing means using technology, it's good because it requires creativity (I.3/CREA/120)

Another software may be needed (I.4/CREA/154)

A particular skill that the students achieve from this kind of exercises is adaptation of story plots. This skill, however, may have two contrastive sides—positive and negative.

My first story is original...but sometimes I got stuck with the plot...I don't know what to do next. I was thinking that the cast was about to go to a friend's house but...before that, there must be other previous interesting events...It makes me confused to find the idea. My second story was adapted from a novel entitled Forrest Gump (I.2/PLOT/36) (I.2/ADAPT/36) Sometimes I adopt the expressions (from the story book)... (I.2/ADOPT/50) Sometimes I have to adapt the pictures with the stories. A screaming person is already expressive and it can be represented by a picture... (I.2/ADAPT/115)

A strong statement given by a student in the following excerpt may be regarded as the underpinning reason when considering technology-enhanced activities and task—originality.

When creativity is free, the product can be more original (I.3/ORIGIN/127)

Referring to the students' experiences on the use of cartoon story maker software, there are at least five important issues, namely students' difficulties and challenges, software limitations, learner autonomy, idea adaptation

and adoption, and originality. Students' difficulties in learning indicate an initial zone of proximal development in which “independent problem solving” exists [9]. It also clearly demonstrates that students are challenged to find solutions to the problems. In the same notion, autonomous learners can be referred to as those having willingness and ability to make their own choices [10]. In other words, when students are posed with problems yet their willingness and ability as well as evidence of problem solving exist, learning noticeably takes place.

The issues of idea adaptation and adoption as well as originality closely relate with plagiarism notion. In writing, there should be clear borders of what is called as original and plagiarized version of a writing product. In the context of this study, students are allowed to adapt and adopt ideas from the stories they read. However, they have to clearly show that their stories are adaptations of other stories. Nevertheless, students' reaction demonstrating that originality is worth the best in writing stories proves that plagiarism, in story writing, is unworthy.

In terms of mechanical issues in students' work, it is found that the most frequent mistakes that the students make in their stories is sentence structure (subject-verb agreement) with the total of 76 errors out of 16 cartoon stories ranging from 2 to 10 pages. The figure for incorrect word forms is less than a half of the total error in sentence structure (30 respectively). In addition, spelling becomes the least error item with 24 errors. It can be implied that subject-verb agreements in sentences require more attentions than the others. Incorrect word form problems in students' writing, likewise, demand both grammar and writing teachers' to thoughtfully infuse them in classroom exercises. Spelling, on the other hand, should be made minimum due to the technology features providing spelling checks. In this case, students did not check the overall spelling. Moreover, the software does not provide spelling checkers. This, consequently, should make both students and teachers understand that self-awareness of mechanics problems in writing need to be raised.

To this end, although students remain making mistakes on sentence structure, this writing process has given them an understanding

that writing using technology may function as a tool to create a digital text. Their writing skills may still require to be improved with practices. That not all writing software provide linguistic correction is another thing they need to understand. Digital stories can be much more interesting in nature, but producing them are not an easy cutting and pasting images and bubbles to decorate the stories.

A possible explanation for the issue of less challenging activity of cartoon story maker software postulated by the students is likely the nature of the software which is neither publisher nor displayer. Students merely used the software but their products were not published to any online media. As a result, pressures are not visible and tasks are less challenging because they are not for public domain. In other words, tasks can be motivating when they are brought into the social world. Or else, better impacts may emerge when students' work are displayed, published, and receive various feedback either from teachers or peers or both.

5. Conclusion

This study has disclosed that technology-enhanced writing classrooms require teachers and students to understand both the strength and weaknesses of the software used. That digital tasks demand digital literacy is certainly true, however, not all facilities are provided by the software. Skill knowledge and awareness are indeed essential to achieve better results. The significant revelation on learner autonomy in this study has posed more positive stance on the use of technology in writing classes. Meanwhile, creativity and originality should be widely promoted yet guidance is needed to avoid illegal copying acts. In addition, modifications, adaptations, and revisions in terms of the learning activities, learning processes, and software choices are necessary. For future research, the number of participants, the nature of tasks, and the length of study should be refined to verify research results.

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Language, Culture and ICT: Exploring Students' Socio-cultural Learning Behaviour in Language Classroom Diffused by ICT (A Socio-Cultural Perspective)

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Abstract

Language is closely related to culture. It is not only means or vehicle of communication, but it embodies constellation of values hold by certain community. These constellations are not only reflecting a software containing guideline collection for communicating and interacting, but also demonstrating cultural and social identity. Thus, language is one of several windows to understand one's community identity, predictable behavior and value towards things. Language classroom is one of several social contexts, in which students can learn language and culture including values and norms of building and developing interpersonal relationship with others while they are interacting. These social interactions do not carry talk or communication only, but there are several meanings behind talk/writing or meta-communication. There are socio-cultural values beneath communication which is manifested in socio-cultural practices. The proliferation of ICT in this digital era broadens the scope of interpersonal communication. Today, students can develop their interpersonal communication and learning through online learning community. This paper aims to explore how students in language classroom interact within online learning environment, what socio-cultural behavior they learn and practice and does ICT affect the students learning behavior? To explore those issues, I analyze online interaction in my language classroom. I find that the students have dynamic socio-cultural senses. They are able to perform socio-cultural appropriation depending on social context, including interpersonal social proximity, circumstances and media of interaction (ICT). They also perform situated learning, practice and absorb socio-cultural values of sharing, helping, tightening bond, and being empathetic.

Keywords: social interaction, interpersonal communication, ICT, socio-cultural behaviour, social learning

1. Introduction

Language is media of communication in social and self interaction. It is used to convey our thinking or cognition and feeling or affection. It is one of several products of social activity and is used to mediate social activity. Since it is used to communication vehicle of society, it is not static and constant, but it is dynamic since human community is always changing. As symbols and part of socio-cultural cultural practices, language should fulfill its main task, communicative function. Socio-cultural perspective views language as tools for social functioning and self processes. Moreover, it contains meaning and intention of the users underneath its symbol linguistic properties. Thus, behind language, it is important to see

what social and self processes underneath language used. What the users get, intend to achieve and what their objective when they use that language: are they learning, are they socializing, are they angry. By understanding meaning behind language, we consider the central part of interaction, we understand meta-communication. Thus, socio-cultural perspective regards language as media of communication and learning. It is created by socio-cultural activity and occurs in socio-cultural context.

Language is not constant, but it is developing. Some today's new words may replace the past or even several languages cannot survive and die. This indicates that language life can be fluctuating. Today, the

communicative function of language is amplified by ICT. In this digital era, many new generations absorb and learn information through digital media. This allows spread or dissemination of into only information, but also culture and language. This circumstance may affect their language learning. Many Young people start absorbing words which their older/previous generation do not understand, since now the new generation live in different socio-cultural context. The older generation may ask question, “what is that or what the meaning of that words?” ICT also influences their way of learning. Today’s students can have wider access to information by browsing. They have chances for social learning broader than the era of their parents or grandparents. One of several sources/media for today’s social learning is through online discussion.

Students’ discussion or interaction in online environment shows more than their language competency since socio-cultural theorists

2. Research Problem

In this paper, I focus on analyzing students’ social learning process, which is mediated by language and ICT. Thus, I view language and ICT from socio-cultural perspectives and from the dimension of communicative function. There are two main issues which I want to examine. Those are:

3. Theoretical Framework

This study is grounded on three main theoretical concepts. Those are socio-cultural perspective and language learning,

3.1. Socio-cultural Perspective and Language Learning

Within the eyes of socio-cultural theorists, language should play a role of becoming communication media. Language should be learnt and developed through interaction, when one people communicate with other people to send their message. Vygotsky’s idea of socio-cultural approaches grounds on a construct that people process their action within cultural

believe that language is just tool of communication. There is something deeper than their language and linguistic competency. It may show their feeling, what they learn, they are learning or not, they understand their learning material or not. Through their expression, we can assess their learning process. Moreover, through this online discussion environment/media, they can learn from their peers, tutors and teachers. Thus, language is not only tool for socializing, but also for learning. Online discussion and activity can encourage students to perform situative, cognitive and associative learning [1]. They also can absorb socio-cultural values from their interaction. Thus, language is main interpersonal communication bridge. This paper aims to explore socio-cultural learning process of language learners, what socio-cultural values they learn and how ICT can facilitate their learning?

1. How is the social-cultural learning process of language learners within their online environment? What socio-cultural aspects they learn when they make interpersonal interaction?
2. How is the role of language and ICT in mediating that learning process?

interpersonal relationship and socio-cultural learning and ICT in language learning.

setting and to do this, they are connected by language and sign [2]. This implies that social environment is authentic place and material to acquire, learn and develop language. According to Wertsch (1991) as cited in reference [2], Vygotsky’s concept is derived from three main subjects: human develop by learning from their social environment (1), people activities are

linked by instruments and symbols (2), and those two subjects should be studied within the dynamic context and process (3). Socio-cultural theory emphasizes process of learning. Socio-cultural theorists believe that learning should not be done in isolation, but it should occur during the process of interaction [3].

Within the mind frame of socio-cultural theorists, language is not only tools for communication, but also representation of shared identity. Language is means for carrying our shared meaning, how we interpret ourselves and other people, and tools for expressing our

social values and arrange social interaction [4]. Since language is the product of social activity within certain cultural setting, it may change or subject to changes depending on the changing of social environment and community. Language is susceptible to any alteration since it is used to solve problems across generation and each generation may have its own way of thinking or solving problems [3: p. 245]. Thus, language may develop from generation to generation. Lantolf (2000), as cited by reference [4] mentions:

“Sociocultural theory holds that specifically human forms of mental activities arise in the interactions we enter into with other members of our culture and with the specific experiences we have with the artefacts produced by our ancestors and by our contemporaries. Rather than dichotomising the mental and the social, the theory insists on a seamless and dialectic relationship between these two domains. In other words, not only does our mental activity determine the nature of our social world, but this world of human relationships and artefacts also determines to a large extent how we regulate our mental processes.” (p.26)

Language as shared system of symbol allows shared/social construction. This shared social construction contains shared moral and social values [5]. Thus, language learning may also stimulate social values learning, especially during the process of interaction.

The socio-cultural theory takes language learning into new direction. It shifts grammatical teaching of language into communicative language learning. This implies the importance of learning language through active participation in interaction. Learning is not isolated activity, but it is combined within human active involvement in their learning community [6: pp

4-5]. Thus, language teachers should start rethinking social interaction activity in their class which can trigger not only language learning/practice, but also learning socio-cultural values behind the expression of language. Sociocultural approach to language learning emphasizes the creation of various types of shared activity which allows external factors affecting learners thinking [2: p. 192]. Though this process, learners language can be developed, they can learn subject matter and communication/interaction progresses.

3.2. Interpersonal Relationship and Communication

Sociocultural perspective on language learning strongly emphasizes interpersonal relationship and communication in which language becomes the mediation. This mediation consists of several elements: what tool/language we use and how we use (the method) [7]. This also means that language is tool for knowledge sharing. Sociocultural theorists believe that learning is derived from social level into individual ground [8: p.2]. When learners

interact, there are several aspects they should be taken into account. There are social norms and affective factors involved within the process of interpersonal exchanges [9: pp. 88-89]. Thus, it is possible that by understanding students' interpersonal exchanges, teachers may gain information on what they have already learnt and how they learn it. As mentioned by Vygotsky (1978), as cited in reference [10: p. 346] an analysis on learners interaction and

social environment can provide central clue for knowing how their cognitive progress is.

During the process of their interpersonal interaction, they may learn various things by using language as the social turn mediation. By directly interacting, learners may have direct experience and can examine other people behavior [11]. Moreover, learners also can have social and emotional practices through interaction. Managing emotion is the foundation for social interaction, life development and learning success [12]. Certain types of emotion, such as awe, satisfaction, curiosity, hopefulness and fresh research may stimulate learning, but disappointment, puzzlement, confusion, frustration, discard and misconceptions may impede learning [13]. This indicates that during the process of interaction, learners should also know how to manage their emotion. When they interact, learners should also be aware of their social skills. Goleman (1998), as cited in reference [14: p. 4] classifies several components of emotional intelligence into four main parts: self awareness (includes emotional

self-awareness, accurate self-assessment, self-confidence), self management (covers self-control, transparency, adaptability, achievement drive and initiative), social awareness (includes empathy, organizational awareness, and service orientation) and relationship management (covers inspirational leadership, developing others, influence, change catalyst, conflict management, building bonds, and teamwork and collaboration). During the interaction exchanges, learners also have to adapt to their environment. When learners interact with their peers they are not only responding, but also adapting their behaviour or action to their environment [15]. This indicates that they are performing adaptive learning. Besides adaptive learning, students may also learn situative learning when students can belong to or be member of communities of practice and support each other, cognitive learning when they experience the interaction and perform contemplation and execute associative learning when they give assessment and contextual shift [1].

3.3. ICT in language learning, Online Interaction and Feedback

The arrival and proliferation of ICT in education changes the nature of education. It brings education from traditional method into constructivism approach. ICT support teaching and learning which focus on competency and performance instead of concentrating on content which becomes the characteristic of traditional approach [16: p. 3] The changing of approach from conventional into constructivism method brings about several consequences. There are several changes occurred because of the proliferation of ICT: changes of teachers' role from tutorial task into practitioner role, the availability of instrument which can facilitate independent, autonomous and personalized learning, wider chances to explore their surrounding to increase their capacity, interaction and output, and new chances for learners to contemplate [1: p. 343]. One of several ways to perform authentic socio-cultural learning is through online discussion and feedback. There are two key aspects which

determine the successful online interaction: the connection of the learners and the active participation in online interaction [8: p. 2]. Beauvois (1998), as cited in reference [10: p.347] mentions that interaction through computer may improve language competency, increase students' motivation to communicate, minimize teachers' authority and reduce learners' nervousness.

One of interactional process which can stimulate learning is feedback. Constructive feedback can make students to be self-regulated learners by observing back to the learning process [17: p.246]. This means that through conversational feedback, students can reflect how their learning process is and how their performance is. By knowing their peer feedback, they can assess themselves, what their weakness and what to do to improve their performance. Particular constructive feedback can guide learners to correct their past performance and minimise mistakes in the future [18]. Positive

feedback will also lead learners to re-analyze the task and their performance [19: p.735].

Conversational peer feedback on their friends performance through social interaction may provide authentic learning material and environment. Biggs (1999), as cited in reference [20: p. 54] mentions that feedback which is given within students' communities of practice and authentic environment can push students to do 'deep learning.' Feedback also can be seen as stimulant for students to learn to assess themselves [20: p.3]. Feedback also can affectively and cognitively contribute to learning. Affectively, feedback may produce improved attempt, desire to be better, increased

participation, cognitively, it deepens competency and affirming their performance [21: p.82]. Reference [21: p.87] also provide outline/general classification of feedback: task level (referring to whether students understand the task or not), process level (aware of the process), self-regulation level (self-observing, self-guiding, self-management), and self level (personal assessment and affect). Thus, online community, discussion and conversational feedback may stimulate learners to perform socio-cultural learning by reflecting their performance and understanding rules/norms if social turn.

4. Method of the Study

This study adopts qualitative method, in which I analyze how my students perform socio-cultural learning, how they discuss things in schoology and how they engage in conversational feedback. Thus, the data is collected through direct experience. Lived

experience can be stimulant for researcher to reflect on it by interpreting what has happened in the past [22]. "Documenting classroom life" involves the process of "collecting, interpreting, documenting, selecting, putting together, and graphically displaying" [23: p.480].

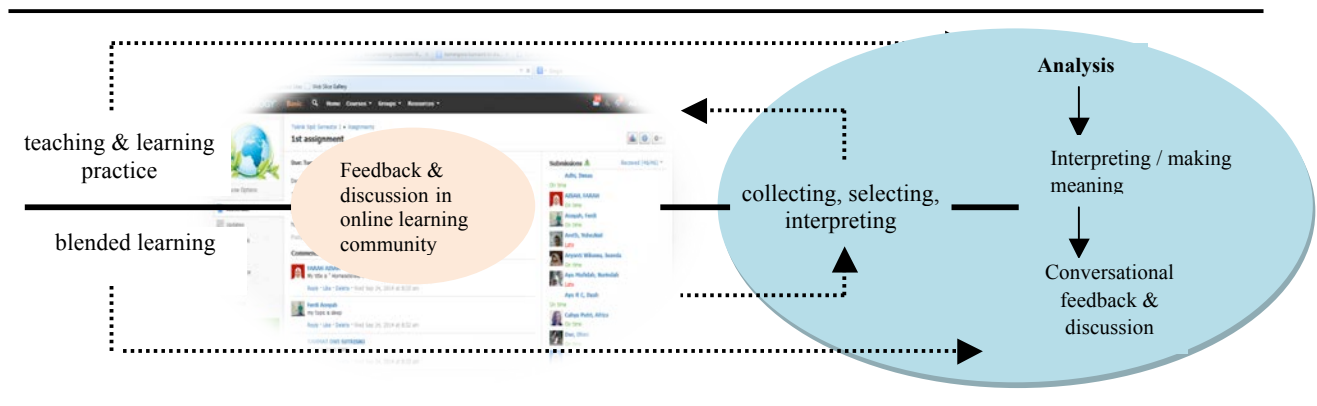


Figure 1. Method of the study

5. Discussion

The data show that the students are able to learn socially and culturally. Their conversational activities show various aspect of socio-cultural learning. I divide those aspects into values aspect, affection, norm, and context.

Underneath their socio-cultural learning, there is also a process of increasing their cognition.

The students learn from each other, practice and absorb the values of sharing information. Students who has questions relating to

assignment frequently post their questions, while those who know the required information post the answer. They also develop the value of helping each other and being empathic to their other peers. This frequently happens when their peer has encounter technical problems when they use schoology (they cannot log in). Facing similar problem also encourage them to learn the value of social solidarity and bond by voicing (amplifying) similar problems (by voicing their problems together). They also learn to accept drawback/failure. These values absorption indicate that they learn and practice their social awareness and relationship awareness in the aspect of building bond and work collaboratively.

Interacting with other students may stimulate their affective learning. It can activate students sense of care. It is shown when they know their peer is in problems. They also learn to be aware of hurting other student's feeling because of their comment/feedback. They also learn how to reward their peer's performance/work. The other affective learning component is feeling self guilty instead of blaming others and expressing apologizing when

they are aware they make mistakes. They also develop their sense of shared identity by expressing that they are the same, that they are still in the same stage of learning English. This indicates that they have self-control of not hurting others with their wording (language) that they use to express their feedback. This also implies that interpersonal exchanges may stimulate students to do affective learning.

The students' social interaction also shows that students learn the socio-cultural norms of interaction. This is shown by their courtesy in giving feedback to their friends. They frequently end their feedback for apologizing for their comment/feedback in order not to hurt their friends feeling. The ones who get critic from their peer responding by expressing apology for confusing their friends with their information, accept the critic, and trying to take/get another chance/opportunity to clarify their delivered/given information. This indicates that they can expand their knowledge through extending their engagement in interaction, mutual engagement and relationship development.

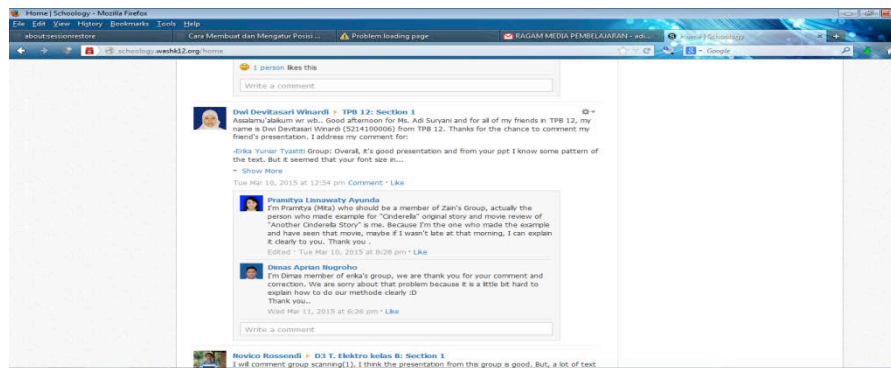


Figure 2. An example of students' conversational feedback

The students also learn context of the interaction. When they give critic to their close friends/friends that they know well (friends from same department), they tend to be more relax, personal and free compared to friends that they do not know well (friends from other department

in mixed class). In this situation, they are performing socio-cultural appropriation in which they are not following the usual norm of interaction, but they have their own way. They construct their own meaning depending on their own knowledge and situation.

Schoology, as one of several social learning media, affects the nature of interaction. Within the global context, ICT allows students to adopt specific terminology indicating close relationship. When they interact within online community, they tend to adopt conversational context appropriation by expressing their understanding/agreement (for example) by saying/writing *oke*, *roger* or *just using emoticon*. They rarely use these expressions in face-to-face

classroom interaction. This implies that interaction within schoology reveals their nature as i-generation, who live within community of cyberworld. The data also show that some of them still use their local language to express their gratitude, for example by saying *matur suksma*. This indicates that they may still comfortable using their own language, or language of heart. This also indicates students sense' of binding to their social identity.

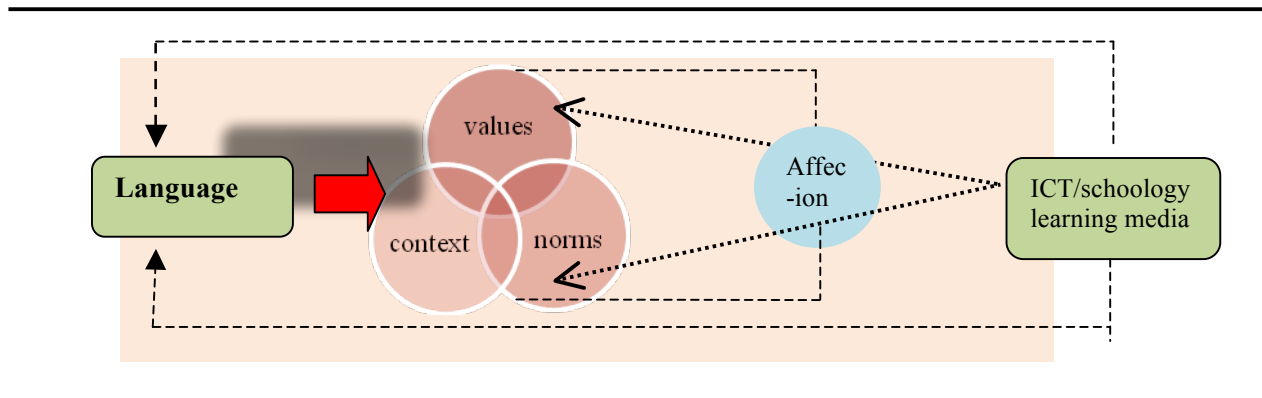


Figure 3. The model of students' socio-cultural learning mediated by language and ICT

6. Conclusion

It can be concluded that language can be vehicle to learn. It is means of interaction. By interacting, students may learn from their social environment. They can learn socio-cultural values, norms and making appropriation. ICT can facilitate the socio-cultural learning process by providing virtual environment for students to learn.

Conversational feedback allows students to perform context and social appropriation. ICT enables them to absorb online conversational language. However, some of them sometimes are still use their local language, their language of heart to express their deep feeling and social identity.

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MULTIMEDIA MATERIAL: ASSESSING ATTITUDES AND THEIR CORRELATIONS WITH LEARNING STYLES

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Abstract

Responding to global competition, there has been a growing necessity for higher education institutions to prepare learners for competence and skills in both, core disciplines and their supporting ones. Accordingly, one of the skills of 21st century deals with life and career in which the need of being able to navigate the complex life and work environments in a globally competitive age is becoming more evident. Dealing with complexity of preparing and performing in job interviews, this study elaborates the use of video material considering its various advantages. Seven weeks of practicing job interview techniques and simulations with videos as supplementary material are conducted covering skills to answer commonly asked, behavioral, and human resource (HR) questions. Learners' attitudes and perceived effectiveness of the video media are firstly identified. Then, a correlation between learners' attitudes with their learning styles is investigated.

Keywords: Multimedia, ESP, EFL, learning styles, Job Interview.

Introduction

Preparing graduates to win the global job competition is undoubtedly the mission of every higher education institution. Accordingly, skills of the 21st century prescribe skills of career and living in the world. This has urged higher education institutions to enforce various curricular policies. The competency based curriculum or *KBK (Kurikulum Berbasis Kompetensi)*, formulation of courses developing learners' hard-skills and soft-skills, or core-discipline subjects and their supporting ones attempt to achieve this objective. Trainings, certifications, service learning, apprenticeships and other programs aim to equip learners with qualifications needed in their future career.

In the curriculum of higher education some courses are offered to support the learners' expertise in their disciplines. Among the courses, one of which this study focuses on, aims at preparing them for job interview. This phase is

commonly one part of procedures of job hunting, aside from conducting self assessment and job-research, preparing resume, and writing a cover letter. As an elective course, this course is offered at the learners' last semesters, considering that they have taken ESP (English for Specific Purposes). Expectedly, they could demonstrate sufficient skills of speaking and writing as its foundation.

Dealing with complexity of communication discourse in job interviews and variety of learners' learning styles, multimedia is chosen as supplementary material. Specifically, this study intends to firstly identify learners' attitude and perceived effectiveness towards the use of multimedia as supplementary material for job interview practice. Then, correlation between learners' attitudes with their learning styles is investigated.

Multimedia and Language Learning

Multimedia as one product of technology could be defined as the combination of a variety of communication channels into a co-ordinated communicative experience for which an integrated cross-channel language of interpretation does not exist [1]. Accordingly, it is proposed that multimedia is an integration of multiple media elements (audio, video, graphic, text, animation, etc.) into one synergic and symbiotic whole that results in more benefits for the end users than any one of the media elements can provide individually [2]. Both propose multimedia as a combination of various media and types of communication to bring more benefits than one of them can offer. It has been acknowledged that multimedia has been widely elaborated with more traditional methods of education such as lectures and tutorials, especially to address clearer illustration of complex objects, accommodating different learning styles, improving retention and recalling memories, and facilitating non-verbal learners (Wright, 1998 in [1]).

Scholars propose that multimedia is acknowledged to facilitate language learning. First, it is claimed to facilitate different modalities of learning, one of which is the coding of verbal and non verbal communication [3]. Similar to real life conversation, these modes of communication inevitably interact. Non-verbal clues through body language or facial expression play very essential roles of completing information of verbal language. Other clues depicting context and visual information from a piece of communication discourse in a video scene also complements the verbal language, eventually facilitating comprehension. Secondly, dual channel assumption (Baddeley, 1986) and (Paivio, 1986) in [1] propose two distinct channels in human cognitive system for representing and manipulating knowledge: a visual pictorial channel and an auditory verbal channel. Thus, moving pictures in videos enter the cognitive system through the eyes and may be processed as pictorial representations in the visual pictorial channel. Spoken words enter the cognitive system through the ears and may be processed as verbal representation in the auditory verbal channel. Then, active processing assumption which states that meaningful learning occurs when learners engage in active processing within the channels, including selecting relevant words and pictures, organizing them into coherent pictorial and verbal models, and integrating them with each other and with

appropriate prior knowledge (Mayer, 1999; Wittrock, 1989 as stated in [4])

Research Methods

Procedures to conduct this study could be elaborated as follows. First, videos of job interview simulation downloaded from video streaming sites and job interview training material were categorized in accordance with types of job interview questions. These media would be used as supplementary material. Secondly, an assessment of learners' learning styles was conducted in attempt to identify whether they were visual, auditory, or kinesthetic. An assessment from a center of personal development service used thirty six statements in which the learners choose the ones describing their learning styles. Then, the total categories of visual, auditory, and kinesthetic score were calculated and ranked. Finally, a questionnaire in a Likert style and open ended questions was distributed aimed to identify learners' attitude and perceived effectiveness of video simulations as supplementary material for job interview.

The data were analyzed descriptively to find out firstly learners' attitude and perceived effectiveness of multimedia use for this purpose. Then, Pearson Correlation analysis was employed to investigate any correlation between learners' attitude with their learning styles.

Findings and Discussion

Prior to their implementation, videos for job interview simulation and tutorial were classified according to types of interview questions. They deal with personal questions assessing the candidates' types of personality, work style, work ethic, strengths and weaknesses. Questions such as "tell us something about yourself" or "what are your strengths and weaknesses" are very common. Then, employer fit questions aim to examine how the candidates fit for the company and if their personality traits match for the company culture. Interviewers could address this need by asking such as "why do you want this job" or "why are you the best candidate for this position". The next one relates with questions to find out the candidates' past experiences, how they have interacted with fellow learners, co-workers, former supervisors, and teams. In this way, employers could get a better idea of how they probably behave in these situations. Experience questions are closely related and sometimes are combined with behavioral-based

questions. These types of question are based on the idea that the candidates' past behavior is useful in predicting future performance. Typically, these questions center on how they have handled past situations where skills, abilities, and teamwork have been demonstrated. The areas could include project work, relevant work experiences, difficult situations, accomplishments, and leadership roles. Lastly, HRD (Human Resource Department) questions which mainly deal with the company policy in human resource management such as salary, rules and conducts, and facilities.

After the video implementation as supplementary material for seven meetings, an assessment of learners' attitudes suggested that the media use was perceived positively. It could be identified from the mean of learners' responses ranging from 4.2 to 4.5 in all of the aspects being assessed. In more detail, they admittedly understood with the purposes of using video material (mean 4.3) and agreed with them (mean 4.5). This finding appears to be the foundation of this study regarding to the fact that affective factors play very essential roles in the success of teaching methods. Factors contributing to successful language learning in EFL contexts deal with cognitive, affective, and social dimensions [5].

Further findings suggested that the media use was considered effective to visualize atmosphere of job interview sessions (mean 4.5). As learners of undergraduate degree, participants of this course had not experienced the formality of job interview sessions. It was confirmed from the open ended assessment that admittedly the videos had illustrated appropriate manners, body languages, outfit, and facial expressions of job interview samples. As has been elaborated previously in this study, video material is able to serve this purpose as it combines different modes of communication, visual and auditory. Moreover, learners perceived the video media provided illustration of appropriate language use and expressions (mean 4.4). It should be noted that practicing the use of formal language expression had been one of the challenging competence in job hunting. It was further acknowledged that some learners practiced listening and vocabulary through the media. In accordance to this finding, it is stated that in an ESP situation, learners would want to achieve 'real world' objectives through the mastery of specific linguistic competencies [6].

Another finding suggested that learners admitted the importance of being able to identify

strategies of answering different types job interview questions (mean 4.3). Therefore, not only did they get strategies from the lecture session or the module, learners observed real use of the strategies. Lastly, learners admitted that the video material demonstrated situations depicting different culture of the target language speakers (4.3). Correlation between speech and culture is proposed by Hymes stating that speech is organized and related to culture on a number of levels: the speech community, the speech situation, the speech event, and the speech act [7]. First, speech community is "a community sharing rules for the conduct and interpretation of speech, and rules for the interpretation of at least one linguistic variety", whereas speech situation is an activity that is "somehow bounded or integral", but does not necessarily require speech, or rules for using speech. A speech event, on the other hand, is a bounded event that is "directly governed by rules or norms for the use of speech". Some culturally recognizable way of speaking is thus part of the definition of the speech event. A speech act is "a minimal unit of speech that accomplishes some action: question, request, order, threat, compliment, etc".

Aside from these findings, the open ended questions revealed mostly positive responses.

"I can practice English accent."

"We don't need to take lots of notes."

"We learn to identify typical job interview questions and what the interviewers probably expect to find out."

"It's good to know about appropriate outfit and manner in job interview."

"Video material helps me to understand the lesson."

"It facilitates vocabulary and listening practice."

"We learn samples of formal English situation."

"We can observe the candidates' body language."

"Effective gestures are observable using the media."

"It gives clues on situations in job interview."

"It's good that I learn tips of answering the questions."

Some suggestions of the media use for this purpose mostly deal clarity and their comprehension. They admitted the necessity for Indonesian subtitles, better quality of videos,

more discussions on what the speakers said and more comprehensible speech. Moreover, few learners uttered an idea of having some videos depicting settings of Indonesian companies. It is also interesting to note that a student suggested having more role plays after watching the videos.

Learning styles was assessed employing a set of test attempting to identify whether learners belong to visual, kinesthetic, or visual. Learners were given thirty six statements to choose the ones reflected their learning styles. Each twelve statements reflected different learning styles. It was found out that on average learners' strongest learning styles were kinesthetic and the weakest ones were visual.

Correlation between learning styles and learners' attitudes towards the use of video media was then investigated. Coefficient below 0.5 to revealed that the correlation seemed to be negative and insignificant. In other words, their perception and attitude towards the media use were not positively correlated with the facts whether their styles were visual, kinesthetic, or auditory. The small number of subjects in this study appeared contributing this finding.

Correlations

	Total	Kinestetik	Auditori	Visual
Total Pearson Correlation	1	-.242	.158	.117
Sig. (2-tailed)		.277	.483	.604
N	22	22	22	22
Kinestetik Pearson Correlation	-.242	1	.236	.091
Sig. (2-tailed)	.277		.290	.688
N	22	22	22	22
Auditori Pearson Correlation	.158	.236	1	.370
Sig. (2-tailed)	.483	.290		.091
N	22	22	22	22

Visual Pearson Correlation	.117	.091	.370	1
Sig. (2-tailed)	.604	.688	.091	
N	22	22	22	22

Table 1: Correlation between learners' attitude towards multimedia and their learning styles

Conclusion

One of the objectives of English for Specific Purposes (ESP) is preparing learners to communicate effectively in various tasks prescribed by their study or work situation. Videos as one product of multimedia have been acknowledged in this study to bring various benefits for the learners in four aspects, visualizing the job interview situation, providing samples of linguistic features and formality, illustrating strategies of answering questions, and depicting culture learning. Further study of correlation between the learners' attitude and their learning styles could be further investigated involving more participants.

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DEVELOPING TEACHING MEDIA USING ANIMATION ON ENGLISH FOR “ELEMENTARY TEACHERS” COURSE

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Abstract

Technology development demands lecturers to improve their teaching learning process in the classroom which has benefits for improving learning outcome and support learning goal. This condition happened to some students of English for elementary teachers course who got low motivation and spirit in learning English. Based on the statements above, the researcher focuses on the developing learning media of English for elementary school teachers materials using animation. This research uses research and development approach. It modifies Borg and Gall model and Sugiyono's steps of research. The researcher takes five steps such as; draft product development, design validation, design revision, product revision, and product try out. The data collection techniques use questionnaires from three experts such as; materials expert, media expert, and students' opinion which are analyzed using descriptive qualitative. It means the researcher takes the percentage of students' writing score and the questionnaires result from three experts for teaching and learning of English for elementary teachers modul. Finally, animation is appropriate to be used as English teaching media for English elementary teachers.

Keywords: developing, media, animation, English

1. Introduction

Technology development demands lecturers to improve their teaching learning process in the classroom which has benefits for improving learning outcome and support learning goal. This condition happened to some students of English for elementary teachers course who got low motivation and spirit in learning English. The lecturer or tutor must set and prepare teaching and learning in the classroom by using appropriate media, material, and method which can make students interest and have big motivation to learn. Based on the statements above, the researcher focuses on the developing learning media of English for elementary school teachers materials using animation. This is very important to apply it in English learning system for elementary teachers course subject/PDGK 4304.

Based on the pre eliminary observation, students who had low background of English knowledge were low motivation, lazy, and dizzy to study. On the other hand, tutor was demanded to be more creative and interesting as facilitator in teaching English subject. In this point, it is needed teaching media which is

very interesting through animation. Besides, animation is a media which can be applied with another media so it can enhance motivation and increase students' learning atmosphere. Based on those observation above, it can be concluded that the teaching learning process problems are students often get difficulties to memorize, translate, and apply tenses and daily vocabularies. In addition, tutors as facilitator only give tutorial based on the English module without any media given. A line with this complex problems, it needs reflection and improvement for the techniques, media, and method which can ask students more active and feel interesting to learn English. This improvement is done by developing teaching media using animation for elementary teachers course as stimulus for students' interest and participation in applying English.

Based on the background above, the research problem which is discussed is to create teaching and learning media using animation for elementary teachers course appropriately.

2. Theoretical Review

Developing Teaching Media

National education system regulation No. 18 year 2002 states that developing is a science activity which has a purpose to utilize rules and science theory which has been proven to enhance function, benefit, and science application or new technology. Generally, developing is also an evolution and an activity which can be changed gradually.

In addition, Gagne and Briggs cited in Arsyad (2009:4) state that media is a tool which is used in real teaching to support teaching learning process in the classroom such as; book, television, laptop, computer, picture, etc. Media is an information medium from tutors to students about the material which supports learning process. So, it can attract the students to study the material given.

In line with that statement, Sadiman, et.al (2001:6) states that giving message from the speaker to the hearer needs something to connect the information called media. It can give stimulus for students to study well in their class.

According to Haney and Ullmer cited in Miarso (2004:462) declare that the media classification consists of three parts, such as; presenter media, object media, and interactive media. Based on that classification, this research uses interactive media which can connect between media and its user to get communication. Based on Miarso (2004:465) states that students not only learn the materials but also have communication using interactive media. By using this interactive media in teaching learning process can give chance for students to choose their want and eagerness. Through this media, students not only use but also apply it in teaching learning process to achieve colourful and dynamic class. Interactive media uses writings, voices, and pictures. It is used for teaching media to elementary teachers English course.

Animation

Animation means to animate which are able to create motion pictures. The history of animation starts from ancient time that there were found many kinds of cave animals paintings in Spanyol. Four thousands years ago, Egyptian tried to create events by wall sequences pictures.

Animation is developed by the basic eye character principle such as; persistence of

vision. Paul Roget, Joseph Plateau, and Pierre Desvigenes create optic utility which support the success of how eyes can receive the sequences of pictures in a short time then it becomes a pattern. It can be concluded that a group of sequences pictures which create motion pictures.

Based on Artawan (2010), there are three kinds of animation formats. Firstly, the uncontrol animation which consists of pause, zoom in, zoom out, and retard frame speed. Secondly, control animation, and lastly direct manipulation animation which teachers can be interacted directly by using navigation control.

Animation media is audio visual media which have pictures and voices to tell a story. Sudrajat (2010) said that audio visual learning is a learning which uses voices and pictures as the real learning product and can be seen directly.

In addition Furoidah (2009) explains that animation is a group of pictures and voices which combined to be motion pictures and real story. It will be interesting media and can make the well learning atmosphere. Animation is more appropriate used for giving difficult learning material, such as; the materials which need many presentations and the materials which can be learned through module.

Whereas the software which the researcher used is 2D animation. It is a software which used flat animation. It has skills to draw, toon, to set the time, and also can produce voices. It is not difficult to use animation for learning English. The examples of 2D animations are macromedia flash, macromedia director, toonboom studio, adobe imageready, corel rave, swish max, adobe after effect.

English Elementary Teachers Course

Elementary teachers course is one of the subject of PGSD FKIP UT program which presented in module and cassette (VCD) as the audio materials. Although this subject is less interesting for students and also as important subject which support teachers competency but it is useful for global communication. In reality, the students were less participation and less motivation in the teaching learning process. By developing animation as media in tutorial learning, it helps tutor to explain the module.

Methodology

This research used research and development approach. It modifies Borg and Gall model and Sugiyono's steps of research. The researcher takes five steps such as; draft product development, design validation, design revision, product revision, and product try out. It can be seen from the figure 3.1. below;

Discussion

This research had been done in the sixth semester of elementary teachers students of UT-UPBJJ Semarang 2015.1.

This research is implemented in the teaching and learning English subject by using animation as media. This animation that was validated and continue to try out to one class. It included collecting data, validation from materials expert, validation from media expert, and students' opinion. I used one group pre and post test design of quasi experimental.

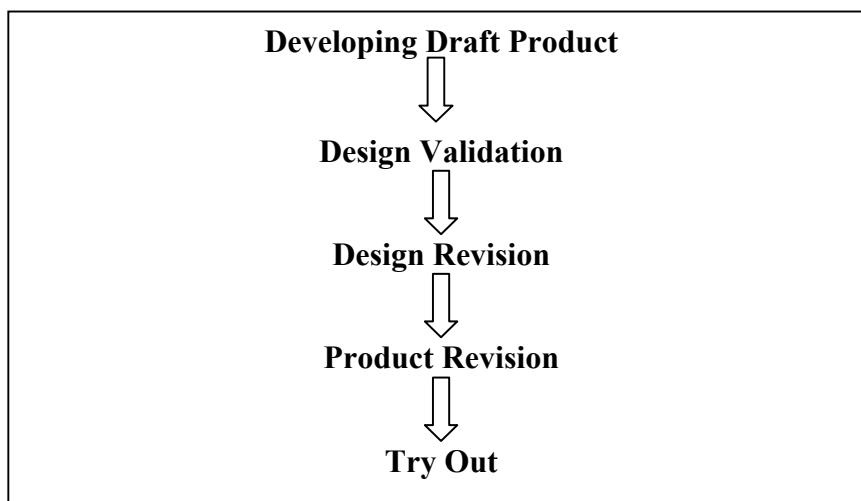


Figure 3.1. The Steps of Research Procedures

The data collection techniques used questionnaires from three experts such as; materials expert, media expert, and students' opinion which were analyzed using descriptive qualitative. It means the researcher takes the percentage of students' writing score and the questionnaires result from three experts for teaching and learning of English for elementary teachers module. The researcher used one group pre and post test design or quasi experimental design to try out the media which had been validated. This is the design for one group pre test and post test.

O1 X O2

(Vismaia dan Syamsudin , 2007: 157)

The indicators as interpretations and conclusion are;

1. The existence of teaching and learning media
2. The average result from the students' participation is 75%.

Results Validation Tool

The results of expert validation shows that the assessment scores and suggestions for improvement as the following Table 3.1.

Table 3.1. Validation Score of Teaching and Learning Using Animation Media

No	Component	Validator			Average score	Max score
		1	2	3		
1.	RAT	75	79	80	78	100
2.	SAT	74	80	82	78,6	100
3.	Animation Media	76	80	84	80	100
4.	Test instrument	75	75	84	78	100

Note: Validator I (material)
 Validator 2 (media)
 Validator 3 (students' opinion)

Based on the data above, the average RAT score from three validators got 78 which is meant that it is appropriate to use in teaching learning process and it is still under the maximum score 100. Then, the average SAT score from them got 78.6. Next, the average animation media score from validators got 80 which is still under the maximum score. In addition, test instrument also supports the result of validation which got 78. It is also under the maximum score 100. In conclusion, the result of the validation make the media is appropriate used in the teaching learning process. The average validation result of RAT, SAT, animation media, and students'opinion can be seen in figure 3. 2., 3.3., 3.4., and 3.5.

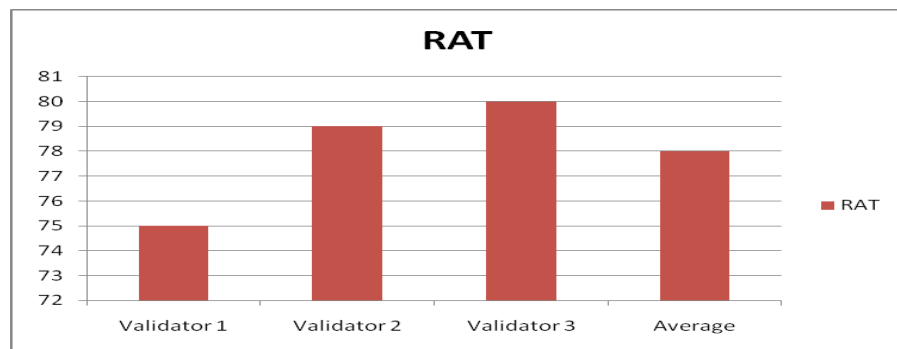


Figure 3.2. The Average of RAT Validation

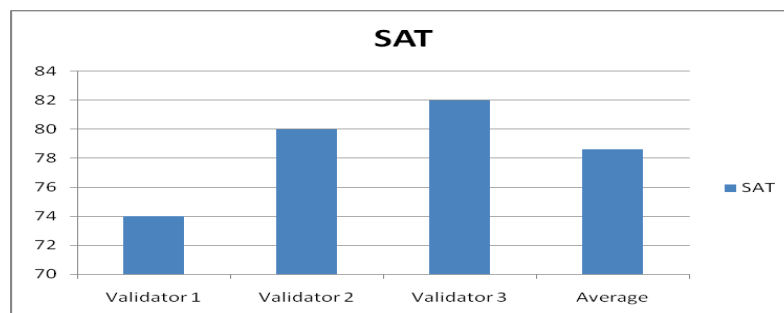


Figure 3.3. The Average of SAT Validation

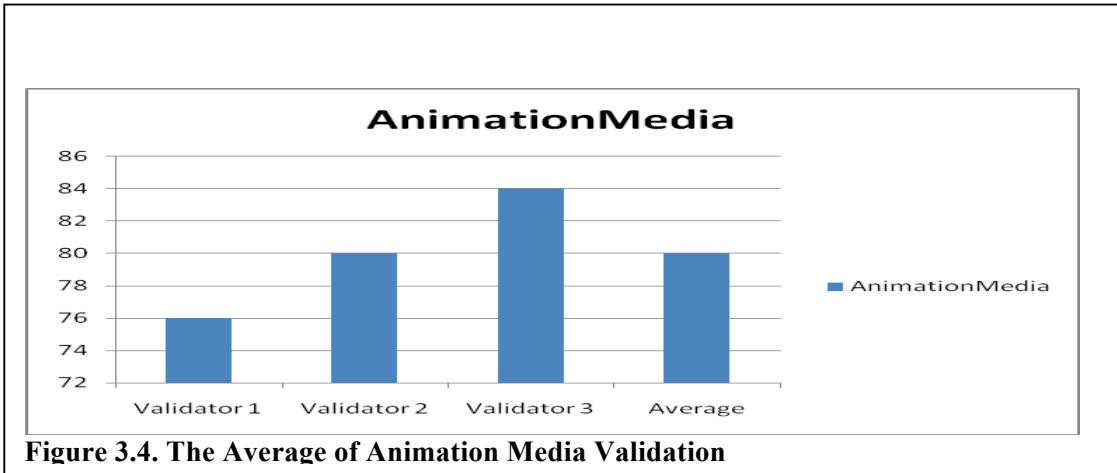


Figure 3.4. The Average of Animation Media Validation

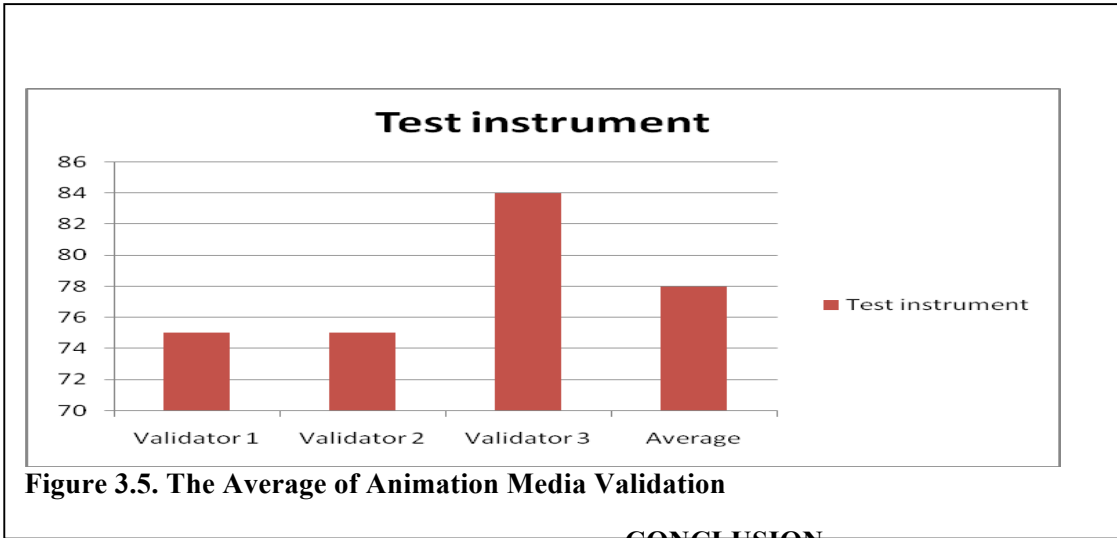


Figure 3.5. The Average of Animation Media Validation

CONCLUSION

Try Out

The data which consists of students' average score after designing media can be seen in tabel 3.2.

No	Test	average score
1.	Pre test	65
2.	Post test	84

Based on the tabel above, the average score for the test instrument got improvement from 65 to 84. It was supported by the result of participation questionnaires which got 85% students were active in their teaching learning process. It is meant that the result above is more than the indicator level 75%.

Based on the research result above, the media for elementary teachers course is appropriate to use and enrich the media of teaching learning English subject. The students are more interesting when using animation. Finally, the researcher hopes that the media animation is applied in the classroom and enhance students' motivation.

ACKNOWLEDGMENT

The researcher would like to say thank you to DIKTI which gives us support to finish this research.

THE NECESSITY OF STANDARDIZED MOTHER LANGUAGE TEST FOR OVERSEAS WORKER CANDIDATES

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ABSTRACT

As ASEAN Economy Community has declared, it is big opportunity for any worker candidates around ASEAN countries to take part in other countries, including Indonesia. It becomes a big challenge for a university or vocational school to prepare its students to compete with other overseas candidates. In Indonesia, there is common think for approaching the candidates to master English as a language for communication as it is stated also in Indonesian Standard for National Working Competency. Nonetheless, it needs big effort since English still becomes foreign language in Indonesia. It will become easily if mother language test is used to barrier overseas candidates. There are benefits promoted: (1) domestic candidates are having better understanding; (2) Enliven mother language in the country; (3) Promoting mother language as important as English.

Keywords: necessity, mother language, overseas, test

INTRODUCTION

It's been declared by all members of Southeast Asian Nations to have a community throughout its region by establishing ASEAN Economy Community (AEC). As it has declared for years, it attempts to be implemented in the end of 2015. It becomes a challenge for ASEAN countries taking part in any field.

By implementing the community, there will be free flow of goods, services, investment, capital, and also skilled labor among the countries (ASEAN, 2014). Thus, the countries have some actions to do. They are facilitating the issuance of visas and employment passes for ASEAN professionals and skilled labor who are engaged in cross-border trade and investment related activities. This actions also supported to develop core competencies and qualifications for job/occupational and trainer skills in the some service sectors. It also need to strengthen the research capabilities in terms of promoting skills, job placement, and developing labor market information network among ASEAN members (ASEAN, 2008).

Based on the phenomena, there will be big challenge for all worker candidates to be able to communicate internationally. And, up to now, English is still becomes international language which is used throughout the world.

Mastering English for non-native student is still becomes major issues among the countries. There are difficulties in the effort of

mastering it. Many errors happens when non-native student communicate in English, both passively and actively. The errors may happen because of such of things, reluctant to different culture between native speaker and its home country. Thus, learning English will learn about the culture as well.

As becoming a concern for years, there is a thought of how domestic worker candidates, which are included as non-native speaker, can compete with other candidates coming from other countries, which may use English as their second language in daily life. Concerning to that point, there are some barriers have created, starting from communication area until issuing competency certificate for some occupancy.

Against of all, there is a point to be deeply thought. There is a need to promote mother language as an alternative bargaining value, and the culture itself. For some situation above, there is thinking about the necessity of standardized mother language test for overseas worker candidates.

Communication Skill in Working Area

Communication derived from Latin word, *communis*, which means common. It means that the process of transmitting information and common understanding from one person to another (Keyton, 2011). It also indicates the perspective of delivering message to other people. Communication stated also as the art and process of creating and sharing ideas

(McPheat, 2010). When conveying ideas, there is also the art of ways conveying through verbal or non verbal.

In communication, there are some barriers may occur in the process. The barriers could be different culture, different experiences, different expectation, perspectives, and also different communication style. The barriers will influence clarity of the information or message conveyed.

In the process of communication there are source who deliver the message to the receiver. The source must know the needs of communication and what result is needed. The message will be encoded and transferred into a format that can be shared with others. It needs assurance that the message provides all information the receiver needed. In order to get understanding of the receiver, it should use the language the receiver knows within familiar context.

The channel of communication is chosen related to the type of communication. It can be oral or written communication. The receiver decodes the message conveyed through the channel in order to receive it successfully. Feedback occurs when the receiver give response to the source's message and returns the message to the source. Feedback allows the source to determine whether the message has been received and understood (Lunenburg, 2010).

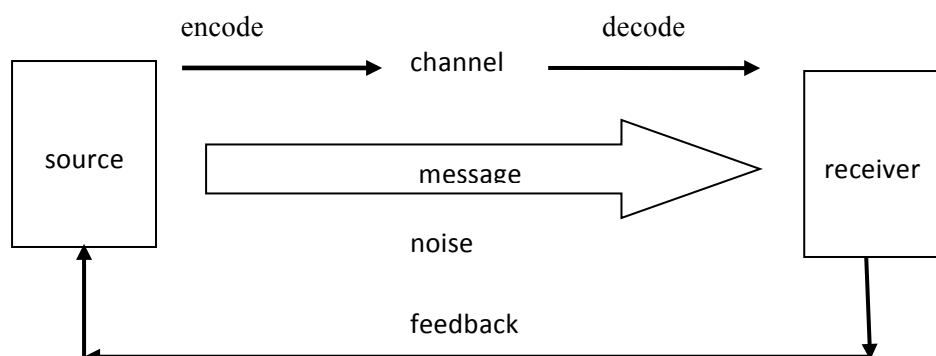
Noise is anything that distorts the message. It can be in the form of different perceptions of the message, language barriers, interruptions, emotions, and attitudes. Since

communication is complex, give and take process, it is necessary to master the language and culture in where we live. It is to avoid the breakdowns which may block the communication itself. The process of communication is illustrated in figure 1.

In workplace, communication is important thing. By communicating, people can predict jobs, as well as delivering the message each other which then having accurate instructions to finish assigned task (McPheat, 2010). According to Survey by the National Colleges and Employees done in 2010, Communication skills are ranked first among a job candidate's 'must have' skills and qualities. It indicates how important skill of communication is for one success in workplace.

According to Richmond et al (2005), there are two kinds of communication at workplace: (1) vertical, which flows up and down of organization. It can be downward or upward. Superiors send information, orders, instructions, decisions etc. for their subordinates through downward communication. Subordinates convey their fallings, attitudes, opinions, suggestions; complaints etc; and (2) horizontal, horizontal communication is the transmission of information between people, divisions, departments or units within the same level of organizational hierarchy. It is functioning to have comfortable talking among the workers, in order to improve communication skill and interpersonal relationship to get opportunity of survival at work.

Figure 1. Communication Process



Source: Cheney, 2011

Communicating at work can be distinguished as follows (Council of Europe, 2001). As temporary residents learners should be able to:

- seek work permits etc. as required;
- enquire (e.g. from employment agencies) about the nature, availability and conditions of employment (e.g. job description, pay, laws of work, free time and holidays, length of notice);
- read employment advertisements;
- write letters of application and attend interviews giving written or spoken information about own personal data, qualifications and experience and answer questions about them;
- understand and follow joining procedures;
- understand and ask questions concerning the tasks to be performed on starting work;
- understand safety and security regulations and instructions;
- report an accident and make an insurance claim;
- make use of welfare facilities;
- communicate appropriately with superiors, colleagues and subordinates;
- participate in the social life of the enterprise or institution (e.g. canteen, sports and social clubs, etc).

Here, there will be stumbled in the communication at workplace if the worker candidates find barriers in process, psychosocial, and semantic fields. For example, misinterpreting different language will become a noise in the communication among the candidates which influence in receiving message, thus there will be lack of appropriate instructions for finishing the task. In other case, in some Asian cultures, women learn that it is disrespectful to look people in the eye and so they tend to have downcast eyes during a conversation. But in the United States, this body language could be misinterpreted as a lack of interest or a lack of attention. As stated by Cohn (2007), this different culture or language will influence much in perceiving message. But, communicating in the same language will not ensure that there will no breakdowns.

Challenge for Domestic Candidates

In ASEAN social environment, English is still become the international language which is acceptable in any area. Some region in South East countries have implemented into

daily live. For instance, common Singaporean speaks *Singlish*, which mix of English and dialect of Singapore. It is inevitable phenomena that occur in that place since English as their second language.

Mirroring to Singapore, English is still become foreign language although it has been taught for years in Indonesia. Domestic candidates are asked to master English as well as their mother language. For some upper domestic candidates, there is no fear to achieve it. But, for the rest, it is still becomes major issue to be afraid of. The concern is about oral communication and taking English proficiency test. To achieve good result for standardized test of English proficiency, there will be big effort.

It has been poor situation exist in some countries which employ the ASEAN economy community, especially in the area of free flow of skilled labor. Everyone will compete with others, both domestic and overseas workers. As reported in 2014, there are 64.604 people around the world having a job in Indonesia. The 25% of them are from Tiongkok (Labor Ministry, 2014).

It will be a nightmare for our domestic candidates that expatriates leads themselves into main labor in country home. It worse since there is no monitoring to the rule of Labor Minister number 12/2013 that expatriate required to be able to communicate in Indonesia language as mother language of Indonesia. However, there is no further rule to manage it so that the implementation is going nowhere. On the other hand, is also clearly stated in Indonesian Standard of National Working Competency (SKKNI) issued by the Government to apply some occupancy, it needs to achieve English.

There is no boundary for overseas workers in language capability, especially using English as international language. Majority of overseas worker prepared themselves with language ability to communicate each other, as well as having better network than domestic candidates. Although asking more wages, there is no doubt for owner of company to employ expatriate for his ethos, competence, and ethics at workplace. It was said that expatriate are more qualified, competent, and fuss less. Here the overview of overseas worker worked in Indonesia as listed in table 1.

Table 1. An Overview of ASEAN Labor in Indonesia

Country	Overview
Vietnam	Having the highest working ethos
Myanmar	Having high working ethos
Philippine	Having special competence in accounting as American one, with lower wage
Thailand	Having special competence in fishing area
Malaysia	As the same as Thailand one, Malaysia worker having special competence in fishing area, which still being rare among Indonesian.
Singapore	Qualified and English literacy for communication

Taken from any source

An Overview to Common European Framework Reference (CEFR) for Language Assessment

Facing the situation of ASEAN Economy Community, every country home needs to establish barriers to overcome the free flow stated. One of them will about mother language test.

Nowadays, there is a single international language use in ASEAN countries, which has different language ability. As stated clearly in the Common European Framework References (CEFR), language ability has been classified into 6 (six) levels: A1, A2, B1, B2, C1, and C2. Its level can be distinguished for its ability. Level A1 which named Breakthrough is considered the lowest level of generative language use. Level A2 referred to Waystage specification. It is at this level that the majority of descriptors stating social functions are to be found. These A levels constrain to basic users for communication ability (Council of Europe, 2001).

Next stage will be seated by independent users which comprises for the level B1 and B2. These level achieved language ability for certain purpose. Level B1 reflects the Threshold Level specification for a visitor to a foreign country and is perhaps most categorized by two features. In next level B2, it is intended to reflect the Vantage Level specification. The learner finds he has arrived somewhere, things look different, he/she acquires a new perspective, can look around him/her in a new way. The last stage will take a look at the base of proficiency users. Level C1 was labeled Effective Operational Proficiency. What seems to characterize this level is good access to a broad range of

language, which allows fluent, spontaneous communication. Level C2, whilst it has been termed 'Mastery', is not intended to imply native-speaker or near native-speaker competence. What is intended is to characterize the degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners (Council of Europe, 2001).

CEFR build the concepts of language assessment based on the thought of Bachman and Palmer (1996). It reflects six test qualities in language assessment, which are reliability, validity, activeness, authenticity, wash back, and practicality. In the field of language testing, here are ways in which the framework can be used (Council of Europe, 2001):

- 1) For the specification of the content of tests and examinations;
- 2) For stating the criteria for the attainment of a learning objective, both in relation to the assessment of a particular spoken or written performance, and in relation to continuous teacher-, peer- or self-assessment.
- 3) For describing the levels of proficiency in existing tests and examinations thus enabling comparisons to be made across different systems of qualifications.

But, since it has been released there are still comments against the CEFR model. Weir (2005) sees the CEFR as heuristic rather than prescriptive in nature and by taking the deficiencies in terms of validity into account. It also underlining that CEFR was not designed specifically for language testing, it takes laborious research, reflective test development practices to make use of it.

Fulcher (2004) argues that the CEFR may be of use in language testing as a user-oriented scale which serves as understandable, practical reporting instrument for stakeholders. Others, Harch and Rupp (2011) also state that language testers are not sure about how to align tests with the CEFR in terms of both practice and theory.

In the same point of view, Alderson (2007) commenting on the problems likely to be encountered during alignment studies states that his team had difficulties while working on DIALANG project (applying the CEFR to diagnostic testing in 14 languages) in terms of terminology and the theory of language development. He questioned whether the development of the CEFR is based on second language acquisition (SLA) research. Considering the fact that majority of the research conducted within the domain of SLA focus on English, the empirical studies dealing with other languages seem to be necessary. While developing the Dutch CEFR Construct Project, Alderson et al. (2006) examined whether the CEFR was used to generate reading and listening tests and concluded that the CEFR displayed problems in terms of clarity of definitions, overlaps and consistency. Alderson et al. (2006) argued that scales do not represent a clear theory of language development not only to diagnose, but also to test the language skills. Thus, he further alleges that politicians and civil servants with no expertise in language learning and teaching also attempt to set standards, which could be harmful (Alderson, 2007).

Developing Standardized Test of Mother Language

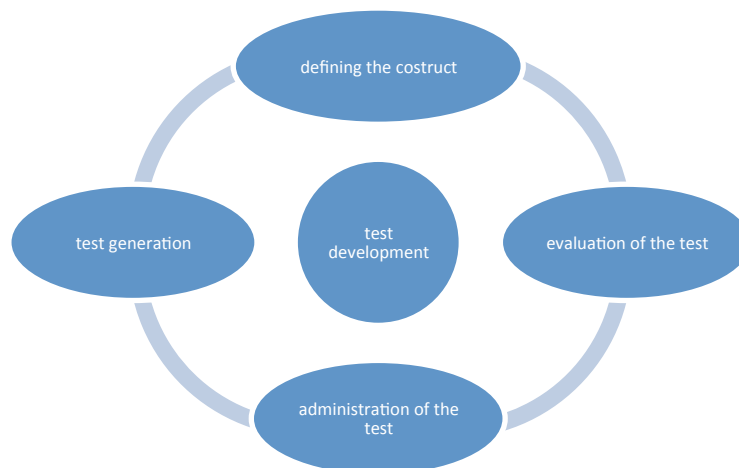
Overcoming the shortcoming of CEFR model in language assessment, there is a model of language testing proposed by Cephe and Toprak (2014). A test development model which would be a help and guidance in defining the constructs, generating the test, administering and evaluating it by taking our context into consideration would have clear and practical implications as seen in figure 2.

Taking the context of country home, a thought of conducting our mother language test for foreigners arises. It is common think that mother language is easier to achieve that it is used in formal conversation, such as at school, or office. It is formally tested in the form of reading, structure, and writing as well. Whilst, speaking is usually done by speech or retelling a story. Citizens of the country will get better understanding about their own language.

For some reasons of distinction, it is necessary to protect mother language by using it properly. It will be promoted proper use in standardized test, because nowadays there is *slank* that mostly used by people. It is inevitable, since life will always be dynamic following global trends.

As it is said to be international language and spoken throughout the world, English becomes global trends for people, including ASEAN country people. It is thought to be an “upper language” than national one. More people encourage themselves to achieve it to be said smart.

Figure 2. A Model Reflecting the Phases of Testing Practice and Relationships among Them



Source: Cephe and Torak, 2014

By developing into a standardized test, it will imply the role of mother language in its country home. There will no sight about upper and lower language either. The pride of the mother language will be greater.

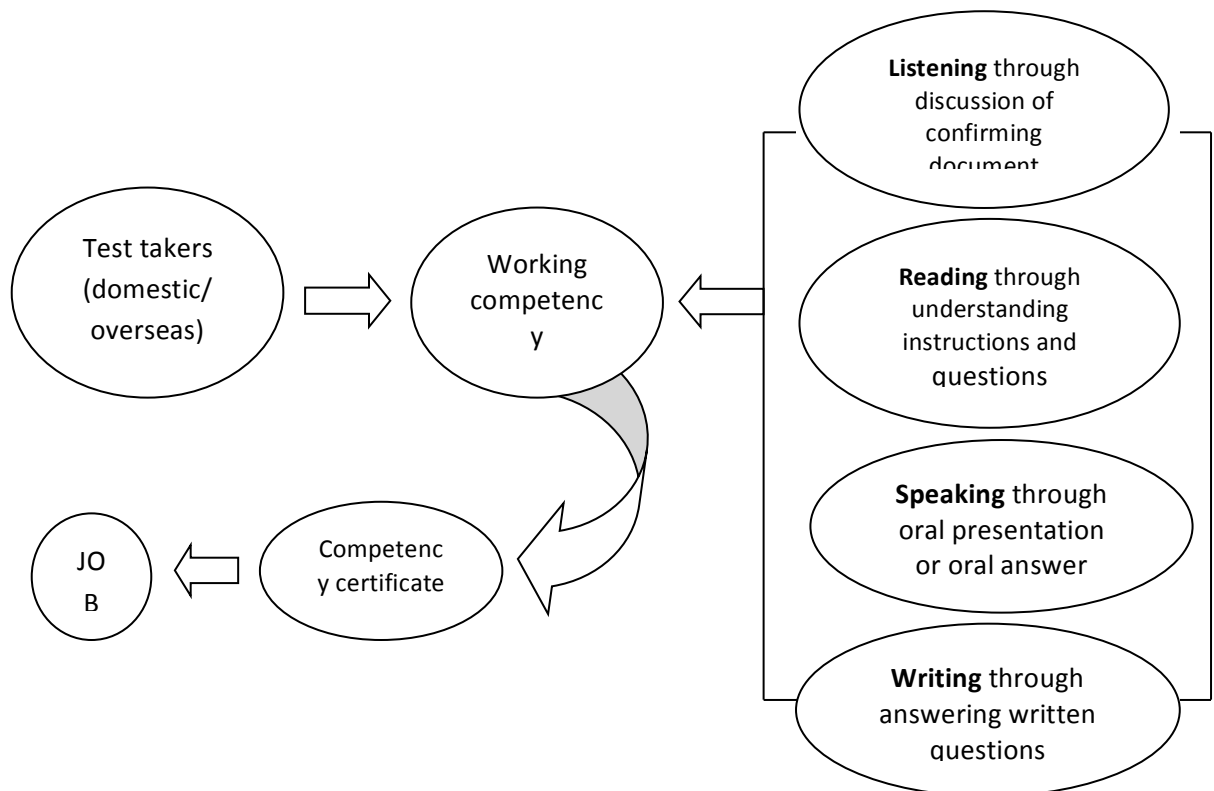
The questions arise, then, about the model of test. If we take a look at some other standardized language test, there are some points underlined. For instance, English, coming with the standard test of TOEFL or TOEIC comprises different things; (1) TOEFL® test is the most widely respected English-language test in the world, recognized by more than 9,000 colleges, universities and agencies in more than 130 countries, including Australia, Canada, the U.K. and the United States (www.ets.com). It covers the skills of listening, reading, and comprehending structure; (2) since 1979, organizations around the world have used the TOEIC® test to hire, place and promote employees. It comprises skills of listening and reading, and also speaking and writing (www.ets.com).

The standardized mother language test should assess the ability overseas worker candidates in communicating at workplace. It will include the comprehension for working

instruction and ability to have communication horizontally and vertically, since their position not as the management as declared by Labor Ministry in the rule. It would be nice if the test is synchronized with the working competency assessment. It will survive the domestic candidates.

Establishing assessment of working competency in our mother language will impact to competitiveness the overseas candidates to be able to communicate in the language, at least in the field of their competency. They need to proof their competency through practicing oral presentation, role playing, demonstration, and answering written and oral questions. By this assessment, any skills in one language ability can be seen. Those who cannot pass the assessment will not be allowed to apply any job in the country home because they cannot meet the requirement of job certification. For some occupancy that is not available for the competency standard will pass the test which assess all skills. Here is the concept of mother language assessment through working competency assessment as seen in the figure 3.

Figure 3. The Concept of Mother Language Assessment



Synchronizing the test into working competency assessment will seek the opportunity to see the language ability of the test takers. Listening ability can be seen by having discussion with the assessor about confirming the document. Reading will measure the comprehension of sentence by sentence through working instruction and case study or written questions. Speaking capability can be seen through giving oral presentation, role playing, or answering questions orally. Finally, writing ability can be measured through answering written questions, which may evolve the structure or syntax of the mother language. This model will also involve the understanding of culture in the country home, especially about working culture.

The qualities of the test can be reached through validating by peer review. By this method, the questions or instructions will meet the validity, reliability, authenticity, practicality, interactiveness, and impact.

Still, it needs to be a concern of government institutions to take part in surviving domestic candidates. Labor Ministry needs to well implementing the rule that foreign worker should be able to communicate in the mother language and monitoring it tightly. The Indonesian Professional Certification Authority may prepare their assessor to concern about the model, thus achievement of mother language will be an important requirement to gain job certification for overseas candidates. While Ministry of Research and Higher Education needs to develop a good curriculum for domestic candidates to compete with other foreign candidates. It will be successfully applied with the increase of awareness of the rule gaining job certification by the companies through information spread by Ministry of Industry.

CONCLUSION

The standardized mother language test for overseas worker candidates is needed to apply soon, in order to barrier the free flow of skilled labor from other countries in the era of ASEAN Economy Community. It does not enough to improving English proficiency for domestic candidates only, but it also needs to make barrier in mother language proficiency for overseas candidates. The test should assess all area of language ability that are speaking, writing, reading, and listening to see the proficiency of test takers. For the available

occupancies, it can be synchronized with working competence assessment that will look at the competency itself and mother language ability as well. The benefits taken are (1) domestic candidates are having better understanding; (2) Enliven mother language in the country; (3) Promoting mother language as important as English. For implementing the model, it needs coordination among the government institutions and companies as stakeholders.

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DIRECTIONS DIRECTIONS: A MODIFIED “PETAK UMPET” GAME TO TEACH PROCEDURE TEXT

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Abstract

Game as an activity to cheer the students up during the teaching learning activity is obviously good. However, having a game for the main teaching learning activity will be different. We have to make sure that the game can make the students reaching the objectives of the lesson as well as enjoying the class activities. Directions Directions is a game which is played by seeking something hidden by other group of students using map and directions written by a group. This kind of game is modified from traditional game called “petak umpet” which is similar to Directions Directions. Being done for two cycles, this study was implemented at the seventh grade students of MTs Al-Ihsan Kalijaring Jombang. It can be used in teaching procedure text especially for writing skill for outdoor activities. Through this activity, the students could improve their writing ability since it is challenging to do it. In many cases, the students are interested doing an outdoor activity. Besides, the game can improve the students’ cooperation and responsibility when they have to seek something hidden by other group.

Key words: Directions Directions, teaching writing, procedure text

INTRODUCTION

English is taught not only as the compulsory subject of Junior High School in Indonesia but also as foreign language subject as well. English is taught four periods every week, each for forty minutes, for two meetings. The teaching of English at the Junior High School is focused on the four language skills i.e. listening, speaking, reading, and writing. Although reading and writing are different skills, they are usually taught integratedly. However, writing is not always easy (Scott & Ytreberg, 1990). This is because of the difficulties of teaching writing especially writing a text for the beginner. Writing is a process of creating, organizing, writing, and polishing (Hague, 2003). Writing needs some other ability such as grammar, dictation, vocabulary, etc. Whereas the students’ ability is still limited since they have just been in their first grade of Junior High School. In addition, it is also difficult to teach writing because it takes time and needs the teacher’s as well as the students’ patience to produce a text. This situation happens in most of schools including MTs Al-Ihsan Kalijaring,

where the researcher teaches and administers this research study. As a consequence, students are rarely given opportunities to practice writing English.

Another problem of writing comes from the way the teacher assess writing skill. It is found that the teacher directly asked the students to compose a text such as procedure text without providing the student a good motivation in order to get an idea how to finish it. It seems that the process of writing is neglected. Then, the teacher grades the students work after establishing the criteria for evaluating the students writing. Sometimes the teacher grades the students work even without establishing the criteria for evaluating the students writing. In order to solve this problem, a particular technique that involves students in practicing writing must be used to improve the students’ writing achievement.

Game as an alternative strategy can be used to teach writing. As Uberman states that games are highly motivating and they can give shy students more opportunities to express their opinion and feeling (Uberman, 1988). In addition, games provide an opportunity for real communication although within artificially

defined limits, and thus constitute a bridge between classroom and the real world (Hardfield, 1990). Thus, suitable games are needed to help teachers in delivering the materials and to encourage students to be active in class. However, having a game for the main teaching learning activity will be different. We have to make sure that the game can make the students reaching the objectives of the lesson as well as enjoying the class activities such as Directions Directions. Directions Directions is a game which is played by seeking something hidden by other group of students. It is a game which is modified from Hide and Seek game or as Javanese call it “Petak Umpet”. It can be used in teaching procedure text especially for reading and writing skills for outdoor activities. In many cases, the students are interested doing an outdoor activity. Besides, the game can improve the students’ cooperation and responsibility when they have to compose a text, read other’s text to seek something hidden by other group. As it is supported by Erson (2000) that the game also encourages and increases cooperation in learning.

Providing a game as an activity during the teaching and learning process, a teacher should consider criteria of good language games. Huyen and Thu Nga (2003:1) stated “Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.”

In line with the above statement, Wright, et al. (2004:3) state that it is important to note that the most advanced and dedicated students can enjoy and value games if the content and language used are relevant to them. Game should encourage students to focus on the use of language rather than on the language itself; a game should give students a chance to learn, practice, or review specific language material.

These are some instructions the teacher should do to conduct Directions Directions:

1. Divide the students into some groups, each group consists of 4 students
2. Give an example how to play the game by hiding a candy and writing some steps how to find the candy on the white

board. Make sure that the students know to write the steps by using verb 1.

3. Ask one member of the group to hide a candy given by the teacher in school area. (The candy can be replaced by other thing the students possess). The candy is wrapped by a piece of white paper in which it is written the name of each group.
4. Ask other members of the groups to write some clues or steps to find the candy in a piece of paper in 40 minutes. It is suggested to limit the step by 5 or even 10 steps. Let them do it by opening dictionary and asking the teacher if they get difficulties.
5. If they have finished, ask each group to submit it to the teacher.
6. Then, exchange the groups’ paper to other group.
7. Ask the group to start searching the candy. Make sure that the students will not disturb other classes in the school. They may bring dictionary to help them.
8. The group that found the candy first will be the winner as well as the group who write the steps.

Before conducting the game, a teacher should explain the rules of the game, how it is played and how it is won. Wright et al. (2004) explain that it may be necessary to use the mother tongue to do this. If the learners are unclear about what they have to do, chaos and disillusionment may result. Once the explanation is not clear, the games may not run well.

RESULT AND DISCUSSION

The researcher did the observation in two observations in which there were two meetings of first observation and two meetings of second observation. The first meeting was on January 12th, and 20th 2014 while the second observation was on February 2nd, and 3rd, 2014. On the second meeting of first observation and the first meeting of the second observation, the teacher implemented Direction direction in teaching writing procedure text. She implemented the game by asking students to make a group of four students. Since the students’ number was thirty four, there were six groups with four students and two groups

with five students. At the beginning, each group asked one of their group members to hide something (for example candy or pencil or eraser) in a place around the school. The teacher had to remind them that they have to be careful not to disturbing other classes. While it was done, the other members of each group had to write the title of their text in which they had to mention what was hidden by their group. When their friend had come back from hiding the thing, they might start composing the text. They had to cooperate and discuss to write some directions to find the hidden thing. During the process of writing, the teacher went around them to help them if they find difficulties. They might open dictionary to find the difficult word.

After composing a text, they exchanged the text with other group. Then, the game began by reading and understanding the text to find the hidden thing. They had to follow the directions written by other group. The group who were able to find the hidden thing and the group whose text can be solved by other group would get the point. The winner would be based on the score and the one who were able to get the point sooner.

After that, the teacher would ask the problem that each group got when they were searching the hidden thing. Unconsciously, from this activity the students who tried to understand the text and got difficulties were doing prove reading. They tried to convey the meaning from the text and confirm it to the group who made it. They might give comment and criticize the text. This activity also gave the students time to revise their writing if they made mistakes from their text.

The Discussion of the observation in the First Observation

The meeting of this study was done in four meetings in which two meetings were done in the first observation and two meetings were done in the second observation. In the first observation, the first meeting was used as material explanation because this is the first time they learn about procedure text. The teacher could explain the material completely to students and the students responded well to teacher's explanation. Before the teacher

explained the material, he gave a procedure text taken from the product wrap to students. The material was given in order that the students had an understanding to the lesson they would study and as sample of procedure text. The teacher asked them to read the text then gave them some questions related to the text. After that, the teacher explained the lesson. During the explanation, the students listen to the teacher's explanation well. They were also active. It was seen when the teacher gave them several questions related to procedure text in the printed text, most of them raised their hands and tried to answer the questions. Because the lesson was for writing skill, the teacher asked students to write their answers on the blackboard. It was to make students used to writing.

The second meeting in the first observation was for implementing Directions Directions. The game was used to create a positive atmosphere in class. As stated by Uberman (1998) that games are used to create a relaxing atmosphere in the classroom. Students tended to be tense and clumsy in English class, especially when they were asked to make writing in English. So that using games is effective since they motivate the students, lower students' stress, and give chances to use and practice the language (Deesri, 2002). One of the games that was used in the classroom to motivate and give students chances to practice the language was Directions Directions. In fact, Direction Directions is one of the games which is adapted from traditional game called "Petak Umpet". Almost all the students have already known the game. Most of them said that they are used to play the game. However, the researcher adapted it into a game which could be used in teaching and learning process in the classroom.

Seeing the possibility of Directions Directions that can be used in teaching English, the researcher took it to be used during her study. During the implementation of Directions Directions have a situation of learning in which they could learn while playing a game that made them felt enjoy and relax during the teaching and learning process. During the implementation of the game, the students were working in groups writing some directions to find the hidden thing.

By doing this game the students not only learn how to write procedure text but also learn how to be responsible and cooperate with other to find the hidden thing. As it is stated by Erson (2000) that the game also encourages and increases cooperation in learning. This happened since one member of the group had to hide the candy while others were writing the steps to find the candy. Unexpectedly, each group had a “leader” even if they did not realize it. It could be seen when one of them try to give order to other member and lead the group unconsciously. In most cases, the students also helping each other by opening the dictionary to look for the difficult word or even ask the teacher if they got difficulties. These activities encourage the students’ to have good cooperation and responsibility.

The implementation of Directions Directions in the first observation was not really successful if it was seen from the result of students’ writing during the implementation of the game. The other thing that influenced the success of the implementation of the game was the explanation how to play the game which was needed to avoid misunderstanding. This should be considered since one of the groups did not make a clear direction except that they draw a map of how to find the hidden thing. They only write the title and some verbs but not clear sentences.

The teacher gave evaluation to the result of students’ writing which was done in group during the implementation of the game. The students were not afraid when the teacher evaluated their writing because the teacher had told them that it was only a game for learning not a game for competition.

The Discussion of the Result of Students’ Writing Task in the First Observation

After the implementation of the game, the students were given a writing task. It was given at the third meeting of the observation. This writing task aimed to measure students’ ability in writing procedure text. The students’ writing were measured by five writing components which are proposed by Heaton (1988) – content, organization, vocabulary, language use, and mechanic. Each of these components has criteria which could be used to decide whether students’ writing was excellent

or poor. There are four criteria for each component, they are excellent to very good, good to average, fair to poor, and very poor. However, the main point which was measured in this writing was the three criteria which must exist in procedure text, they are goal, materials, and steps. This was based on the problem which the researcher found during the preliminary study that was the students got difficulty in composing and writing procedure text. After the students’ writings were analyzed, the researcher found that their writings were not improved yet. There were several mistakes in students’ writing which pervaded the incomplete generic structure of the procedure text. The procedure text should have the complete generic structure as Anderson (1998) has proposed that the structure of a procedure text should consist of goal, materials, and steps. However, students’ writing in this first observation did not fulfill the structure yet. Besides, the mistake also came from the organization of sentences which were written by the students which were confusing, the vocabulary which was used were mostly and essentially translation from Indonesian into English, language use, and the mechanics which were used in writing the procedure text.

The Discussion of the Result of Questionnaire in the First Observation

After being given the writing task, the students were also given questionnaire to find out their responses toward the implementation of Directions Directions. However, students’ answers in the questionnaire did not reach the standard minimum that the researcher made, that is eighty. It was because some of the students did not understand well how to play the game. Therefore, the researcher and the teacher were in an agreement to repeat the observation with the second observation.

The Discussion of the Second Observation

The second Observation was done in two meetings. The first meeting was done on February 2nd, 2014. This meeting was used to implement Direction Direction, since it was not successful yet in supporting students to improve their writing in the first observation.

In this observation, students more understood about how to play the game, so that it did not take a long time to give them explanation on how to play the game. Because of that, the teacher could compress the time needed to implement the game. Besides, the students looked more ready than the first observation. It was because the students had known everything that should be done during the game from the first observation. During the game, the result of students' writing was better than in the previous one. It was shown by the mistake which was less than the first observation. In addition, the result of students' writing task also showed a better improvement than the previous one. It was also supported by students' answers in questionnaire that reached the standard minimum 80 for the class average. This questionnaire was used to know students' responses toward the teaching and learning process during the study. As stated by Harmer (2007) that student's responses are different students' reactions in the same class activities and tasks which are given by the teacher.

From the results of both students' writing results and the students' answers in the questionnaire, it was concluded that Direction Directions was successful in improving students' ability in writing procedure text.

CONCLUSION AND SUGGESTIONS

Based on the results of the data in the previous chapter, the researcher made a conclusion that the implementation of Direction Direction could improve seventh graders' ability in writing procedure text. The research was conducted by the researcher and the teacher in classroom in which the teacher taught the students while the researcher took data during the teaching and learning process. The research was conducted in four meetings, two meetings in the first observation and two meetings in the second observation. The result of the first observation did not show improvements both in the result of students' writing task and the questionnaire. But then in the second observation, the result of students' writing showed improvement both during and after the implementation of Directions Directions. The students' answers in the questionnaire also showed better responses than the first observation. From the four of both of the observation, it was shown that the

implementation of Directions Directions could make students more interested and motivated in learning English. Therefore, it could be concluded from the finding of the research that using Directions Directions in teaching and learning process in the classroom could make the students' writing ability improve.

From result of the data of the research, the researcher made some suggestions related to the study, they are: the teacher should have prepared the material and media before teaching. In addition, the teacher should pay more attention to situation of teaching learning process which includes the students' need and interest in learning, the teacher should change his way of teaching once in a while such as using game. Monotonous way of teaching could make students not interested and motivated to the lesson which causes students could not master the skill that becomes the objective of the lesson. For other researchers who will conduct an action research, it is better to be well-prepared in everything which is needed for the research such as media, time preparation, and the instrument for the research.

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Enhancing the Learning Process with Peer-Teaching Methodology

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Abstract

This paper shares the application of the so-called peer-teaching methodology as an effort to enhance the learning process in an elective class of the TOEFL IBT Preparation in the faculty of Information Technology. Inspired by a quotation of William Glasser's that "We learn 95% of what we teach to others", and encouraged by the concept of Learning by Teaching approach or *Lernen Durch Lehren* introduced by a German professor J. Martin in the early 1980s in a French class, this methodology is implemented in small groups, several times during the semester. First, students are assigned a different portion of a chapter to master. Then, different masters are grouped to compose the whole chapter of mastered material. In this group they teach to and learn from one another. At the end of this peer-teaching activity, they grade one another by using a rubric that has been prepared and introduced beforehand. A questionnaire at the end of the semester reveals that most students view this peer-teaching methodology as enjoyable, effective and useful. A follow-up essay question enlists their feedback on the benefits of this methodology.

Keywords: peer-teaching, jigsaw learning, methodology, TOEFL IBT

1. Introduction

As a response to an increasing demand for international language proficiency tests for various purposes domestically and globally, Duta Wacana Christian University has implemented a preparation program for students to empower them to take the TOEFL test as one of the international language proficiency tests by offering this TOEFL Preparation Class as an elective course. After several years, in the academic year of 2013, the TOEFL Preparation Class shifted to the TOEFL IBT (Internet Based Test) instead of the previously PBT (Paper Based Test) in accordance with the development of the test.

This shift has also stimulated a call for a new teaching strategy in class. Preparing the syllabus of the class, The teacher began to skim over the previous students' evaluation notes about the teaching-learning process, and decided the presentation method needed changing since that was considered too demanding by most presenters, and boring by some listeners. In that previous semester, the class was divided into several groups, each of

whom was assigned to present a certain topic to the whole class. The group then divided the presentation job into several parts, each of which was presented by an individual to the whole class in the English language. This learning process was what the students—as presenters—evaluated as too demanding, and—as listeners—boring.

Inspired by a quotation of William Glasser's that "We learn 95% of what we teach to others" [5], and encouraged by the concept of Learning by Teaching approach or *Lernen Durch Lehren* introduced by a German professor J. Martin in the early 1980s in a French class [6], a modification is planned. The goal of applying a modified strategy, the so-called peer teaching, was to improve the perceived learning process.

2. Research Design

As mentioned in the Introduction, the goal of this research is to find out if the so-called peer teaching methodology can improve the learning process perceived by the previous

students as too demanding and boring. Therefore, the peer teaching methodology is applied in this design: this methodology is implemented in small groups, several times during the semester. First, students are assigned a different portion of a chapter to master. Then, different masters are grouped to compose the whole chapter of mastered material. In this group, each master becomes 'a teacher' to teach the material they master to the other members of their group—or their 'students'—and in turn becomes 'a student' too to learn from the other masters. At the end of this peer-teaching activity, the 'students' grade their 'teachers' by using a rubric introduced beforehand.

In this design, materials to master are assigned previously as homework. On the day of the peer teaching, students can have some time to consolidate their mastery within the same master group, before they are assigned to be in learning-teaching groups to start the peer teaching activity. With this design, it is hoped that the demand is lessened because the individuals have a chance to learn cooperatively to master their material, and they only need to teach a small group of 2 or 3 people instead of the whole class. Furthermore, since this peer teaching methodology is implemented several times during the semester, a student has more than only one chance to practice this technique so that they have a chance to improve themselves. What is more, since everyone is active in doing their different jobs simultaneously, either teaching or learning and grading, they will not become bored compared to the previous semester's design when students become passive listeners as they do not present materials.

After designing this, a questionnaire is prepared to find answers to the research questions as follows:

- a. Can such peer teaching methodology enhance the learning process?
- b. How do the students perceive the application of this peer teaching methodology in their class?

The subjects of this research are the participants of three TOEFL Preparation classes with the total number of 59 people during the academic year of August-December 2014.

3. Theoretical Framework

The research is designed based on several concepts such as the following.

3.1. Peer Teaching

Bradford-Watts (2011) defines peer teaching as "a suite of practices in which peers instruct each other in a purpose-driven, meaningful interaction". Mazur and Watkins (2009) use the term peer instruction to refer to "an interactive teaching technique that promotes classroom interaction to engage students and address difficult aspects of the material." Their article further states that to make sure that this method is effective, meaning allowing the students to learn from one another, students need to come to class with some basic understanding of the material. This is what makes Just-in-time Teaching an ideal component of peer instruction. Peer teaching or peer instruction will be effective when Just-in-time Teaching—in which students learn the material assigned to them at home before they teach their peers—is applied.

It is reported that the application of peer teaching in the second or foreign language classrooms in Japan have several benefits (Bradford-Watts, 2011). The list of benefits include improving students' competence in the subject area, easing students into university life, developing networking opportunities, building confidence and self-esteem, enhancing team-working skills, and developing leadership skills. This report is in line with the conclusion of Mazur and Watkins (2009), who mention the benefits of applying peer instruction together with Just-in-time Teaching, which are advancing and deepening student understanding, providing feedback to students and faculty, as well as helping the teacher make better use of class time. By shifting students first exposure to the new material to before class, time spent in class is better used on more difficult concepts as well as to extend students' understanding and analysis of the concepts they already understand.

3.2. Jigsaw Cooperative Learning

Meng (2010) uses Jigsaw Cooperative Learning to reform the teaching of reading in China. In Jigsaw method that is used in English Reading Class, there are two different

groups of students: the original group and the expert group. Each student in the original group is assigned a certain part of the materials. After reading, the students who are assigned the same part of the material get together into expert group to discuss and master information. Afterwards, they go back to their original group to teach their parts to their friends in that group. This method enables cooperation among learners and therefore is called the jigsaw cooperative learning in Meng's article (2010). This reference quoted the definition of Cooperative learning of Olsen & Kagan's as "group learning activities organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others."

4. Results

The peer teaching is implemented as planned for 4 (four) meetings, covering 2 (two) chapters, namely Reading Skills and Listening Skills. Each chapter deals with the exposure of different question types in the IBT TOEFL test, how to answer such questions, and followed by some drills. In meeting 3, and at the end of meetings 4, 5, and 6, Just-in-Time Teaching is applied, in which the class is divided into 3 or 2 master groups to study the material before they come to class. Peer teaching is implemented in meetings 4 until 7.

Prior to the peer teaching, master groups or expert group in Meng's, are given time to consolidate their learning. The students use this opportunity to discuss questions or problems they cannot solve in their individual preparation.

During the peer teaching, the teacher goes around to observe the process and to help with the unsolved questions if necessary. In this observation, the teacher takes some pictures and tries hard not to interfere with the dynamics of the group, except motivating the students to use English as much as they can. In helping them solving problems, the teacher avoids giving the solution directly. Instead, some guiding questions are given to direct the students to find the solution by themselves.

This technique is chosen in accordance with the nature of cooperative learning defined by Olsen & Kagan (Meng, 2010) that the students should be accountable for their own learning as well as motivated to increase the learning of others.

After the peer teaching, all students are given time to do the peer assessment by using the rubric: the 'students' assess the 'teachers'. In this way, each student not only does the peer assessment but is also assessed by their peers. The rubrics are then collected so that the teacher can record the quantitative scores. In the next meeting this rubric is returned to the assessed. The qualitative descriptors in the rubric function as feedback to follow up or/and to motivate.

4.1. Teacher's Observation

The following is the teacher's observation notes written in the Teacher's Journal:

"Everyone is so involved in the peer teaching. Even the previously quiet students look enthusiastic in what they are doing. Right after the first peer teaching, several students voluntarily give positive comments already about this activity, such as:

"Thank you. I like studying like this."

"More enjoyable and easier to learn from friends, because feel free to ask questions."

"Very good, but every body should be prepared"

"Good, but sometimes confusing because we are not sure of the answer. It helps when we can still ask the teacher."

4.2. Students' Feedback

The students' feedback are recapitulated from the processed questionnaires. On answering what they think about the peer teaching methodology, most of them think that peer teaching is enjoyable, effective, and very useful. Fig. 1 records the response. In response to the follow-up open question of the peer teaching benefits, the students write comments summarized in Fig.2. The summary of the benefits are classified into

Statement	Frequency	Percentage
Ordinary	1	1.7
Enjoyable	22	37.3

Effective	23	39
Very useful	13	22
Total	59	100

Figure 1. Student Feedback on Peer Teaching

4 things in line with the objective of this research and what suggested by the literature, namely enhanced learning atmosphere, developing confidence and self-esteem, building autonomous learning, and improving competence in the subject area.

The result described in Fig. 2 shows that peer teaching methodology can really enhance the learning process. This is mostly due to the interactive, relaxed, and enjoyable atmosphere when they learn in groups with their peers, and without their teacher's existence. This is proven not only by the appearance of the keywords in the students' response but also from the teacher's observation notes.

Moreover, it is also interesting that two other benefits are mentioned by a number of students—two things that any teacher consider important in language learning: building autonomous learning and developing confidence and self-esteem. Given the expectation to be accountable for their own learning and also for their peers' learning, the combination of these three factors have most likely encouraged the students to do the best they can, and in turn improve their competence. As shown, peer teaching is perceived to be able to improve the students' competence in the subject area, in this case Reading and Listening TOEFL IBT. Their mean score of the Mid Test after the peer teaching that covers both skills is 39.03 or 65%. This is better compared to the result of the diagnostic test before the peer teaching which was 31.5 or 52.5%. Several other things such as vocabulary, speaking and reading skills, as well as learning and testing strategies are also reported to be advanced and deepened by the students.

5. Conclusion

On the whole, students perceive that peer teaching is an effective methodology to enhance the learning process because it creates interaction and relaxed atmosphere, and therefore it becomes enjoyable. When combined with Just-in-Time Teaching technique, peer teaching also builds autonomous learning because it motivates students to prepare themselves before class. Peer teaching is also able to improve students' competence in subject area and develop students' confidence and self-esteem.

However, it is important to note several lessons learned from this research. Firstly, peer teaching is better implemented in groups of 3 rather than in pairs or in bigger groups. In groups of 3, students can have more resource persons to help them solve problems. However, when the groups are bigger, the jigsaw learning will be time consuming.

Secondly, students need to be reminded to use English in their peer teaching and discussion. Oftenly, because of the created relaxed atmosphere, or any other reasons, they can switch to their native language. In order to maintain the benefit as much as possible, they need to stick to the language they are learning.

Lastly, in lesson planning the teacher should anticipate the worst case to manage. Sometimes, an assigned master does not come to class, making the learning groups unadequate. When this happens, groupings need to be modified in such that all learning groups are empowered.

At the end, it must be encouraging to read this student's note about peer teaching: *"Keep using peer teaching in this subject, because it is very enjoyable and helpful!"*

Benefit	Frequency	Sample comment(s)
Enhanced learning atmosphere	21	<i>More relaxed because of interaction with one another; Discussion runs more communicatively because we talk to</i>

		<i>friends,so we feel comfortable to ask and argue; Studying a new thing enjoyably, teaching a new thing more comfortably (not nervous); Learning atmosphere becomes more enjoyable,because I work with friends so we can share and ask freely.</i>
Developing confidence and self-esteem	10	<i>It can increase my self confidence in teaching or explaining materialsto others.</i>
Building autonomous learning	13	<i>I become more active in studying and more creative in mastering a material; It makes me accostumed to studying the new material that will only be taught in the next meeting; It motivates me to read material so I can master the it more.</i>
Improving competence in subject area	18	<i>I can learn more vocabulary; I can practice discussing and speaking in English; I learn from others the strategies to answer the questions, and understand more about the material.</i>

Figure 2. Benefits of Peer Teaching

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TEACHING LIFE SKILLS FOR STUDENTS OF DEPARTMENT PSYCHOLOGY UNIVERSITAS ISLAM INDONESIA

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Abstract

In the field of English language teaching, the contemporary paradigm to teach culture has shifted into intercultural language teaching. This new paradigm requires language teachers to consider how language shapes human interaction and relationships (Lo Bianco, et.all, 1999), which means the content taught in language teaching can also shape the academic culture that can be different from both the teacher and the students' culture. The academic culture of 21st century education requires learners to master life skills for psychosocial competence (World Health Organization, 1993). WHO (1993) classifies life skills in education into ten, which are: decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, self awareness, empathy, coping with emotion and coping with stress. These skills are important to be integrated in the curriculum to educate children and adolescents. This paper will discuss how life skills as defined by WHO (1993) is taught and implemented in English for Psychology for the students of Department of Psychology, Universitas Islam Indonesia. Using Content and Language Integrated Learning (CLIL) approach, the content of life skills is implemented in group listening task, group presentation, individual poster assignment and individual essays.

Keywords: *Life skills, English for Psychology, Content and Language Integrated Learning (CLIL) approach.*

1. Introduction

In the field of English language teaching, the contemporary paradigm to teach culture has shifted into intercultural language teaching. This new paradigm requires language teachers to consider how language shapes human interaction and relationships^[1]. It also means the content taught in language teaching can also shape the academic culture that can be different from both the teacher and the students' culture. In terms of education, World Health Organisation identifies the need to promote mental health among people through the integration of life skills education in school curriculum for 21st century education^[2]. This paper will discuss how life skills as defined by WHO is taught and implemented in English for Psychology for the students of Department of Psychology, Universitas Islam Indonesia. Using Content and Language Integrated Learning (CLIL) approach, the content of life skills is implemented in group listening task, group presentation, individual poster assignment and individual essays.

2. CLIL as an approach to teach English for Psychology

CLIL has become an umbrella term to cover varieties of educational approach in bilingual or multilingual context. Rooting from the practice of programme dating back to 5000 years ago in nowadays Iraq, CLIL reemerges in the era of globalization by the mid-1990s in Europe to improve opportunities in language learning among young generation^[3]. In 2006, 80% of the member states of European Union implemented a wide range of CLIL practice in mainstream education^[4].

In South East Asia context, such as in Indonesia, the practice of CLIL in English language learning is developed on the ground of cultural capital belief that mastering subject matters in English will increase the students competitive values in getting jobs^[5]. Considering the cultural capital of English, Universitas Islam Indonesia (UII) sets four competencies to UII graduates as quality assurance which include: Islamic values, nationality, English, and entrepreneurship. As a consequence, UII freshmen in their first or

second semester should take English for two credits as their compulsory subject and pass it with good score of minimum 60. CLIL is chosen as the approach to teach English for Department of Psychology students, class B, in odd semester of 2014/2015.

A wide variety of curricular models has been developed in different context in implementing CLIL. In teaching English for students of Department of Psychology, Universitas Islam Indonesia, fourteen meetings were set. Each meeting was 100 minutes length. There were sixty two students with wide range of English proficiency. Therefore, partial instruction through the target (vehicular) language was implemented involving bilingual instruction with code-switching between Indonesian and English (translanguaging). Four steps for unit planning were used: (1) considering content, (2) connecting content and cognition, (3) communication: defining language learning and using, and (4) developing cultural awareness and opportunities^[6].

2.1. Considering content

The choice of the content from WHO Programme on Mental Health was considered to be relevant due to the students' background as freshmen in the university and their future objective to be psychologists. WHO (1993) classifies life skills in education into ten, which are: decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, self awareness, empathy, coping with emotion and coping with stress^[2]. Following social-constructivist approach that encourages students' active learning in using information technology^[7], the content was divided to be presented by eleven groups, each group consisted of five or six students. They took the WHO document as primary resource while researching additional references from books and online resources.

2.2. Connecting content and cognition

The decision of using social-constructivist pedagogy means creating 'zone proximal development' (ZPD) in the classroom. Therefore, the pedagogy focused on interactive, mediated and student-led learning^[6] which accommodated cognitive challenge of content and language mastery

from the presenter groups. The presenter group acted as the experts while the rest of the students were the audience who asked questions to the presenters. The lecturer played the role as the facilitator who would clarify and assist the question and answer session whenever it was necessary.

2.3. Communication: defining language learning and using

Language learning in this CLIL-based unit of work intended to develop the four macroskills: listening, reading, speaking and writing. As a consequence, the assignments were designed in order to demonstrate the students' progress in these four language skills. In the first meeting the lecturer explained the template of the presentation, such as how to open the presentation, mention the outline of presentation, present the point of information, conclude the presentation and conduct the question and answer session. During the presentation of the assigned group, the audience either wrote the mind map or did note-taking of the content presented. To add the exposure of the content in the vehicular language, students had take home assignment to listen and write the transcription of a TEDTalk You Tube video which talk about teaching life skills^[8].

2.4. Developing cultural awareness and opportunities

The choice of the content had an aim on increasing cultural awareness of 21st century education culture. While students and lecturer might have their own good values from their cultural background, discussing life skills needed for 21st century education created the third culture in the classroom to learn together. The knowledge of life skills would also shape the students' attitude in dealing with their college life as freshmen.

3. Evaluating the implementation of materials and tasks for CLIL-based English for Department of Psychology students

The assignments designed after planning the unit are group listening task, group presentation, and individual essays. The scoring components were taken from the student's performance as an individual and as a team member.

3.1. Group listening task

The listening task was designed as a group task considering different level of English proficiency the students had. This task aimed to make the students be able to understand the importance of lifeskills and practice their extensive listening ability. They were assigned to listen to TEDx Talks entitled “Teach life skills and change our world” and wrote the transcription as take home assignment.

This group assignment covered 10% of the students’ total score. All of the students completed the task. There was possibility that some groups of students help each other but it was still acceptable because of the nature of the task was more formative. However, the design of this task still needs improvement because even though the students could accomplish the task as a member of group, the individual’s member achievement in fulfilling the goal could be different.

3.2. Group presentation

Giving equal opportunities for sixty-two students in a language class for fourteen meetings was a challenge. Therefore, the students were divided into eleven groups consisting 5-6 students. Each groups presented one aspect of lifeskills by using WHO Programme on Mental Health document as the main reference. Each group should add additional references for their group presentation from books or online resources so that every member of the group had the opportunity to present the material. After the group presented the material, the rest of the class –who became the audience – had the opportunity to ask questions. Each group from the audience should ask at least one question.

This assignment covered 20% of the students’ total score. In the presentation process, the lecturer recorded individual performance of the group’s member including their ability in handling the questions from the audience. In addition, the lecturer also took a note of the classroom participation from the audience. However, official record for the score of participation was taken from the students’ attendance which weighed 10% of total score.

The design of this task also needs improvement. Most of the students had very low English proficiency so that they simply did verbatim reading during their turn on presentation. Only some of the students were able to demonstrate self-confidence and manage eye-contact/interaction with the audience. In addition, most of the group also had technical problem in preparing their presentation such as lack of preparation in checking the compactibility of their notebooks with the viewer and checking the audio loud speaker connectivity while showing a video.

Furthermore, another problem came from audience’s engagement with the presenters. With a large class of 62 students, unprepared verbatim presenters were unable to communicate the content of their presentation effectively. Disengaged audience often created their own activities or conversations which completely unrelated with the topic being discussed by the presenters. Although the lecturer assigned the audience to write a mind map and point of information that the presenters presented, the task was not sufficient to make the audience keep their attention to the presenters. In addition, in the question and answer session, the audience was very enthusiastic in asking question. The questions sometimes were not grammatically appropriate so that the presenters sometimes asked how the audience who asked question would say it in Bahasa Indonesia. Some of the presenters took a long time to find the answer from the audience and some were able to direct the audience question so that it would fit the presenters’ topic.

From the students’ performance in the presentation task, it could be inferred that they enjoyed being the audience who asked questions but only a small number of students enjoy themselves while being the presenter. Overall, they enjoyed practicing English in the activity but because some language input (such as unfamiliar grammatical form and vocabulary presented in disengaged verbatim reading manner by the presenters) was beyond their comprehensible level, some of lower level proficiency students became disengaged with the presentation and question/answer session.

3.3. Individual essays

Essays were assigned as individual work for mid semester and end semester tests.

3.3.1. Individual essays for mid-semester test

The students were assigned to write a 250 word essay in 60 minutes which describes their attitude as university students in one of the four life skills offered: decision making, problem solving, creative thinking, and critical thinking. They were allowed to access their off-line materials (open book). The essays weighed 20% of their total score.

The assessment used performance-based assessment in two criteria: content and language. The aspect of content weighed 60 with two indicators: demonstrate the ability to describe the issue which weighed 30 and demonstrate the ability to personalize and reflect knowledge from the open resource available which weighed 30. The aspect of language weighed 40 with five indicators- each of them weighed 8 : word choice, spelling, grammatical accuracy, avoiding overly complex sentence, and paragraph development.

The result of the assessment was unsatisfactory. Seventy-nine percents of the students scored under 60. Most of them failed to understand the content criteria in the performance-based assessment. They just simply copied what they read without paraphrasing or demonstrating the originality of their thought. In terms of language, several typos on words, inappropriate grammar, and incomplete sentences were found.

The failure to performed well in this assignment was an evidence that most of the students needed more assistance in developing their ability to paraphrase and demonstrate their originality in quoting ideas from books. Their writing performance also reflected that most of them did not completely comprehend the material they read as the resource of the essay.

3.3.2. Individual essays with poster design for final semester test

Considering the result of the mid semester test, a closed-book 250 essay for 60 minutes was assigned for final test. The essay weighed 25% of the total score. The decision

was taken to ensure the originality of the content. However, because most of the students had low proficiency, the lecturer provided more scaffolding. Before the final test day, the lecturer ensured that each of the students had their specific topic to write in relation to the life skill they presented in the classroom and developed their paragraph outline. The students were also assigned to create posters at home, which would be collected with their essays on the final test day. These posters played the roles to visualize the ideas that students had in their mind so that it would be easier for them to pass the content to their 250 word essay. Since the poster also reflected the struggle of the students to organize the idea in a creative way, it weighed 15% of the students' total score.

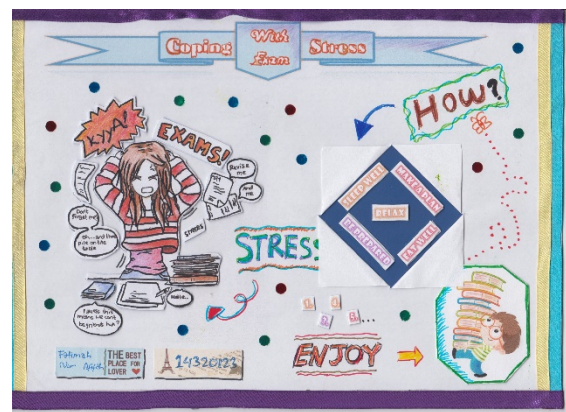


Figure 1. A student's poster design for "Coping with Stress" life skill. The student developed the topic on how to cope with stress during the examination.



Figure 2. A student's poster design for "Critical Thinking" life skill. The student related critical thinking with the need to check the validity of a hadith.

The result of the final test assignment was better than mid test assignment. Ninety-one percents students scored 60 and above. The poster design activity and the paragraph outline helped the students to write the essays with their original idea and well planned structure to prepare for the test.

Conclusion

Teaching English by using Content and Language Integrated approach for students whose major are not English needs more scaffolding activities to help them in structuring their ideas in the vehicular language. Wide-range level of English proficiency that the students have also create another challenge. While some activities of this design can be beneficial for students with lower or upper intermediate English proficiency, the design can discourage students with lower English proficiency because the language input is far above their comprehensible level. Even though group works may help in filling this proficiency gap, when the students do their individual work, lower proficiency students can not perform as good as their peers with better English proficiency.

For the content, the discussion on life skills for department of psychology students is proven to be relevant with their needs as freshmen in the university and as future psychologists. The content also creates an awareness that mental health is as important as being healthy physically.

Future Work

For future design, more scaffolding activities to prepare the students with lower English proficiency are urgent. Limiting the number of students of maximum 30 will be beneficial to give the students more opportunities to accept feedbacks from the lecturers. In addition a wide variety of assessment should be implemented to assess writing such as selected-response and constructed response in order to improve the students' grammatical awareness.

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COMMUNICATIVE COMPETENCE OF ENGLISH WRITING SKILL OF JUNIOR HIGH SCHOOL STUDENTS IN SURABAYA.

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Abstract

The development of language competence in Junior High School is still in the functional level that is to communicate as a daily need or “survival” (Puskur, 2003:13). It affects the texts types that are produced by the students of Junior High School. They usually create narrative, recount/spoof, and descriptive texts that reflect their language competence. This study investigates students’ communicative competence of English writing skill. It describes students’ linguistic competence, rhetoric competence, socio cultural competence, and (communicative competence) of Junior High School in Surabaya. The main data in this research are the texts written by Junior High School Students in Surabaya in a *recount* writing competition. All data are classified based on the topic of the research. They are divided into many parts which are then put on a table based on the rhetoric components of *recount type*. Then, the analysis is conducted to describe the communicative competence of Junior High School Students in Surabaya. In analyzing the data, the writer uses descriptive quantitative and qualitative method. From the data analysis, the result shows that most of the students have low communicative competence. It is indicated by five indicators: (1) Content (2) organization (3) vocabulary (4) language use (5) mechanics.

Key words: Discourse competence, linguistics competence, rhetoric competence, *and* socio cultural competence.

1. INTRODUCTION

Writing deals with how human use language to communicate through the written language and in particular how addressee construct linguistics messages for addresser and how addresser work in linguistics messages in order to interpret them (Brown & Yule, 1993). This statement shows that writing serves two different functions. First is as a means of communication and the second is as a learning tool. As means of communication, writing is just like speaking that allows people to communicate their ideas or feelings to others. However, the communication through writing uses written language and may occur in the absence of the writer.

As a learning tool, writing creates a context, which enables thinking as integral and natural activity. Harrington (1992:4) said that writing as a means for learning allows learners to make a discovery, generate new ideas, absorb and process the ideas, see connection between ideas, solve problem, and learn activity. Furthermore, writing according to Raimes (1983) also helps learners to reinforce grammatical structures, idioms, and

vocabs that teacher have been working in the class; to be adventurous with language, to become involved with the language. The explanations proposed by those experts show the importance of writing as a problem solving activity.

Regards its important role, many people argue that writing is difficult to master. To explain the existence of this phenomenon, Xing and Jing (1989) and Pica (1986) point out that writing is complex in nature and requires a comprehensive ability involving grammar, vocabularies, concepts, rhetoric, and other elements that have everything to do with listening, speaking, and reading. Thus in order to be able to write well learners shouldn’t only know how to write, grammar, concept and rhetoric, and posses a great amount of vocabularies, but they are also required to be good listeners, speakers, and readers.

Learning language means learning how to communicate using either written and spoken language and communication

skill is a skill to use discourse that is understanding or creating written/spoken text that is realized into four skills: listening, speaking, listening, and writing. These four skills should be used integratively by the speakers.

In Junior High level, the development of language competence is still on the functional level where the purpose of the communication is for daily needs (transactional and interpersonal)/ survival (Puskur 2003:13). It then determines the purpose of English subject where it is designed to give students ability to understand and create short functional texts, monologue, and essays (*procedure, descriptive, recount, narrative*), and very close to their daily experiences.

The scopes of English language teaching in junior high school are: 1) discourse competence or ability to understand and/or produce spoken text and/or written text which is integrated comprehensively in four skills, such as listening, speaking, reading, and writing to reach functional literacy level; 2) the ability to understand and create various short functional texts, monologues as well as essay in a form of procedure, descriptive, recount, narrative, and report. Variations in teaching materials are found in the use of certain vocabulary, grammar, and rhetoric devices; 3) supporting competencies included are: linguistic competence (ability to use grammar, vocabulary, pronunciation, and writing arrangement), socio-cultural competence (ability to use speech and language act appropriately in various context of communication), strategic competence (ability to overcome problems in communication to ensure the process of communication), and discourse competence (ability to use discourse instruments).

2. METHOD

This study used descriptive qualitative design since the data was in the form of words instead of numbers. Descriptive qualitative research describes the phenomenon happened in the students' *recount* text from a writing competition held in Surabaya.

The main data of the research are *recount* texts written Junior High School Students of Surabaya in a *recount* writing competition. There were 30 texts from 30 students. All data gathered are selected, clarified, and put separated in the table, and concluded based on the research problem.

All data gathered are analyzed by putting the parts into the rhetoric components of *recount* text. It is done to describe students'

communicative competence on writing *recount text*. The description is based on the dominant forms of communicative competence, characteristics of the text and linguistics mostly used, and literacy level. The analysis is done to answer the research question that is: describing writing discourse competence by describing the its components: Linguistic competence, rhetoric competence, socio cultural competence, and literacy level.

3. RESULTS AND DISCUSSION

3.1 LINGUISTIC COMPETENCE

Table 1: Language Competence

No	Name	Content	Organization	Vocabulary	Grammar	Mechanics	Score
1	0001	17	14	14	12	4	61
2	0002	23	18	17	17	3	78
3	0017	23	14	11	10	3	61
4	0036	17	10	17	7	3	54
5	0043	23	14	13	20	3	73
6	0057	26	17	13	10	2	68
7	0069	23	15	12	11	3	64
8	0075	27	18	18	18	4	85
9	0077	26	13	10	9	4	53
10	0083	26	17	17	10	5	75
11	0094	27	17	10	6	3	63
12	0097	24	15	14	12	2	67
13	0100	27	18	10	18	3	76
14	0103	13	7	7	5	2	34
15	0177	23	16	14	11	2	66
16	0179	19	14	11	10	2	56
17	0185	22	14	13	10	4	63
18	0188	20	15	13	10	2	60
19	0194	26	15	12	16	4	73
20	0199	23	13	15	16	4	71
21	0200	24	15	15	17	4	75
22	0212	23	14	13	10	3	63
23	0216	24	16	14	19	3	76
24	0157	24	15	12	12	3	66
25	0164	27	17	18	20	4	86
26	0152	25	12	12	10	2	61
27	098	25	15	16	16	3	75
28	0021	23	14	14	18	4	73
29	0060	25	16	14	13	3	71
		23.28	14.76	13.41	12.49	3.14	64

The table above shows the students communicative competences including: content, organizations, grammar, vocabularies, and mechanics. From the grammar, it shows that Students' skill is on the low level where its average is 12.49.

The mistakes mostly done by the students are: (1) the use of the right *verbs*. The common mistake done related to the use of *verbs* is *overgeneralization* where students write double verbs. It is shown by the examples below: *Why did you looked so sad?, We were agree, of course. Dan Sasha, Irham, Nina, aunt Lina, uncle Zainal and my mom was wake up.* (2) Subject-verb agreement: *I'am very...very happy in this city, He said, aunt Mira, her wife were sick. She had lungs cancer, dan Then we ^ back to home.* (3) Using incorrect to infinitive dan present participle : *My last holiday was so excited, Because my family and I went to Sarangan for spent our holiday, dan After that we rode the speed boat for looked the island in the middle of the lake.* (4) Ineffective complex sentences: *In Malang I always spend my time by Played Computer with my brother, and I often watched DVD for spend my time, He was made me happy he is good son, dan We were played together.* (5) Incorrect using of pronouns : *I and my family went to Bali, I and my family was sad and we cry, dan At 5 a.m., I and my brother decided to swim in swimming pool* (6) Incorrect using of preposition: *After to Kyai Langgeng, we buy ticket for enter to Kyai Langgeng, Computer with my brother, and I often watched DVD for spend my time, dan And of my arrival in Sunday we were clear things away for back to my home in Surabaya City of Patriot.*

From the vocabularies, students also have low score with average 13.41. The common mistakes done are (1) The relation of meaning like *I with my friend climb a car to go to Kenjeran beach, Afterwards we boat is lenly.(Wf,wc) dan I can play run about in the my house grandmother.* (2) The relation of form: *We were ate furious food in my Granny home, And of my arrival in Sunday we were clear things away for back to my home in Surabaya City of Patriot, dan Probably my story ^ very short but. it's my beautiful memory.*

From its mechanics including *spelling, marks, capital letters, and paragraph writing*, there is only one student getting good score. The average score is 3.14. The common mistakes done: (1) Spelling: *At 9 p.m., we ate our dinner but At 12 p.m., my brother and I ate some toarst bread and milk coffee, Because my uncle was a ticket seller and an agent of the ship, we could stay in a cabin upstairs, dan Than, we went home and prayed and watched TV and slep well.* (2) Marks: *After that we went out from there, After that we went to the exit door, dan After we arrived we ready for found hotel and took a rest.* (3) using capital letters: *At 12 a.m. We ate lunch and*

walked around the city, It was in the pancor district, dan Many soldier came to give the last homage, But my aunt did not bury, she burned.

The table above also shows students' rhetoric competence where most of students get good score on it. The average score is 14.76. They can write *recount texts* with good generic structures started from *orientation, sequence of events, and code*. But they still have problems in writing the text with good English.

Orientation is the first part on *recount* text, this part tells about *who, where, when and what*. There is only 1 student writing good *orientation* where it consists of the four aspects. Most of them ignore the *who*. They directly write the *where, when and what*.

Hi, my name is Naya. I'm thirteen year old. SMPN 13 is my school now. On the last holiday, after mid test, I had a vacation in my aunt's house, it located at Chua -Chukang Singapore. That holiday, will be my unforgotten holiday, because I kept my sadness behind my happiness. Ok, I'll tell you how is it.

The second part of *recount* text is *series of chronological events*, where students are required to construct their experiences in a good chronological order starting from the first activity to the end by using correct adverb of times the show the sequences.

From the analysis, it is found that most of the students write *narrative* text instead of *recount*. Generally *narrative* is written to give information and entertain the readers, and its rhetoric is more complex than *recount (orientation-sequence of events-resolution-comment-Coda(optional))*.

The last part of *recount* is *coda* where the students need to write their personal comments. The data show that not all students write *the coda* on a separate paragraph. They tend to put their personal comment on the last paragraph that is still including *series of chronological events* like what is shown below.

After from Malioboro. We went to Surabaya. I felt very tired, but I was very happy. It was really a nice

experience. I hope the next holiday. I can come back to Yogyakarta and visit the other place at there that I never visit before (student 0069).

3.2 SOCIOCULTURAL COMPETENCE

The *recount* texts are mostly influenced by the age because the data of the research was written by 12-14 year old students. It is supported by a research done by Kernan (1997) that shows *narrative* texts written by 10-14 year old children tend to tell the story by the orientation. No wonder that students don't get any difficulties in writing *recount* texts because they just need to write what they are experiencing.

But students get difficulties in writing in English since they have low linguistic competence as one of the most important supporting components of communicative competence.:

"...We purpose first is a temple Borobudur. Temple Borobudur constitute estate Majapahit Kingdom. Temple Borobudur constitute temple largest in Jawa Island after well long in temple Borobudur. In Borobudur also be seller various kind industry in shop. Be found industry that is : Necklage, bracelet, batik, dress, bakpia, etc...."

Some of the students' texts use informal language as shown in the following paragraph..

I and my family very happy and had a new experience, we wanted in the after holiday, we had long...long and long time for visited my uncle home agained and refreshing a nice panoramas again(student 0212).

3.3. COMMUNICATIVE COMPETENCE

Communicative competence is the combination of writing components that consist of content, organization, vocabularies, grammar, and mechanics. Table 4.5 shows students' writing discourse competence and the total score shows communicative competence. There are 2 students showing excellent communicative competence with the total score 85%. They can write the text with good English. The *recount* texts are written

with good sequence and good sentences as shown in the text below:

*"Hi, my name is Naya. I'm thirteen year old. SMPN 13 is my school now. On the last holiday, after mid test, I had a vacation in my aunt's house, it located at Chua -Chukang Singapore. That holiday, will be my unforgotten holiday, because I kept my sadness behind my happiness. Ok, I'll tell you how is it...
But on the next day, my other uncle, who live in Surabaya, phoned me. He said, aunt Mira, her wife were sick. She had lungs cancer. I was shock. I told my mother about it. She was unbelive. But I told her, that was true. Finally, before we went to airport, we visited my aunt first. Her condition is so serious. She looked so pale. But what can I do?..."(0075)*

There are 14 students who are in the medium level where they can write the text by minimum communication level. They are able to write the text with good idea but with low literacy competence

"Usually, I'm spend in last holiday with my family. If last holiday, my family visit to Kuta Beach in a Bali. Waw, the scenery in a Bali very beautiful! There, I'm very happy! My family also very happy! My family visit Kuta Beach by airplane...."(0083)

There are 13 students getting low score. They have low communicative competence. It is shown by the mistakes they make such as: grammar mastery, the right vocabulary use, the use of mechanics like in examples below.

Example 1

"...We countinue trip to temple Prambanan. After to in temple Prambanan. We decide for see someone of something temple. Temple Prambanan may temple but temple more small from temple Borobudur. In temple

Prambanan, many people particle forming come to temple Prambanan. In temple Prambanan also be seller various kind industry from various territory. In Prambanan I meet with my neighbor decide for various food in Prambanan....”(0083)

Example 2

“Exact in my holiday school started to date twelve four until twenty six April. This holiday is holiday for class one or seven and class two or eight. An other this holiday is holiday number one long three days. For add to my insight and for happier my heart usually I am holiday together mother, father, sister, brother and my big family to Borobudur Temple....”(0103).

4. CONCLUSION

In Junior high school, the development of the language competence is still on functional level where the communication purpose is for daily needs/ survival (Puskur 2003:13). It influences the texts written by the students which are mostly in the form of *recount/spoof and descriptive* that are mostly about their daily experience. Otherwise, language education that applies communicative approach is required to make be able to communicate orally with good spoken language and in written using with good English.

From the discussion above, it can be concluded that most of students of Junior High School in Surabaya have low communicative competence in writing. The competences are reflected through five skills as follows: (1) content (the highest score is : 30, and the average is 23,28) (2) organization (the highest score is 20, and the average score is 14,76) (3) vocabularies (the highest score is 20, and the average is 13,41) (4) grammar (the highest score is :25, and the average score is 12,49) (5)Mechanics (the highest score is: 4, and the average score is 3,14)

From the score it can be seen that students have good rhetoric competence but low linguistic competence. It is caused by the fact that students use their English when they are at school. They

only use their English in a very limited time and it makes them find difficulties in exploring their ideas or communicate through writing.

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EMPOWERMENT IN MADRASAH: SOUND FROM ENGLISH LANGUAGE TEACHER

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Abstract

Instructional practices in madrasahs in Indonesia still sound unsatisfying comparing to the secular schools. At the same time, teachers' instructional expertise is challenged. Thus, teachers' empowerment is one of the issues. Adopting qualitative case study, this research was aimed to find some evidences of classroom practices for being empowered. The data were gathered through classroom observation and interviews. The finding suggests that (1) there is still a lack of learner participation and involvement in learning, (2) in terms of English language teachers, classroom decision making was considered less important, (3) self-efficacy seems less appreciated, and (4) feed-back was neglected.

Keywords: decision-making, empowerment, feed-back, learning involvement, madrasah, self-efficacy

1. Introduction

Madrasahs (Islamic boarding schools) are mostly known for its doctrines (Asadullah & Chaudhury, 2010) and it is now getting for modernized, especially for its Aliyah. Madrasah (Arabic) means schooling (English). According to UU No. 20/2003, madrasah is an integral part of nasional educational system which has no exception from the general education under the supervision of ministry of education and culture affair (Ali, Kos, Liezt, Nugroho, & Emilia, 2011; Al-jawi, 2012)

The development of madrasahsh in Indonesia, especially in the west java province have increased. There are 77 state madrasahss and 947 private ones in which 50 madrasahss are in Cirebon. Madrasahss are nowadays challenged by the modernized, globalized, and westernized instructional practices (Hudawi, 2013; Kemenag, 2013; (Ali et al., 2011). Consequently, modern madrasahss should improve their competitiveness due to the instructional practices, e.g. English instruction, to face the global orientation, global demand.

Ali, Kos, Liezt, Nugroho, Furqon and Emilia (2011) published their research on the quality of the madrasahs in Indonesia. the results of the study suggests the main findings: qualified teacher schools has good learning achievement, e.g. S1 teachers are likely more capable than the bachelors. Most the schools live in Java, whereas in the east and in the west of Indonesia, the quality is still low. Students hope to have meaningful learning so that they can make it to prepare for their future. They also displayed the data of World Bank in 2005 shows that the quality of the learning achievement of madrasahs are still low comparing to state schools in Indonesia (Newhouse & Beegle, 2005 as cited in Ali et al., 2011).

This research findings at least suggest that (1) to empower teaching, weekly project and task should be designed and given to the students by involving them in designing the tasks and projects. (2) As a part of empowerment, the projects are evaluated by involving other teachers collaboratively as a

team (Ali et al., 2011). Based on the illustration above, this research was aimed to find some evidences of being empowered.

Theoretical review

Definition of empowerment

Empowerment is an interactive process that occurs between individuals and their environment (Avidov-Ungar, Friedman and Olshtain, 2014:704-5). It is as a set of values, attitudes and behaviours. This concept of empowerment indicates an active process related to change in the scope of organization environment (Avidov-Ungar, Friedman, & Olshtain, 2014). In psychological definition, empowerment is meant to attain strength to perform the role with confidence (Ashcroft, 1987 as cited in Avidov-Ungar, 2014:714).

An American psychologist from University of Michigan, March A. Zimmerman had defined and illustrated the process and outcomes of empowerment. Zimmerman (1995) proposed a nomological network for psychological empowerment with three components: (1) an emotional (interpersonal) component referring to self perceptions of one's competence in exerting influence in the socio-political domain, (2) a cognitive (interactional) component referring to the skills and critical understandings necessary for exerting socio-political influence, and (3) a behavioural component referring directly to the actions taken to exert influence (Zimmerman, 1995).

Types of empowerment

A relational component of psychological empowerment can be considered as the psychological aspects of interpersonal transactions and processes that put on the effective exercise of transformative power in the socio-political domain (Zimmerman, 1995). Collaborative competence is a set of abilities and propensities necessary for the formation of interpersonal relationships that can forge group membership and solidarity-is an element of the relational component of psychological empowerment. This element can be thought of as the ability to act as a part of a group exercising collective agency in the socio-political domain, e.g. abilities through developing and sustaining successful collaborations and contributing to the

development of group solidarity (Zimmerman, 1995).

The process of empowerment

At the first point of views is identification of potential mechanisms for empowerment. This leads to selection of process for empowerment, i.e. teaching English (Rappaport, 1995). The process of empowerment occurs internally and externally. The internal process is associated with the emotional and psychological aspects, whereas the external process is connected to practical and behavioral aspects such as feeling of trust to take decision and solve the problem. In this sense, the process is likely personal (Avidov-Ungar et al., 2014).

When there is a lack of job empowerment such as teaching practices, dissatisfaction arises among the teachers. This research were conducted within the junior and senior high schools in Kuwait. The result of the study suggested that teachers should be involved in the process of decision making and change (Al-Yaseen & Al-Musaileem, 2013). Further, they developed in details, the instrument used are presented in the following paragraph.

Empowerment has been defined as a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems (Short, 1994). Teachers' perception of empowerment:

1. Participate in preparing students' educational projects;
2. Help students to be independent learners;
3. Involved in decision making of positive change at schools.
4. Involved in developing school by new program;
5. Have right to choose the content of the subjects;
6. Have right to choose the extra-curricular activities;
7. Involved in the educational ministry in text book selection;
8. Take part in the school financial affairs;
9. Approached as an important decision maker in the school;
10. The educational district considers teachers' ideas for pedagogical development;
11. The educational district encourages teachers to share teaching styles to other teachers; and

12. School management supports teachers financially to develop teaching activities (p.16).

Empowerment can be facilitated through the following methods:

Ownership. Ownership gives teachers the sense that they have as much right as administrators to make changes. Ownership for children is "the children's feeling that the classroom is theirs, too, not just the teacher's. . . . Through ownership of the classroom children get to engage in activities that are interesting to them . . . they even get to participate in decisions [about the classroom]" (Robinson, 1994, p. 154-155).

Choice. Teachers should be able to make choices about curriculum, instructional strategies, materials, even staff. Wassermann (1990) suggests that "the right of children to choose and the right of teachers to choose is a key to empowerment" (p. xii). Choice for children may take many forms. They may choose what they want to study, how they will study it, which centers or projects they would like to experience, and how long they will spend on learning experiences. The freedom to choose motivates and engages teachers and students alike.

Autonomy. Teachers are hoped to restructure their expertise into a professional, independent, autonomous teaches as learning facilitators. They are able to created a democratic situation of learning process in the classroom to produce learning outcomes (Sanaky, 2005). Some authors suggest that "one of the ultimate goals of schooling is to develop self-directing, autonomous individuals" (Anderson & Pavan, 1993, p. 76). Learner autonomy in language education is interpreted in various ways, and various terms such as 'learner independence', 'self-direction', and 'independent learning' have been used to refer to similar concepts (Masouleh & Jooneghani, 2012).

Learner autonomy can be seen from the three different ways: technical, psychological, and political perspectives. In term of technical perspective, leaner autonomy is seen by emphasizing skill or strategies for unsupervised learning, e.g. Oxford (1990). Seen as psychological perspective, learner autonomy is seen as broader attitudes and

cognitive abilities which enable the learner to take responsibility for his/her own learning. Meanwhile the political perspective emphasizes empowerment or emancipation of learners by giving them control over their learning.

Autonomous learners are characterized by (1) having insights into their style and strategies, (2) taking an active approach to the learning task at hand, (3) willing to take risks, i.e., to communicate in the target language at all costs, (4) being good guesser, (5) attending to form as well as to content, that is, place accuracy and appropriacy, (6) developing the target language into a separate reference system and willing to revise and reject hypothesis and rules that do not apply, and (7) having a tolerant and outgoing approach to the target language (Omaggio, 19978 as cited in Masouleh & Jooneghani, 2012).

Autonomy (1) is not a synonym for self-instruction; in other hand, autonomy is not limited to learning without a teacher. in the classroom context, (2) autonomy does not entail an abdication of responsibility on the part of the teacher; it is not a matter of letting the learners get on with things as best they can, best they can; (3) autonomy is not something that teachers do to learners; that is, it is not another teaching method; (4) autonomy is not a single, easily described behavior; and (5) autonomy is not a steady state achieved by learners (Masouleh & Jooneghani, 2012).

Teachers need to be able to set their own goals and action plans, and children should be able to set their own goals and chart their own progress. Even teachers are actively teaching, students are responsible on the successful learning. It means that students should be autonomous learners. An autonpmous learner is able to (1) make planning and organizing his own learning experiences, (2) know domains of his interest for each subject, (3) observe his own learning progress, (4) find his own ways to learn and exercise, (be anthuciastic to language and language learning, and (6) have self-efficacy to use the language and ask for helps for some difficulties (Nurkamto, 2009).

Decision-making. Empowered teachers decide what to teach, how to teach, what materials to use and how to assess students. Empowered children also make decisions that affect the classroom, including what topics to pursue and how to implement the curricular choices. Empowered children make decisions that count; consequently, they display increased independence, thoughtfulness and originality. Children learn how to make decisions by making decisions, not by following directions (Kohn, 1993 as cited in Stone, 1995).

Traditionally, teachers are left in school decision making, e.g. creating instructional policy (Stone, 1995). Albright (2002:150) suggests a real interesting direction of teacher's performing by combining learning and supervising as teacher's classroom practices by involving students' participation in decision making thought personal journal (Albright, 2000). Albright found and illustrated the particular way in which issues of power arose in the class by using electronic bulletin board postings, students' journal, and audiovisual tapes of classroom interactions.

Data

Using framework of multisite case study, a descriptive qualitative investigation was given in the framework of empowerment theories (Zimmerman, 2005; Short, 1994). The data were collected from three sites of madrasah school in Cirebon. The data were gathered through classroom observation and interviews. Three madrasah English teachers participated in this study. A short video recorded learning process were observed to support the data.

Results

The results of the study are summarized in terms of (1) learner participation, (2) Decision making in task/learning content, and (3) learners and teacher self-efficacy. Some evidences of those indicators of empowerment are also provided.

Learner participation

Mostly learning process run steady in the madrasahs, meaning that the English teachers giving materials based on the curriculum suggested at schools. It seems that there was lack of innovation. This argument is indicated by the English teachers who involved

in this study. Mainly they told us that they usually use what the school curriculum is. However, mostly is presentation selected as the instructional technique.

The learning atmosphere in madrasah which applied presentation as the teaching technique suggests if discussion is less appreciated. By this assumption, learning participation frequently relayed on teachers rather than on learners. This custom potentially leads to marginalize learners' wish to learn in the class. This will be different if there is learning-situation which students learn what they want within the availability of school environment (Short, 1994; Zimmerman, 2005).

Decision making

Since the English teachers acted as the main actors in learning in madrasahs, often were students neglected in instructional design, e.g. in task selection used in the class. The research participants also stated that they decided what to be taught themselves according to the curriculum as one of the English teacher voice.

“tidak. Tidak melibatkan pihak lain di dalam memilih dan memilah materi atau pun bahan pembelajaran (No. Neither students or other parties were involved in the selection and the use of teaching materials)”.

This perspective is, consequently costly since learners were not involved in decision making relating to what they will to learn. In other words, students' voice was less appreciated to boost learning quality (Short, 1994; Zimmerman, 2005). Even all respondents shouted that they asked the students to be active during class, students remain “wait” to be force though.

Self-efficacy

All research participants agreed that self-efficacy is central in learning. This commitment is benefit (Short, 1994; Zimmerman, 2005). But, this is still partial. In the context of classroom learning, self-efficacy conform both two sides: teachers and students. We argue if the teachers commit to high self-

efficacy, they are able to pursue a quality of learning.

There was a gap in building rapport of trust relating to self-efficacy. The teachers claim “*kepercayaan diri itu penting untuk bisa mengajar, mentransfer ilmu dengan baik*” (self-efficacy is important in teaching and delivering materials); whereas learners’ self-efficacy is neglected. It will be different, for instance, students are given a space to express their wants and attitude toward their feelings in learning English.

These two sides of self-efficacy were reflected in classroom situation. Paying less attention to questions or comments of their friends or teacher was considered urgent to solve. Both performances of students’ learning and teacher’ instruction called for more repairs.

Poor feedback

Even it sounds less; feedback was given after learning, e.g. by giving motivating words. However, the feedback was highlighted once, e.g. at the end of learning, at the end of learning period (graduation). This finding confirms Ali, et.al (2011). Feedback is mostly forgotten to be one of teaching strategies to develop critical teaching and learning as one comment of the English teacher’s *kadang sih saya membuat umpan balik* (rarely was feedback given).

Conclusion and suggestion for further research

The research concludes that (1) there is still a lack of learner participation and involvement in learning, (2) in terms of English language teaching and material, classroom decision making was considered less important, (3) self-efficacy seems less appreciated, and (4) holistic feed-back was neglected.

Since the current investigation was a case of preliminary study, advanced investigation needs to be executed using more indicators of empowerment dimensions.

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Challenges of Genre-Based Approach Implementation in Tertiary EFL Writing Course

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Abstract

Genre-based approach, which has been adopted in both secondary and tertiary EFL teaching in Indonesia, emphasizes on the mastery of discourse skills leading to the development of literacy aspects (Feez & Joyce, 2002). The concept has been considered a challenge for both teachers as well as learners, such as grouping (Nunan & Lamb, 1996), and learning tasks with regard to joint construction. This concept should therefore be carefully interpreted in order to achieve its goals. This paper is a reflection of the implementation of genre-based approach in *Writing II* course at a university level. The aim of this paper is analyzing the problems faced in the implementation of such an approach in Writing course. The data was mainly taken from a Collaborative Action Research conducted by the researcher and her collaborator to the second semester students of English Education Study Program, Yogyakarta State University, enrolling in *Writing II* course. Based on the analyses, several problems are found in its implementation. Those include learning tasks, learners' behaviors, time allocation, and text selection. Further, recommendations are drawn in order to give some insights for teachers, lecturers, and practitioners to successfully apply genre-based teaching principle in teaching learning process.

Keywords: Genre-based approach, Foreign Language Writing

I. INTRODUCTION

Nowadays, genre-based approach has gained its place in English language teaching in both ESL/ EFL context globally both in primary, secondary, and tertiary level of education. This can be seen by a growing trend of developing syllabus, materials, and curricula in many countries as Australia, UK, China, Canada, Thailand, Singapore, Italy, and Hong Kong by using genre-based approach (Derewinka, 2003). This fact happens, as pointed out by Derewianka, mainly due to the fact that genre-based approach can be applied both in the context of native speakers of English and ESL/EFL setting as well.

In a response to the trend, Indonesian government has recently included this approach into its national curriculum. Starting from the 2004 curriculum, genre-based approach was incorporated into English language teaching in Indonesian secondary schools (Emilia, 2005).

This shows the government's efforts to develop the students' literacy aspects. Besides, it also shows the increasing awareness of the practice of English language teaching whose central emphasis is on language use in context.

Though genre-based approach has been implemented widely in secondary school, little has been done to scrutinize its implementation in Indonesian higher education context. Some studies on genre-based approach were mainly done outside Indonesia both in ESL and EFL context. Those include immigrant context in Australia (Burns, 1990; Lewis, 1999), ESL context of Singapore (Ho, 2009), EFL context of Thailand (Chaisiri, 2010), and Chinese context (Liquan, 2007). It is evidenced from those previous studies that genre-based approach is beneficial in developing students' writing skills. In addition, genre-based approach also improves students' metacognitive strategy in both reading and writing skills (Payaprom, 2012).

This paper is aimed at analyzing and describing challenges in implementing genre-based approach in tertiary education context. The points of analysis were taken from a classroom action research conducted by the researcher and her collaborator to the second semester students of English Education Study Program attending *Writing II* course. The course is intended to develop students' writing skills of paragraph by using different expository modes.

II. LITERATURE REVIEW

2.1. Writing and Teaching Writing

In ESL/EFL context, writing is seen as three different phenomena. First, writing is considered as a process (Collerson, 1988). The teaching learning process, based on this view, starts with practice and rehearsal activity of producing certain types of writing. Second, writing is seen as a social construction aimed at producing meaningful text (Painter and Martin, 1986). Third, writing is said to be a product resulted from grammatical and lexical knowledge of the writer (Shiva on Hyland, 2003).

Generally speaking, teaching writing encompasses two major approaches as process and product oriented. Harmer (2001) outlines that those two approaches differ in their focus. Process approach to teaching writing emphasizes on the steps of composing a piece of writing starting from brainstorming to publishing. To do so, the learners need to move from the first draft to the final one. On the other hand, product approach to teaching writing focuses on the final product and its purposes of writing.

2.2. Genre-based Approach

Genre-based is an approach originally derived from the Sydney school's systemic functional linguistic (SFL) theory (Halliday, 1985). This approach combines both register and genre (Hyon, 1996). By combining both aspects, genre-based approach focuses on building the learners' awareness of constructing information on a text by using different modes (Paltridge, 2001). Further, he adds that the process of text construction by using genre-based approach can be accomplished by means of discussing and comparing different characteristics of texts.

Hyland (2003) argues that genre-based approach offers the learners understanding on the nature of a text as an artifact which can be questioned, compared, and deconstructed. This is achieved through some teaching learning steps emphasizing on lexico-grammatical features of a text. By so doing, the learners are expected to improve their understanding of rhetoric aspects of a text. As a result, they are able to write a text appropriately based on its rhetorical features. Besides, the learners can differentiate different kinds of text by looking on its rhetorical features.

In teaching learning process, genre-based approach is realized in some teachable steps emphasizing on raising the learners' awareness on logical development of the text. Hammond, et.al (1992) lists four steps in genre-based classroom including building knowledge of the field (BKOF), modeling of the text (MOT), joint construction of text (JCOT), and independent construction of the text (ICOT). While Hammond's model ends on creating a text independently, Feez and Joyce (2002) include one more stage to facilitate the learners in using their existing knowledge of rhetorical and lexico-grammatical features of certain texts to be applied to different text. This step is therefore called linking to related texts.

The first step of genre based approach, building knowledge of the field, is completed through discussing the social context, general cultural context, and immediate context of situation of an authentic input (Feez and Joyce, 2002). This stage is done through some activities including context presentation, discussion, text comparison, and other cross-cultural activities. In addition, some important aspects as grammar and vocabulary can also be reviewed. Therefore, the learners will be able to relate their background knowledge with their existing knowledge upon completing the BKOF stage.

After building the context of text, the second step of genre-based approach is modeling and deconstructing the text. In this stage, the text is exposed to the learners in order to understand its social purposes and its meaning. Feez and Joyce (2002) categorize three kinds of activities to be completed in modeling and deconstructing stage. Those include text level, clause level, and expression level activities.

The third step of genre-based approach is joint construction of the text. This step deals with

the process of constructing a text collaboratively. As the learners started to work together with their peers, teacher will reduce his role in text construction (Feez and Joyce, 2002). By working simultaneously, the learners will be able to share their knowledge of rhetorical, lexicogrammatical, and genre of the text.

After constructing the text collaboratively, the learners will work with the text independently. This stage is therefore called independent construction of the text. On this phase, the learners are expected to use their knowledge of text features to produce a text which is meaningful and appropriate. The role of teacher is to monitor the learners' use of their knowledge to produce text.

The last step of genre-based implementation proposed by Feez and Joyce (2002) is linking to related texts. It aims to facilitate the learners to compare some features of the text they have learned with another text. Also, teacher can ask the learners to investigate the rhetorical aspects of the text they have learned to be applied in another text. Further, Feez and Joyce (2002) recommend five activities to be done in linking to related texts namely comparing the use of text types across fields, researching other text-types, role-playing of text, comparing the spoken and written version of text, and examining the use of certain features in another text.

III. METHOD

3.1. Design

The study, an Action Research, was conducted in two cycles, each of which comprises four essential stages proposed by Kemmis and McTaggart (in Burns, 2010), i.e. planning, acting, observing and reflecting. Prior to the study, observations were carried out to gain data on class' teaching learning situations and constraints.

The teaching learning process was designed following the procedure of Genre based approach suggested by Feez and Joyce (2002), namely Building the Context, Modelling and Deconstructing the Text, Joint Construction of the Text, Independent Construction of the Text, and Linking to Related Texts. Two types of texts

were selected for two teaching learning cycles, which are Explanatory and Discussion Texts.

3.2. Setting

The study was conducted in *Writing II* course, the class of 2F, English Education Study Program, Faculty of Languages and Arts, Yogyakarta State University. The class met once a week taking 100 minutes each meeting and was attended by 19 students. The course consists of 14 to 16 meetings in a semester. The study took place in the even semester of academic year 2013/ 2014.

3.3. Method of Data Collection

3.3.1. Task

For the purpose of analyzing improvement in students' writing skills, students were required to undertake a task before (pre-test) and after (post-test) each teaching and learning cycle. The individual task took 90 minutes to complete.

3.3.2. Data Collection

After the students completed the task, questionnaires, in the form of open-ended questions, were distributed and an interview was conducted to gain information about students' learning experiences and reflections. The interview was conducted in the learner's first language, Bahasa Indonesia. The research collaborator, instead of the researcher as the lecturer, served as interviewer.

3.3.3. Data Analysis

The data were analyzed adopting five stages of data analysis suggested by Burns (2010), namely assembling, coding, comparing, building interpretation and outcomes reporting

IV. DISCUSSION

During the two-phase classroom action research, there are some challenges found by the researcher and her collaborator in applying Genre based approach in tertiary EFL writing class. Those challenges are listed as follows.

1. Learning Tasks

The first problem found during the implementation of Genre-based approach in *Writing II* class is learning tasks. In the joint construction phase on the first cycle of the action research study, every student was given equal opportunity to contribute to this task. The learners were then required to compose a text collaboratively by typing the sentences in teacher's notebook. It was observed that the learners were not really enthusiastic in accomplishing the task.

Based on the students' reflection, this task was perceived to be ineffective to be done in joint construction phase. Some students felt reluctant to contribute their ideas (sentences) collaboratively for the simple reason that they might share different ideas each other. This situation is supported by Nunan and Lamb (1996) arguing that grouping activity can be a problem in genre-based implementation. The students preferred to do tasks more independently since they found it difficult to combine their ideas together, which are expressed in the some of their questionnaires:

I do not really like composing a paragraph together. The activity of discussing a paragraph with peers will limit our creativity in writing. (Puput, reflection of cycle 1)

I think the most appropriate activity to be done with peers is editing. If composing a text is done in groups, it will be time consuming. (Nanda, reflection of cycle 1).

2. Learners' Behaviors

The situations in the joint construction phase described early, in which the learners were not keen on composing the text together, can also be considered as a reflection of learners' behaviours. This is in line with what Emilia (2005) found in her study suggesting that the learners are not entirely keen on having group discussions with their peers. Further, she points out that the reasons why the learners have such behaviors in joint construction phase are categorized into four aspects, namely grouping factor, the nature traditional one-off writing task, time constraint, and the nature of Indonesian

learners. The study is supported by similar study conducted by Chaisiri (2010) in a university context in Thailand. She found that not all students gave contribution to the whole class discussion. As a result, she decided to divide the group by generic structure of the text and guide the learners towards composing a paragraph.

Reflecting upon the the above research findings and her own teaching logs and field notes, the researcher tried to modify the tasks to be applied in the second cycle of joint construction stage. To accomplish the second cycle of joint construction phase, the researcher divided the class into five groups consisting of 4-5 students. Each group should write a paragraph which will be combined to a meaningful text. In the end, the learners' voices towards this grouping method are positive, as this allows them to use their knowledge of rhetorical and lexico-grammatical of the text. Some students wrote their reflection with regards to the grouping method as follows.

Making a text together with one-by-one student coming in front of the class is time consuming. In my opinion, it is better to have a group work consisting of 4-5 students. This is much better than the previous one, as we can learn many things from the mistakes that we made. (Tiwi, reflection of cycle 1)

Writing in groups is not effective in this class. This happens as there will be many pros and cons with other students' ideas. In addition, the paragraph composed by group work is sometimes incoherent and dissatisfying too. I prefer doing the task individually than group work. (Lisa, reflection, cycle 1)

3. Time Allocation

Another observable constraint is time allocation. Having five teaching learning steps in the procedure, applying Genre-based approach in teaching writing indeed needs careful decision regarding time allocation. In the first cycle of the study, two meetings with 100 minutes each were designed to accomplish the five steps in the approach. It was found, however, that more time was needed either for the lecturer to explain the

materials or for the learners to do their writing practice. This finding was consistent with what the learners felt toward their writing experiences. Some students, through their written reflections, indicated that they did not have sufficient time to extensively develop ideas and check their work for grammatical accuracy, vocabulary and writing mechanics. The students wrote that

Time allocation for group work is much longer than that for individual work. Thus, I was in a rush to complete the individual task. (Tiwi, reflection of cycle 1)

Although we are required to write something fast, it is better to have more time allocated for individual practice. This is because we need to prepare for brainstorming the ideas that we want to develop in our paragraph. (Ana, reflection of cycle 1)

Time allocation should be taken into account in this writing class. Spending too much time for certain activities is boring, yet spending less time is not effective too. (Tiara, reflection of cycle 1)

The second cycle of the study was therefore designed to allow more space for brainstorming of the topic, discussion on the text (modelling and deconstructing of the texts), and independent construction of the text (learners' individual writing practice).

4. Text Selection

Text selection is also evident to be a potential challenge in genre-based EFL writing class. Some experts argue that interest is the most important factor of selecting texts to be used in teaching learning process (Carrell, 1984; Nuttall, 1982; Williams, 1986). Interesting texts increase the learners' motivation to learn English as well as improves the learners' engagement to do more extensive reading outside the classroom.

The case was evident in this research where the researcher used a text which the students were not familiar with and not interested in. In the first cycle of the study, the topic employed by the researcher was entitled *The Greenhouse Effect*. Based on the learners' reflections, this

topic was interesting to them. Besides, some technical words were required to develop the ideas. Regarding the difficulties in the text's topic selection, some students reflected that:

The topic used in teaching learning process should be familiar to the learners. Developing the unfamiliar topic to be a good paragraph is difficult to do. (Hani, reflection of cycle 1)

The example of texts contains too many specific words. Besides, the topic is also uninteresting to be discussed, so the paragraph is quite difficult to be developed. (Ahmad, reflection of cycle 1).

V. CONCLUDING REMARKS

The study shows that in implementing Genre-based approach in teaching writing for university-level students, some challenges were potentially faced. Those include learning tasks, learners' behaviors, allocation of time and selection of texts. The findings entail at least three thorough considerations in adopting the approach in teaching writing. First, collaborative tasks should be carefully designed as the design can be a tricky process. Relating the types of tasks to learners' behaviors will result in more stimulating learning environment. Second, going through stages in Genre-based approach suggested by Feez and Joyce (2002) in fact takes a considerable amount of time. As a consequence, more time should be dedicated to particular stages such as modelling and deconstructing the text and independent construction of text. Finally, topic selected for the text might determine learners' interests in discussing and producing the texts. In brief, with regard to second/ foreign language pedagogy, the findings are expected to give teachers and curriculum developers insights pertaining to Genre-based approach in teaching writing.

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THE EFFECTIVENESS OF THE EDUCATIONAL DEBATING METHOD IN IMPROVING STUDENTS' ORAL COMMUNICATION SKILLS

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Abstract

This study aims to examine the effectiveness of the educational debate method in teaching oral communication skills. This study adopted a quasi-experimental method that was conducted in a private Senior High School and a private Vocational High School in Bandung for a month. The non-equivalent control group that consists of a pre-test, treatment and post-test was used as the research design in this study. In this case, the second grade students in class XI-IPS SMA and XI-SMK became the sample of this study. The TOEIC (Test of English for International Communication) spoken tests were used as the research instrument. The data were analyzed through SPSS 15.0 and they were interpreted in a descriptive way. The results of this study indicate that the mean of the post-test scores in the experimental group are significantly higher than that of the control group. In other words, the use of the educational debating method is effective in improving students' oral communication skills. The research findings are expected to give good contribution to the EFL (English for Foreign Language) teaching methodology, to enhance the students' and teachers' knowledge related to the oral communication skills, and to develop the students' and teachers' creativity in the teaching learning process of speaking.

Keywords: Educational Debating Method, Oral Communication Skills

1. Introduction

INTRODUCTION

Oral communication ability, especially in English language as International Language, is considered to be an important skill needed in a global era. Most classes in Indonesian schools give many concerns to lesson information and only give little attention in relating the lesson into daily life context. Most class activities are based on memorizing new vocabulary, practicing grammar rules and analyzing dialogues. Thus, they cannot have enjoyable speaking experiences and they mostly unable to speak actively as needed.

Accordingly, we need teaching methodology which is not only designed to produce students who can master the language but also to produce school graduates who can practically operate using English with communicative circumstances. Otherwise, if there is no any research conducted to this problem, presumably all education

practitioners unable to improve the students' mastery of oral communication skill and hard to reach the better standard from the government.

One of teaching methods that can be developed to facilitate the goals of speaking competencies above is by the educational debating method. Hunt (1998) states that through debate students can learn how to examine arguments from various points of view and importantly they can have better arrangement and organization of speech in an appropriate language [9]. Thus debate teaches students to be able to communicate in better oral communication skills. In addition, Davidson (1996) wrote that "with practice, many students show obvious progress in their ability to express and defend ideas in debate [and] they often quickly recognize the flaws in each other's arguments [3]."

In previous research conducted by Fukuda (2003) to Japanese Students, it is found that there were only 30.8% of the

students were active of expressing their opinions but after the debate, this figure increase to 56,7%. "before the debates only 30.8% of the students were not afraid of expressing their opinions when they were not the same as others'[5]. After the debate this figure rose to 56.7%." A study on using debate in helping students discuss controversial topics was conducted by Fallahi (2007) found that most students enjoyed debate, would like to participate in debate in the future, and felt empowered by the experience [4]. This shows that debate is a useful tool to lead students to become more accustomed to expressing opinions.

Hence, this study is intended to investigate the effectiveness of educational debate method in improving students' oral communication skills in Indonesian school and it is expected that this research will contribute to the practice of speaking teaching in the future.

Based on explanations above, a study has been conducted using educational debating method to examine the effectiveness of the educational debating method in teaching oral communication skills. This study focuses on the use of the educational debating method in improving students' oral communication skills and the subjects were the second graders of Senior High School and Vocational High School. The educational debate focuses on academic purposes and the judge evaluates the quality of students' way of convincing others through their oral communication skills. This study is expected to contribute to the EFL teaching methodology where the educational debating method has not been used by schools in Indonesia as an English teaching tool. It is also hoped to enhance students and teachers' knowledge related to oral communication skills. This educational debating method hopefully can develop students' and teachers' creativity especially in teaching oral communication skills or speaking. Thus, the statement of the problem of this study: "Is the educational debating method effective in teaching oral communication skills?"

2. Research Methodology

This study used a quantitative method that deals with data in the form of scores and numbers. The *Quasi Experimental* was used as

the research method with nonequivalent control group design. This design uses pre and post-test with purposive subjects. One class was treated by using educational debate method as an Experimental Group (EG), and the other class was treated by using a conventional teaching method as a Control Group (CG). This study uses the same instrument for both the pre-test and post-test. To determine whether the means of two group scores differ to a statistically significant degree, the writer used *t* test.

Furthermore, the research used the *t*-test with the primary purpose of which to figure out whether the means of two group scores differ to a statistically significant degree.

The specific quasi design of the study was a nonequivalent control group design, the pretest – posttest nonequivalent groups design. Gall et al (2003:402) says that the pretest-posttest nonequivalent groups design is often used in class experiments when experimental and control groups are such naturally assembled groups as intact classes which may be similar [6].

The formula is expressed as follows:

$$\underline{G1 \quad T1 \quad X \quad T2}$$

$$G2 \quad T1 \quad T2$$

From the design above two classes were selected for the experiment. One class was as an experimental group (G1) which was given a treatment (X) and the other class was a control group (G2) which was not given a treatment.

A Pretest (T1) was administered before the implementation of the educational debating method as the treatment, and then at the end of the treatment period, a posttest was held to assess the students' speaking ability.

Hatch and Farhady (1982) says that an independent variable is the major variable which is investigated [7]. In this study, the educational debating method as the teaching method was the independent variable and was the major variable to be investigated. Still, according to Hatch and Farhady (1982) the dependent variable is the variable which is observed and measured to determine the effect

of the independent variable [7]. The variable that was influenced by the independent variable in this study was the students' oral communication ability.

This study began with Null Hypothesis (Ho) where both classes conducted; experimental and control classes are similar.

$$H_0: \mu_{\text{experimental}} = \mu_{\text{control}}$$

It means that there was no difference between experimental class and control class in the *mean* adjustment level. By using null hypothesis, every possibility of the research could be shown. If the Hypothesis was rejected, it can be concluded that experiment worked. While if the hypothesis was accepted, the experiment did not worked.

So the null hypothesis of this study was the educational debating method was not effective in improving students' oral communication skills.

According to Arikunto (2006), population is any group of individuals that have one or more characteristics in common that attract the researcher [1]. The population of this research was the second grade of students of SMA and SMK in a private school in Bandung which was grouped into three classes.

The samples of this research were two classes (XI SMK AND XI IPS SMA) which were selected based on the classification made by the school. Class XI SMK acted as the experimental group and XI IPS SMA as the control group. Each class consisted of 20 students. Thus the fixed number of sample was 40 students. During the experiment, the experimental group was given several treatments in a period of four meetings.

3. Research Procedure

The researcher performed as teacher and facilitator in both the experimental and control groups. In preparing the teaching process, the writer conducted two steps: first, preparing appropriate materials for teaching and learning process during the treatment and second, organizing teaching procedures in the control and experimental group.

In the experimental group, the teaching materials and procedures were highly related with the implementation of educational debate method in speaking. While in the control group, conventional speaking materials and teaching procedures were applied.

Before the instrument was used in the research, the researcher administered the test to investigate the validity and reliability of the instrument. The test consisted of debating performance. The test was conducted in class XI SMA IPA before the experimental teaching begun.

Two second grade classes in SMK and SMA, which were XI SMK as the experimental group were exposed to the educational debating method while XI IPS SMA as the control group was taught by using the conventional technique in teaching. The conventional technique was by memorizing dialogue.

To investigate the students' initial ability, a pretest was conducted. It was given to both experimental and control groups. Afterward, to investigate the effectiveness of the educational debating method in teaching oral communication skill, at the end of the program a post-test was given to both groups.

3.1 Classroom Activities of Experimental Group

The following are the experimental group activities:

1. Teacher presentation
Before beginning the lesson, the teacher described and explained about different kinds of oral communication skills and how many of those various English oral communication skills appeared in most exams. Then the teacher proposed a certain technique in speaking, namely the educational debating method, as one of the solutions to overcome and improve their oral communication skills. The teacher explained the theories, usages and implementation of the educational debating method. Hence, the motion and handouts were distributed to students.
2. Team discussion or case building

After receiving the handouts and the explanation of the educational debate method, the students discussed the topics and decided on the definition of the motion, built their cases and arguments, searched supporting facts and ideas from handouts and prepared their speeches.

3. Debate performance

After finishing the case building, the students were asked to form a team that consists of three students. The teacher pair up two teams and have them compare their lists and decide on argument for their debate. They then pick sides-affirmative or negative. The students were given the following debate structure, adapted from LeBeau, Harrington, Lubetsky (2000)[10].

Seating Arrangement: students facing each other, two or three students per team.

1. Affirmative team: argument 1
2. Negative team's rebuttal
3. Affirmative team's response to rebuttal and open discussion
4. Negative team: argument 1
5. Affirmative team's rebuttal
6. Negative team's response to rebuttal and open discussion
7. Affirmative team: argument 2
8. Negative team's rebuttal
9. Affirmative team's response to rebuttal and open discussion
10. Negative team: argument 2
11. Affirmative team's rebuttal
12. Negative team's response to rebuttal and open discussion
13. Affirmative team's closing comments
14. Negative team's closing comments

3.2 Classroom Activities of Control Group

1. Teacher explanation

The teacher explained the topic and material to the students. The teacher gave the handouts to students to summarize and memorize the handouts

2. Individual Work

The students memorized the handouts and then were asked to retell the content of the text.

4. FINDINGS AND DISCUSSIONS

The mean for the experimental group is 48.85, while the mean for control group is 49.55;the mean score either gained by the experimental and control group is not too far. The probability of the experimental group is 0.537 and the control group is 0.842 which are higher than the level of significance (0.05). This result shows that the null hypothesis is accepted, the scores of the experimental and the control group are normally distributed.

The test of the homogeneity of the variance shows that the probability (based on the mean) of the homogeneity of the variance test is higher than the level of significance (0,395 > 0,05). It means the null hypothesis is accepted. The variances of the two groups are equal. In other words, the level of students' ability in speaking is increased.

After the normality distribution and homogeneity of variances were analyzed then the data were calculated by using the t-test formula. The t_{obt} is 0.162 (the absolute of 0.162) and the degree of freedom (df) of pretest is 38, it means that the t_{crit} is 2.021 at the level 0.05 (based on the critical values of t at the 0.05 level to the line $df = 38$). Since the t_{obt} is lower than t_{crit} (0.162 < 2.021) so the null hypothesis is accepted. It means that the two samples are from the same population and there is no significant difference between two groups. This result implies that the experimental and control group are similar in terms of their initial ability.

Table 1 shows the highest and lowest scores, sums, and means of the students' scores from the experimental and the control group at the pre-test.

Table 1

The Post-test Scores

Subjects (20 Students)	Experimental Group	Control Group
Highest Score	85	76
Lowest Score	40	26
Sum	1361	997
Mean	68,05	49,85

The normality distribution and variance homogeneity test were conducted before the data were calculated by using t-test formula.

The probability of the experimental group is 0.895 and the control group is 0.948 which are higher than the level of significance (0.05). It means that the null hypothesis is accepted; the post test scores of the experimental and control group are normally distributed. The result of the variance homogeneity test is that the probability (based on mean) is higher than the level of significance ($0.088 > 0.05$). As a result, the null hypothesis is accepted; the variance of the two groups is equal.

After the normality distribution and homogeneity of variances were analyzed, the data were calculated by using t-test formula. The t_{obt} is 4.538 (the absolute value of 4.538) and the degree of freedom (df) of pretest is 38, it means that the t_{crit} is 2.021 at the level 0.05 (based on the critical values of t at the 0.05 level to the line $df = 38$). Since the t_{obt} is higher than t_{crit} ($4.538 > 2.021$), so the null hypothesis is rejected. It means that the two samples are from the same population and there is significant difference between the two groups.

The computation of the control group scores was done by using the matched t-test formula (Paired sample test in SPSS 15.0), in which the scores of pre-test and post-test were compared.

T_{obt} gained is 1.101 (the absolute value of -1.101) with sig. 0.285 and the degree of freedom (df) is in 19. It implies that t_{crit} is 2.093. Considering the obtained scores, it is concluded that the t_{obt} is lower than t_{crit} ($1.101 < 2.093$). Thus, the null hypothesis is accepted; there is no significant difference between pretest and posttest of the control group. After having completed several treatments, the control group's speaking ability was not improved.

The computation of the experimental group scores was done by using the matched t-test formula (Paired sample test in SPSS 15.0), in which the scores of the pre-test and the post-test were compared. The t_{obt} gained is 8.824 (the absolute value of -8.824) with sig. 0.000 and the degree of freedom (df) is in 19. It implies that t_{crit} is 2.093. Considering the obtained scores, it is concluded that the t_{obt} is higher than t_{crit} ($8.824 > 2.093$). Thus, the null hypothesis is rejected; there is significant difference between pretest and posttest of the

experimental group. After having completed several treatments, the experimental group's oral communication skill was improved. This finding supports the research hypothesis that the educational debating method is effective in improving students' oral communication skill.

The analysis of the students' scores gained in the pre-test and post-test was intended to examine the improvement in students' oral communication skills after learning English through the educational debating method. The success of the method is shown by the significant difference between the scores from the pre-test and post-test.

The average score before treatment is 48.85 and after treatment are 68.05. The result indicates that the students' mastery of oral communication skill before learning the educational debating method is classified as poor (0 – 49) or the students cannot communicate effectively in spoken English and unable to express themselves clearly. While after learning the educational debating method is classified as average to good (60-79) or it can be said that the students' oral communication skills can be understood but with difficulty based on Haris (1969:134) probable class performance [8].

The results of the pre-test and post-test scores and observation during the teaching and process showed that after being treated using educational debating method, few students of the experimental group can be categorized as average to good speakers or in other words, their speaking can be understood but with difficulties. They have the characteristics of good speakers such as talking with normal levels of continuity but there are some hesitant responses, convey the contextual responses and irrelevant responses, almost there are no irrelevant and inappropriate words to the context.

The improvement made by the students indicated that the students were able to deliver a well-organized speech which can convince the audience with a sophisticated manner or good language knowledge. It is relevant with McCroskey (1997) who stated that debate is essentially about developing oral communication skills, about assembly and organizing arguments [11]. In the experiment class, the students were highly encouraged to

convince people who were listening to his or her debate by delivering a well-organized speech using gesture and intonation. In debate, students also use Brown (1990) strategies that use mime and nonverbal strategies to convey the meaning of their speech [2].

The educational debating method also improved students' responds to other statement or performance. In giving the responds they used some Brown (1990) strategies such as: asking for clarification (what?), asking their opponents to repeat what the opponents have said (excuse me, can you repeat that?), using fillers in order to gain time to process, appealing for assistance from interlocutors (to get a word or phrase) [2]. These strategies made their fluency improved also.

5. Conclusions

In Indonesian traditional classrooms, most of EFL teachers applied a conventional method in teaching speaking. They, for example, insist that students should memorize sentences or dialogues. This was tremendously overwhelming for students in facing English subject, especially to master oral communication skills. In this research, the use of the educational debating method was expected to help the students in facing their speaking task.

The aim of this research was to answer the statement of the problem that was previously mentioned in the first chapter. The statement covered the effectiveness of the educational debating method in improving students' oral communication skills. In finding the effectiveness, it was important to know the students' mastery of oral communication skills before and after learning the educational debating method. Thus, it has come to some concluding remarks, as follows:

1. From the results of the pre-test in the experimental group or before being exposed to the educational debating method, it can be concluded that the students' mastery of oral communication skills was 48.85. The score was considered as "poor" based on Harris (1969) classification of probable class performance. Therefore, the students' mastery of oral communication skills before learning

the educational debating method was poor [8].

2. On the other hand, from the results of the post-test in the experimental group or after being exposed to the educational debating method, it can be concluded that the students' mastery of oral communication skills was 68.05. The score was considered as "average to good" based on Harris (1969) classification of probable class performance [8]. Therefore, the students' mastery of oral communication skills after learning the educational debating method was average to good.
3. After computing the results between the experimental group and the control group by using matched t-test formula (Paired sample test in SPSS 15.0), it was found that the mean of the experimental group was higher than that of the control group. Then, the results of the t-test computation (independent sample test) exhibited a significant difference between the experimental groups before and after the treatments, which the t_{obt} was higher than t_{crit} ($4.538 > 2.000$) so the null hypothesis was rejected. It was concluded that the implementation of the educational debating method was effective in improving students' oral communication skills.

Acknowledgements

I would like to thank God, my parents that always support me, my brothers and sisters, and my friends and lecturers in Department of Linguistics of University of Indonesia year 2014-2015.

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Applying Chart Rules to Identifying the Pronunciation of Plural Morpheme –S

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Abstract

Plural morpheme –s could be the most familiar phonological rule in learning phonology. The phonological rule creates responsibility in words like *kisses, buses, bushes, judges,* and *churches*. This pattern makes different form in oppositeness to its non-syllabic pronunciation in words like *caps, hats, cakes,* and *breaths*. In this case the plural phonemes are voiceless, whereas the words *cabs, cads, cogs, caves* are categorized into voiced.

In accounting to those variations of plural morpheme –s, there will be three assumptions. The first assumption is that the plural morpheme –s is underspecified (that is not marked by the feature of “voiced”). The second is that the voicing assimilation operates to assign voicing to plural morpheme. The third assumption is after a class of English sounds, an epenthetic vowel is introduced prior to the operation of the voicing assimilation rule. This rule for the syllabic nature of the plural morpheme in words like *kisses* and *bushes*, those words have the syllabic form with plural morpheme –s as a voiced segment, namely /z/.

Keyword: *Chart Rules, Morpheme –s, Phonological Rules, Pronunciation of Plural Morpheme –s,*

1. Introduction

1.1 Morpheme

The definition of morphem can be defined as the smallest meaningful unit (Plag, 2003). A morpheme normally involves a consistent association of phonological form with some aspect of meaning (Kroeger, 2005). On this logic, there are two morphemes in the word *pancake*, namely *pan* and *cake*. It can be seen from the word *improbabilty* consist of three morphemes : *in* + *probable* + *ity*. English speakers will probably agree that the word *waspishness* has three morphemes consist of *wasp* + *-ish*, and *-ness*. Morpheme *-ish* and –

ness have meaning because these morphemes are as part of words that easily combine to other parts to create words such as *pinkish* and *happiness* (Denham & Lobeck, 2010). On the other hand the word *boy* consist of one morpeheme, it is because the word *boy* can not be devided into any smaller units. However the word *boy* can be considered as word which has two morphemes by giving morpheme *boy* + *zero* morpheme which mark singularity (Alkhuli, 2006).

1.2 Morphemes and syllables

Morphemes and syllables are different. Morpheme is the smallest grammatical unit, while syllable has been traditionally defined in pronunciation terms (Taft, 1993). The word *mississippi* has more than one syllable but is only a single morpheme, at least to speakers who are unaware that its origin or etymology (historical origin of word). English speaker will recognize that *miss* and *sip* are not related to the English of those words (Denham & Lobeck, 2010).

Words can be made of a single (free) morpheme or monomorphemic such as *pen*, *car*, *light*, *book*, or it can consist of two or more morphemes (polymorphemic), such as *traditionally*, *globalization*, *kindness*, *friendly*, *grammaticality*, *linguistics*, and many more.

Other examples that can be more than one syllable but it consists of monomorphemic words, are *paper*, *pizza*, *google*, *driver*, and *cat*.

1.3 Identifying morpheme

The most important to recognize the characteristics of traditional morpheme is that it is conceived of as a unit of form and meaning, a sign (Plag, 2003). The example is morpheme *un-* in word *unidentified* is entity that consists of the content or meaning on the one hand, and on the other hand it represents the sound or letter which expresses this meaning. Latin and Greek brought a lot of morphemes to English. As we can see from the example of the word *Mississippi*, this word may come from one of those languages, but it is not really important to speak when the word will be analyzed in morphology. Another example is the word *transmigration*. English speaker will realize that *trans-* is a morpheme because of the existence in many words such as *transmission*, *translation*, *transportation*, and so on. Morpheme *-ion* can be identified as morpheme because it occurs in word *nation*, *accommodation*, and *translation*.

English speaker may think that the morpheme *-ish* is an adjective suffix. This suffix occurs in the word *girlish*, or *reddish*, and also to identify nationality adjective such as *Swedish*, *Irish*, and *Spanish*. This morpheme can not be applied to different languages because each language has different morphological rules (Balpınar, 2000). If we apply morpheme *-ish* to Salish language, it has meaning “*people of*”.

Morpheme *-s* in the last segment of the word *Massachusetts* is not the plural *-s* that occurs in English noun because there is no singular noun of *Massachusetts*. The word *Massachusetts* does not treat as plural noun: **Massachusetts are wonderful place to live* (the * shows that the sentence or word is ungrammatical, or odd-sounding)

Most morphemes have lexical meaning, as it can be seen in the word *look*, *kite*, and *tall*. Other morpheme can be shown as grammatical category such as past tense (*-ed* e.g. *looked*), plural (*-s* e.g. *houses*) or comparative degree (*-er* e.g. *older*) (Finegan, 2008).

1.4 Plural Morpheme –s

The word pronunciation can be known from knowledge of phonology and the parts of the words that are called morpheme (Gussmann, 2002). A given morpheme may have different pronunciation depending on the context. This variation will be explained more by phonological rules, and the pronunciation of Plural morpheme *-s* needs phonological rules in it (Rose, 2002).

The plural nouns in English such as *cat/cats*, *dog/dogs*, *fox/foxes* treat different in pronunciation. There are many plural nouns that never get paid attention on how to pronounce. The following examples are labelling in different ways to say.

A	B	C	D
<i>Love</i>	<i>Cuff</i>	<i>Bush</i>	<i>Child</i>
<i>Bag</i>	<i>Cat</i>	<i>Bus</i>	<i>Ox</i>
<i>Call</i>	<i>Faith</i>	<i>Match</i>	<i>Sheep</i>
<i>Boy</i>	<i>Cap</i>	<i>Garage</i>	<i>Mouse</i>

Figure 1. Single Morpheme

The final sound of the word in column A is [z] a voiced alveolar fricative. Meanwhile in column B the plural ending of the word is [s] a voiceless alveolar fricative. And the final sound of the plural nouns from column C is [ɪz]. The three columns above present different pronunciation. The regularity sound in column A, B, and C does not happen the same case in column D. The plural forms in D are *Children*, *Oxen*, *Sheep*, and *Mice*. These irregular plural nouns are special

cases that are memorized individually when acquiring English, whether natively or as a second language.

To find out the way how to pronounce the plural nouns, it is really important to make a chart that records the phonological environments in which each variation of the morpheme is known to occur (Fromkin, Rodman, & Hyams, 2011). The more technical term for variation of morphem is called *allomorph*. The chart of the first three colomns in broad phonetic transcription can be seen below.

Allomorph	Environment
[z]	After [l Δ v], [b \square g], [k \cdot .l], [b \cdot .l] → [l Δ vz], [b \square gz], [k \cdot .lz], [b \cdot .lz]
[s]	After [k Δ f], [k \square t], [fe \square], [k \square p] → [k Δ fs], [k \square ts], [fe \square s], [k \square ps]
[$\hat{=}$ z]	After [b \cup \blacktriangleleft], [b Δ s], [m \square t \blacktriangleleft], [g $\hat{=}$ ra \nearrow] → [b \cup \blacktriangleleft $\hat{=}$ z], [b Δ s $\hat{=}$ z], [m \square t \blacktriangleleft $\hat{=}$ z], [g $\hat{=}$ ra \nearrow $\hat{=}$ z]

Figure 2. Phonological Environment

To determine the pattern behind the way plurals are pronounced, the property of the invironment can be the reference to look for the environment associated with each group of allomorphs. The word *cab*[k \square b] or *love* [l Δ v] take the plural morpheme –s by ending [$\hat{=}$ z] rather than [s] or [$\hat{=}$ z]. Minimal pair is the guide for the search of the environment. Minimal pair is two words which differ in meaning only when one sound is changed (McCully, 2009). The examples are *cab*[k \square b] and *cat* [k \square t], the words have different sound in final segments, whereas *cat* [k \square t] and *mat* [m \square t] are a minimal pair that have different sound in their initial segments.

Another useful thing that is important in doing the search of the invironment is a minimal pair whose members take different allomorphs (Lustig, 2010). The examples are the word *cap* [k \square p] and *cab* [k \square b] which have different allomorph in final segment when the words are embedded by plural morpheme –s where *cap* [k \square p] and *cab* [k \square b] take allomorph [s] and [z] to form the plural. The word *bag* and *badge* also take different plural allomorph [z] and [$\hat{=}$ z].

It can be said that the distribution of plural allomorphs in english is formed by the final segment of the singular form (Fromkin, Rodman, & Hyams, 2011).

2. Applying Chart Rules for Plural Morpheme -s

According to (Akmajian, Demers, & M, 2001) distribution of plural morpheme is formed by speech sound below :

Allomorph	Environmet
[z]	[b], [m], [d], [n], [g], [··], [v], [λ], [l], [r], [j], [a], [··.l]
[s]	[p], [t], [k], [f], [\square]
[$\hat{=}$ z]	[s], [z], [\blacktriangleleft], [\nearrow], [t \blacktriangleleft], or [d \nearrow]

Figure 3 Distribution of Plural Morpheme

Furthermore, (Fromkin, Rodman, & Hyams, 2011) stated that phonemic properties is considered to reveal the segments that trigger the [$\hat{=}$ z] plural have in common the property of being *sibilant*. In non-sibilants, the voiceless segments take the [s] plural, and voiced segments take the [z] plural. The rule can be drawn below:

Allomorph	Environement
[z]	After voiced nonsibilant segments
[s]	After voiceless nonsibilant segments
[$\hat{=}$ z]	After sibilant segments

Figure 4. Distribution of Plural Morpheme

to assume the the basic underlying form of the plural morpheme is /z/ with the meaning “plural”. The default pronunciation of plural morpheme –s is [z]. It can be changed when the default does not apply.

1. Insert a [$\hat{=}$] before plural morpheme /z/ when a regular noun ends in sibilant, giving [$\hat{=}$ z].

2. Change the plural morpheme /z/ to a voiceless [s] when preceded by a voiceless sound.

Balpinar, Z. (2000). *Turkish Phonology, morphology and Syntax*. Turckce: Anadolu University Press.

Rules	Word 1	Word 2	Word 3
Plural	Bus + pl.	Bug + pl.	Book + pl.
Basic Representtaion	/b _Δ s + z/	/b _Δ • + z/	/b _U k + z/
Apply Rule 1	/ b _Δ s + ^Δ + z/	NA*	NA*
Apply Rule 2	NA	NA	/ b _U k + s/
Phonetic Representation	/ b _Δ s ^Δ z/	/ b _Δ •z/	/ b _U k + s/

Figure 5. Applying Chart Rules

*NA means “not Applicable”

Because the default pronunciation of plural morpheme is [z], if no rule applies, then the plural morpheme will be realized as [z]. It can be seen from the chart deletion table, the word *bus*, *bug* and *book* are formed in plural.

3. Conclusion

In identifying the pronunciation of plural morpheme –s can be done by applying the chart rules. Based on the phonological rules that plural morpheme –s has three allomorphs which are [s], [z], and [^Δz]. The distribution of plural morpheme –s is formed by speech sound [b], [m], [d], [n], [g], [·], [v], [λ], [l], [r], [w], [j] for the sound of [z], [p], [t], [k], [f], [□] for the sound of [z], and [s], [z], [◁], [↗], [t◁], or [d↗] for the sound of [^Δz].

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DESCRIPTIVE TEXT INSTRUCTION USING CASE STUDY AND ANALYTICAL TEAM

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Abstract

Reading is useful for other purposes to exposure in English (provide students understand it more or less) is a good thing for the students language. Reading comprehension in descriptive text is important because it can increase the students ability of understanding and interpreting the information. The objectives of this research are (1) To know whether there is significant difference between using Case Study and Analytical Team toward students' reading comprehension in descriptive text. (2) To find out which one is more effective between using Case Study and Analytical Team toward students' reading comprehension in descriptive text instruction.

The kind of design is True Experimental Control Group Pre-test and Post test. The population in this research is 50 students. The sample in this research is the student in the second semester in Muhammadiyah University of Metro which consists of 25 students are as experimental class and 25 as control class.

The writer use cluster stratified random sampling to takes sample. From the accounting of students score on post test, is was gained that at the significant level of 0,01, the t_{ratio} is higher than t_{table} , that is 2,77 for t_{ratio} and 2,70 for t_{table} . It means that Case Study effective to develop students' reading comprehension

Key words : *case study, analytical team technique, reading comprehension*

1. Introduction

English is very important in this global communication. There are many aspects in English which is interrelated, such as listening, speaking, reading and writing. The important one is reading. Reading is useful for other purposes to exposure in English (provide students understand it more or less) is a good thing for the students language. At least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.(Nuttal, 2006: 68).

In the course of reading there is some material that must be mastered by the students such as the text in the form of descriptive, recount, report, procedure, news item, hortatory exposition, analytical exposition, explanation, discussion, and

review (Genre-based Approach). One form of descriptive text.

The lecturer finds the easy way for the students to understand the text well so they know the aim of the text. The lecturer plays a key role for students' success in learning to read (taken from the report of the expert panel on early reading). Some problems appear when the students try to comprehend the text but it is the usual thing for them when they got some problem in reading the text. Most of them only read the text without thinking what is the content of the text or what is the information that they can get from the text lecturer's way in teaching is very influential in the students' comprehension especially in reading because when the lecturer asked the student to comprehend the text without technique the students will feel bored.

According to problem background above, the researcher identify the problem as follow:1). Most of the students still lack pronunciation and vocabulary. 2)The reading comprehension in descriptive text of the students is still low.3) The students reading ability is still low.

From the data, the researcher find that from 50 students the second semester, there are 5 students who get score 80-100. It means that they have had good knowledge in reading comprehension in descriptive text. There are 6 students who get score about 75-79 and 11 students who get score about 65-74. It means that they have had good enough knowledge of reading comprehension in descriptive text. The last, there are 10 students who get score about 55-64 and 18 students who get score about 10-54. So, from the data just 11 students who get score more than 75.

2. Reading Comprehension

Reading is connected to the other language arts of writing, speaking and listening. Comprehension means understanding the meaning or the point of a topic, a more specific explanation, and relating to know or new information. Comprehension depends as much or even more on the information stored in their reader's brain than on the information stored in the text. Simanjuntak (2002:5) says that reading the reader meaning communication. It means that through reading, the readers are able to catch the writer's idea and directly he has perception in this mind about. So, based on this explanation it may be said that reading is a process of interaction between the writer and through his language code and the readers through his thought.

Pang, Muaka and Bernhardt (2003:14) state comprehension is the process of deriving meaning from connected text. Comprehension is also the process to understand about the content of the text. From the explanation above, the researcher conclude that reading comprehension is the ability of students to understand and interpret information in some text correctly or get meaning from written text, a major

goal of reading instructions is to help students develop the knowledge, skills, and experiences that they must have to be competent and enthusiastic readers.

There are some strategies of reading comprehension. Based on Brown (2000: 306), most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down processes.

2.1 Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is one of the most powerful writing styles. A descriptive text is a text which portrays the image of certain thing from which a writer wants to transfer it to the readers.

Anderson (2005:26) says that descriptive text is a text which describes particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. A description differs from an information report because it describes a specific subject rather than a general group.

Based on the explanation above, descriptive text is text which describes about everything, for example person, animal and place. Descriptive text show the description of the object, not only contain parts or physical characteristic but also value or quality and usage or function. Descriptive text has the purpose is to describe and reveal a particular person, place, or thing and give detail portrays the image of certain thing from which a writer wants to transfer it to the readers.

2.1.1 Social Function of Descriptive text

Descriptive text function is to describe and reveal a particular person, place, or thing and give detail portrays the image of certain thing from which a writer wants to

transfer it to the readers. (Anderson, 2005: 30)

Based on explanation above, the social function of descriptive text is to describe about everything and give detail portrays the image of certain thing from which a writer wants to transfer it to the readers.

2.1.2 Generic Structure of Descriptive Text

Descriptive text has generic structure as below:

- a) Identification; identifying the phenomenon to be described.
- b). Description; describing the phenomenon in parts, qualities, or/and characteristics

2.1.3 Language Features of Descriptive Text

Descriptive text has language features as below:

- a) Using attributive and identifying process.
- b) Using adjective and classifiers in nominal group.
- c) Using simple present tense.

2.2 Case Study

Patricia (2005:275) says that case study is a group of student view a written study of a real-life situation in which there are problems associated with the field. "These cases" usually contains a brief explanation of how the situation wake up and addressing the dilemma face by the key characters in the scenario. Although the case study is originally derived from the fields of business, law, and medicine, but now also widely use case studies in a variety of other disciplines.

The big challenge for the lecturer is how to convey the principles and abstract theories in ways that are relevant with the students. Case study is inherently interesting to students because they could feel "like real life"; thus these techniques help bridge the gap between theory and practice and between the academic world and the world of work. A case study involves the students in critical reflection. Then, because it usually involves a wide range of alternative problem solving, case

studies can help students build the skills of analysis, synthesis, and making decision.

2.2.1 Procedure of Case Study

According to Patricia (2005:276), the procedure of Case Study consists of several steps:

- 1) Divide the student into some groups and distribute identical cases or different cases for each group
- 2) Allow time for students to ask questions about the process which they will use to clarify the issues presented in the case
- 3) The students work in groups (regardless of the length of time ranging from one to several weeks of classroom sessions, based on the task complexity) to learn more in the case from the perspective of the protagonist, and that they are familiar with issues of selection decisions
- 4) The student sort of factual data, applying analytical tools, articulating problems, reflect on their relevant experience, draw conclusions, and recommended actions to resolve the dilemma or resolve issues contained in the case. There are some questions to guide students to approach the case:
 - a. What's the problem?
 - b. What might be causing the problem?
 - c. What evidence can be gathered to support a hypothesis?
 - d. What conclusions can be drawn? What recommendations can be given?
- 5) Sometimes the students prepare oral or written statement describing its assessment of the case, the decision options they see, as well as their recommendations for decision
- 6) The students discuss the cases with the whole class while the teacher gives the opportunity questioning in connection with their experience. If it is really the case, the student would want to know what happened, so be prepared to share an opinion with them after they make a report and give them extra time for a

few minutes to discuss what had happened.

2.3 Analytical Team

Patricia (2005: 291) says that in Analytical Teams, team members assume the roles and specific tasks to be executed when they read the assigned reading to them, listening to lectures, or watch the video critically. Such roles and summaries, connecting (linking task with prior knowledge or the outside world), fans and critics were more focused on the process rather than the analytic group (which takes roles as facilitators, minder, and recorder).

This technique is very useful in helping students understand the wide array of activities created a critical analysis. This technique will be very effective, especially when the teacher gives the roles norms contained in the relevant discipline. By dividing the process into several parts and divides these sections on each individual, the students can be focus on learning and implementing one aspect at a time so they can prepare themselves for the completion of tasks more complex problems where they have to assume a variety of roles.

2.4.1 Procedure of Analytical Team

According to Patricia (2005: 292), the procedure of Analytical Team consists of several steps:

- 1) Divide the students into some groups consists of four or five people, give to each individual in the group a role and "job done".
- 2) Give the materials, publish video, or give the task to read the passage.
- 3) Give the time to the group so that its members can share their findings and work together to prepare for the delivery of their analysis in the form of a written or oral presentation.
- 4) Try to cover a strategy that emphasizes the role and task components. Stand up and sharing can be a suitable option for a short amount of activity. While the panel or poster session will be suited for tasks that are more complex.

3. Research Method

3.1 Research Design

The researcher has to start the research by making the planning. The planning is named as research design. Research design is a plan or program made by a researcher, as the activity target that will be done (Arikunto, 2002:45). Here the researcher would like to explain more about the research design. The research is quantitative research with using experimental design. It uses two classes in the proses of taking the data. They are experimental class and control class. The experimental class gets treatments through Case Study and the control class gets treatment through Analytical Team. Each of classes receives pre-test, treatment and post-test in order to find the progress of students' reading comprehension. The Pre-Test will be distributed by the researcher before explaining the materials. The researcher wants to know how far the students' writing ability at procedure text, then the Post-Test will be distributed after explaining the materials.

3.2 Research Population and Sample

According to Sugiyono (2012: 117), population is composed of the generalization: object / subject that have quality and certain characteristics are set by the researcher to learn and then drawn conclusions. Based on the statement above, so the researcher can conclude that the subject of this research is all students of second semester at English Departement. - Then, the researcher takes all students of as samples. Therefore, there are 50 students as samples, 25 students as experiment class and 25 students as control class.

3.3 Validity and Reliability of the Instrument

The validity means a tool of measurement which used to get data validity (Sugiyono, 2011: 172). It is supported by Gay (2000: 128) that "validity is the degree to which a test measures what it is suppose to measure". From the two statements means that the test can be said valid if the test is quite representative materials that are given. There are several types of validity, those

are: 1) Content validity; 2) Construct validity; 3) Concurrent validity; 4) Logical Validity; 5) Face validity; 6) Empirical validity; 7) Statistical validity.

Based on the statement above, the test should really be suitable for the object that interested to be measured. In this research, to measure the test has good validity, the researcher only see from content validity because the validity of the content reflects the extent to which the items in the tests reflect material presented.

In this research the researcher used content validity. According to Sugiyono (2011: 129). Content validity was determined by expert judgment. Usually the experts' area covered by the test is asked to assess its content validity. Content validity is the extension which a test measures are presentative sample of the subject matter content. The focus of content validity is one the adequacy of the sample and not simply on the appearance of the test. It means that the items of the test should represent the material being discussed according to Arikunto (2006:168).

In this research the researcher used Test-Retest Reliability. The test is administered twice at two different points in time. This kind of reliability is used to assess the consistency of a test across time. The instruments get validation from the expert reading lecture of university of Muhammadiyah Metro, namely as Mr. DediTurmudi, S.Pd, MA. TESOL. and Mr. Refai, S.Pd.,M.Pd.

3.4 Research Instrument

Arikunto (2010: 192) says that research instrument is the equipment or tool that used to get the final goal of the research. Instrument is also as the tool of research which is used in each method. The researcher conclude that Instruments conducts the research through a certain technique. In this research, the researcher will use pre-test and post test to measure the result of students' reading ability in descriptive text before and after the treatment. In this research, the researcher uses objective reading test for the Pre-test

and Post-test. Those tests are in the form of multiple choices

3.5 Data Collecting Technique

To collect the data from each variable in this research, the researcher will give pre test and post test to the students. The first pre test is reading comprehension in descriptive text, the test is to know the students' achievement on reading comprehension. The second test is post test, it does after students has given reading comprehension in descriptive text by using Case Study and Analytical Team. It is to know the students' reading comprehension more high score than before students' has given technique.

3.6 Data Analysis Technique

In analyzing the data, the researcher uses the descriptive quantitative research. The data is taken from the students' reading comprehension in descriptive text by using Case Study and Analytical Team. It means the researcher wants to analysis three variables. Student's score pre test and posttest will be taken by using normality test and homogeneity test.

4. Result and Discussion

The first instrument used in this research is pre-test. The kind of the test is multiple choice tests consist of 30 items. After getting the data from result of pre-test, the researcher finds that in experiment class the highest score is 42 and the lowest score is 66 with the average score is 54,55. While, the control class, the highest score of pre-test is 64 and the lowest score is 40 with the average score is 51.

The post test administered in order to find out the ability of students in reading comprehension after the treatment. From the result of the test, the researcher knew the highest score of experimental class was 97 and the lowest score was 58. The average score of experimental class was 78,22. In the other hand, the highest score of control class was 89 and the lowest score was 50. The average score of the control

class was 71,68. From the result of post test on both classes, the average of experimental class was higher than control class because instruction reading comprehension through Case Study was appropriate with the students' development.

Based on the result of hypothesis test by using t-test, it is obtained that t_{hit} is 2,77 and t_{table} is in 5% (2,02) and 1% (2,70). It shown t_{hit} is higher than t_{table} . This result shows that H_a is accepted and H_o is rejected. The hypothesis can be accepted because t_{hit} is 2,77 and t_{table} is 2.02 in the criterion 1 and also t_{table} is 2.70 in the criterion 2. It shows t-ratio higher than t-table. It means that H_a is accepted. So, there is a significant difference of influence between picture series and chart media toward students' readingability at descriptive text at University Muhammadiyah of Metro, English study program.

Calculation results provide the evidence that the result of posttest in experimental class is better than control class. It can be seen when the posttest score of students compared with pretest score. The result shows that there is significant difference between pretest and posttest score (posttest > pretest). From the discussion above it also concludes that the students' reading comprehension that is taught by case study has higher score than students that are taught by student analytical team. Case Study is more effective than Analytical Team from this illustration the teachers and students should use Case study in the learning process especially in develop reading comprehension in Muhammadiyah University.

5. Conclusion and Suggestion

From the discussion above it also concludes that the students' reading comprehension that is taught by case study has higher score than students that are taught by student analytical team. Case Study is more effective than Analytical Team from this illustration the teachers and students should use Case study in the learning process

especially in develop reading comprehension in Muhammadiyah University.

There are some suggestion to the other researcher and reader. After the researcher finishing this research. The researcher finds out many of data about interaction between case study. The researcher also experts that uses technique in instructional English must be careful in selecting technique for instruction especially in reading. It means that the technique must be interest and appropriate with the curriculum and also can encourage the students' comprehension.

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SNAKE LADDER WITH WORD SEARCH TOWARD STUDENTS' VOCABULARY MASTERY

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ABSTRACT

Vocabulary is really important in learning a language, especially English. By mastering a large of vocabularies, a learner may be easier to learn English. But in fact most of the students have low vocabulary mastery. They admit how difficult to learn English. They feel bored and not motivated in learning vocabulary. One of things that make the students lack of vocabulary and not motivated in learning vocabulary is uninteresting media used by the lecturers. So, the lecturers should be able to choose effective and interesting media to help the students to enrich their vocabulary. In this case, snake ladder and word search are two media that can be used in learning vocabulary process.

The objective of this research is to find the significant differences of using snake ladder and word search toward vocabulary mastery, and to find which media is more effective to be used. The characteristic of the research was experimental research. In collecting the data, the researcher used test as the instrument while the hypothesis was tested by using t_{test} . After applied and analyzed the data, it was gained the average score of experimental class in pre-test was 55 and in post-test was 85,16. Meanwhile the average score of control class in pre-test was 54,84 and in post-test was 76,41. It means that the students' vocabulary mastery was already high and there was significant difference of using snake ladder and word search as media in learning vocabulary and snake ladder was more effective to teach vocabulary.

Keywords: Snake Ladder, Vocabulary Mastery, Word Search

1. INTRODUCTION

Vocabulary is really important to learn a language. It means that without vocabulary, we will not be able to master the language well. By mastering a large of vocabularies, a learner may be easier to learn a language. When we want to construct a sentence to express our idea, we will get difficulties in expressing or understanding a language especially in communication without adequate vocabulary.

Learning vocabulary means learning some words. Words are the way we

communicate with other. The more words we know, the more fateful can be therefore. A large vocabulary can be very helpful for us. But, most students in the University are low in vocabulary mastery. Their vocabulary was poor. So, their ability to think and communicate is limited.

Actually the students can learn all the words they need, by themselves. They also can find the meanings of words by looking for those words in dictionary, but they are lazy to do it.

They feel difficult to memorize the vocabulary because they always feel bored and not motivated in learning English especially vocabulary. So, the problem here is how the students are able to feel fun when learning vocabulary.

Concerning the situation above, games are interesting and effective media that should be applied in learning vocabulary. The use of game as a media is a way to make the lessons more interesting,

2. Vocabulary Mastery

In communication, language plays an important role. Before we are able to communicate well, we should have a large number of words. Whatever language must have language.

Brown (2007:1) defines that vocabulary as a list or set of word for particular language or a list or set of word that individual speakers of language might use. Kridalaksana (2008:98) stated that vocabulary is a component of language that contains information about the meaning and using a word in language. That is to say that vocabulary is component of language which makes up the language and make up the language meaningful.

Ongkosaputro (2008: 14), said that groups of the words steps based on the frequency of their use. First, the learners are expected to master 1000 high frequency words at their first three year of learning. Second, 2000 words should be mastered at the fourth until sixth year of learning. The last those who study English in university are expected to master 3000 high frequency words. The

enjoyable and effective. There are many games which can be used in learning vocabulary process, two of them are snake ladder and word search.

The objective of the research are to know whether there is difference of vocabulary mastery by using snake ladder and word search. To know which one is more effective between using snake ladder and word search toward students' vocabulary mastery.

students who are rich in vocabulary mastery will be easier to learn language than poor ones who is not. That is why the students have to master a great number of vocabularies if they want to make it easy to learn of foreign language.

From the definition above, vocabulary is a component of language and numbers of word by a person class, profession, and other. In communication and every aspect of life such as in trade, education, business, social, politic, and other vocabulary can give influence in many skills.

3. Concept of Media

Media is one of methods that can used to support vocabulary material. A human has educated reformation era and technology demanded to have a capability to speak English well. An interaction or competition with other nation has require an Indonesian for not only comprehend in reading, but also can speak to expression their minds, in text or orally, accurately, and adjustment to the text. One of the problems that have to be faced by English teachers,

students, or other English learners is how to deal with vocabulary.

Arsyad (2009:3) stated “Media comes from Medium Latin language which has a meaning, mediator or conveyor”. Media is a part that not isolated from teaching and learning process for the sake of attained the purpose of the education in universal and the aim of learning in school in particularly. Hamalik (in Arsyad 2009:2) also gave statement “media as communication tool to make more effective the process of teaching and learning”.

3.1 Concept of Snake Ladder

Snake Ladder is a game in which use the wide paper or board, counters, dice and commands or questions that must be done by players (students). The commands or questions have been modified in order the students are able to describe or mention words like things, places, activity and so on. On the other hands, snake ladder is a board game in which players try to move their counters across a game board with some spaces. Certain spaces are marked by ladders that can be climbed to jump ahead. While others have a snake that sends the player, who land on it should back several spaces.

Based on the statement above, snake ladder is a game in which players play on board or wide paper and

4. METHOD

This research is quantitative research. In this research, the researcher compared two learning

some rules to lay it. Snake ladder can motivate the students to study vocabulary and the students feel fun and enjoy in learning vocabulary.

3.2 Concept of Word Search

Word search is a puzzle consisting of letters arranged in a grid which contains a number of hidden words written in various directions. Word search is also called as hidden words. This game is word search expand and improve our lexical by finding the hidden words in the word search gaming section. The grid of a word search game is generally square or rectangular in shape, although some games, generally designed with children in mind, may be in the shape of a heart, apple or other form related to the puzzle's theme. The words may be placed horizontally, vertically or diagonally, and may read either up or down or backwards and forwards. Some of the words may overlap while others may be completely contained within other words. Usually, a list of the hidden words is provided, but in some of the more challenging puzzles, the player may be obliged to figure them out on his/her own.

By applying this game the students were careful and concentrate to find the words. It means that they were not passive in learning process. So, they can increase their vocabulary mastery by using word search game.

media. So, the researcher used two classes, namely experimental class and control class. The researcher investigated vocabulary to the experiment class by snake ladder,

while control class was taught by word search. This research design can be described as follow:

Table 3.1 Pretest-Posttest Control Design

Group	Pre-test	Treatment	Post-test
Experiment	T ₁	X ₁	T ₂
Control	T ₁	X ₂	T ₂

Karwono (2012: 108)

Notes:

T₁ = Pre-test

T₂ = Post-test

X₁ = Treatment vocabulary mastery by using snake ladders

X₂ = Treatment vocabulary by using word search

It means, in doing the research, the researcher used pre-test and post-test of vocabulary mastery. Before explaining the materials, the researcher distributed the pre-test to the students and after explaining the materials to the students, the researcher distributed the post-test. So, researcher would know the level of their vocabulary mastery.

There are two variables in this research. Those are independent variable and dependent variable. According to Sugiyono (2010, 61) independent variable is a variable that affects or is the cause of change or the onset of the dependent variable. Whiles, dependent variable is a variable that is affected or which become due, because of the independent variable. The researcher has determined two variables of the research that will be investigated, they are:

1) The independent variable

The independent variable of this research are snake ladder and

word search there are symbolized by X₁ = Snake Ladder, X₂ = Word Search.

2) The dependent variable

The dependent variable of this research is vocabulary mastery symbolized by Y.

The population of this research was students at the first semester of Muhammadiyah University of Metro Academic Year 2013/2014.

In this research took by using cluster random sampling. The sample was taken randomly. The researcher had some steps to take the sample. First, the researcher gave number for every class and each number was written on a sheet of paper and rolled. Each paper represents each class. Then, shuffle the paper. After shuffling we would get two classes as the sample. The last, the two classes had to shuffle again to determine which one as experiment class and control class.

The researcher gave test to the students in this research. Test was the most appropriate instrument for collecting data in this research. The test was multiple choice, there comprise of 20 items, each item consists of five options (a,b,c,d,e). The tests have time allocation 60 minutes. This test administered before and after treatment to the both the classes (Experiment and Control Class). This test was the attempt to measure how far the differences of the study vocabulary through snake ladder and word search media. Judging from the average scores of first score and test, the students' achievement in vocabulary would appropriately was measured.

Before conducting the research, the researcher have administered try-out.

It was given to students in the tenth grade. The researcher gave the test with the same code to every student. It was done to know the validity and reliability.

In this research, the researcher used the validity of the content. Content validity is the extent to which a test measures that present sample of the subject matter content. The focus of the content validity is on adequacy of the sample and not simply on the appearance of the test. It means, the items of the test should represent the material being discussed. The researcher used logical validity because the test was used based on the content of learning material that was in curriculum and it was reasonable because the test involves the material learned. In this case, the materials were about synonym, antonym, verb and adjective.

Reliability is meant the stability of the test score. According to Harris there are three methods of estimates of reliability. First is the simplest technique that will be to re-test the same individuals with the same test. Second is with use of alternate or parallel forms. The last is by using split half items. To ensure the reliability of the scores and to avoid the subjectivity of the writer, the researcher used inter-rater reliability. Inter-rater reliability use when score on the test are independent estimates by two or more judges or raters. To have the reliability of the test, this research will be used rank order correlation.

The researcher gave pre-test in both experimental class and control class before having the treatment. It was performed in order to know the quality and the difference of two classes. The researcher gave the test to every student in each class and with the same test. The test was multiple choices and there were 20 items of multiple choices and it consisted of five options.

Post-test administered after treatment, it was the attempt to measure how far the differences of the students' mastery in vocabulary using snake ladder and word search as the media. The post-test consisted of 20 multiple choices questions with five options should be chosen for the students.

To know whether there are any differences between the students' vocabulary mastery, by using snake ladder and word search. Here, the test would be given to the sample of the research. Then, the researcher gave the score for their work. The data would be regarded as the students' vocabulary mastery. After that, the researcher analyzed the students' score in processing data. By processing data, the researcher would get the result of the students' vocabulary mastery.

Normality test is used to test whether the data has normal distribution. There are three methods to do the normality test, statistic pragmatic test (Frequency or descriptive test), statistic non-pragmatic test (kolmogorov Sirnov test) and graphic (Sudjana, 2005: 66).

5. DISCUSSION

The objective of this research was to know the difference result of vocabulary mastery taught by using snake ladder and word search. To clarify the objective of this research, the researcher used some tests, the researcher gave pre-test, treatments and post-test. The average score of pre-test and posttest for each class using snake ladder and word search compared to find out the advantage of both score.

Based on the result of calculation on indicator of post test score in control and experimental classes showed that there are differences, first indicator of experiment class indicated that it has higher score than control class, the second indicator of experiment class exhibited that it has higher score than control class, the third indicator of experimental class showed that it has lower score than control class, and the fourth indicator of experimental class point that it has higher score than control class. So, each media has special quality. In conclusion snake ladder and word search are effective for teaching vocabulary mastery. In generally snake ladder is more effective than word search based on the result of each indicator.

From the result of pre-test, experiment class got the average score was 55 and control class got 54,84. After giving treatment, the result of post test in both classes increased, experiment class got 85,16 and control class got 76,41. It means that after giving treatment the average score of experiment class is higher than average score of control class.

The result of calculation on the value of the pre-test and post-test score in

each class (experiment class and control class) showed that the distribution is normal. In addition, from the calculation, the hypothesis can be accepted because t_{ratio} was 4,01 and t_{table} for $\alpha = 1\%$ (2,66) and for $\alpha = 5\%$ (2,00). It showed that the hypothesis of H_0 was rejected and hypothesis of H_1 was accepted. It means that there was any significant different of using snake ladder and word search toward students' vocabulary mastery.

Calculation result provided evidence that the students' post-test in experiment class were better than in control class. It can be seen when the post-test score of students compared with pre-test score. The result showed that there was a significant difference between pre-test and post-test score and when the post-test score of students in experiment class compared with post-test score of students in control class. The results are consistence with the result of research Wulandari (2012) about Comparison between Using Board Game and Crossword Puzzle Game toward Students' Vocabulary in Seventh Grade at SMPN 2 Sekampung, East Lampung Academic Year 2011/2012. The result of the study showed that the students' vocabulary mastery by the use of board game (snake ladder) was higher than the use of crossword puzzle game. Board game (snake ladder) was effective media to improve students' vocabulary mastery. By using board game (snake ladder) the students felt enjoyable in learning activity.

The results were also consistence with Yuliana (2013) about The Implementation of Snakes and Ladder Game to Improve Students'

Vocabulary among The Fifth Grade Students of SD N Bapangsari in the Academic Year 2012/2013. She said that she could describe that the process of implementation of snakes and ladder game at the fifth grade of SD N Bapangsari was successful. All the students seemed happy and enjoy with the new learning media. The difference score also showed that after getting treatment, the score of the students was better than before.

6. CONCLUSION

Based on data analysis, the researcher made some conclusions as follows:

6.1 Snake Ladder toward Students' Learning Activity

The students were active and interested in learning vocabulary by using snake ladder. They felt enjoyable in learning process. They were enthusiastic to answer the questions. It made the students' vocabulary mastery was increased. It was shown on the result of pre-test and post-test in experiment class. Based on the result of pre-test in experiment class, the lowest score was 30 and the highest score was 80 which had average 55. After conducting the treatments, the result of students' vocabulary mastery in post-test was increased. The lowest score was 60 and the highest score was 100 which had average 85,16. From the data, it was shown that their vocabulary mastery were increased, from 55 to 85,16.

6.2 Word Search toward Students' Learning Activity

The students were interested in learning process by using word search. They were enthusiastic to

find the answer in the work sheet. They should be concentrated and focus to find the words. They really need high concentration to find the hidden words. So, sometimes some of them felt bored to finish their works. It made their score was lower than in experimental class. In the control class, the students' average score of pre-test was 54,84, the lowest score was 30 and the highest score was 80. After applying the treatment, the students' average score of post-test was increased too, it was 76, 41 which the lowest score was 60 and the highest score was 95. It showed that the students in control class also increased their vocabulary mastery.

6.3 The Result of Learning by using Snake Ladder and Word Search

Based on the data, the researcher concludes that there was any difference of using snake ladder and word search toward students' vocabulary mastery at Muhammadiyah University of Metro Academic Year 2013/2014. It was proven by the calculation, the hypothesis can be accepted because t_{ratio} was 4,01 and t_{table} for $\alpha = 1\%$ (2,66) and for $\alpha = 5\%$ (2,00). It is shown that the hypothesis of H_0 was rejected and H_1 was accepted. It means that there was any significant difference of using snake ladder and word search toward students' vocabulary mastery.

Snake ladder and word search are media to teach vocabulary that had contribution and significant effect for both students and teacher. The students enjoyed and they were fun in learning vocabulary, while the

teacher was easier to explain the materials.

7. SUGGESTION

Based on the result of the research, the researcher offer some suggestions that can be considered in order to help students to learn vocabulary, enjoyable, fun and easily.

These media was meant to increase the students' vocabulary mastery. By applying these media to teach vocabulary, the students will be interested in learning vocabulary. They can feel fun and enjoyable in learning process. Finally, the English materials can be easy, enjoyable and fun to be comprehended and mastered by the students.

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FINDING PROBLEMS IN CREATING AN ENGLISH ESSAY: A CASE STUDY ON WRITING CLASS FOR ENGLISH EDUCATION DEPARTMENT STUDENTS

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Abstract

Essay Writing is one of the compulsory subjects for students in the fourth semester in English Education Department. As one of the compulsory subjects, essay writing is regarded to be one of the skills that should be mastered by the students. Essay writing is the fourth step in writing skills, after the students take sentence writing, paragraph writing, and composition. The objective of this subject is to make the students are able to make a good English essay. Moreover, they are also able to produce their own essay. This subject is usually called "project-based" subject, because in the end of the semester, they have to produce at least two essays with different types. However, there are at least five problems for students in creating an English essay: (1) starting the introduction, (2) composing the body of the paragraph, (3) deciding the conclusion, (4) developing the title, and (5) understanding text types of essay. All of those problems occur in the teaching learning process as the reflections of students in creating an English essay. By finding problems in creating an English essay, it will give the lecturers a new insight to help their students in the writing class

Keywords: essay, writing, problems

I. Introduction

Writing is a complex process. (Tribble in Harmer: 2001) states the various stages of drafting, reviewing, redrafting, and writing, etc. are done in a recursive way. Thus at the editing stage, it feels the need to go back to a pre-writing phase and think again. Furthermore (White and Arndt in harmer 2001) stress that "writing is re-writing"; it is an interrelated set of recursive stages which include: (a) Drafting, (b) Structuring (ordering information, experimenting with arrangement, etc.) (c) Reviewing (checking context, connection, assessing impact, and editing), (d) Focusing (that is making sure getting the message across want to across, and (d) Generating ideas and evaluation (assessing the draft and /or subsequent drafts.

An essay is made up of a group of paragraphs about one subject. A paragraph has three main parts: the topic sentence, the body which is made up of supporting sentences, and the concluding sentence. The diagram that follows shows that an essay also has three main parts: the introduction, the body, and the conclusion.

A. The introductory paragraph

The introduction is the first paragraph of the essay. It begins the essay and has two parts: general statements and the thesis statement. General statements give the reader background information about the topic of the essay (Oshima: 1997). They should be interesting enough to keep the reader's attention. The thesis statement should fulfil these requirements:

- a. It states the main topic of the essay.
- b. It may list the subtopics of the main topic.
- c. It may also mention the method of organization.
- d. It is the last sentence of the introduction.

The number of general statements write in an introduction will depend on how long the essay is. However, it should write at least two or three general statements in an introduction. The first sentence should be a very general comment about the subject. The second sentence should be less general, the third one should be even less general, and so on. The last general statement should be the least general of all. After the last general statement is the thesis statement. This the last sentence in the introduction. The thesis statement is the most specific statement of the

introductory paragraph. It names the topic and the controlling idea (s) for the entire essay.

B. Body Paragraphs

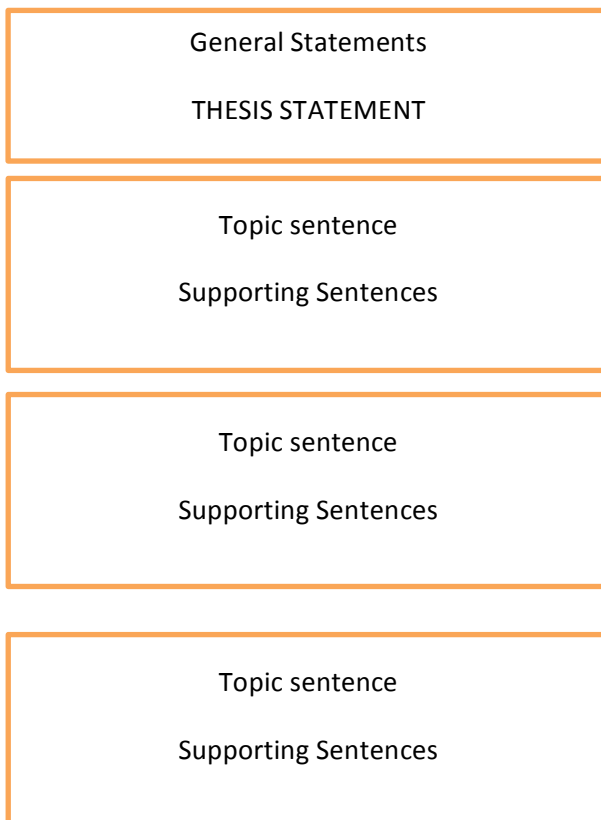
The body of the essay is made up of one or more paragraphs. Each of these paragraphs has a topic sentence, supporting sentence, and sometimes a concluding sentence. Each of the body paragraphs supports the thesis statement (Oshima, 1997).

C. The Concluding Paragraph

The conclusion is the last paragraph of the essay. It does three things: (1) it signals the end of the essay, (2) it summarizes the main points, (3) it leaves the reader with the writer's final thoughts on the subject. Moreover, in concluding sentences to signal the end of an essay, use a conclusion transition signal such as in conclusion, in summary, or to summarize. Then, either summarize the main points of the essay or rewrite the thesis statement in different words (Oshima: 1991). The complete diagram as follows:

Diagram 1. The Essay Organization

THE ESSAY



CONCLUDING SENTENCE (S)

Final Thoughts

II. Discussion

a. Research procedure

This paper is based on research project. The writer did the descriptive research by giving some respondents a questionnaire. The respondent is students from two classes and majoring English Education. By using open and close questionnaire, the writer also got the data from in depth interview with some EFL learners, the native speaker who teaches in writing class, and also did literature review from some books which are containing some knowledge about writing in order to enrich and also support the data.

b. Problems in Essay

Based on the research, there are at least five crucial problems regarding to the essay writing class that is (1) starting the introduction, (2) composing the body of the paragraph, (3) deciding the conclusion, (4) developing the title, and (5) understanding text types of essay. All of those problems occur in the teaching learning process as the reflections of students in creating an English essay. Without ignoring the problems in grammar and mechanics such tenses and punctuation, here are the list of the problems:

First, the students often do not understand the terminology of an essay and how to apply. Most of students do not have ability to differentiate between paragraph and essay. They found difficulties as problems in comprehending the essay organization, which is made up of introduction, body paragraphs, and concluding paragraph. The essay organization in introductory which moves from general statement to the specific statement resembles a funnel, wide at the top (beginning) and narrow at the bottom (end) is also being one of the most important problems for the learners.

Second, is lack of the English language skills. As one of the skills in English, writing becomes the most difficult skills for some

learners. It is because they rare to practice to write in English in their daily activities.

Third is about coherence. Learners found problems to develop through the body of the paragraphs, and to re-state the thesis statement in the conclusion. Every good paragraph in an essay must have coherence.

Fourth is learner found problems in composing a thesis statement. By doing brainstorming to develop the main idea that will be stated in the thesis statement, learners try to develop the main topic of the essay that they developed. However, the thesis statements sometimes do not clear enough to the readers. It is also lack of unity.

Fifth is lack of vocabularies because learners do not familiar with the topic. It often that the teachers give a list of topics in a classroom, however sometimes learners choose topics that they do not know well. The problem comes when they start to write an essay. Because they do not comprehend the topic, it starts to get “block of ideas” for most learners. The “block of ideas” problem comes because learners do not have sufficient literature, even the references to enrich their knowledge about the topic. Writing is one of receptive skills, besides speaking that will be mastered after the learners mastered the reading and listening skills. When the learners do not know some sources well, and they never read some sources regarding to the topic, then they will find “block of the ideas” as one of the biggest problems when they start to write an essay in the beginning process. By doing brainstorming, learners must have basic knowledge the topic that they are familiar with it. Understanding the topic well will make the learners easier to develop the title.

III. Conclusion

Regarding to those problems, there are some solutions for the teachers:

1. In the beginning of the class, it is good for the lecturers to explain about the terminology of an essay. The basic knowledge about essay will give the learners an insight to develop and creating a good English essay. Give a model of essay to the learners. Add also with types text in essay such as contrast ad comparison, cause and effect, argumentation, etc.

2. Make sure that learners write the topic that they know and familiar well with it. Their understanding about the topic will make them to compose an essay easier. It not only related with the vocabularies, but also the decision in making a good main idea as a thesis statement.
3. Use transition signals to connect the idea in one sentence with the idea in another sentence. It is also able to use transitions from one paragraph to another paragraph in order to make the movement between sentences or paragraphs run smoothly (Oshima: 1991). The functions of every transition signals as follows:

Table 2. Transition Signals

Usage	Sentence Connectors	Conjunctions	
		Coordinating	Subordinating
To list ideas in time order or order of importance	First of all Then Next Finally		
To add another idea	Further more In addition Moreover	And	
To add an opposite idea	On the other hand However	But	although even though
To add a similar idea	Similarly Likewise Also	And	
To give an example	For example For instance		
To give a cause (or reason)		For	Because Since As
To	Therefore	So	

give an effect (or result)	re consequently		
To add a conclusion	In conclusion In brief		

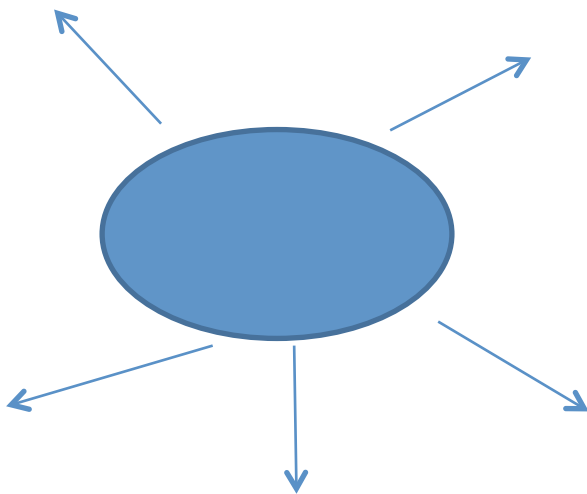
4. Asking learners to do pre-writing or brainstorming when they got “block ideas” in the beginning of writing process. The brainstorming can be in the form of listing or clustering. Listing means that learners list all of words or sentences which have any correlation with the topic. Then after that, learners are giving opportunity to delete the words or sentences that is not consistent with the topic. Moreover, learners may also develop clustering by creating a spider web, Write the topic in the middle of the topic, then write the items will compose.

The examples as follows:

a. Listing

.....

b. Spider Web



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TEACHING BIPA (BAHASA INDONESIA UNTUK PENUTUR ASING) FOR SUDANESE; LESSON LEARNED IN BRIDGING INDONESIA AND SUDAN

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Abstract

Teaching BIPA is one of the programs conducted by Badan Bahasa (Language Body) The Ministry of Education and Culture. The Ministry holds BIPA class both in many language centers of universities in Indonesia and in Indonesian Embassy offices abroad or universities. For instance in Sudan. BIPA class was taught at Indonesian Embassy Office in downtown Khartoum, the capital of Republic of Sudan.

This paper aims to describe lesson learned obtained during the implementation. This includes best practices and challenges. Furthermore, In Sudan particularly, teaching BIPA has been conducted prior to DIKTI initiatives. Both Embassy staff and Indonesian students working as Staff Assistant at the embassy involved in the program.

This initiatives should be sustainable to more internationalize our Bahasa Indonesia around the globe.

Keywords: BIPA, teaching, best practices, challenges

1. Introduction

One of the recommendations of the 10th Indonesian Language Congress 2013 is internationalization of Indonesian language. It is hoped that teaching the language through a program called BIPA which stands for Bahasa Indonesia untuk Penutur Asing (Indonesian Languages for Non Native Speakers) must be more internationalized both quantity and quality. Therefore, DIKTI (Indonesian Higher Education) through SAME (Scheme of Academic Mobility and Exchange) invites university lecturers around Indonesia to get involved in BIPA teaching held at several universities, embassies and representatives of Indonesia around the world.

In addition, through “Darmasiswa (scholarship)” [1] provided for foreigners wishing to learn more about Indonesia and Indonesian Language. The teaching was held at language centers at respective universities or polytechnics all over Indonesia.

Indonesian embassy in Republic of Sudan inquired a teacher to be teaching BIPA at the embassy in Khartoum. Thus, DIKTI responded by having such recruitment in 2013. “Other countries are Morocco, Poland, India, Ukraine, Russia, Bulgaria and Vatikan. Numbers of the lecturers involved were 12 and

were from public universities and polytechnics in Indonesia.” [2]

Republic of Sudan consists of “15 states which received its independency on January 1, 1956. The capital of the country is Khartoum which is located between two Niles, the Blue Nile and the White Nile. Number of the population reaches 32 million after South Sudan was independent in 2011.” [2] The population consists of a variety of ethnic groups as follow:

Table 1. Ethnic groups in Sudan

Ethnic Groups	Percentage (%)
Black African	52
Arab	39
Beja and Nubian	6
Other	1

In addition, the relationship between Indonesia and Sudan began in “1910s through the establishment of *Al Irsyad* Foundation by *Syeikh Ahmad Surkati*. The official diplomatic bilateral relationship began in 1960 and was closed in 1967 due to financial issues. On January 6, 1996, the diplomatic relationshi was opened again til current time. The areas of

relationship covers many aspects such as politics, economics and social culture. “ [2]

In terms of political relationship, Indonesia as a member of United Nations has been involved in peace keeping forces. This force aims to respond the conflict in Darfour. The force involves in two different missions such as United Nations Mission in Sudan (UNMIS) followed by 20 Indonesian Armed Forces members and United Nations – African Mission in Darfur (UN-AMID) followed by 144 Indonesian Police members.

The next relationship can be seen in aspect of economy. There have been many kinds of relationships established such as in the field of agriculture, mining, maritime and fishing as well as industry and many more.

The field of social culture especially education relationship also plays an important role. Until now, there have been around 340 Indonesian students pursuing their Bachelor’s degree, master’s degree and Doctoral degree. Most of them are awarded scholarship from Sudan government. Indonesian students pursue their Bachelor, Master’s and Doctoral degree spread all over Khartoum.

One of the universities in which the majority of Indonesian students study is International University of Africa (IUA). Moreover, the implementation of BIPA can also be considered a part of Indonesia – Sudan educational relationship.

2. Implementation of BIPA

The implementation of BIPA in Sudan was based on the Letter of Decision by The Ministry of Education and Culture number 1251.6/E4.2/2013 dated on July 31, 2013 and Assignment Letter number 120/E4.2/2013 dated on August 26, 2013 and Approval Letter number B21017/Kemstneg/KTLN/KL.00/2013 dated on October 21, 2014 by The Ministry of State Secretary.

The class started from November 17, 2013 until January 8, 2014 making it almost 4 months. The class took a place at H. Agussalim Auditorium, the Embassy of Indonesia in Khartoum, the capital of Sudan from Sunday to Wednesday at 2pm until 5.30pm. In addition, number of participants registered in the class at the beginning was 11. In addition, there were some additional participants registering after meeting 3 of the class. The registration was held by the Embassy staff. However, until the end of BIPA implementation, there were only

9 participating filling out the application form. It is found that among 9 mentioned earlier, there was only 1 female participant. According to their educational background, most of them are high school graduate. Several participants are university students and the female one is a master’s degree qualification. All together learnt all the topic taught in BIPA class.

Prior to this implementation, there have been classes of BIPA for Sudanese held by several Indonesian students pursuing their Master’s and Doctoral degree and working as home staff at the embassy. According to the embassy staff, in implementing the previous classes, they did not own books or modules used for the learning process. They simply compiled from different sources such as Internet. The previous classes aimed to prepare several Sudanese students who planned to pursue their undergraduate, master and doctoral degree in a variety of universities in Indonesia including my affiliation, Hasanuddin University (HU) of Makassar. Most of the Sudanese at HU at the moment are in the process of completing their degree.

In terms of the topics delivered in the class, the teacher used *Lentera 1, 2 and 3*, the books that were published by Pusat Bahasa (Language Center) of Department of National Education in 2008 and several internet sources as well as embassy staff experiences. The 3 books used during the implementation were given to the embassy staff for future BIPA class. The following is the schedule of BIPA class:

Table 2. Schedule of BIPA class

Meeting	Day/Date	Topic
1	Sun, Nov 17, 2013	Self Introduction (1)
2	Mon, Nov 18, 2013	Introduction Others (2)
3	Tue, Nov 19, 2013	Indonesian Alphabets
4	Wed, Nov 20, 2013	Days and Months
5	Sun, Nov 24, 2013	Question Words <i>Apa</i> or <i>Apakah</i>
6	Mon, Nov 25, 2013	Question Word <i>Siapa</i> (Who) and Colors

7	Tue, Nov 26, 2013	Conversation on KBRI (Indonesia Embassy) 1
8	Wed, Nov 27, 2013	Conversation on KBRI (Indonesia Embassy) 2
9	Sun, Dec 1, 2013	Pronoun (<i>Saya, Kamu, Kita, Mereka,</i> etc)
10	Mon, Dec 2, 2013	A Flight to Indonesia (1)
11	Tue, Dec 3, 2013	A Flight to Indonesia (2)
12	Wed, Dec 4, 2013	Adverb of Place
13	Sun, Dec 8, 2013	Conversation on Visa at the Airport
14	Mon, Dec 9, 2013	Introduction to Indonesia (1)
15	Tue, Dec 10, 2013	Introduction to Indonesia (2)
16	Wed, Dec 11, 2013	Adjectives (1)
17	Sun, Dec 15, 2013	Adjectives (2)
18	Mon, Dec 16, 2013	Using <i>Ayo, Mari</i> and <i>Yo</i>
19	Tue, Dec 17, 2013	Using <i>Dilarang</i>
20	Wed, Dec 18, 2013	Request; <i>Tolong, Mohon,</i> etc
21	Sun, Dec 22, 2013	Exercise (Sentence Arrangement)
22	Mon, Dec 23, 2013	Ordinal Numbers and Story Telling
23	Tue, Dec 24, 2013	Using Precise Question Words
24	Wed, Dec 25, 2015	Christmas Day
25	Sun, Dec 29, 2013	Visiting a Doctor
26	Mon, Dec 30, 2013	Expressing a Reason
27	Tue, Dec 31, 2013	Playing with Cardinal Numbers and Expressing Agreement
28	Wed, Jan 1, 2014	Sudan Independence Day and New Year
29	Sun, Jan 5, 2014	Expressing Disagreement

30	Mon, Jan 6, 2014	Review
31	Tue, Jan 7, 2014	Exercise 2 (Final Test)
32	Wed, Jan 8, 2014	Farewell Party

Based on Table 2, it is found that there are two days of holidays, Christmas Day and Sudan Independence Day which was coincidence with the 2014 New Year's Day. Moreover, there were two different exercises given in Meeting 21 and 31. The first exercise was arranged to be a Mid test and the last exercise was a Final test. The lesson plan that has been arranged was genuinely made up until Meeting 34. However, it could not be done due to the teacher's departure schedule back to Indonesia on Sunday, January 12, 2014.

The BIPA teaching process might have not run smoothly without the support of the embassy. The supports are teaching aids for example, LCD (Liquid Crystal Display), copied teaching materials and many more.

The topics on Table 2 were delivered in several different teaching methods as follows:

- a. "Translation" [3], this method is very common in second language teaching.
- b. "Direct" [4], this method was used to facilitate participants learning process for example in arranging sentences. The teacher closely monitored participant's performances one by one.
- c. "Think-Pair-Share (TPS)" [5], this method was used to pair participant to think of an issue then to pair each of them. In the end, each of them shared their learning experiences.
- d. "Role Play" [3], this method was used to engage participants and practice short Indonesian conversations.

Besides, the teacher also applied several ice breakers and energizers to stimulate participants' motivation and spirit in the learning process. There were 3 ice breakers/energizers such as BIPA-KBRI-Sudan, Double-double this that, Dum Dum dada.

Not only that, the teacher also presented Indonesian children song such as "*Topi Saya Bundar*" (My hat is round) and "*Balonku ada Lima*" (I have 5 balloons). Both songs aimed to introduce colors and shapes in Indonesian language.

In building participants cultural understanding and awareness, power points and several videos were presented to describe unity and diversity in Indonesia. The participants felt in high spirits as if they have been in Indonesia already.

Furthermore, not only did I teach but also involve in preparing Dinner Reception held at Wisma Nusantara in which the H.E. Ambassador of Indonesia to Sudan and Eritrea welcome his invitees. I was in charge of welcoming fellow Ambassadors, Ministers and other distinguished guests.

3. Lesson Learned

In this part of the paper, I will explain lesson learned that covers several aspects such as challenges in Arabic colloquial of Sudanese, Indonesian-Arabic pronunciation, participants self motivation and social media support.

Sudan is one of the Arabic speaking countries. As a result, it shares language in common with other countries in the Middle East. Nevertheless, Sudan has its own “colloquial Arabic” [6] widely spoken over the country called *al darejiah*. This colloquial is one of the challenges faced by the teacher during the implementation of BIPA.

As a requirement to be teaching BIPA worldwide, the teacher at least can speak the local language in the host country. I personally felt difficult to catch their words at the very beginning of the class. With modern standard Arabic called *al fuṣhā* I have learned in Indonesia, it did not help much due to the lack of colloquial understanding. In addition, few numbers of participants could not speak English very well. As result, very often body language was used to explain several words in Indonesia language. Nevertheless, there was only 1 participant speaking better English than of others. It is fortunate to have this participant who was always very helpful in making others understand the topic being discussed in the class.

The following are the examples of Sudanese colloquial common expressions

Table 3. Comparison of Sudanese Colloquial Arabic (SCA) and Modern Standard Arabic (MSA) [7]

Sudanese Colloquial Arabic	Modern Standard Arabic	Translation
/šinu/	/ʔayyu šayʔin huwa/	what
/ʔakalta/	/ʔakaltu/	I have eaten
/minu/	/man huwa/	Who is he?
/mini/	/man hiya/	Who is she?
/habâbak/	/marhaban bika/	You are welcome

Another lesson learned is Arabic-Indonesian pronunciation. In this part of the paper, I will describe how Sudanese involving in BIPA class pronounce Indonesian consonants. Some of the Indonesian consonants are not phonemic, so Sudanese participant indiscriminate or mispronounce these phonemes as follow:

Table 4. Mispronounce Indonesian consonants:

Indonesian Consonants	Participants' Pronunciation	English Translation
/p/ e.g. <i>pasir</i> /pa:sir/	/b/ e.g. /ba:sir/	sand
/k/ e.g. <i>kabar</i> /ka:bar/	/g/ e.g. /ga:bar/	news
/g/ e.g. <i>gerak</i> /ge:rak/	/j/ e.g. /ji:rag/	movement

According to Table 4, it can be said that consonant of /p/ in /pa:sir/ and /k/ in /ka:bar/ as well as /g/ in /ge:rak/ are pronounced differently and changed into /b/ in /ba:sir/, /g/ in /gabar/ and /j/ in /gi:rag/.

In addition, not only do participant indiscriminate Indonesian consonants but also vowels that be seen in the following table:

Table 5. Mispronounce Indonesian vowels:

Indonesian Vowels	Participants' Pronunciation	English Translation
/e/ e.g. <i>belum</i> /be:lum/	/i/ e.g. /bi:lum/	before
/o/ e.g. <i>bola</i> /fo:to/	/u/ e.g. /bu:la/	ball

According to the Table 5, it is seen that vowel /e/ in /be:lum/ and /o/ in /bo:la/ are

pronounced differently and changed into /i/ in /bi:lum/ and /u/ in /bu:la/

Based on the both facts above, Brown claimed that in second language acquisition it is called “interference” [8]

Another lesson learned I found during the implementation of BIPA is students motivation. Prior to the beginning of the class, several participants have been aware of scholarship provided by Indonesian government for Sudanese. Therefore, they enthusiastically participated at the very beginning of the class. They wished to improve their Indonesian language.

The issue of scholarship made them more attentive in taking a part in every activity offered in the classroom. Unfortunately, after the notification from the embassy in regards to the study programs was issued, none of those study programs offered in the scholarship met their expectations. Most of these participants wished to pursue their study in Faculty of Medicine. Meanwhile, study programs offered in the scholarship were agriculture and engineering. Consequently, their self motivation seemed to be losing and resulted from their absenteeism in the classroom.

On the other hand, as a teacher I tried not to be hopeless. With contact numbers in hand I kept contacting them wishing to see them coming back to the classroom. It worked for several participants but it did not work for others.

Lastly, the support of social media played important role in engaging participants in learning BIPA. I designed a group on Facebook (FB) to get in touch with them. As explained early that the class begins from Sunday to Wednesday, the existence of this social media is to keep them practicing their Indonesian language.



Figure 1: BIPA Khartoum Sudan 2013

Fig.1 shows the cover of BIPA group on Facebook. The group has been followed by 11 people. 1 member is an embassy home staff; another is a BIPA teacher teaching in Bulgaria and the last one is a Sudanese student studying at Hasanuddin University of Makassar. The rest of the group members are BIPA participants.

BIPA participants began the FB chatting mostly every morning and evening. However, as several of them are university students, they might not be able to have a chat in the morning. Therefore, they did the chatting in the evening or right after the class of that day was done.

The following Fig. 2 is an example of chatting in Indonesian language by several BIPA participants:



Figure 2. Example of participant chatting on FB

As a part of their exercise, Fig. 2 shows how they practice their Indonesian language. It was undeniable that several of them still struggled to express their ideas. However, 2 or 3 of them were very motivated and always responded the questions offered to them.

4. Conclusion

To sum up this paper, there are several important points as follow:

- Teaching BIPA worldwide is one of the 10th Indonesian Language Congress
- The Ministry of Education and Culture through DIKTI has invited many lecturers from different universities in Indonesia to get involve in internationalizing this language.
- Lesson learned from the implementation of BIPA consists of challenges in pronunciation of Indonesian by the participants. Besides the teacher himself found several experiences dealing with

Sudanese colloquial Arabic. Finally, participants' self motivation in learning BIPA needs to maintained.

ACKNOWLEDGMENT

I would like to extend my warmest gratitude to, first, the Ambassador of Indonesia to Sudan and Eritrea and all staff of the embassy in supporting the implementation of BIPA teaching at the embassy in Khartoum. Second, my thankfulness to the Ministry of Education and Culture through Directorate of Higher Education (DIKTI) in sending me to complete the mission of internationalizing Indonesian Language worldwide.

Third, I also would like to convey my deepest cordial to the Rector of Hasanuddin University, Dean of Faculty of Letters and Head of Western Asian Languages (Arabic) Department. To my colleagues at Department who also support my activities endlessly.

Next, all my BIPA Teachers who were assigned in the same year of mine, 2013, thank you for all your inspiring story in teaching BIPA class around the world. To my Sudanese participants and all parties that cannot be mentioned, I convey my appreciation to your contribution in making this BIPA teaching in Sudan becomes one of the most memorable in my life.

Lastly, to my wife and sons who endlessly and abundantly support my career in teaching languages many years. May Allah SWT shower His bless to you all.

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LESSON STUDY: A WAY TO ENHANCE STUDENTS' MOTIVATION IN LEARNING PROCESS OF THE CLASSROOM

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Abstract

The present study was intended to enhance the students' motivation in learning process of the classroom taking the Undergraduate Program of English Education in State University of Semarang (UNNES). Further, an in-depth research was to find out whether lesson study collaboratively done could be implemented in the classroom well and give the impact to the students' active learning in joining the course conducted by the lecturers in the classroom. For this purposes, 2 different courses were taken consisting of 30 students for each class in the academic year of 2014/2015. There were 2 cycles conducted for each program through research lesson; plan, do, and see. To observe the students' interest in joining the class, 4 observers observed and wrote the students' activities during teaching and learning process taught by the lecturer model in the classroom. The observers' finding was conveyed to the lecturer teaching in the classroom in order to be reflected and solved the problems found collaboratively. The data were taken through observation, questionnaire, and video recording and then analyzed descriptively to conclude the result of the research.

Keywords: lesson study, motivation, attitude, learning process

INTRODUCTION

Teaching students in the classroom needs some efforts to make them active in learning. The students' activeness in joining the course could not only be measured from asking or answering the teacher's questions but also their participation in building up the knowledge by doing some stimulated activities. The stimulated activities mean that the lecturer should be able to build up some skills by optimizing the students' in learning process to be active and autonomous in the classroom. It is in line with Novian (2013) states that the students' ability for being autonomous learners would be the goal of active learning. In this case, the role of the lecturer would be very important in deciding and designing the teaching process to be a meaningful learning. The teacher would be a facilitator for making the students easier in studying, and also a manager who is able for organizing, designing and doing the teaching learning process. Through the active learning, the students are expected to realize and

analyze their capability to learn, comprehend, build up, develop, and transfer their knowledge to the others so that they will learn much by doing those activities. It is hoped that they would be responsive, critical, and able to solve any problems that they face. Unfortunately, the activities done by the students in the classroom do not always run well.

Many lecturers have optimized to make an active learning in the classroom by using the strategy of cooperative learning, but sometimes some students still do not involve actively in teaching learning process. The students do not show their interest to join the class and tend to be passive in learning process even though each of them has different responsibility to do. They join in the classroom to fulfill a compulsory subject offered in that semester. Consequently, the teaching learning process does not run well. The strategy used by the lecturer in applying a cooperative learning model of the classroom is chosen in order that the students are easy to be organized and controlled through the

activity designed before. As in cooperative learning, each student could learn and share what s/he has to the others. She/he would have the responsibility toward what they had learnt to share. In this case, the process of learning could be from students themselves before it would be confirmed by the lecturer in the end of the class.

The use of strategy chosen by the lecturer for supporting the teaching learning process; unfortunately, is not always success. The lecturer has still found some students who do not have the responsibility in learning the materials given to share to the others. Even though that the principle of cooperative learning is to stimulate all students involving the process of learning in the classroom to be autonomous and responsible learners, in fact, some lecturers tell that they have some difficulties to overcome some students who have no much motivation to join the class.

Based on that phenomenon, the solution to overcome that problem is by applying the use of cooperative learning model as an approach to teach based on lesson study. Lesson study is a way to enhance the quality of learning process by collaborating with the other lecturers/teachers for designing, observing, and reflecting the teaching learning process in the classroom (Syamsuri and Ibrohim: 2011: 19). It means that the lecturers have a chance to share with others regarding to the lesson plan of learning process designed before by identifying the students' problems/weaknesses. Here, it could be identified whether or not the design of learning process uses the appropriate approach to overcome those students who are lack of motivation and enthusiasm to learn. Besides that, the strategy used by the lecturer in doing the activity in the classroom determines the success of learning process because every step of activities done by the students will also be discussed in the collaboration of the lecturers in which it will determine the success of making the students' activeness in the classroom.

The application of cooperative learning model-based lesson study was aimed to enhance the students' motivation and attitude in the classroom. Both of them are really important in determining the lecturer's success of conducting teaching learning process in order the students involve in doing the activities of learning in either classroom or

out of classroom. To observe the students' motivation in joining the classroom, Keller (1968) cited in Suprijono (2010: 164) states that there are four categories of motivational conditions to create the interesting, challenging, and meaningful teaching learning process to the students. They are attention, relevance, confidence, and satisfaction. Besides using ARCS, the students' motivation could also be seen from some indicators; cheerful, enthusiastic, and their intention to ask and answer the questions from either the lecturer or their friends. The important thing stimulating them to have good motivation for being active students in the classroom could also be determined by the strategy used by the lecturer in teaching learning process in which it stimulates them to have good confidence and enjoyable for doing some activities during the class.

LESSON STUDY

Hendayana (2006) cited in Sadia (2008) states that Lesson study is a collaborative and sustainable learning based on the principles of collegiality and mutual learning to build up a learning community. Furthermore, he mentioned that lesson study is not a method or strategy of learning but the activity of lesson study could apply any kind of methods or strategies that is appropriate to the situation, condition, or problems faced by the teachers/lecturers in the classroom. While according to Lewis (2002) he mentions that lesson study is an approach that is done in order to improve the teaching learning process. The improvement here is done collaboratively by the teachers/lecturers.

There are three stages of lesson study; they are plan, do, and see. The preparation of lesson study could be done through some activities; identify the problems of learning, analyze the material of learning, decide the strategy used in learning process, and make the design of learning in the classroom (Sadia: 2008). Based on the explanation, it means that in the activities of lesson study there are some teachers/lecturers collaboratively discuss about teaching learning process. There is a model teacher/lecturer and some observers involved in research lesson. The lecturer/teacher could collaboratively design the lesson plan that would be used to the teaching learning process with the others to

produce the design of learning to achieve the learning outcomes targeted. While the observers would observe the students' activities or response shown during the process of learning. Having observed in the learning process, all the observers and the model teacher/lecturer discuss and share what the experience of learning and something found from the observation.

COOPERATIVE LEARNING

Cooperative learning is an approach of learning focused on the study of comprehending and discussing the materials with the others and also solving the problems that they have. It is in line with Slavin cited in Jacobs et.al (1997) states that cooperative learning is basically emphasized to all students to study together, have the responsibility to their team to gain their success of learning through the activities that they have done. In cooperative learning, there are some components that must be concerned; cooperate to complete the tasks, and have the responsibility individually or in group. Some benefits that would be got by the students by using cooperative learning are they could learn how to cooperate to each other, appreciate what the others have, learn how to share something that they have to be discussed to the others, and be responsible to the task so it could not enable them to depend on the others.

By using the cooperative learning model, the students could gain the learning outcomes determined by the lecturer. They could also have broadened knowledge, improved their interest and motivation to be active in joining the class and developed their skill in communicating to the others.

CIRCLE THE SAGE

One of cooperative learning models that could be applied in gaining and developing the students' soft skill is circle the sage. Kagan (1998) states that it is an activity to attend a listening activity for an extended period of time; listen to comprehend or acquire information. In this activity, the teacher firstly chooses the special students having a special knowledge of the topic discussed to be sages. Those sages then stand and spread out to in the room. The sage

explains what they know while the others listen, ask the questions, and take a note. Having shared about the topic, all students then return to their group and each of them explains what they have learnt from the different sage. They may compare the notes that they have got, and if there is disagreement, they may stand up and convey the argumentation to be covered.

From the explanation above, it could be seen that the students may work in small groups and spread out to the other groups, and actively engage the learning process in the classroom to improve their comprehension about the content of the material. Here, each student not only has responsibility for his/her own learning but also shares the materials mastered to the others.

MOTIVATION IN LEARNING PROCESS

Keller (1968) cited in Suprijono (2010) states that there are four categories of motivation that must be paid attention to the teachers in order to promote and sustain the teaching learning process. Those are attention, relevance, confidence, and satisfaction.

1) Attention

Keller divided this attention into two kinds: perceptual arousal and inquiry arousal. The perceptual arousal is about surprise to gain interest. While inquiry arousal is focused on the stimulation given by the teacher to the students by giving some challenging questions or problems to be solved. For stimulating students' attention, the teacher should use some strategies enabling them to be involved in teaching learning process.

2) Relevance

In order to be clear in delivering the materials to the students, the teacher could use the simple and concrete examples so that they could correlate the materials with the experience of life. The categories that are related to the relevance are experience, present worth, future, usefulness, needs matching, modeling, and choice.

3) Confidence

To stimulate the students in having their confidence in joining the teaching

learning process, the teacher should give a chance to the students for showing their work. A praise given by the teacher will give the positive impact to the students so that they will be sure for their ability and competence that they have.

4) Satisfaction

The success of teaching learning process for gaining the goal of learning will give the impact of the students' satisfaction. From the reinforcement got by the teacher, the students will try to achieve the success of learning process by doing some activities supporting it.

From the definition above, students' motivation in the process of teaching learning basically can be set up by the design of learning prepared by the teacher/lecturer. The teacher/lecturer should prepare well the process of learning held in order that the goal of teaching learning process can be achieved well.

METHODOLOGY OF THE RESEARCH

This research was an action research-based lesson study by using the qualitative descriptive approach. There were two cycles applied in the research in which each cycle consisted of three stages; they were plan, do, and see. The data were taken from the result of observation sheet, questionnaire, and video recording.

1) Plan

- a. Making the schedule of lesson study.
- b. Determining one of the lecturers to be a model of lesson study while the others as the observers.
- c. Deciding the subject that would have been taken during lesson study (it was Language Assessment Administration).
- d. Finding the problems faced by the students in joining the teaching learning process (the problems were the students' comprehension about the materials and their low motivation in learning).
- e. Analyzing and identifying the learning outcomes to be reached together with the observers.
- f. Designing the model/strategy used by the lecturer for doing teaching learning process (that was Circle the Sage).

g. Preparing the materials used for the students in teaching learning process.

h. Preparing some media needed for supporting the teaching learning process.

2) Do

a. The model lecturer did the teaching learning process based on the lesson plan designed before.

b. The observers did the observation to the students based on the students' problems by using the observation sheet prepared before and took the note during teaching learning process.

3) See

a. The model lecturer reflected to the teaching process done in the classroom and gave the impression to the observers and facilitator.

b. Each observer conveyed the result of the observation note based on the activities done by the students and/or their attitude during teaching learning process and gave some suggestions to the next teaching.

c. All participants discussed the problems to overcome based on the result of analysis of the observation and/or the recommendation for improving the next teaching learning process.

FINDINGS AND DISCUSSIONS

To know the students' motivation in joining the teaching learning process in the classroom through lesson study, it was begun by doing the activities of learning in which it was designed to stimulate all students to involve in the process of learning and interact with the others well by discussing, sharing, presenting, and so on, so that they could have achieved the learning outcomes targeted.

STUDENTS' MOTIVATION OF LEARNING

The students' motivation in joining learning process in the classroom could be measured from the questionnaire given before and after the learning process. The result of questionnaire could be seen in table 1.

Table 1. The students' Questionnaire Result

Aspect	Students' Questionnaire Result			
	Pre-cycle	Cycle I	Pre-cycle	Cycle II
Attention	3.00	3.05	3.05	3.20
Relevance	2.80	3.05	3.05	3.01
Confidence	2.95	3.05	3.05	3.25
Satisfaction	3.00	3.09	3.09	2.80
Average	2.94	3.06	3.06	3.07

From the table above, the aspect of attention could be seen from the way of students enjoyed the class, felt curious to know about the materials, and paid attention to the tasks given by the lecturer well. Based on the result of questionnaire above, there was an improvement of the result from pre-cycle to cycle I and cycle II in which the result in pre-cycle was 3.00. Then it was continued in cycle I in which the result was 3.05 with the category fair. While in the cycle II, it could be seen from the result of questionnaire from 3.05 to be 3.20. The improvement of the score in each cycle was little even though all results from pre-cycle to cycle I and cycle II were categorized fair. It happened because the students of State University of Semarang used to do lesson study combined by cooperative learning model so that in the beginning of the class, they had had enough attention to the teaching learning process.

In the aspect of relevance, the result of students' effort to learn, comprehend, and share the materials to the others showed the improvement which was not too significant. Every meeting of the cycle, the lecturer applied the difference approach. The learning outcomes determined in each cycle was also different. Not all students had the same comprehension of the materials learnt. The perception that they had was also different. In this case, the approach of learning used by the lecturer in teaching learning process determined whether or not they could comprehend well the materials. From the data of pre-cycle, cycle I, and cycle II, they showed that the result of pre-cycle was 2.80. It improved in the cycle I in which the result was 3.05. But the result of Cycle II decreased from 3.05 to be 3.01. The decrease happened because of some factors. First, the content of

the materials that they had to master was difficult. Second, the learning model used by the lecturer in conveying the material also determined whether or not it enabled them to explore their knowledge well. Sometimes, the model would give a chance for them to discuss, share, and take a conclusion from what they have learnt.

While in confidence aspect, it also showed the improvement. From pre-cycle, the result of questionnaire was 2.95. It improved in the cycle I to be 3.05 and it was continued in the cycle II in which the result was 3.25. The improvement of the result of confidence was significant enough. It was meant that the implementation of lesson study in teaching learning process applied by circle the sage helped the students in having their belief of what they have learnt. They were sure to be the best friend from others to share any experience and knowledge that they had. The opportunity given by the lecturer to each student through the model of circle the sage-based lesson study enabled them to improve and explore their ability in comprehending the materials well. The special students chosen by the lecturer to share the information that they had while the others listened and told their opinion or argumentation if there was disagreement gave a chance for them to know and be sure with the ability that they had. So here, the students not having good confidence in presenting or conveying what they had learnt were given a chance to learn with the special students in sages for listening what they delivered.

Satisfaction could be seen from the students' response to the process of learning included the response of using the model of learning, the students' happiness in joining the class, getting a praise, etc. The appropriate of the lecturer in choosing the model of learning could help him/her in getting the success of doing teaching learning process in the classroom. Otherwise, the inappropriate for choosing the model could make the students confused to what they had to do in joining the classroom. As it was shown from the table above in which not all students felt comfort and satisfied for using the model of circle the sage based-lesson study. In pre-cycle, the result of questionnaire was 3.00. It improved in the cycle I in which the result showed 3.09

with the category fair. And in cycle II, the result was 2.80. For some students, being the sages did not always make them enjoyable and ready for that position. But they did not have a choice in which the lecturer had chosen them to be that sages. Besides that, they had a responsibility to comprehend well about the content of the material to be shared to the others. Each student had different character. Special students would have had special character.

CONCLUSION

Lesson study enables some lecturers to collaboratively discuss the problems of teaching learning process in the classroom. The problems presented by the model lecturer through lesson plan will be analyzed and solved by the other lecturers (observers). The use of the appropriate strategy in the teaching learning process will determine the success of it. The success of teaching learning process will also determine the students' study result and positive response in joining the class.

Maintaining the students' motivation through lesson study is necessary through fostering the positive atmospheres. However, motivation may give significant impact to the learning purpose. On the learning process, when someone cannot solve a problem for himself, the other's help will be an important factor to lead a comfortable and valuable situation which may proceed to successful learning. In addition, the lecturer has definite role to make it happen, through various strategies and approaches to gain the purpose of his/her teaching.

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DISCOURSE ANALYSIS OF SONG LYRIC OF “*BATAGAK PANGULU*” AND PROPOSITION OF LOCAL WISDOM IN *BATAGAK PANGULU* CEREMONY IN MINANGKABAU

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Abstract

The purpose of this paper is to analyze Minang song lyric, entitled “*Batagak pangulu*” composed by Ridwan Idma. It is an interesting song to be analyzed because the lyric of the song tells about a Minangnese custom and local wisdom which is well defined in proverbs of Minangkabau society that is *batagak pangulu* ceremony (authenticating leader’s *gala*). In analyzing the song lyric, critical discourse analysis proposed by van Dijk will be used and focused on text dimensions (macrostructure, microstructure, and superstructure). Macrostructure consists of topic or theme of a discourse. Then, microstructure consists of semantic, syntactic, stylistic, and rhetoric aspects. Last, superstructure is related to parts of discourse arranged in order. In addition, this paper is also to find whether the lyric of the song tells about Minangnese society’s local wisdom and anything related to *batagak pangulu* ceremony described in the song.

Keywords: song lyric, *batagak pangulu*, critical discourse analysis, local wisdom

1. Introduction

Lyric is one of media used to deliver and share ideas of composer to listeners. A composer can put his ideas and feeling about anything related to life in lyrics he composes. It is in line with Salliyanti’s (2004) opinion. She says that song lyric is feeling expression from the composer. The functions are to entertain and to inform, easy to listen and understand so that the intended message can be delivered well to the listeners. Lyric can also be a media to describe social reality currently happen in society [1]. One of them is in culture of a tribe.

The lyric is one object that can be analyzed by using discourse analysis because it is one form of discourses. In discourse analysis, it is to see the whole meaning of a text, both explicit and implicit. One type of discourse analysis is critical discourse analysis, in which the analysis not only looks at what is inside the discourse, but also considers what is outside it.

One theory about discourse analysis is proposed by Van Dijk. This theory is often used because in the theory there is a possibility

to collaborate discourse elements so that it can be practically used and implemented. Van Dijk views a text comprises of some structures/ levels which are interrelating each other. According to van Dijk (2003), a text comprises of three elements; macrostructure, microstructure, and superstructure. The macrostructure is the global meaning of a discourse that can be seen from topic or theme. Superstructure is framework of a discourse or schema of a discourse, like introduction, body, conclusion, and ending part of the discourse. Microstructure is the local meaning of a discourse. It can be explored from semantic, stylistic, syntactic, and rhetoric aspect of the discourse. Semantic aspects are seen from the background, detail/ details, purpose, metaphor, and nominalization. Aspects of syntactic are seen from tenses, coherence, and the selection of pronouns. Stylistic aspects are seen from the choice of words and ostentatious style. Rhetorical aspects are seen from the graphic appearance, metaphor, and the expressions used [2].

The discourse analysis of song lyric shows how language in the lyric has meaning, idea,

and thought of the composer which could be acknowledged by listeners of the song. So people see that song lyric has purpose suitable with the reality in society of the song that what is inside of lyric can represent the feeling or reality in society, such as a custom or a culture.

One of songs that tells about culture is “*batagak pangulu*” song which is composed by Ridwan Idma. The song describes a culture of minangnese, which is *batagak pangulu* (authenticating leader’s title) ceremony. The lyric is written in Minangnese language.

Based on the background above, this paper is to describe the discourse in lyric of “*batagak pangulu*” song by using discourse analysis theory proposed by van Dijk (2003) in dimensions of text so that the elements of the song can be acknowledged. In addition, it is to describe culture in the ceremony which is represented by composer in lyric of the song and its correlation to local wisdom of Minangnese society.

Pangulu (penghulu) is the leader of a tribe in Minangkabau. The word of ‘*pangulu*’ comes from ‘*pangka*’ (base) and ‘*ulu*’ (head). *Pangka* means something to be held on, while *ulu* means source of something. So, penghulu in Minangkabau is a person who controls, manages, supervises, and protects the society; and source of rules and decisions needed by people he leads. It is in line with the aphorism of Minangkabau ‘*Tampuak tangkai didalam suku nan mahitam mamutiahkan tibo dibiang kamancabiak tibo digantaiang kamamutuih*’ (Afrijon, n.d) [3].’

In electing someone to be a penghulu, there are some requirements to be considered, they are: (1) he has four characteristics of prophet, (2) he has high loyalty on society he leads, tribe, and village, (3) have insights about traditions and religion, (4) he is a fair leader in leading his family and society, (5) he is a brave person in maintaining the rights and preventing the wickedness, (6) he is obedient in performing traditions and religion, (7) he has good attitudes and moral, and (8) the most important, he is possible and deserve to be a penghulu.

2. Methodology of the Research

This study was conducted by using descriptive method. According to Sudaryanto (1993), descriptive method is a method which

is conducted based on the exist facts or phenomena which empirically live in its speakers, so that the result is portrait or explanation of what is really exist in society [4].

Data of the study was taken from the lyric of ‘*batagak pangulu*’ song which was composed by Ridwan Idma. This song uses minangnese language and consists of 17 lines. It tells about the ceremony of *batagak pangulu* in minangkabau tradition.

This study has three stages in doing it. They are preparing data, analyzing data, and presenting or formulating results of the analysis. In preparing data, the lyric of ‘*batagak pangulu*’ song was searched on internet. After that, each line was numbered to analyze it. In analyzing data, the song lyric was analyzed by using discourse analysis in text dimensions. Firstly, the lyric was analyzed from macrostructure (topic and theme of the lyric). Secondly, it was analyzed from superstructure (schematic aspects). Last, it was analyzed from microstructure (semantic, syntactic, stylistic, and rhetoric aspects). In presenting the result of analysis, data were linked to local wisdom of *batagak pangulu* ceremony in Minangkabau tradition. By linking it to the local wisdom, it was seen whether lyric of ‘*batagak pangulu*’ song reflects the real ceremony in the society.

3. Discourse Analysis of The Lyric ‘*Batagak pangulu*’ Song

The analysis of macrostructure of the song was the topic is about *batagak pangulu* which is one of tradition to announce officially a new leader of a tribe in Minangkabau. In the song, the topic is developed into some sub-themes based on the line. Line 1 and 2 describes situation of the ceremony. It is very rejoice. It is seen in the lyric ‘*Yo basorak-sorai, nagari batagak pangulu*’. From this lyric, it is known that the people are very happy by cheering each other.

In line three, it describes penghulu’s roles and responsibilities in Minangkabau. In the song, it is mentioned that there are four roles and responsibilities of the penghulu. In the lyric ‘*Bakeh pangulu kampuang batanyo babarito*’, it is explained that one role of penghulu is as someone to be asked for solution when there is a problem or as someone to be informed if there is something

happens in society he leads. Next, in lyric '*Kato pangulu pangisa kusuik ka nan bana*', the role of pangulu is to overcome the problems happened in his society. He has to be fair and wise in solving the problem in order that there is no disadvantage between them.

In line four, the song describes the consequences of choosing the wrong person to be a penghulu. In lyric '*Alang pangulu luluah adaik binaso kampuang*', the consequence is the tradition will be fade because he does not perform it well. Besides that, the society will be separated because of unwise in deciding something. The next lyric shows one characteristic of a good penghulu that is he is a wise person because his judiciousness will solve any problem in society. It is in line with lyric '*Lewakan bana pangulu ka nan bijaksano*'.

The analysis of superstructure is seen from schematic structures. The schematic structures of this song are title/ lead that show a traditional ceremony of Minangkabau in announcing officially the leader of a tribe. After title, the song composer describes the situation of the ceremony. Then, the schema is about expectation of society to new penghulu that he will lead them to the better in future. It is obvious in the lyric '*Baharok sungguah Pangulu lai ka jadi suluah*'. It means that the penghulu will lead them to be better society. It is an emphasizing of the composer because he repeats the lyric.

Next schematic structure is describing the roles and responsibilities of the penghulu. In the song, there are four roles of him. First, as a leader of a tribe; second, as person to be asked for and given the information; third, as a guide for the society; and fourth, as a problem solver to the problems happened in society. Last, the composer explains the consequences of choosing the wrong man to be a penghulu. Besides that, he also gives good characteristic of a man to be elected as penghulu. The composer repeats the lyric from the beginning. The analysis of microstructures of the lyric '*batagak pangulu*' song can be done from semantic, syntactic, stylistic, and rhetoric aspects. The semantic aspect is obvious from background, details, intention, and nominalization.

Analysis of the microstructure of the lyrics *Batagak pangulu* comprises aspects of semantic, syntactic, Stylistics, and rhetoric. Semantic aspects are seen from the

background, detail/ details, purpose, metaphor, and nominalization. Background in the lyrics of this song is a traditional ceremony of *Batagak pangulu* in Minangkabau to formalize the appointment of a new leader in a society. Details in the song lyrics are on the 9th and 10th lines that are repeated mention of the expectations of society to the new prince. Intentions of this song are the composer tells about the situation that occurred during a ceremony of inaugurating the penghulu (*Batagak pangulu*), responsibilities and roles of the prince in society, and the attitude of a wise penghulu to lead the people.

Furthermore, aspects of syntactic of the lyrics *Batagak pangulu* are seen from tenses, coherence, and the selection of pronouns. Form of the sentence in the lyrics of the song are active voice patterns (baharok / hope), the pattern of passive voice (ditalu / rung), imperative sentence (Barikan / give and Lewakan / launches). Coherence of the lyrics of this song is by using conjunctions (jo / and). Pronouns in these lyrics are (kami/ we).

Then, stylistic aspects of lyrics of *Batagak pangulu* song are seen from the choice of words and ostentatious style used by the songwriter. Choice of words in the lyrics of this song is the language used in the proverbial of Minang (Minang literary language) and is rarely found in the language that is used daily. It is caused by the song of *Batagak pangulu* is associated with traditional ceremonies, so it should be linked to the use of the words of proverb. Additionally, songwriter also makes this song like rhyme, in which at the end of the lyrics of each line sound the same as the line afterwards. For example, at the end of the first line '*babarito*' and at the end of the second line '*sugaro*', the same final sound is found in these two words, that is the sound / o /.

Finally, rhetorical aspects of the lyrics of *Batagak pangulu* song are seen from the graphic appearance, metaphor, and the expressions used. Graphics lies in the repetition of the lyrics '*Baharok sungguah Pangulu ka lai so suluah*' which had an emphasis on the expectations to the new penghulu. Furthermore, songwriter repeats the whole lyrics in the second part of the song. Meanwhile, the metaphors in the lyrics of this song are in the ninth and tenth line of lyrics. Here, the penghulu is analogous as suluah to guide the people, and bring towards the better. Next metaphor is on the fourteenth line of

lyrics. Lyrics '*Kato pangulu pangisa kusuik nan ka bana*' (words of penghulu is to solve crumpled problem to the correct completion). The word '*kusuik* / crumple' is likened to the problems faced by people. To that end, the prince's words will solve the problem.

4. Discussion

In this section, the lyrics of the song "*Batagak pangulu*" will be associated with the proposition of local wisdom possessed by the Minangkabau society. Proposition is defined as 'the meaning of a simple assertive sentence'. The mean of 'simple' is that a sentence can consist of more than one preposition. Meanwhile, assertive words mean that the sentence may be a question, hope, cry, and so on (Renkema, 2004: 87) [5]. Meanwhile, local wisdom is cognition of a group of people obtained from experiences and represented in culture characteristics of their own (Rahyono, 2009) [6]. Proposition of local wisdom is a sentence or text that describes community wisdom about life. In Minangkabau society, this proposition is embodied in the form of proverbs or rhyme. Here are described on several lines of lyrics *Batagak pangulu* associated with local wisdom propositions about *batagak pangulu* ceremony in Minangkabau.

In line 2, '*nan kok sairiang tagak marawa gadang jo sugaro*' is one of the signs that reflect the existence of a ceremony. Marawa or banners is a flag that has three colors, that are yellow, red, and black towering but end is bow down. The intent of these marawa colors are (1) the yellow symbolizes the power of a pangulu (*mahukum Adia bakato bana*); (2) the red symbolizes courage (*Barani karano bana takuik karano salah*); (3) the black symbolizes patience and fortitude in facing people; (4) standing sturdily means a pangulu must have authority and charismatic in the midst of people and communities in the villages; (5) The end of *marawa* is bow down symbolizes that penghulu still has to pay attention to the people he leads (Afrijon, nd).

In line 3, '*Dilapeh badia, canang-canang ditalu*' symbolizes the promise of a penghulu and as a sign that he is the leader of his people. In proverb stated that: "*Malatuihan badia sadantam, nan gaganyo karonggo bumi, dantangnyo sampai kalangik*". It depicts a

pledge of penghulu to man and to God as an oath that must be accounted for (Afrijon, nd).

In line 6, '*Datang badatang pisau palapah bantai*' means that in *Batagak pangulu* ceremony, society will slaughter of the buffalo. This is evident from the following maxim: "*Kabau didabiah, tanduak dibanam, darah dikacau, dagiang dilapah*". The meaning of *Kabau didabiah* (slaughtering buffalo) is to kill the animal nature from the soul of the penghulu. *Tanduk ditanam* (horns implanted) means throwing animal nature from the soul of the pangulu. Then, the meaning of *darah dikacau* (disturbed blood) is to cool the hot blood in the heart of a leader because he should lead wisely. Next, *daging dilapah* is understood that the penghulu is a person for society to denunciate if there is problem in society. In proverb stated that: "*Kok pangulu lai dinan bana bumi sanang padi manjadi taranak bakambang biak anak kamanakan basanang hati urang kampuang sato manyukoi*" (Afrijon, nd).

In line 13, one of the roles and responsibilities of the penghulu is '*langkah pangulu ka panampuah jalan nan pasa*'. This role and responsibility is reflected in the following maxim: "*Jalan pasa nan ka tampuah, Labuah goloang nan ka turuik, Jan manyimpang kiri jo kanan, Condoang jan kamari rabah, Luruhi manatang dari adat*" (Zued, 2013) [7]. The mean of *jalan nan pasa* is the truth. Supposedly, the penghulu must implement provisions that have already applied, not be changed and violated them.

In line 14, '*Kato pangulu pangisa kusuik nan ka bana*' means the penghulu's words are to solve the problems that occur in society he leads. In rhyme or proverb is also found that one of the roles or responsibilities of the prince is to solve the problems. Proposition that "*kusuik manyalasai, Karuah mampajaniah*". The point is that the prince is responsible for the problems found in the community.

Lyrics in line 16 and 17 states that '*barikan ka bana pangulu bijaksano nan, nan lewakan ka bana pangulu bijaksano*'. It is one of the conditions in which a person is able to be a penghulu. However, wise is not enough. There are a few more things that must have to be concerned to elect the penghulu, like in the

following maxim: ‘*Nan cadiaik candokio, nan arif bijaksano, nan tau duri nan kamanyanguik, nan tau dirantiang kamancucuak, tau diangin nan basiru, tau di ombak nan badabua, tau dikarang nan baungguak, tau dipasang turun naiak, tau jo ereng gendeng, tau dibayang kato sampai, alun bakilek lah bakalam, sakilek ikan dalam aie Jaleh jantan batinyo, tau di cupak nan duo puluah, paham di Limbago nan sapuluah*’ (Syarifoeddin, 1997: 69) [8]. From here, it can be concluded that there are four (4) main requirements to be considered in appointing a person as the penghulu. They are: the person is knowledgeable and has a high intellectual level, he is wise person, he understands the foundation of thought and customary law of Minangkabau, and he is responsible and sensible person.

5. Conclusion

The lyric of ‘*batagak pangulu*’ song reflects the ceremony of *batagak pangulu* in Minangkabau society. The song tells the situation in the ceremony, the roles and responsibilities of penghulu in a tribe, the criteria of a person to be elected as penghulu (a wise man). Penghulu is the leader of a tribe, which has roles, functions, and responsibilities in his leadership. Besides that, the he is elected according to some criteria set by tradition. It is the local wisdom of Minangkabau society.

In showing the local wisdom, Minangkabau society has ‘*pepatah petitih*’ as proposition in doing the tradition. From the analysis above, it is concluded that lyric of ‘*batagak pangulu*’ song reflects the real situation of the ceremony. It also reflects the proposition of local wisdom that is in Minangkabau proverbs.

Acknowledgements

The writers want to say thanks to God almighty, to our parents that always support, and to our friends and lecturers in Department of Linguistics of University of Indonesia year 2014-2015.

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Appendix

Batagak Pangulu

Nan kok mandareh kato Dubalang sadang babarito

Nan kok sairiang tagak marawa gadang jo sugaro

Dilapeh badia, canang-canang ditalu

Baolak-olai, nagari batagak pangulu

Yo basorak-sorai, nagari batagak pangulu

Dantang badantang pisau palapah bantai

Tuo jo mudo sumangaik tido talarai

Baribu kato, iyo baribu mato

Baharok sungguah Pangulu lai ka jadi suluah

Baharok sungguah Pangulu lai ka jadi suluah

Bakeh pangulu bahamba adaik kami sadonyo

Bakeh pangulu kampuang batanyo babarito

Langkah pangulu ka panampuah jalan nan

pasa

Kato pangulu pangisa kusuik ka nan bana

Alang pangulu luluah adaik binaso kampuang

Barikan bana pangulu ka nan bijaksano

Lewakan bana pangulu ka nan bijaksano

**kembali ke awal*

THE METAPHORS IN WOMAN PHYSICAL DEPICTORY OF JAVANESE SOCIETY

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Abstract

This paper describes about the woman physical depictory of Javanese society according to the metaphors used by the speakers. This is a descriptive qualitative method, which consists of three phases: data collection, data analysis, and presentation of the result of data analysis. The data were collected by interviewing five respondent and were analysed through three phases. The first was analyzing the categories of the metaphors. The second was analyzing the metaphor types according to the target vehicle of semantic domain. The third was by describing the point of view of Javanese society about the woman physique. There are three point findings in this study those are the metaphors are categorized into word and phrase; the types of metaphor according the target are animate, living, objects, and cosmos; the Javanese society's point of view toward woman physique which considered abstract into something concrete. An ideal woman physique to the Javanese society's, among others, is a person who has slim body, small waist, tight hands, slightly wavy long hair straight down, wide eyes in the middle and narrow at the tip, sharp nose, lined eyebrows, ladder neck, slender legs, and has solid chest.

Key words: metaphor, depictory, woman physique, Javanese society, categories of the metaphor, semantic domain, point of view.

1. Introduction

Language is a tool of social interaction between speakers and hearer. It is realized by communication which can be done directly or indirectly. Direct communication means that the utterances made literally. Meanwhile, the indirectly communication means that the utterances contained a figurative meaning. Thus, it can be said that language in general or it is a means of verbal communication the speakers (Chaer and Agustina, 2004: 17; Nababan, 1984: 38), either directly or indirectly.

Indirect verbal communication is done by using speeches. Figurative speech indicates that there is a specific expression forms. This expression form is not delivered directly or explicitly, it is not directly focused on the target (Michael in Bagea, 2010: 44), but it uses a certain media in its delivery. Figurative speech can be done by using a metaphor.

Metaphors enters the scene of theory in Aristotle's *Poetics*, it's the first known text where the word metaphora is used in the sense of a specific figure of speech, and defined as a figure (Räsänen, 2007: 35). On development, metaphor is not only a device of the poetic imagination and

the rhetorical flourish, but also it is a property of our conceptual system, a way of using language that structures how we perceive things, how we think, and what we do (Kramsch, 2005: 129).

Metaphor is the use of a word or group of words which is not the real sense, but as paintings based on equality or comparison (Sugono, 2012: 908). A similar sentiment was expressed by Kridalaksana (2008: 152) which says that the metaphor is the use of another word or phrase to an object or another concept based on figurative or equation. Based on these two opinions, it can be said if the metaphor is associated with the perspective of speakers in seeing an object. Thus, it can be said that the metaphor is an abstraction to express a particular concept in a paraphrase something based on reality.

Metaphor has three main elements (Saeed, 1977: 303) as follows. First, tenor or target domain is the concept or object which is described, figured, represented, or compared. Second, vehicle or image or the source domain (comparison) is a concept that describes, allegorized, symbolizes, or compare the tenor or the target domain. Third, ground or sense or equation is the relationship equation between

the tenor and the vehicle. There are nine kinds of semantic domain, namely being, cosmos, energy, substance, terrestrial, object, living, animate, and human (Haley, 1980: 139-154).

One of the language society which uses the metaphor in their language is Javanese society. It is a society that uses the Javanese as a mother tongue. Javanese is a native people who inhabited the island of Java, in the central and eastern region. In this area can be found many people who speak Javanese.

One part in language is the metaphor used in its formation that is physical depiction of women Javanese community. In general, the physical depiction of Javanese women describe the physical beauty of women. The depiction is expressed by the language used that likens physical women with other objects which have similar properties, types, or shapes. Therefore, there are metaphors in the delineation in woman physical depiction of Javanese society. It is one form of delivering indirect meanings and this delivery using a painting based on equality or comparison of meaning that will be addressed.

The metaphors in woman physical depiction of Javanese society is an interesting study. Metaphor in this paper belongs to ethnolinguistics study, especially about metaphor and the speakers' point of view. The Javanese society use analogies in the form of metaphors in their conversation. It is believed that language reflects the speakers' point of view, therefore, Javanese point of view of Javanese women can be reflected by the metaphors of woman physical depiction they used.

Personally, this is interesting because the author frequently finds the use of metaphors in daily life. In addition, the depiction of metaphor is unique in term of semantic domains. Some experts also have interest in metaphor studies. They are Nirmala (2010), Bagea (2010), Indriati (2008), Udu (2006) and Kerans (2005). They describe the use of metaphor in the culture of a certain area, but the explanation has not been discussed in the perspective of the community of Javanese native speakers, such as the perspective of women. Hence, the metaphors in woman physical depiction of Javanese society is expected to increase the research study in the realm of metaphor culture.

Various points that can be examined in this study are the forms of metaphors units,

types of metaphor based on semantic domain, and the Javanese speakers point of view toward woman physique. Finally, it can be concluded how the Javanese society discern the women.

2. The Forms of Metaphors Units

The metaphors in woman physical depiction of Javanese society have various forms of units. It can be classified into two forms. They are word and phrase.

The use of metaphors in the form of word are such as:

- a. *ramping* 'slim'
- b. *sumunar* 'bersinar'
- c. *mbangir* 'pointed'
- d. *ngolan-olan* 'ledder'
- e. *blalak-blalak* 'big'
- f. *ngandhan-andhan* 'long'

Those metaphors are about woman physique. *Ramping* and *mbangir* are simple word. Whereas, *ngolan-olan*, *blalak-blalak*, and *ngandan-andan* are reduplication word.

Ramping is used to allegorized body, *sumunar* is used to allegorized visage, and *mbangir* is used to allegorized nose. Whereas, *ngolan-olan*, *blalak-blalak*, and *ngandhan-andhan* are respectively for allegorized neck, eyes, and hair.

Whereas, the use of metaphors in the forms of phrase are:

- a. *nanggal sepisan* 'like the first date of the month'
- b. *nggendewa pinenthang* 'like a bow stretched'
- c. *mbawang sabungkul* 'like under a cauliflower'
- d. *nyengkir gadhing* 'like a young coconut yellow'
- e. *mukang gangsir* 'such as foot digger'

There are phrases of metaphor. The phrases consist of two word. *Nanggal sepisan* is used to allegorized eyebrows. *Nggendewa pinenthang* is used to allegorized hands. Whereas, *mbawang sabungkul*, *nyengkir gadhing*, and *mukang gangsir* are respectively for allegorized eyes, breast, and legs.

3. Types of Metaphor Based on Semantic Domain

Based on the comparison category, the types of metaphor in woman physical depiction of Javanese society are categorized into four types. They are animate, living, objects, and cosmos. Based on the semantic

domain, living can be divided into stems, flowers, and fruit.

3.1. Semantic Domain of Animate

The first example of metaphor in woman physical depiction of Javanese society which is associated with animate is *bangkekane nawon kemit* 'the waist like *kemit* wasp'. In this metaphor, the vehicle is *tawon kemit* 'a wasp *kemit*' element. The tenor is *bangkekane* 'waist' that is part of the body or physical woman. The equation is the equation of the form and beauty. The knowledge of society which is reflected in the metaphor of depiction of woman physique relates to the society's cultural experience toward the shape of waist and *tawon kemit* '*kemit* wasp'. From this metaphor, ideal woman should have waist like a wasp *kemit*'s, namely a small waist.

The second example is *sinome mbibis mabur*. *Sinom* 'short hair which is located in the forehead' likened *mbibis mabur* 'animals like cockroaches that fly'. *Sinom* is depicted in black and arranged regularly. The vehicle in this metaphor is *mbibis mabur*. The tenor is *sinome*. Both equations are equations of form and nature. The equations can be seen from the shape of the two which are similar. The equation of nature can be seen from the black color.

Another example is *gulune ngolan-ngolan*. Beautiful neck is depicted as a kind of caterpillar who has body segments. The vehicle in this metaphor is *ngolan-ngolan* and the tenor is *gulune* 'neck'. The equation both can be seen from the shape and nature. The second shape is similar. The second color is similar, namely yellowish white.

3.2. Semantic Domain of Living

This metaphor is strongly associated with the tradition of the people who lived by farming. Semantic domain of living metaphors in woman physical depiction of Javanese society can be classified into three types. They are stems, flowers, and fruit.

3.2.1. Stem

The first example is *gulune angelung gadhung*. *Angelung gadhung* is the young of the end of a tree branch yam. Beautiful neck depicted as a young of the end of a tree branch yam so stretched, that is the length or level and jointed. In this case, the vehicle is *angelung gadhung*. The tenor is *gulune* 'neck'. The

equation of vehicle and tenor is the equation of form, nature, and culture. The equation of form can be seen in a long shape and jointed. The equation of nature can be seen from the brownish color. Cultural similarities can be seen from the equation of position, namely the position of women in the Java community as responsible for the household and the yam is a plant that is grown around the house that can be processed by the female into the family food.

The second example is *dedege ngringin sungsang*. *Ngringin sungsang* means banyan tree upside down. A good and beautiful body is described as an inverted form of a banyan tree, which is a small upper body and getting down the greater. In this case, the vehicle is *ngringin sungsang*. The tenor is *dedege* 'stature'. The equation of vehicle and tenor is the equation of form and function. The equations of shape can be seen from the banyan tree and small shape of body on top and getting down the greater. The equations of function can be seen from the equation of function both as a protector. Banyan is a tree guardian or protector, while stature is the protector of the organs inside. So, a good stature described as the banyan as the stature of the person can be a protector or protectors for themselves and the people around him.

Another example is *drijine mucuk eri*. Beautiful finger compared with the end of the spines, which is small, long, and pointy (tapering). The vehicle in this metaphor is *mucuk eri* and the tenor is *drijine* 'fingers'. Both have similarities in shape.

3.2.2. Flowers

Flowers are a symbol of beauty and a symbol of femininity. Flowers are used in this metaphor as white flowers and small shape. White symbolizes cleanliness and purity. Meanwhile, small form symbolizes femininity.

The first example of metaphor in woman depiction based on flowers is *rambute ngembang bakung* 'hair like a lily'. Beautiful hair is described as the lily, which is long, the top straight, getting down increasingly somewhat curly or wavy. In this metaphor, the element of comparison is *kembang bakung* 'lily'. The tenor is *rambute* 'hair' that is part of the body or physical woman. The equation is the equation of the form, beauty, and function. The form equations can be seen from the shape of a long and straight at the top and wavy at the bottom. The function equation can be seen

from its function as a garnish. Lily is a flower that is normally used as a decoration in the pool, while the decoration of the body or hair is commonly called body crown. The society's knowledge reflected in the metaphor of a physical depiction of Javanese women in the community relating to the cultural experience toward the beauty of hair and lilies. From this metaphor, a beautiful hair is wavy hair like lily.

The second example is the is *irunge ngudhup mlathi*. A nice nose is figured with jasmine flower bud that is white or clean, petite, and sharp or slick. The vehicle in this metaphor is *ngudhup mlathi* and the tenor is *irunge* 'nose'. Both equation is the equation of form and concept. Shape of the nose and jasmine flower buds alike. Equation concept can be seen from the nose function as senses of smell and the jasmine fragrant which can be captured by the nose.

Another example is *kempole ngembang pundhak*. Beautiful calf depicted as flowers of pandanus, which is colored white, bulging bag section and getting to the bottom is getting smaller. In this metaphor, the tenor is *kempole* 'calf' and the comparison or the vehicle is *ngembang pundhak*. Equation both can be seen from the equation form and nature. Both similar shape. Both similar colors, namely white. White symbolizes cleanliness.

3.2.3. Fruits

Pipine nduren sajuring is the example of the metaphor based on fruit. In this metaphor, cheek is associated with a piece or a segment of durian. Beautiful cheeks described as one part durian split by segments contained in the fruit, which is yellowish or clean and solid. In this metaphor, the vehicle is *nduren sajuring* and the tenor is *pipine* 'cheeks'. Equation both can be seen from the equation round shape, dense, and contains. The association is based on the shape of the segment. Therefore, a good cheek is in the shape of a segment of durian (*duren sak ajar*).

Another example is *lambene manggis karengat*. Beautiful lip shape denoted as the mangosteen fruit cracking which tasted very sweet, the red lips, appear wet, and luminous. In this case, the vehicle is *manggis karengat* and the tenor is *lambene* 'lips'. The equation can be seen in both the nature and the concept of equality. Both red and seem always wet. The location of the lips near to the tongue.

Mangosteen cracked a very sweet fruit. Sweet can be perceived by the tongue.

Another example is *lambene njambe sinigar*. Beautiful lip shape denoted as split betel nut, the reddish color, and shape of the upper and lower lips together. The vehicle is *njambe sinigar* and the vehicle is *lambene*. Both have similar shapes.

Another example is *untune miji timun*. Beautiful teeth likened cucumber seeds, which are white, are small, and arranged regularly. In this metaphor, the vehicle is *miji timun* and the tenor is *untune* 'teeth'. Equation both can be seen from the shape and nature. Both forms are similar, namely small shaped and arranged regularly. Equation nature of both can be seen from the clean white color.

3.3. Semantic Domain of Object

The first example of metaphor in the women's physical depiction in the Javanese society is *bokonge manjang ngilang*. In this metaphor, the element of vehicle is the *bokong* 'bottom'. It is compared with the tenor, namely *panjang ilang* (a container for banana made of young coconut leaves which is hang under the tent on wedding celebration). The equation is in term of form and beauty. The knowledge of society which is reflected in the metaphor of depiction of woman physique relates to the society's cultural experience toward the shape of *bokong* and *panjang ilang*. From this metaphor, a nice bottom is as *panjang ilang*, which is large, dense, containing, and tight.

Another example is *rambute ngandhan-andhan*. Beautiful hair is described as risers are made of wood, which terraces or wavy. The vehicle in this metaphor is *ngandhan-andhan* and the tenor is *rambute* 'hair'. Both have similar shapes.

Another example is *pundhake nraju mas*. Shoulder likened to a tool for weighing gold, and flat field. In this metaphor, the vehicle is *nraju mas* and the vehicle is *pundhake* 'shoulders'. Both have similar shapes.

3.4. Semantic Domain of Cosmos

Example of metaphor in woman physical depiction of Javanese society associated with the cosmos is *alise nanggal sepisan*. In this metaphor, the tenor is *alise* 'eyebrows'. The vehicle is *tanggal sepisan*, which is the first date of each month is associated with the shape of the moon. The sense is the equation of the form. The

knowledge of society which is reflected in the metaphor of depiction of woman physique relates to the society's cultural experience toward the shape of *alis* and *tanggal pisan*. Knowledge society, as reflected in the metaphor of physical depiction of Javanese women above relating to the cultural experience of society to shape eyebrows and shape moon on the first day of each month. From this metaphor in mind that the ideal eyebrow shape and beautiful woman in the Javanese community is thin eyebrows and a small curved or like a lined eyebrows.

Another example is *bathuke nyela cendani*. Beautiful forehead symbolized as marble, which is flat, rather wide, and somewhat luminous. The vehicle in this metaphor is *nyela cendhani* and the tenor is *bathuke* 'forehead'. Equation both can be seen from the equation form, ie both flat. There is also the nature of the equation, namely the white color brown.

Another example is *idepe tumeng ing tawang*. Beautiful eyelashes described as to the sky or to the bag, the shape flipped up. The vehicle in this metaphor is *tumeng ing tawang* and the tenor is *idepe* 'eyelashes'. Both have similar shapes.

4. The Javanese Speakers Point of View Toward Woman Physique

Metaphors in terms of women's physical portrayal in the Javanese society can define the mindset of Javanese society. The mainset is in term of the perspective of ideal and beautiful woman physique. Depictions of this perspective utilize other materials in the vicinity, namely animate, living, objects, and the cosmos. This implies if the Java community close to nature.

Based on the comparison category of semantic domain, it can be concluded that the Javanese society communicate their thoughts through metaphor. This is meant to actualize their idea about something abstract with something more concrete. Physical depiction of woman which is considered abstract, will be easily understood by associating the physique with other, more concrete objects that have a similar shape or beauty.

Based on metaphors that associate an abstract object with concrete objects, it can be described the Javanese society's perspective of a woman's physical condition. The categories ideal woman in Javanese society can be seen

from the physical state of his limbs, such as having slim body, slightly wavy long hair straight down, forehead flat, rather wide, thin and arched eyebrows, eyelashes curled up, her eyes wide in the middle and narrow at the tip, a tiny little nose and sharp, her cheeks round, solid, and contains, red lips, appear wet, and luminous and the top and bottom together. white teeth, small shaped, and arranged regularly, neck and segmented sections, fields and flat shoulder, her fingers are small, long and pointy (tapering), small stature at the top and getting to the bottom of the larger, small waist, hand tight, big ass, dense, containing, and tight, clean white calf, upper ballooned and getting to the bottom is getting smaller.

5. Conclusion

Metaphor is an extension of the use of a word beyond its primary meaning to describe referents that bear similarities to the word's primary referent. It is a tool to describe things creatively. It can be viewed as a special type of indirect speech act. There are three main elements discussed in the metaphor: tenor, vehicle, and equation. The metaphor in physical woman depiction of Javanese society is one of the media to express their thoughts about the Javanese community which is considered an ideal female body. In creating metaphors, the Javanese community is influenced by perception, namely interaction with nature.

There are three point findings in this study. First, the metaphors are categorized into word and phrase. Second, the types of metaphor according to the target are animate, living, objects, and cosmos. Living consist of stem, flower, and fruit. Third, the Javanese society's point of view toward woman physique which consist of abstract thing into concrete thing. Finally, it can be concluded that an ideal woman physique to the Javanese society's can be seen from the physical state of her limbs, such as hair, eyes, nose, teeth, neck, shoulders, arms, and legs.

Respondent

1. Diran, 60th, farmer.
2. Jabir, 56th, teacher.
3. Sarwiyati, 53th, teacher.
4. Andri Setiya Budi, 30th, teacher.
5. Isti Ariningsing, 23th, student.

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The Patterns of Refusal on Suggestion used by Men and Women in Paciran Coast Society

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Abstract

This study analyzes the forms of refusal on suggestion used by men and women in Paciran coast society. The aim of this study is observing those formulations. In addition, the qualitative method is used to collect and analyze the data. The data were collected based on the daily conversations of Paciran coast society; and the age of respondents are around 18 to 25 years old. Finally, this study concludes three major results those are: (1) The patterns which occur frequently are *direct without reason* and *direct with reason*; and (2) there are no diversity utterance of refusal on suggestion used by men and women; (3) the gender, age, relationship, and status do not influence those patterns.

Keywords: *speech acts, refusal, suggestion, language and gender, and Paciran coast society.*

1. Introduction

Refusals are one of relatively small number of speech act which can be characterized as a response to another's act (Gass & Houck, 1999: 2). It is an act of declaring an utterance from speaker to hearer. It may happen in some situations, one of them is refusing a suggestion. Fraser (1975: 190) suggestion is an acts of suggesting. It means that speaker gives an idea or plan to hearer, but the hearer refuses it because of some reasons or without any reasons.

The way people refuse a suggestion usually influenced by some factors like the relationship between them, the age, the status, the education, the relationship, and the gender. Those factors are also occur in Javanese society. Poedjasoedarma (1979:16 cited in Nadar, 2009: 136) said that there are two important factors which persuade the use of speech level in communication those are: (a) the level of formality relation between speaker and hearer (b) the level of social status. Those factors may occur in a conversation or it may not ensue. In other word, there is a possibility that the hearer only refuse the suggestion because she or he only want to refuse it. This situation can be found in a Paciran coast society.

In communication, East Javanese usually tell what is in their mind. It is like East Javanese's expression that is *ora atek tedeng aling-aling*. That expression means to speak directly or to speak what they feel. One of the society which uses that expression is Paciran coast society. When they speak in their community, they usually do not care who is their speaker or hearer. They will express their true feeling in a communication. Their act in communication is persuaded by their society and culture. Goodenough's well-known definition (1957: 167 cited in Wardaugh and Fuller, 2015: 10), 'a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves.' Wardaugh and Fuller (2015: 10), for language use, culture is similar to the concept of communicative competence. It means that the speaker or hearer know about the language which is used by them in society. Paciran coast society tend to speak with others informally that is why people on there mostly say directly to their hearer. Consequently, it becomes their culture in communication. Kramsch (2009: 4) said that culture refers to what has been grown and groomed. It can be said that language used by them in refusing suggestion is influenced by their society because culture is a part of society.

In addition, it becomes interesting to analyze the utterance of Paciran coast society because there is a stereotype of language diversity between men and women. As we have

already known that there is a stereotype that woman tend to speak differently. As stated by Holmes (1997: 312), women and men use language differently. It means that women use dissimilar language in their utterance. They may use polite or indirect language. Montgomery (1995: 151) said that women are more polite than men. In other word, there is a stereotype that women should use polite language in any situation because impolite language is usually used by men. This condition also happens in Java generally. Women should speak politely, slowly, and indirectly to their hearer.

Moreover, the aim of this study is to find the pattern of refusal on suggestion used by them in Paciran coast. The data in this study were collected by recording their daily conversation. It took in some places like in the traditional market, in the coast, and at their home. The age of participants are 18 to 25 years old. The number of participants is 18 people.

The data of this study will be analyzed by using three theories those are speech act proposed by Fraser (1975); speech act components proposed by Hymes (1989) and Javanese culture proposed by Poedjasoedarma (1979 cited in Nadar 2009). The discussion of this study will be presented on the next part.

2. The Patterns of Refusal on Suggestion used by Men and Women in Paciran Coast Society

The data contain some conversations which is token from three places those are traditional market, coast, and house. The discussion will be divided into three parts as follow:

- (1) The first examples are conversations which occur in traditional market. The situation is informal.
 - a. This conversation happened between A man (A) and B man (B) in the traditional market. The A man (A) gave suggestion to B man (B) to separate fresh and old fishes

The age of A man (A) who is as a speaker is 25 years old and the age of B man (B) who is as a hearer is 20 years

old. The A man (A) is a senior seller on there while B man (B) is newer seller. The last education of them is Senior High School. They have general relationship. The status of them is similar because they are a fish seller in traditional market.

The conversation is as follow:

A: *iku lo iwak e sing seger karo sing ora dipisah. Sakno sing tuku apan entuk iwak elek.*

(Separate the fresh and old fishes. What a pity our customers if they get old fish).

B: *Gak atek, lapo kon ngurus-ngurus.*
(No, why you give attention to that).

The pattern of this refusal is “direct + complaint”. The hearer says *gak atek* to refuse the suggestion which means *no*. Then B man (B) adds his refusal by giving complaint to speaker because the speaker does not have ability to worry of his fishes. The refusal which is given by the hearer does not influence by the age of the speaker although he is older than the hearer. The hearer only says what he want to say.

- b. This conversation happened between C man (C) and D woman (D) in the traditional market. The C man (C) gave suggestion to D woman (D) to give bonus to her customer.

The age of C man (C) who is as a speaker is 23 years old and the age of D woman (D) who is as a hearer is 18 years old. The C man (C) and D woman (D) are new seller. The C man (C) studies diploma of economy in local university while the D woman (D) is Senior High School’s students. They have general relationship. In the traditional market, the status of them is similar because they are a new fish seller, but the status of them in education is different, C man (C) has higher status than D woman (D).

The conversation is as follow:

C: *Hey, kon kei a bonus gawe sing tuku, tek tambah lares dodolan mu.*

(Hey, please give bonus to your customer, so it will make your place become popular).

D: *gak wes, la aku lah tambah rugi cak.*
(No, it will make me loss)

The pattern of this refusal is “direct + reason”. The hearer says *gak wes* to refuse the suggestion which means *no*. The use *gak wes* phrase in that utterance functions to minimize the bad effect of the refusal. *Gak wes* is smooth pattern of refusal than *gak atek*. Then the hearer gives reason to her speaker. The reason which is given by the hearer aims to maintain the bad effect or face threatening effect from speaker. The hearer uses this pattern because of the age of the speaker and the education of her.

- c. This conversation happened between E woman (E) and F man (F) in the traditional market. The E woman (E) gave suggestion to F man (F) to sell many fishes.

The age of E woman (E) who is as a speaker is 25 years old and the age of F man (F) who is as a hearer is 20 years old. The E woman (E) is new seller while the F man (F) is old seller. The last study of them is Senior High School. They have close relationship. The status of them is similar because they are a fish seller in the traditional market.

The conversation is as follow:

E: *Le cong, kon iku lo ojo dodolan iwak pindang bae. Nyoba a tuku wader to bandeng ndek TPI.*

(Hey boy, do not only sell *pindang* fish. Try to buy *wader* and *bandeng* fishes in TPI).

F: *Gak yu.*
(No Miss).

The pattern of this refusal is “direct refusal”. From this conversation, we can see that the F man (F) refuse the suggestion from E woman (E). He directly refuse it without giving any reason to E woman (E) without seeing

the age of her. F man (F) do not care about the age, he only say what he want to say.

From those three conversations above can be concluded that the speakers use direct refusal on suggestion. The patterns are *direct + complaint*; *direct + reason*; and *direct without reason*. Gender and the age of speakers do not influence the refusal used by the hearers. This situation is proposed by their culture in communication that are speak directly what is in their mind.

- (2) The second examples are conversations which occur in Paciran coast. The situation is informal. The speakers and the hearers in this conversation are men because women do not go to coast to catch fish.

- a. This conversation happened between G man (G) and H man (H) in the coast. The G man (G) gave suggestion to H man (H) to catch fish using net and lure.

The age of G man (G) who is as a speaker is 20 years old and the age of H man (H) who is as a hearer is 19 years old. The G man (G) and H man (H) are old fisher. Their last education is Senior High School. They have close relationship. The status of them is similar because they are an old fisher.

The conversation is as follow.

G: *la piye leh kok ra gawe cacing. Gaweo cacing a tek iwak-iwak e iku moro. La apan muk jaring tok yo suwi.*

(why don't you use worm. Please use it so the fishes will come to your net. If you do not use it, it will take long time).

H: *karep ku yo podo karo pean cak, tapi cacinge entek, yo beben ra ngawe cacing.*

(I want to do that brother, but there is no worm, that's ok I do not use it).

The pattern of this refusal is “compliment + reason + indirect refusal”. From this conversation, we can see that the H man (H) refuse the suggestion from G man (G) by giving compliment *karep ku yo podo karo pean cak*. Then, the hearer gives reason to the speaker by saying *cacinge entek*. Compliment and reason are given to minimize the bad effect of refusal. He wants to save speaker’s face. At his ending of refusal, he gives indirect refusal by saying *yo beben ra ngawe cacing* which means he refuse the suggestion from speaker. The hearer’s utterance in refusing a suggestion is influenced by the relationship between them. Because they have close relationship, the hearer uses indirect refusal.

- b. This conversation happened between I man (I) and J man (J) in the coast. The I man (I) gave suggestion to J man (J) to wear cap.

The age of I man (I) who is as a speaker is 24 years old and the age of I man (I) who is as a hearer is 24 years old. The I man (I) is a new fisherman while J man (J) is an old fisherman. The last education of I man (I) is diploma one while the last education of J man (J) is Senior High School. They have general relationship. The status of them is similar because they are an old fisher.

The conversation is as follow.

I: *panase pol cah, ngaweo capil tek gak ireng-ireng nemen.*

(That’s very hot, please wear a cap so your skin will not dark).

J: *ra atek ngawe capil, uwes ireng bloko.*

(do not need to wear a cap, my body is already black)

The pattern of this refusal is “direct + reason”. From this conversation, we

can see that the J man (J) refuse the suggestion from I man (I). He directly refuse it by saying *ra atek ngawe capil* and gives reason by saying *uwes ireng bloko*. The hearer gives reason to the speaker to minimize the bad effect of refusal. He wants to save speaker’s face. The age of the speaker does not influence the hearer pattern of refusal because he still gives direct refusal.

- c. This conversation happened between K man (K) and L man (L) in the coast. The K man (K) gave suggestion to L man (L) to put the fish in a bowl.

The age of K man (K) who is as a speaker is 22 years old and the age of L man (L) who is as a hearer is 24 years old. The K man (K) is an old fisherman while the L man (L) is a new fisherman. Their last education is Senior High School. They have close relationship. The status of them is similar.

The conversation is as follow:

K: *nang iwake iku luweh enak didekek ndek wadah timbang diglentnegno ngono wae.*

(It is better to put the fish in a place than you left it like that).

L: *Ngono wae ra popo.*

(It’s ok like that).

The pattern of this refusal is “indirect refusal”. From this conversation, we can see that the L man (L) refuse the suggestion from K man (K). He indirectly refuse it because he does not want to show his direct refusal because of their relationship. He wants to save speaker’s face.

From those three conversations above, the patterns are *compliment + reason + indirect refusal*; *direct + reason*; and *indirect refusal*. The factor which influences the refusal is the relationship between speakers and hearers.

(3) The third examples are conversations which occur at house. The situation is formal and informal.

- a. This conversation happened between M man (M) and N man (N) at their house. The M man (M) gave suggestion to N man (N) to study hard for his final examination. The situation is informal.

The age of M man (M) who is as a speaker is 18 years old and the age of N man (N) who is as a hearer is 21 years old. They are student. The M man (M) is a student of Senior High School while the M man (M) is a university student. They have general relationship. The M man (M) has lower status than N man (N) status. It is seen from their background of study.

The conversation is as follow:

M: *Cak, la sinau ngono lo, tek entuk biji apik.*

(brother, please study, so you can get a good mark).

N: *Sek ta la, bal-balane gurung mari.*
(wait a moment, the football has not finish).

The pattern of this refusal is “indirect + reason”. From this conversation, we can see that the N man (N) refuse the suggestion from M man (M) indirectly. He also gives reason to minimize face threatening act.

- b. This conversation happened between O woman (O) and P man (P) at their house. The O woman (O) gave suggestion to P man (P) to broke up with his girlfriend. The situation is formal.

The age of O woman (O) who is as a speaker is 25 years old and the age of P man (P) who is as a hearer is 19 years old. The O woman (O) is a teacher while P man (P)’s last

education is Senior High School. Their relationship is general. The status of O woman (O) is higher than P man (P) because of her education.

The conversation is as follow:

O: *Rek, tak kandani ya, arek wedok iku ra bener, wes ta la ndang marenono wae.*

(boy, I tell you that your girl has bad attitude, it’s better for you to broke up with her).

P: *Aku ra atek leren karo deke.*

(I will not broke up with her).

The pattern of this refusal is “direct refusal”. From this conversation, we can see that the P man (P) refuse the suggestion from O woman (O) by saying *aku ra atek leren karo deke*. He directly refuse it without giving any reason. The higher status and older age of woman do not influence his refusal.

- c. This conversation happened between Q woman (Q) and R woman (R) at house. The Q woman (Q) gave suggestion to R woman (R) to stop fighting with other girls. The situation is formal.

The age of Q woman (Q) who is as a speaker is 20 years old and the age of R woman (R) who is as a hearer is 20 years old. Their last education is Senior High School. The Q woman (Q) is a worker in mini market while the R woman (R) is unemployed. Their relationship is close. The status of Q woman (Q) is higher than R woman (R) because of her work.

The conversation is as follow:

Q: *Kon iku uwes gede. Ojo ngawe isin keluarga, saiki pikiren opo untunge gelut-gelut ngenuku ra no untunge. Piye nek kon njaluk sepuro ae disik.*

(you are adolescent. Do not make your family embarrassed, please think it, what is the benefit if you

fight, there is no benefit. How if you ask apology first to her).

Q: *emoh*
(No)

The pattern of this refusal is “direct refusal”. From this conversation, we can see that the Q woman (Q) refuse the suggestion from P woman (P) directly without giving any reasons. Although they have close relationship and the speaker has higher status, these do not influence her refusal.

From those three conversations above can be concluded that the speakers use direct refusal on suggestion. The patterns are *indirect + reason; direct refusal; and direct refusal*. Gender, the relationship, and the status do not influence the refusal used by the hearers. This situation is proposed by their culture in communication that are speak directly what is in their mind.

3. Conclusion

Finally, there are six patterns in refusing a suggestion used by men and women in Paciran coast society those are *direct + reason; direct without reason; indirect + reason; indirect without reason; direct + complaint; and compliment + reason + indirect*. The patterns which occur frequently are *direct without reason* and *direct with reason*. In other word, most people use those two patterns to refuse a suggestion.

In addition, there are no specific different patterns which are used by men and women. Most of them use similar pattern. This situation happens because of their social-culture that is matriarchal system. In Paciran, women have higher position than men. That is why women are able to speak directly to men and to express their feeling.

Moreover, in refusing a suggestion, there are no significance influence of gender, status, age, and others used by men and women in Paciran coast society.

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Use of Socio-cultural Knowledge in the Meaning Making of English Texts

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Abstract

The study of target language (English) embodies two aspects of knowledge, namely systemic knowledge and schematic knowledge. The first aspect deals with the knowledge of the internal structure of language while the second one is concerned with the knowledge of the external structure of the language. The systemic knowledge consists of the phonological, morphological, syntactical, semantic, and pragmatic knowledge. On the other hand, the schematic knowledge embraces four issues which include the general knowledge, topic knowledge, socio-cultural knowledge, and genre knowledge. With regard to the two issues, second language learners should be familiar with both types of knowledge in order that they could acquire the target language maximally as both types of knowledge serve as the fundamental knowledge to deal with the success for English language learning. In other words, both types of knowledge become the main focus of the study of the target language. However, of the mentioned sub-types of schematic knowledge in particular, the socio-cultural knowledge is believed to be the most prominent aspect that second language learners should articulate as it provides them with an understanding of how language is employed in the communication practices in reference to social-cultural aspects of the speakers. For such a reason, this paper highlights the importance of the socio-cultural knowledge in making sense of texts.

Key words: Systemic knowledge Schematic knowledge Socio-cultural knowledge

Introduction

To succeed for acquiring the target language, second language learners should articulate two types of knowledge, namely the knowledge of internal structure of language and of external structure of language. The internal structure deals with the nature of language embodying the system of sounds (phonology), of words (morphology), of word arrangements (syntax), and the system of meanings (semantics). The latter is concerned with contexts that limit use of language in some communication practices. This statement is supported by Hedge in Margana (2012: 406-416) advocating two types of knowledge, namely systemic knowledge and schematic knowledge which should be accentuated in making sense of texts. The former is concerned with the knowledge about language while the latter deals with knowledge of the outside language. According to him, the systemic knowledge embodies three issues, namely phonological, morphological and syntactical knowledge while the schematic knowledge consists of four aspects, which

include general knowledge, thematic knowledge, socio-cultural knowledge, and genre knowledge. In reference to the systemic knowledge, Margana (2012: 406-416) adds two other issues that second language learners cope with. They include semantic and pragmatic knowledge on the grounds that language is constructed by two aspects, namely form and meaning. Therefore, it seems to be misleading if the second language learners only rely on the form of language without understanding the meaning of it.

In relation to the systemic knowledge, it is evident that second language learners should intensively concern the sound system of language, the form of words, the structure of language, and the system of meaning both conventional and contextual meanings when they are involved in making sense of texts. Otherwise, they are likelier to find the difficulty in acquiring the target language as performed in the meaning making practices. More specifically, second language learners have to be familiar with the segmental and supra-segmental elements of language when

they are involved in spoken language. They should be able to identify types of words (content and function words) and the establishment of words involving inflectional and derivational processes. Added to this, they should have the ability how to construct above word level such phrases, clauses, and sentences with the use of existing rules underlying the arrangement of the constructions. Also, they should be familiar with the systems of meanings of the target language both convention meaning and pragmatic one.

To be successful in acquiring the target language, second language learners do not only deal with the systemic knowledge but also concern the schematic knowledge which comprises four types of knowledge, namely general knowledge, thematic knowledge, socio-cultural knowledge, and genre knowledge (Hedge in Margana, 2012: 406-416). General knowledge refers to any knowledge gained via learners' senses such as hearing, tasting, touching, seeing, and the like. With the use of the senses, they could deal with the meaning making of the world so that they could construct the understanding of the declarative knowledge to establish a particular frame on the part of the mind enabling them to make use of the knowledge when they pose any tasks related to the background knowledge. Topical knowledge means the knowledge of the use of the lexical items according to their domain or theme. This type of knowledge is constrained with the register of the lexical item. For example, the term *mouse* has different meanings which can be explored from different registers. For example, in the register of a technology, the word *mouse* is defined as a device which functions to move a cursor. In the register of politics, *mouse* means a corrupter. In the register of the biology, the word *mouse* refers to an animal. The third type of knowledge is genre knowledge. It is defined as the knowledge of the text types such as report, narrative, argumentative, descriptive, and the like. This suggests that second language learners should be able to distinguish and mark the distinctive features which characterize each type of texts. Otherwise, they would pose some problems in deconstructing or constructing the texts. The last type of schematic knowledge is the socio-cultural one which deals with the understanding of the social-cultural issues that exist in the society of the target language. It is concerned with the knowledge of social-

cultural practices that the native speakers of English have. Such knowledge serves an important role in making sense of any texts on the grounds that it is used to interpret the text by deconstructing the social-cultural issues of the texts.

In reference to the four types of knowledge, the socio-cultural knowledge as abbreviated SCK is the most prominent aspect to gain the success for learning the target language without disregarding the other types of knowledge as explored above. This relies on the fact that SCK actualizes the use of the language in the context of the situation as practiced by the speakers of English. This suggests that second language learners should be aware of the issue of social practices and culture of the target language in order to comprehensively understand how language is used in contexts. Such a statement relies on the theory that language is an individual and social possession (Wardhaugh, 2006:119) which means that language cannot be separated from the social practices of the speakers. Learning the target language without relating it to the socio-cultural issues tends to only explore the outer layer of the language. For this reason, this paper focuses the use of the socio-cultural knowledge in learning the target language, particularly in the meaning making of spoken and written texts.

Nature of Socio-cultural aspects

It is evident that the social-cultural aspects of the target language should become one of the objects of the study of the target language as language and culture are intertwined in nature. This suggests that the study of the target language has to include the study of the social practices and cultural aspects as practiced by the native speakers of the target language. In other words, the nature of the study of language should deal with the meaning making of texts which requires not only the knowledge of grammar and vocabulary but also the development of awareness of the nature of language and social contexts that initiate the use of language (Svalberg, 2007: 387-308). This statement is in line with the statements of some scholars who claim that the success of learning target language is constrained by the socio-cultural issues (Lantolf, 2000: 13-15). In other words, to be successful in learning the target language via deconstructing and constructing the English texts, second language learners have to deal with the culture of the target language.

Schuman in Ellis (1989:251-253) strongly advocates that the integration of the L2 learners into the target linguistic community is not a direct cause of second language learning but it serves as the first key factor which results in natural second language learning.

The statement above is supported by Kramersch in Lantofl (2000:133) who urges that social contexts serve an important role in language learning and acquisition since the arbitrate of the language as a system of signs or symbols is initiated by the social existence of the outside of language. This implies that the use of socio-cultural issues trigger second language learners to get clear and comprehensive experiences on social plane which enables them to store the new knowledge in long-term space rather than short-term one. Once the new knowledge is put in the long-term memory space, it can be recalled at any circumstances.

In reference to socio-cultural aspects, Kramersch in Lantofl (2000:133) states that the term socio-cultural consists of two issues, namely *social* and *cultural*. The former refers to the attribute of a society member as the language interlocutor which includes gender, education, economy, profession, religion, and the like. The latter deals with any products of human beings as the results of their thinking skills. Kramersch in Aidinlou and Kejal (2012: 139-143) defines culture as “a membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating, and acting”. Webb et al. (2002:22) state that culture consists of ‘institutions, rules, rituals, conventions, categories, designations, appointments and titles that constitute an objective hierarchy and which produce and accept certain discourses and activities’.

With regard to the above statements, the issue of the socio-cultural aspects embodies any aspects that exist in the social life and any elements of the culture. Both issues should be viewed as the external structures of the target language which are of great importance for the success for second language learning. This suggests that second language learners should activate the knowledge of socio-culture which is relevant to the topic of the texts discussed in classroom practices. The use of socio-cultural knowledge is prominently advocated to second language learners in order that they are able to deeply deconstruct texts to do with the meaning making.

Use of Socio-cultural knowledge in making sense of texts

As mentioned earlier, SCK is of great importance for the success for acquiring macro- and micro-language skills. This implies that SCK becomes the essential aspect of the study of the target language. In relation to this, the following issues present the application of the socio-cultural knowledge to deal with the macro-language skills which are oriented in the meaning making of the written and spoken texts as discussed below.

The National Automobile Show in New York has been one of the top auto shows in the United States since 1900. On November 3 of that year, about 8,000 people looked over the “horseless carriages.” It was opening day and the first opportunity for the automobile industry to show off its wares to a large crowd; however, the black-tie audience treated the occasion more as a social affair than as a sales extravaganza. It was also on the first day of this show that William McKinley became the first U.S. president to ride in a car.

The automobile was not invented in the United States. That distinction belongs to Germany. Nikolaus Otto built the first practical internal-combustion engine there in 1876. Then, German engineer Karl Benz built what are regarded as the first modern automobiles in the mid-1880s. But the United States pioneered the merchandising of the automobile. The auto show proved to be an effective means of getting the public excited about automotive products.

By happenstance, the number of people at the first New York show equaled the entire car population of the United States at that time. In 1900, 10 million bicycles and an unknown number of horse-drawn carriages provided the prime means of personal transportation. Only about 4,000 cars were assembled in the United States in 1900, and only a quarter of those were gasoline powered. The rest ran on steam or electricity. After viewing the cars made by forty car makers, the show’s audience favored electric cars because they were quiet. The risk of a boiler explosion turned people away from steamers, and the gasoline-powered cars produced smelly fumes. The Duryea Motor Wagon Company, which launched the American auto industry in 1895, offered a fragrant additive designed to the smells of the naphtha that it burned. Many of the 1900 models were cumbersome—the Gasmobile, the Franklin, and the Orient, for example, steered with a tiller like a boat instead of with a steering wheel. None of them was equipped with an automatic starter. (Rogers, 2005:266)

In reference to the above text, second language learners tend to find a difficulty in making sense of it if they do not know the social-culture that underlies the text, which deals with auto-mobile issue focussing on the history of the automobile and its development. Without understanding the social-cultural knowledge of the text under the issue of automobile, they only reveal the outer layer of the text by looking at the use of lexical items as rendered to form sentences.

The following text is also exemplified the use of the SCK in making sense of a written text.

Humans have struggled against the weeds since the beginning of agriculture. Marring our gardens is one of the milder effects of weeds – any plants that thrive where they are unwanted, They clog waterways, destroy wildlife habitats, and impede farming. Their spread eliminates grazing areas and accounts for one-third of all crop loss. They compete for sunlight, nutrients, and water with useful plants.

The global need for weed control had been answered mainly by the chemical industry. Its herbicides are effective and sometimes necessary, but some pose serious problems, particularly if misused. Toxic compounds threaten animal and public health they accumulate in food plants, groundwater, and drinking water. They also harm workers who apply them.

In recent years, the chemical industry has introduced several herbicides that are most ecologically sound. Yet, new chemicals alone cannot solve the world's weed problems. Hence, scientists are exploring the innate weed-killing powers of living organisms, primarily insects and micro-organisms.

The biological agents now in use are environmentally benign and are harmless to humans. They can be chosen for their ability to attack selected targets and leave crops and other plants untouched. In contrast, some of the most effective chemicals kill virtually all the plants they came in contact with, sparing only those that are naturally resistant or have been genetically modified for resistance. Furthermore, a number of biological agents can be administered only once, after which no added applications are needed. Chemicals typically must be used in several times per growing season.

(Rogers, 2005:250)

With regard to the above written text, second language learners need to struggle hard to make sense of the above text because it consists of some technical terms and infrequently used words under the issue of the agricultural context which somehow distract second language learners. To figure out those difficult words, they need to activate the SCK which is lateralized in the mind of the second language learners. When they lack the socio-cultural knowledge which provides the background of the text, they tend to fail in making sense of the text.

For example, in understanding the construction of “Marring our gardens is one of the milder effects of weeds – any plants that thrive where they are unwanted”, second language learners pose a problem if they do not understand the social practice of gardening as one of the social practices of the native speakers of the target culture. On the other hand, if the second language learners are closed to a social context of gardening practices, they could elaborate the content of the text by relating their background knowledge and the text. They could explain the ways of gardening practices that they see in their environment, identify the plants for gardening, make comparison between fertile and non-fertile land, handle the weeds with the use of chemical and non-chemical substances, explain the advantages and disadvantages of herbicides, distinguish the organic and inorganic crops, list the biological agents, and the like. They do not only reveal the outer layer of the text but present the inner layer of the text by relating the background knowledge that they gain in social practices of their society in comparison with social practices of the target language society.

The knowledge of socio-cultural aspects could be also applied in making sense of the spoken texts as use of language is constrained by the context of a situation which, at least, comprises four issues, namely participants, topics, setting, and function (Holmes, 1992:12). Further, Hymes in Wardhaugh (2006:247-248) proposes the context of situation as manifested in the acronym of SPEAKING (setting & scene, participants, ends, acts and sequence, keys, instrumentalities, norm of interaction and interpretation, and genre). This suggests that second language learners should deconstruct the texts in terms of the context of the situation as the basis of the meaning making of the spoken text.

In relation to the issue, the following presents the example of the spoken text. there are two people involved in the conversation, namely Jozel and Crist. Jozel asks Crist to lend her credit card to book a cinema ticket because Jozel has no credit card.

Christ	: Hello, Jozel.
Jozel	: Hello, Crist. Could you do me a favor?
Christ	: Yeah.
Jozel	: I am going to book four cinema tickets on the phone and need a credit card member. Could you give me your credit card number? They only accept the payment by credit card over the phone.
Christ	: Ah.
Jozel	: I telephoned there and they wouldn't do any reservation....
Christ	: You mean ... without a credit card?
Jozel	: Yes..and I could pay you back in cash.
Christ	: Yes.. sure. No problem at all.
Jozel	: Yes.
Christ	: Mm... I've got this one, which is an access card.
Jozel	: And I just tell them your number.
Christ	: You tell them my number ...this here.
Jozel	: And they tell me how much.
Christ	: That is right. That is all. That's my name there and that number.
Jozel	: Yes. I can settle it.
Christ	: Yes and bring it back when you've done.
Jozel	: Yeah ...I'll just telephone then.
Christ	: Right..okay.
Jozel	: Thanks Christ.
Christ	: Cheers.

(Taken from McCarthy, 1991)

In reference to the above dialog, it is evident that the knowledge of the socio-cultural aspects is important for making a sense of the above text. This suggests that second language learners should have sufficient knowledge of socio-cultural issue of the credit card utilization to deeply understand the above text. Otherwise, they only reveal the outer layer of the text as performed in every sentence of the text.

To get the essence of the text, they should not only focus on the analysis of the grammar and vocabulary but also deal with the contexts of the situation of the above text in order that they could reveal the essential message of the text. In other words, they should deconstruct the text in terms of the topic of the conversation, the participants involved in the text, the setting of the text, the reasons for choosing expressions used in the text, and the other external structures. In short, to get the success for deconstructing the text, they should use the socio-cultural knowledge. Otherwise, the intended meaning of the text could not be successfully revealed.

Final Remarks

With regard to the above discussion, it is evident that the issue of the socio-cultural knowledge confers a convincing concept of the meaning making or interpretation of the texts as the use of the vocabulary and grammar does not provide second language learners with the understanding of the inner layer of the texts which they deconstruct or constructed. This suggests that English teachers or lecturers should take into account for the analysis of the social and cultural practices which constrain the use of language as the prominent knowledge of the study of the target language. In other words, the presentation of the systemic knowledge, which focuses the vocabulary and grammar, should not be the only target of the English language teaching and learning on the grounds this only facilitates second language learners to reveal the outer layer of the language which is apparently stored in a short-term memory space.

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Ethnolinguistic: Relationship Between Idioms in German With its Speakers' Culture

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Abstract

Language and culture has become a pair which is closely related to each other and can not be separated from each other because of the language was born of a particular cultural entity. The purpose of this article is to identify idioms in German which reflect German Speakers' Culture and to describe the relationship between them based on the ethnolinguistics approach. This approach would provide certainty relationship with its speakers' culture and also the certainty of the meaning of the idiom. The Data were collected by using a selective reading of the text book that contains 600 German idioms and were analyzed using the content analysis and qualitative descriptive technique. This analysis will produce meanings of idioms. The Results of the study are as follows. There are several idioms which reflect German Speakers' Culture and there is a close relationship between them.

Keywords: Language and culture, ethnolinguistics, German idioms

Introduction

Globalization is a new phenomenon in human civilization that goes in the global community and is part of the global human processes (Suhartini: 2013). Through globalization, human interaction from around the world will be very easily. Especially with the science and technology make the world seem smaller. Information can be obtained quickly from one place to another.

Globalization has touched in all aspects of human life, for example in the fields of science, politics, economics, education and so on. Economic activity between countries become the most prominent characteristic in the globalization process. To support the activities of globalization, communication becomes important and needs the most attention. Each global community has their own languages. Although English is the international language, understanding of other languages in the world will make the process of globalization easier and better.

One of the problems that often occur in the process of globalization is misunderstanding.

One reason is that there is a close relationship between the language of the culture of native speakers. Many expressions can only be understood by them as the owner's native language because many expressions contain cultural of native speakers. This means that these expressions have cultural meaning.

Communication that based on the understanding of the culture of speakers will be more effective. Especially in learning foreign languages. Cultural knowledge will greatly enhance the students' competencies in learning foreign languages.

This article discusses the meaning of the German idiom language in terms of the culture of native speakers. What Is the cultural meaning of an German idiom that contains German culture. Ethnolinguistic approach can be used to analyze and discover the meaning of these idioms. Ethnolinguistic examines the language system in the perspective of culture. Ethnolinguistic called Linguistic anthropology, is the study of language and culture as the main sub-fields of Anthropology (Duranti : 1997).

Language and culture has become a pair which is closely related to each other and can

not be separated from each other because of the language was born of a particular cultural entity. According to Kridalaksana (1983: 42) language reflects the attitude and the way of life in society. Sprache ist ein System von Symbolen, Bewegungen o.Ä., mit dem bestimmte Bedeutungen oder Gefühle ausgedrückt werden (Language is a system of symbols, or similar movements, are expressed by certain meanings or feelings) (Langenscheid: 2003). Idiom is one form of language. Das Idiom ist ein sprachlicher Ausdruck (aus mehreren Wörtern), dessen Bedeutung man nicht aus den Bedeutungen seiner Bestandteile ableiten kann (The idiom is a linguistic expression whose meaning can not be deduced from the meanings of its material) (Langenscheid: 2003). According to sociologist Max Weber (1930) has described the German tradition in his book entitled "The Spirit of Capitalism" (*Die protestantische Ethik und der Geist des Kapitalismus*): first, to act rationally, both highly disciplined, third, working hard, the fourth-oriented material success, not indulgence in pleasure fifth, sixth frugal and unpretentious, and the seventh is saving and investing.

There are several reasons why research using ethnolinguistic approach is important, first is to minimize miscommunication. This can happen because there is relationship between idioms in German with its speakers' culture. Second, to increase tolerance among multicultural communities. And the third is to appreciate the differences.

Based on the above, the formulation of the problem in this study is what are the lexical and cultural meaning of the German idiom which is related to its speakers' culture?

Method

This study used a qualitative descriptive study. According Sugiyono (2003) qualitative research methods often called naturalistic research methods because research is done on natural conditions (natural setting); also known as ethnographic method, because this method is used to study cultural anthropology; referred to as qualitative methods, because the data are collected and the analysis is more qualitative. Thus, through this method are expected to be

found relationship idioms in German with its speakers' culture based on ethnolinguistic approach.

Results and Discussion

After the observation of some idioms in several books German idiom, was found some idioms that reflect the culture of native speakers as follows.

A. Eating and Drinking

German eat in the continental style, with the fork in the left hand and the knife remaining in the right. They keep hands above the table, with wrists resting on the edge (Brigham Young University: 1999). Mealtime is the most enjoyable moment for the Germans. The Germans really enjoyed the food, not in a hurry so that it can take a long time. There are various kinds of food and beverages consumed daily as bread and butter (Brot und Butter) as one of a small food menu before serving appetizer, salad fruits and vegetables, Kraut (a type of vegetable cabbage), Wurst (sausage), Fisch (fish), Fleisch (flesh), Apfel (apple), Wein (wine), and others. They are using these vocabularies to express something like the following:

1. "Etw. Für ein Butterbrot hergeben (verkaufen)". Yang artinya *etw. für einen geringen Gegenwert weggeben*.

The idiom lexical means selling at a price of butter. cultural meaning of this idiom is selling at a low price. This is related to their culture of eating which Butterbrot a simple meal before entering the entering an appetizer. Due to the significance Butterbrot is a small dish or simple then 'Für ein Butterbrot' means cheap.

2. 'Es is alles in Butter'.

In the above sentence lexical means everything in butter. cultural meaning of this idiom above means everything is OK. Why is the word Butter idiom to express that all go well? The key word is 'Butter'. For the German, Butter is something that is important because it is used by the German Butter to grease bread. Without Butter the bread would not be attractive to eat because he as a light meal before the big meal. So important role in the culture of eating Butter for Germans, the Butter is used

by the Germans to express that something has gone well.

3. *“das macht das Kraut nicht fett.”* It means *das hilft nicht viel.*

lexical meaning of this idiom is "it does not make Kraut leaves fertile. cultural meaning of this idiom : it will not be able to help. Why do the Germans use the word Kraut to excrete that something will not be much help. The key word is said Kraut. Kraut is a kind of spice to medizin. So if the spice does not flourish then interpreted not much help for healing someone. In addition, Kraut is a kind of cabbage vegetables for salad served as an appetizer. Vegetables especially Kraut or cabbage is one of the favorite food for the Germans. Because many people of German consume Kraut, people from England called the people of Germany. "You bloody kraut's!"

4. *‘Wie Kraut und Rueben’*

lexical meaning of this idiom is such as leaves. cultural meaning of this idiom is used by the Germans to express something that goes without rules or chaotic. Why did they use word Kraut in this idiom?. 'Kraut' means also useless foliage and grows wild. That is way, Kraut is also used to express something that is not as regular as the leaves grow Kraut.

5. *Die Suppe auslöffeln müssen (die man sich eingebrockt hat)* yang artinya *mit einer selbst verursachten Schwierigkeiten fertig werden müssen.*

lexical meaning of this idiom is spooned soup. Culturally used to express has a risk because his own actions. In the German tradition, soup was served after the appetizer. Eating soup before the main course to arouse the appetite. This is related to the weather conditions in Germany which tends to cool and then make body warm.

6. *‘j-m die Suppeversalzen’* artinya merusak kegembiraan orang lain.

lexical meaning of this idiom is making salty soup of others. cultural meaning of this idiom is used by the Germans to ruin the excitement of others. Why? For the German soup one of

the menus that are very popular because of the cold weather. That is why, taste the soup turned into a salty then people have no appetite again means to interfere with the excitement of someone else.

7. *“eine Extrawurst gebraten haben wollen”* yang artinya *“etw. Besonderes haben wollen; bevorzugt werden wollen”.*

lexical meaning of this idiom is having extra sausage. cultural meaning of this idiom is used mainly by the Germans to express someone who wants special things. Why does it use 'Wurst '(sausage)?. Most Germans eat meat and fish. Every region has its own type of Wurst (Sausage). The main meal, traditionally served at midday, includes soup, a main dish and dessert. (Brigham Young University: 1999). Thus, the sausage is the favorite food of Germans, so they use it to express somethings which become his favorite.

8. *“das ist weder Fisch noch Fleisch”* artinya *“das ist nichts Eindeutiges, genau Bestimmbares”.*

lexical meaning of this idiom is both fishand meat. cultural meaning of this idiom is used by the Germans to express that it is no correct or clear whether this or others. Why? .The Germans very like to eat fish and meat in large numbers. So eating without meat and fish means nothing. I plague why these two words are used to mean something that is incorrect or ambiguous.

9. *“es geht um die Wurst”.* Artinya *“es geht um die endgültige Entscheidung”.*

lexical meaning of this idiom is about the sausage. cultural meaning of this idiom is used by the Germans to express that this is a good occation. It is used for an opportunity and in order not to miss the opportunity. This is the best moment. For the German, Wurst or sausages is including preferred food. That is why, when they say this is about the sausage means a big momentum.

10. *‘Jemand/etwas ist jemandem Wurst/Wurscht’* artinya *jemand.etwas ist jemandem gleichgueltig.*

cultural meaning of this idiom is every human being has an equal footing. Why did

the Germans use the word Wurst to express it. Because all Germans like sausage then they do not distinguish humans with other humans because both eat sausages.

11. *‘in dem sauren Apfel beißen müssen* artinya *etw. Unangenehmes tun müssen.*

lexical meaning of this idiom is eating must eat sour apples . cultural meaning of this idiom is apple can grow in all states of Germany. Even before the term of orange, the Germans called it Apfelsine which means apple from china as oranges come from china. In Germany, almost every day people consume apples. In addition to direct edible, apples usually be material to make a salad which is eaten before main menu. For German people should eat sweetapples. Situations such as this is illustrated by the Germans with the idiom 'Sauren Apfel beißen' must eat sour apples, which forced to do somethings unpleasant.

12. *die Trauben hängen (für jmdn) zu hoch* artinya *etwas ist für jmdn. unerreichbar.*

cultural meaning of this idiom is used by the Germans to express the desire of people which could not be reached. Why dose it use the word 'Trauben'. Besides apples, fruit thrives in this country is wine. The wine was also used to create Wein so that it appears many types Wein in Germany as Weinflache, Weinrebe, Weinsorte, Weintraube, Rotwein, und Wiesswein. And then Wein transforms into an exclusive drinks and drink certain times even used to entertain important people. In the Indonesian culture there is also a similar expression like the poor man missed the moon.

A. Transportasi

Rail transportation is the most preferred by the Germans. They already have a culture when to use private vehicles, train, bus, or plane. For medium and short distances they prefer to use trains. They only use the aircraft if the distance is really far. Thus, it overshadowed the importance of the railway for the German people. The importance one of the train (Zeug, Bahn) then these words are used as a language of daily communication including use in idiom or metaphor. This causes the vocabulary

associated with the transport tool is also becoming important as below

1. *Auf die schiefe Bahn kommen* artinya *ein unmoralisches Leben beginnen; mit den Gesetzen in Konflikt geraten.*

lexical meaning of this idiom is coming with the train tilted. cultural meaning of this idiom is the wrong path in his life because he was doing things which are immoral or violating the rule. The keyword is 'schiefe Bahn'.

2. *Es gibt einen großen Bahnhof für jmdn* artinya *jdm. wird großen Aufwand bzw. sehr feierlich empfangen.*

lexical meaning of this idiom is there is a train station which is great for someone. cultural meaning of this idiom is there is a bustling reception or festive for someone. Keywords in this idiom is 'einen großen Bahnhof '(a large railway station). Stations for the German plays an important role because it becomes the center of life for them. In this place all that is needed by people are provided so that station into a place visited by many people with different interests.

3. *Es ist (die) höchste Eisenbahn* artinya *es ist höchste Eile geboten.*

lexical meaning of this idiom means' this is a highest railway. cultural meaning of this idiom is that something must be going fast or lightning. The key word adalah'Eisenbahn '(train). For the German railway also provides a meaning that is speed and accuracy. In their life, the train schedule always run on time.

B. Gestures

Respect for the intellect has long tradition in Germany, at least since the movement Auklaerung which plays an important role in the life. They said 'Ich denke, Also bin Ich " , being someone depends on using the brain. So , the existence of humanbeing is related to the brain.. That is why, many idioms that use the head to express the centrality of the mind.

1. *den Kopf oben behalten (In einer schwierigen Lage mutig und besonnen bleiben)*

lexical meaning is holding the head up. Cultural meaning is allthough in difficult conditions someone must remain brave and wise

2. nicht auf den Kopf gefallen sein (umg) (*Nicht dumm sein, ziemlich schlau*)
lexical meaning is not falling on top of the head. Cultural meaning is to express that the person is not stupid or smart enough.
3. sich etwas durch den Kopf gehen lassen (*Etwas durchdenken; sich etwas überlegen*)
lexical meaning is something running through the head. Cultural meaning is to express something that is still a thought.
4. Es geht um Kopf und Kragen (umg) (*Es geht um die Existenz, um das Leben von jmdm*)
This lexical meaning is about the head and collar. Cultural meaning is that one's life is in danger.
5. Etwas geht ueber meinen Kopf hinterweg (etwas ist so schwierig, dass ich nicht verstehe)
Lexical meaning is something passing beyond the head far away. Cultural meaning is too difficult to understand something.
6. sich etwas aus dem Kopf schlagen (müssen)(*Ein Vorhaben aufgeben (müssen)*)
lexical meaning is hitting something on the head. Cultural meaning is to give up or despair because they can not achieve what was planned.
7. sich etwas in den Kopf setzen (*Etwas unbedingt tun wollen*)
Lexical meaning is something is seated in the head. Cultural meaning is to do something that has been planned.
8. nicht wissen, wo einem der Kopf steht (umg) (*Wegen Sorgen bzw allzuvieler Arbeit völlig durcheinander sein*)
9. Lexical meaning is not knowing where lies the head. Cultural meanings are so many jobs that do not understand anymore where to start.
10. jmdm den Kopf verdrehen (umg) (*Jmdn in sich verliebt machen*)
lexical meaning is shaking a head. Cultural meaning is made lovesick
11. den Kopf verlieren (*Völlig aus der Fassung geraten und ohne überlegung handeln*)
lexical meaning is lost head. Cultural meaning is confused and panicked.
12. sich den Kopf zerbrechen (*Über etwas angestrengt nachdenken*)

Lexical meaning is to sole the head. Cultural meaning is thinking about someone or something with intensive.

13. jmdm den Kopf zurechtrücken (zurechtsetzen) (umg)(*Jmdm zur Vernunft bringen; jmdn zurechtweisen*)

Lexical meaning is seated head in place. Cultural meaning is to criticize or reprimand someone.

14. jmdm etwas auf den Kopf zusagen (*Jmdn ohne Umschweife bechuldigen*)

Lexical meaning is to say something to another person over the head. Cultural meaning is to say something to another person personally directly.

15. Köpfchen haben (umg) (*Intelligent sein*)

Lexical meaning is having a small a head. Cultural meaning is to say someone is clever

Hand

one of the most important cultures possessed by the Germans is about how meeka work. They have a very high work ethic. All the work has been planned with a very tight timeline, and they are disciplined with what they have done. For them Monday through Friday is the time to work, while Friday afternoon to Sunday is a time to relax. Here are some idioms that people use them to describe how they work or the negative directly.

1. etwas hat Hand und Fuß (*Etwas ist gut durchdacht*)

Lexical meaning is to have the hands and feet. Cultural meaning is thought out and well prepared.

2. zwei linke Hände haben (umg) (*Ungeschickt in der praktischen Arbeit sein*)

Lexical meaning is to have two left hands. Cultural meaning is unskilled work or awkward and stiff.

3. die Hände in den Schoß legen (*Nichts tun; müßig sein*)

Lexical meaning is putting hands in her lap. Cultural meaning is not doing anything.

4. Etwas in die Hand nehmen

Lexical meaning is to take something and put into the hands. Cultural meaning is leading itself a project or job in order to run smoothly or successfully.

5. Jemandem zur Hand gehen

Conclusion

1. Many of the idioms are too difficult to get the meanings clear because there is a extreme distinction between lexical meaning and culture. Therefore there is need to combine between lexical and Cultural meaning
2. To be able to understand the idiom that contains the German culture it is necessary to have cultural competence which related to the speakers because there is a very close between the idiom with its Speakers' Culture.

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'War-Wor' Language Rules and Structures

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Abstract

Language can mark the identity of a community. The character of language is arbitrer. Arbitrer means that any people can use or create language based on agreement among them. In a certain community, a language can be 'broke' and release from its semantic meaning based on agreement among of them. This paper will try to explain about words or terms that often used by "waria" (transvestites) in their community. The words will be explain by searching its structure and its character. The aim of this paper are expected to explain the terms appearance in "waria" (transvestites) community. Thus, the terms that always we heard can be understood. The appearance of these terms have a chain of processes and contexts.

Key Words: structure, language, "waria" (transvestites), gay, identity

1. Introduction

Illustration:

A: *"Minong-minong...akika lapangan. Makarena yuk. Di sandang mursidah, endang sulastri!"*

B: *"Iih...mawar...di sandang embro mursidah bara-bara. Tapi... nit ah...akika mau polonia aja"*

Translation:

A: "By the way...I'am hungry. Let's we eat. Over there is cheap and delicious!"

B: "Wow...Ok...There is certainly cheap. But..I don't...I want to go home".

This language, among ordinary people, can be mention as "bahasa salon" (salon language) or "bahasa bencong" (transvestites language). Mention as "bahasa salon" because this language sometimes used in the boys barber communication. Ussually, the barbers

are man which have feminine gesture. Mention as "bahasa bencong" because this language often used by transvestites to cummunicate in their community. This term "war-wor" also takes from origin word "waria" (transvestites). In certain community, "waria" (transvestites) mentions as "war-wor".

Language as a communication tool used by community to cooperate, interact, and also to identify. Kosasih (2003:18) states that language as a series of sounds that have a specific meaning, which is known as the word and symbolize a concept. Language can be assessed internally and externally. Internal review related to the internal structure that is related primarily to aspects of linguistic and linguistic theory. While External studies related to factors beyond the language and its speakers used in social and community groups. This external assessment involves more than one discipline, such as sociolinguistics (a combination of sociology and linguistic). Sociolinguistic theory as a tire tool used to describe the phenomenon of "war-wor" language in this paper.

When we firstly find or hear terms of "war-wor" language in daily life, sounds like a strange foreign language, like completely a

new language. May be we will think that its not a modification.

We must remember that social dimension not only give meaning to the language but also cause a wide-variety of language. “War-wor” language has tricks and formulas. In fact, anyone can make it, and if it spoken with the proper context, it would be understood.

2. Types of the Terms Forming

Fishman (1972) in Chaer and Agustina (2004: 3) said that sociolinguistics is the study of language characteristics diversity, function of language diversity and the use of language. It is because these three elements interact and mutually transform each other in a speech community, social identity of the speaker, social environment where the event occurred, as well as the level of diversity and linguistic diversity.

In this paper, the terms taken from Gay Language Dictionary (7th edition) from Gaya Nusantara, Surabaya (Agung Soedjono & Adi Wahono: 1995).

From those dictionary, at least there are nine types of forming the terms. Nine types will be explain below.

- a. Take some letters from the original word and then add to the other letters

Num	Term	Meaning
1	Adinda	Ada
2	Akika	Aku
3	Bayangkara	Bayar
4	Buleleng	Bule
5	Cintami	Orang cina
6	Diana	Dia
7	Gilingan	Gila
8	Gundala	Gundul
9	Idealisme	Idiot
10	Jahara	Jahat
11	Jelita	Jelek
12	Kayangan	Kaya
13	Kencana	Kencing
14	Lambretta	Lambat
15	Laminating	Lama
16	Maharani	Mahal
17	Makasar	Makan
18	Nora'emon	Nora'
19	Pelita, pelita hati	Pelit
20	Pembantaian, pembentong	Pembantu

21	Ramayana	Ramai
22	Rumania	Rumah
23	Sukriya	Suka
24	Sundari, sundari sukoco	Sundal
25	Takara, takarai, takaranita	Takut

The process of the terms forming are below:

1. Determine the part (it can be silabe, letter, or the wole origin word) of the origin word which will take. The examples are below:
 - a. “jaha” in the term of “jahara” which has meaning ‘jahat’ (bad person)
 - b. “pelit” in the term of “pelita” which has meaning ‘pelit’ (stingy)
2. Add the other sylabe so that form a term. The term that form has semantic meaning in the daily confersation, but some of them are not. The examples are below:
 - a. The term of “jahara” in the daily confersation do not has semantics meaning.
 - b. The term of “pelita” has semantic meaning in the daily conversation.
- b. Take some letters from the origin word but still retain the amount of the sylabe.

These words below are variation of the terms before. The difference is that these terms below have same amount of sylabe toward the origin words.

- a. *ba-wang* ----- *ba-u*
- b. *bo-drek* ----- *bo-doh*
- c. *lu-ma-jang* ----- *lu-ma-yan*

Num	Term	Meaning
1	Bawang	Bau
2	Bodrex	Bodoh
3	Duta	Duit, uang
4	Gondes	Ndesa,

		nora'
5	Hitler	Hitam
6	Inang, intan	Ini
7	Jali-jali	Jalan-jalan
8	Lumajang, lumpia	Lumayan
9	Mawar	Mau
10	Prawira	Perawan
11	Sutra	Sudah
12	Tinta	Tidak

- c. Related to the function or the characteristic of the object

Below are the example of terms that build related to the function or the characteristic of the object in the daily life.

No	Istilah	Makna
1	jeruk	Peras, pemeras
2	kalengan	Tertutup
3	karpel	(ber) bulu

The explanation of the examples above are below.

1. Jeruk (Oranges)
If we want to drink oranges (not orange juice), we must squeeze it first before we combine it with water and sugar. The function of this fruit (to be squeeze) then concerned with people that exploits others.
2. Kalengan (can)
The meaning of this term is 'introverd'. Like things if it canned are 'closed' to everything around.
3. Karpel (rug)
There are kinds of rug. There is fuzzy rug that meant in this term. This term intended to people whom being hairy in his body.

- d. "e" + "ong"

Num	Term	Meaning
1	Bebong	Babi
2	Belong	Bulu
3	Beyong	Bayar
4	Brepong	Berapa
5	Cekong	Cakep
6	Dekong	Dukun
7	Epong	Apa
8	Erbong	Arab

9	Eslong	Asli
10	Gretong	Gratis
11	Jelong-Jelong	Jalan-jalan
12	Lekes, lekong	Laki-laki
13	Lewong	Luwe, lapar
14	Mebong	Mobil, mabuk
15	Mekong	Makan
16	Pembentong	Pembantu
17	Penong	Panu
18	Rebong	Ribuan, raba
19	Rembong	Rambut
20	Retong	Ratus
21	Tewong	Tua

Terms above are established by "e"+"ong" structure. The structure application is the front vocal letter change to be "e". And then the last consonant letter (the last consonant letter after the vocal letter is changed) add with "ong". Letters after the last consonant letter are deleted. The examples are below.

Bayar (pay): b + e ("a" change became "e") + y (as the last consonant letter after the change of the first vocal letter) + ong = beyong

Asli (original): e ("a" change became "e") + s + l (as the last consonant letter after the change of the first vocal letter) + ong = eslong

Gratis (free): g + r + e ("a" change became "e") + t (as the last consonant letter after the change of the first vocal letter) + ong = gretong

This formula has variation. The variation is that the first vocal letter do not change became "e". The last consonant after the first vocal letter add with "ong". The example is below.

Itu (that): i + t + ong = itong

e. Infix “in”

Num	Term	Meaning
1	Binan	Banci, waria
2	Binul	Bule
3	Ginay	Gay
4	Lines	Lesbi
5	Bossini	Bossannih
6	Linak	Laki-laki

The other characteristic of the terms forming is by add infix “in”. The process of this terms forming is below.

1. Take the first three letters from the origin word.
2. After the first consonant letter, insert “in”.
3. Letters of the origin word, after the first three letters, are deleted.

Contoh:

Banci (transgender)
 $b + (\text{in}) + a + n$ (“c” and “i” are deleted)
 = binan

Bule (white skinned foreigner)
 $b + (\text{in}) + u + l$ (“e” deleted) = binul

Gay
 $g + (\text{in}) + a + y = \text{ginay}$

Lines (lesbian)
 $l + (\text{in}) + e + s$ (“b” and “i” are deleted)
 = lines

Linak (man)
 $l + (\text{in}) + a + k$ (“i” deleted) = linak

f. “e” + “es”

Num	Term	Meaning
1	Eyes	Ayu
2	Klences	Kleci, kecil
3	Keres	Kera atau juling
4	Klewes	Keluar (Kluwar)
5	Lekes	Laki-laki
6	Lentes	Lonte
7	Peres	Pura-pura
8	Rempes	Rumpi
9	Tenteres	Tentara

The other characteristic of the terms forming is by use “e” + “es”

model. The application of this formula is below.

1. Generally, the first vocal letter change became “e” (even though there are some terms that do not change the first vocal letter).
2. The last consonant letter (after the vocal letter change) followed by “es”.
3. The other letters after the add of “es” are deleted.

For examples:

Ayu (beautiful)
 e (“a” change became “e”) + y + es
 (“u” deleted) = eyes

Kle(n)ci (small)
 $k + l + e + (n) + c + es$ (“i” deleted) = klences

Kera (slanting)
 $k + e + r + es$ (“a” deleted) = keres

Laki (man)
 $l + e$ (“a” change became “e”) + k + es
 (“i” deleted) = lekes

Lonte (a prostitute)
 $l + e$ (“o” change became “e”) + n + t + es
 (“e” deleted) = lentes

Pura-pura (fictitious)
 $p + e$ (“u” change became “e”) + r + es
 (“a” deleted) = peres

Rumpi (gossip)
 $r + e$ (“u” change became “e”) + m + p + es
 (“i” deleted) = rempes

Tentara (soldier)
 $t + e + n + t + e$ (“a” change became “e”) + r + es
 (“a” deleted) = tenteres

g. “n” + “dang”

The terms also can establish by using “n” + “dang” formula. The characters of this formula application are below:

1. The last “n” consonant letter of the origin word followed by “dang”

- The other letters after “dang” are deleted.

For example:

Enak (delicious)
e + n + dang (“a” and “k” are deleted)

Sana (there)
s + a + n + dang (“a” deleted)

Sini (here)
s + i + n + dang (“i” deleted)

Begini (like this)
b + e + g + i + n + dang (“i” deleted)

Num	Term	Meaning
	Endang	Enak
	Sandang	Sana
	Sindang	Sini

h. As a Term

Besides as we mention before, there are the other terms that still have not know the structure’s formula.

Perhaps these terms are related to words using (to change the meaning) refer to certain reference.

The possibility of the terms establishment process are below.

- Cuco’ = good looking, handsome
It is possible that term cuco’ derived from ‘cocok’ (appropriate) or ‘macho’ (masculine). Or it is possible that “cuco” is the merger of ‘cukup macho’ (masculine enough).
- Eveready = gigolo
The word “eveready” has possibility derived from ‘every’ and ‘ready’. The meaning is “always ready to every man”. The context of term “gigolo” here is not sell himself for woman, but for man.
- Garukan = police raid
In the police raid, “waria” usually arrested. Words “garukan” has

meaning ‘abducted’ and has implication “forced”.

- “Koni” and “domi” = condom (kondom)
This terms may be establish to make finer the term “condom”.
- Kucing (cat) = gigolo
Character of cat are close to the boss and like to caresses. Perhaps this cat’s character equalize with “gigolo” who usually being the mistress of man (usually a married man or man whom age more old than gigolo).
- Racun (poison, toxin) = woman, or wife
There are many gay that have wife. Wifes here may be considered as a toxin. They may be considered as ‘disturber’ in some gay relationship. Therefore they mention wife as “racun”. This term may be also input from term “wanita adalah racun dunia” (woman is the world toxin).

For conversation can running well, there are three important things that we must aware. The three things are understanding the terms, understanding the context, and understanding the community. The third things will be explain below.

a. Terms Understanding

Speaker and listener can communicate well if there are an agreement among them. The agreement related to the concept of the terms. Without it, communication can not running well.

b. Context Understanding

Context is the second important thing. Even if the first thing can not running well, context can help explaining the situation of the communication. Context can help the listener to find the meaning.

Context, besides include the event background, include gesture of the speaker. By the speaker’s gesture, the meaning also can be transmitted to the listener.

Moreover, things that important to understand in the context is the sentence in the utterance. The example is below.

A: *"Pacarnya si Anu kepalanya gundala."*

A: "Anu boyfriend, his head is gundala".

If the listener, in that situation, first time hear the terms of "gundala" can guess the meaning from the context of conversation (may be before they speak about hair mode), gesture (may be they look happy or smiled funny), sentence context (the sentence is about head), and the understanding of the term establish (head which "gun...(dul)"). So that the listener can conclude that "gundala" is "gundul" (hairless).

c. Community

Each community may have difference terms. The difference happen because the character of this language are open. Anyone can create without any expection. This language did not standarized so that anyone can create it.

In a community, each member have opportunity to create a new terms. When the group accepted, it could be the new terms and used by people in that community (may be another people in another community will use it).

4. Conclusion

This is a community language. The character of this language is open. Everyone can create a new term. The new term will be the language of the community if they approve it. The evidence of the agreement is that (consciously or unconsciously) in the further communication, the community use the term in every conversation.

There are three things we must consider if we going to speak by this language. The third things are understand the concept of the term, understand the contexts, and understand the community.

There are at least nine types to forming the terms of this language. Further time, its possible that the nine types becomes increasingly complex and evolve.

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'I school at...' and Other Sentences: A Phenomenon of English Sentence Production of Indonesian EFL Learners

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Abstract

Learning English as a foreign language is important but it is also difficult. The reason why it is important is that it can support learners to reach the opportunities in the future, for example getting a job, getting a scholarship, conducting a research and many others. However, it is also difficult. The difficulties can be seen from various aspects, such as learners' background knowledge, learners' mother tongue, and learners' anxiety. Indonesian who learn English experiences these kinds of difficulties. English is learnt as a foreign language in Indonesia. Though it has taught since early level, there are mistakes found by the writers when the learners produce spoken or written utterances. The mistake that triggers the writers to write this paper is the sentence 'I am school at SMA 5 Kupang,' when the student meant to say 'Saya bersekolah di SMA 5 Kupang.' This kind of mistake raises since the students do not get used to English and they have lack of knowledge of English. Therefore, instead of saying 'I study at SMA 5 Kupang,' they say 'I am school at SMA5 Kupang.' This phenomenon likely influence students' ability in producing utterances especially in direct translation. The data of this research was collected through observation and students' performance in class. The data was analysed qualitatively and the result showed that most students made mistakes before the teachers correct them. This paper aims to dig out more on this phenomenon and it is expected to give more insight to the English learning and teaching process.

Keyword: sentence production, English, EFL Learners, Indonesian.

INTRODUCTION

Language has important roles as a mean of communication. Language allows people to say many things and express their needs. People use language to express their thoughts, ideas, feelings, attitudes, and experiences in different or various gambits. Richards and Rodgers defines language in three different views of language and the nature of language proficiency (1986: 16). The first is structural view, which means that language is structurally related elements for delivering meaning. The second is language as functional view. Language becomes a vehicle for the expression of functional meaning without emphasizing the grammatical characteristics of language. The other one is interactional view, which sees language as a tool for creating interpersonal relations and social transactions.

As a mean of communication, the use of language is also not limited on certain field. People interact with other people that have different cultures, social conditions, origins, and languages. This condition makes people need to learn not only their mother tongue but also other languages. People from different countries are also able to communicate using global language, that is English. English plays a great role in the world because it has been used as lingua franca, an international language, and popular to the countries all over the world. Several countries use English as their national language, meanwhile in Indonesia, English is considered as foreign language.

Regarding the importance of English as lingua franca and English as Foreign Language (EFL) in our country, Indonesian provides English learning in all levels of education,

from kindergarten up to college. English and Bahasa Indonesia actually have some similarities and differences. The similarity is both have the same sentence structure which consists of subject, predicate (verb), and object. Another similarity is English and Indonesian sentences have active and passive forms. The difference is English has different tenses to show the time at which an event happens, whereas Bahasa Indonesia does not. The other difference is the predicate in English changes based on the tense and the preceding subject. The predicate in Bahasa Indonesia does not change though it is utilized in different time.

Learning language is easy, but it takes time. The second language learning environment is encompassed to what language the learner hears and sees in the new language (Bhela, 1999). It may include a wide variety of situations, such as exchanges in restaurants and stores, conversations with friends or for business, reading street signs and newspapers, and talking about classroom activities. Though English has been taught since early level, errors are found when the learners, especially for beginner level, produce spoken or written utterances. Errors constitute gaps in the learner's knowledge, which occur because the learners do not know what is correct (Bhela, 1999).

One of the mistakes that will become the focus on this study is the way learners translate L1 to L2. For example, learners tend to say 'I am school at SMA 5 Kupang,' when they meant to say '*Saya bersekolah di SMA 5 Kupang.*' This kind of mistake is also encountered in the words *breakfast*, *lunch*, *dinner*, *church*, and *age*. For example, learners say 'I dinner with my family' rather than 'I have dinner with my family'. The word *dinner* is a noun, but learners change it into verb when they directly translate 'Saya makan malam bersama keluarga' into English. Therefore, in this research, the writers try to observe whether some words become problematic or not when students have direct translation in both spoken and written utterances. Furthermore, the writers also try to find out whether there are other words misused by Indonesian learners when they have to create utterances in English. The reasons and explanations on this problem are also discussed in this paper.

DISCUSSION

The differences between Indonesian and English has always been the problem to Indonesian learners who learn English in school. As what have been stated before, there are some differences between English and Indonesian. The differences occur in terms of the grammar of the sentence, the tenses, the phonology and many others. The most distinctive feature which makes English become a problem for Indonesian learner is the tenses and the order of the sentence. English has several tenses which indicate the time of the utterances. It requires people to use different tenses when they want to say an action happens in the past, something is on going or the action happens in the future. Meanwhile, Indonesian does not require people to use different tense for actions, which take place in the past, in present or in the future.

In addition, English and Indonesian also have different order of word. It can be obviously seen in the way of making noun phrase. In English, the described vocabulary or adjectives precedes the noun. Meanwhile, in Indonesian, the noun comes first followed by the adjectives. For example, English will have it as *black cat*, while Indonesian will say it as *kucing hitam*. Besides, English also has clear division of part of speech for the noun, verb, adjective and adverb. Those parts have their own position in a sentence.

Actually, Indonesian has a clear division for the noun, verb, adjective and adverb. For example, the word *school* or *sekolah*. Based on The Great Dictionary of the Indonesian Language of the Language Centre (KBBI), the word *sekolah* is categorized as a *nomina* or noun. However, the word *sekolah* becomes the root for the verba or the verb. According to KBBI, the word class change once the prefix *ber-* is added to the root word, *sekolah*. This system also happens in English. For example, for the word 'govern'. It may change into 'governor' or 'government.' Looking at the case, there is a relevant concept of making the classification of words either in English or Indonesian. Then, it is actually easy for Indonesian learners to avoid errors in constructing sentence in English apart from using the correct tense.

An error takes place when the deviation arises as a result of lack of knowledge or lack of competence (Ellis, 2008). The errors can also arise because each learner has different motivation, social background, and intelligence. It means that the appearance of errors can be detected. In learning English as foreign language, some errors appear because the learners have not yet understood the English grammar. As cited by Krisetyawati (2010), an error refers to a systematic error of competence, both covert and overt, that deviates from the norms of the target language. Covert errors are grammatically correct but not interpretable within the context of communication whereas overt errors refer to the obviously ungrammatical utterances (Brown, 1994; Corder, 1967; Ellis, 1996). In this research, the writers found that overt error occurs in utterances when the learners are asked to translate some sentences directly. There are some examples that the writers found related to this problem, as presented in the following table:

Table 1. The examples of the intended English sentences.

Indonesian	Intended English Sentences
a. Saya <i>bersekolah</i> di SMA 5 Kupang	I <i>school</i> at SMA 5 Kupang
b. Saya <i>sarapan</i> bersama keluarga	I <i>breakfast</i> with my family
c. Saya <i>makan malam</i> di restoran	I <i>dinner</i> in restaurant
d. Saya <i>makan siang</i> di kantin	I <i>lunch</i> at the canteen
e. Kamera untuk <i>mengabadikan</i> momen	Camera <i>immortalize</i> the moments
f. Saya mau <i>berkeliling</i> dunia	I want to <i>around</i> the world
g. Saya mau <i>kembali</i> ke kampung halaman	I want to <i>back</i> to my hometown.

Then, there are some reasons which the writers can provide to explain this phenomenon. The first reason it is due to the lack of knowledge of the EFL learners. In this study, the learners' lack of knowledge of English especially in vocabulary and part of speech causes the errors presented in table 1. When the EFL learners do not have enough exposure to English, they will assume that every word in their first language (L1) has the equivalent word in the second language (L2). It is supported by Blum Kulka and Levenston (1983) who said that "assuming that there is word-for-word translation equivalent in the L2 is the only way a learner can begin to communicate in a second language."

Therefore, according to the theory from Blum-Kulka and Levinson, the phenomenon in table 1 can be explained. Without knowing that the part of speech for the word 'school' is not a verb, the learners directly put it as a verb to say 'bersekolah' in English, as in example (a). In example (b), learners put the word 'breakfast' as the verb for 'sarapan'. In example (c), learners put the word 'dinner' as the verb for 'makan malam'. In example (d), learners put the word 'lunch' as the verb for 'makan siang'. Then, in example (e), learners put the word 'immortalized' as the verb for 'mengabadikan'. In example (f), learners put the word 'around' as the verb for 'berkeliling', and in example (g), learners put the word 'back' as the verb for 'berkeliling.'

The assumption that there is an equivalent word in L2 leads to another reason why this phenomenon happens. It is the interference of the L1. 'When writing or speaking the target language (L2), second language learners tend to rely on their native language (L1) structures to produce a response.' (Ellis, 1997). Therefore, when there is an error or a misconception in the L1, it is possible that learners will make mistake in L2. In this case, the example is the word 'sarapan.' Most Indonesian people say 'saya sarapan..'. Looking at the sentence, the word 'sarapan' is put as verb or *verba*. However, in KBBI, the word 'sarapan' is a *nomina* or a noun. Based on KBBI, the correct word for the *verba* or the verb is 'menyarakap'. Therefore, the correct sentence order is 'saya menyarakap.' However, this structure is rarely used by the Indonesia. Then, it leads to the error in L2. They consider

the word 'breakfast' has the same part of speech as 'sarapan' which is *verba* or a verb. Therefore, "the learners have accumulated structural entities of L2 but demonstrate difficulty in organizing this knowledge into appropriate, coherent structures" (Ellis, 1997). The significant gap is available between the accumulation and organization of this knowledge.

As for example (c) and (d), for the word 'makan malam' and also 'makan siang', learners directly put the word 'dinner' and also 'lunch.' It possibly happens because learners automatically find the correspondent words in L2 which represents their intended meaning. However, they do not know that the nature of the word 'dinner' and 'lunch' does not allow them to be verbs of a sentence. Since 'dinner' and 'lunch' is a noun, they can only be a subject or a complement of a sentence. Therefore, in these two examples, learners miss the action verbs which can be put before 'dinner' or 'lunch.' The learners should put 'have' or 'eat' as the correct correspondent for 'makan siang' and 'makan malam.' These two examples prove the theory from Blum Kulka and Levinson that in order to survive learners may use their knowledge on equivalent words in L2 to create sentences, without knowing it is correct or incorrect.

In the case of 'berkeliling' which becomes 'around', the learners make an error in understanding the word 'berkeliling' itself. According to KBBI, 'berkeliling' is a *verba* or a verb. Therefore, when it is translated into English, 'berkeliling' should be 'go around' which means *to travel to all the place that you are visiting in order to find out what it is like*. It also happens in example (g), for the word 'kembali'. The learners make mistake in understanding the 'kembali' itself. In the Indonesian sentence, the word 'kembali' actually has the meaning 'return or go back' since it is related to 'kampung halaman', which is a place. Since they misunderstood the concept of 'kembali', they directly translate it into 'back.' Actually, 'back' is also a verb in English but it has different intended meaning to the Indonesian sentence. Then, in this case, the learners should make the translation into 'return or go back to their hometown.'

Furthermore, based on the systematicity, the errors made by the students

in this study can be classified into some aspects. Corder (1974), as cited by Ellis (2008), distinguished three types of error; they are pre-systematic, systematic, and post-systematic errors. In the study, pre-systematic error exist because the learners had not had knowledge of the target language and given any account of why particular form was chosen. The learners' errors occurred when the learners were unaware of the existence of a particular rule in the target language. When the learners say, "I breakfast with my family," they did not pay attention to the grammatical rule. After the subject, 'I', should be followed by verb, such as 'have'. However, the learners did not realize the error they made until they discovered the correct one, helped by the teacher.

Errors need to be explained as whether they are interlingual or intralingual. Generally interlingual errors can be identified as transfer errors which result from a learner's first language features (e.g., lexical, grammatical, or pragmatic, etc.). The writers found that interlingual error occurred in the study because of the interference. According to Richards (1971), interference errors occur as a result of the use of elements from one language while speaking another (Ellis, 2008). Moreover, English as foreign language for Indonesian learners makes the learners often make the sentence sounds equivalent. The example found in this study was when the learners say, "I dinner in the restaurant," because the equivalent sentence in Indonesia is 'Saya makan malam di restoran'. The word 'dinner' was deemed as similar as 'makan malam'. Furthermore, intralingual errors are subdivided as overgeneralizations, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized (i.e., learners fail to comprehend fully). The learners overgeneralized that predicate in Bahasa Indonesia has the same form with verb in English. In fact, English has different types of verb based on the tense or collocation. 'Dinner' means 'makan malam,' but it should be preceded by verb 'have' in English sentence, like 'I have dinner'. If it is directly put after the subject, the sentence is apparently ungrammatical.

CONCLUSION

As a conclusion, it can be inferred that most of learners' errors are pre-systematic errors or as a result of L1 interference and overgeneralization. Selection of a certain word may be interfered if direct translation prevails. Therefore, such errors can be reduced if teachers courage practices, especially producing L2 sentences, and let the learners be aware of the awkward expressions. Furthermore, teachers should also teach the concept of part of speech and vocabulary dictions in L2. When the learners understand that there are different concepts between words, they can transfer their L1 concept to L2 concept well. Another point that can be done is that learners should be exposed to various real examples of English usage like in the movie, in the newspaper, or in the magazine. By doing so, learners may gain more knowledge and they will be more familiar to English. Then, the result is that learners may produce a more correct English utterance.

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FUNCTIONAL GRAMMAR AND ITS APPLICATION IN TEACHING WRITING SKILLS

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Abstract

The purpose of this study was aimed at describing the students' English written text. Forty information and persuasive texts were collected from two classes of the students in Swadaya Gunung Jati University. However, this study only analyzed eight texts. These texts were analyzed for *theme*, *rheme* and types of the grammatical process. The research revealed varying composition of students' written texts. This study highlighted the relationship between, functional grammar, teaching writing, and composition of texts. Findings indicate that *rheme* and *theme* found in the students' writing provide insights into the application of Systematic Functional Grammar (SFG) in teaching writing and it will be used as a possible framework of information and persuasive analysis to evaluate students' writing.

Keywords: *functional grammar, teaching writing, expository and story texts*

1. Introduction

In the teaching of English writing in the University, the skill of writing is not only used to test how well students acquire second or foreign language, but also to express ideas into a readable text. a major objective is to express ideas in English writing with reasonable coherence and accuracy. In this case, *theme* and *rheme* should be used by the students.

Deterding & PeojosOedarmo (2001:123) mentioned that theme is a topic of the sentence. In this case, topic not only is owned by paragraph or text but also the sentence has the topic. It means that a topic can be found in the sentence. In the sentence, a topic is used to identify what the speaker or writer talking about at particular time. Therefore, by identifying the topic, we can indicate the text as a whole. Meanwhile, rheme is the rest of the sentence (Halliday, 2004).

Winarsih (2013: 110) found that the students are able to identify the theme and rheme. They have good reason for selecting the theme and rheme. It can be stated that theme and rheme should be mastered by the students.

Systematic functional grammar is used to write a letter. Feng (2103: 86) stated that functional grammar can be used to show how texts work in the sentence, how sentence are structured, and how language varies to suit the users' goal.

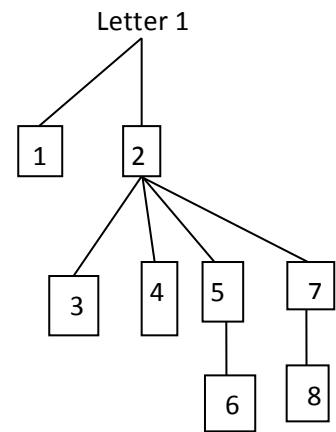
Based on the Fearn & Farnan research findings (2007: 1), it can be stated that there is a good interaction between writing performance and grammar instruction if the functional grammar is used for teaching writing. In addition, Meyer (2009: 165) stated that functional grammar can be a valuable insight on how the writing class uses the functional grammar. The student not only write the form of structure but also they write with function of the language.

To achieve a great proficiency in the skill of writing, students should realize that they can use a systematic functional grammar terms and aspect to develop their writing. The more the students understand the function of the SFG, the more they have a thorough knowledge of English writing. Thus, it is imperative that the students' writing can be analyzed by *theme* and *rheme* in functional terms. By investigating students' writings, teachers will be able to provide a means of helping students to overcome their difficulties and to improve their writing proficiency.

Those phenomena, especially related to the students' writing, encourage the writer to study this case. Therefore, the writer would like to conduct the study by the title "functional grammar and its application in teaching writing" The results are expected to give a valuable insight into how the teachers can use the findings of the study to improve students' writing skills.

Hello my best friend how are you? [1] By the way smoking a cigarette is very danger [2]. Smoking causes Human immunodeficiency Virus, illegal drug use, alcohol use and I strongly advised to his that cigarettes can also eliminate his life slowly, of course very dangerous for health [3]. First, the risk of dying from cigarette smoking has increased over the last so years in men [4]. And the effect not ever for smoker, but not smokers also and smoking is bad for the health and causes lung cancer and heart attack, and smoking causes many other diseases and illness [5]. Smoking is the one number one killer in the Indonesia [6]. I hope you can stop smoker habits so that you can avoid the dangers of the deadly disease from smoking [7]. Thanks for your attention my best friend [8].

Figure 1.



In figure 1, it can be seen that the students' writing consists of relation between *rheme* and theme. The first sentence begins from a sentence question. Meanwhile, in the second sentence, it starts from the theme *smoking a cigarette*. It continued to the third sentence.

However, in the fourth sentence, the theme begins from *the risk of dying*. Then, in the fifth

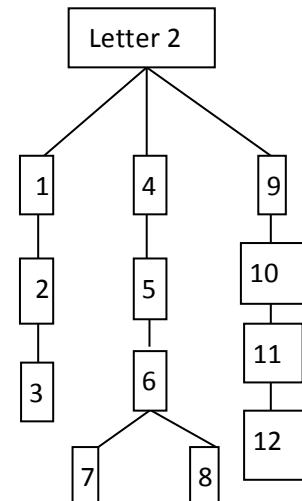
sentence *theme* backs to *smoking* again.

This composition of writing looks simpler than a complicated writing. It is written from theme to theme and *rheme* to *rheme*.

In figure 2, the text demonstrates the composition well. It is sequence sentence each other. Three part of the *theme* goes beyond the core of the sentence.

Hello, I hope you are very well everyday [1]. Long time no see, do you still smoking a cigarette [2]? It can be ruin your body [3]? Of course right[4]? and me too love you, because I love you my friend [5], I wont happens with you [6]. Smoking a cigarette can be cancer, impotence, disorders of pregnancy and fetus [7]. And nicotine in cigarette can be ruin your brain [8]. You still young and too bad if your live spend to smoking a cigarette [9]. Many health food can you consumption and useful to your body [10]. So, I hope you stop smoking, because is not good for anything [11]. Please change your the pattern of life, before you regret in the next day! [12]

Figure 2

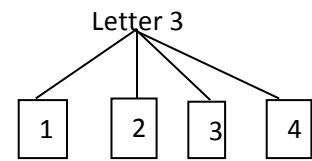


In figure 3, the text demonstrate a simple *rheme*. It begins from *rheme* to *rheme*. This introduces the basic of sentence. *A cigarette* is to be the topic of the sentence. It

does not require the complexity of the form in the organization paragraph. The student only write on topic. He does not elaborate in more detail the sequence of the sentence.

Danger of smoking has actually been listed in the packet of cigarettes [1]. usually there at the bottom even now in pictures [2]. but many people who smoke is active in Indonesia or in the world underestimate it even though in smoking a lot contains ingredients or substance such as nicotine, tar, and other [3]. First, nicotine is a substance which can cause disabilities four our bodies then tar, tar cause cancer and damage to the lung, diabetes, impotence, heart disease so for you as my best friend stopped to smoke if you love yourself [4].

Figure 3.

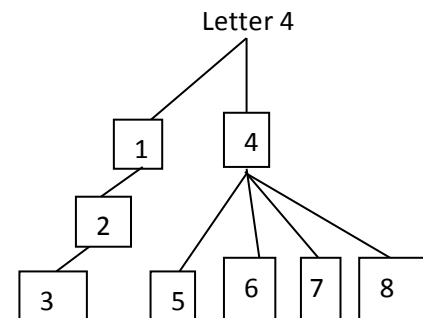


In figure 4, the complexity of the sentence is concentrated in the two topics of the sentence. The element of the sequence between one sentence to other sentence is produced by the order of the sentence. When the student

writes *smoking is*, he continues to other topic. However, in the fifth sentence, a *smoking* topic is written. It means that this composition is produced within two orders.

Dear my smokers friend [1], you probably know about the relationship between smoking and cances, buy did you know smoking is also linked to heart disease, stroke and other chronic lung disease [2] ? it's so dangerous for your health right? So i think you should quit [3]. Thinking about Quitting? Look at the fact! So many reason why you should Quit the [4] first, smoking is the most prevetable causes of death in the U.S [5], second is the highest percentage of people who smoke are between the ages of 21 and 34 cigarette smoking causes m0re than 480.000 deaths each year in the united states [6], and I don't want you to be the are of them [7]. So, you have to stop to be a smoker [8]!

Figure 4.

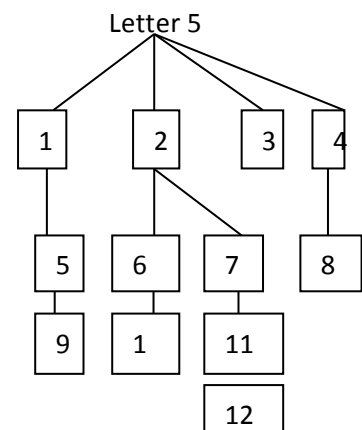


In figure 5, this pattern is more complicated. The topic begins from *smoking*. The second topic is *substance of the cigarette*. however, the topic is not followed by

the rhem in the third pattern. In the last, topic *substance* can be found as a pattern of the sentence element.

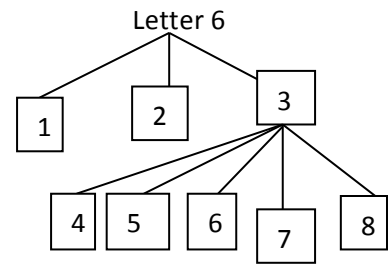
Hello my best friend how are you? [1] By the way smoking a Cigaratte is the most thing that is consumed by boys [2]. I dont't know why you never stop to smoke whereass you know about the dangerous of cigarette [3]. So many substances are in cigarette [4]. On of danger substance is nicotine [5]. Nocotine is the leader of many substances in cigaratte that is very danger [6]. Nicotime make you addicted to always consume cigarette [7]. When you become addicted, youll hard to stop smoking [8]. So, don't even try to consume cigarette [9]. Once you try to smoke will drive you to consume everyday [10]. Again, so many chemical substances that will damage your vital [11]. So, don try it even once [12].

Figure 5.



Hy friend, what's up? [1] Do you still smoking? [2] Dropping it! [3] Smoking is not cool ang more [4], do you know chemica's are in cigarettes the first is nicotine [5], nicotine is a dangerous and highly additive chemical [6]. It can cause and increase in blood pressure, heart rate,flow of blood to the heart and a narrowing of the are relics [7]. And then tar, it leaves a sticky, brown residue on your lungs, teeth and fingernoils,stop smoking brother, let's find other altivies, tomorrow l back to our city and we will meet [8].

Figure 6.

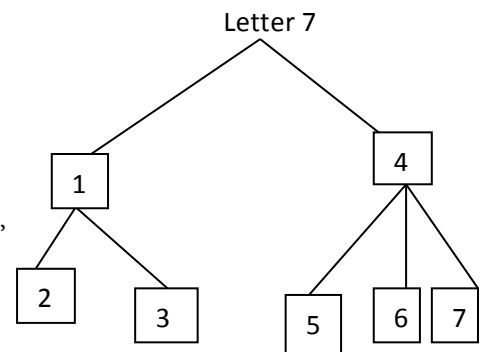


In the figure 6, the topic is identified in the third part. Topic *smoking* is followed by the *rheme nicotine*. This text demonstrates that a structural pattern in the persuasive text is

produced into the parallel pattern. This kind of organization text can be identified by the students writing.

Smoking is a hard habit to break because to bacco contadins nichohne, which is highly addictive [1]. Like heroin or other addichve drigs, the body and mird quickly become so used to the nichohne in that a person needs to have it just to feel normal [2]. There are no physique to start smoking [3]. The body doesn't need tobacco the way it needs food, water ,sleep and exercise [4]. And many of the chemigls in cigarettes, like nichohne,and cyanide, are actualy that can kall in high enough doses [5]. The consequerces of smoking may seem very tar off, but long-tenn healt problems aren't the only hazard of smoking [6]. Nicotine and the other in orgarettes,cigars,and pipe can affect a body quickly,which means that teen smokers expence many of problems, such ar, bad skin, bad breater risk of ingvry & slower healing home [7].

Figure 7.



In figure 7, the pattern *theme* and *rheme* are identified into two element. The topic of the sentence begins from smoking. Then in the *rheme* of the sentence is *chemical in cigarette*.

This writing performance is simple. The link of coherent can be identified among two or three sentences.

2.1 Categories of *them* and *rheme* in the letter

No	Pattern	T 1	T 2	T 3	T 4	T 5	T 6	T 7	Total
1	Rheme - Theme	1	2	2	5	6	4	1	21
2	Theme - Theme	1	4	0	0	1	1	2	9
3	Theme - Rheme	3	3	2	3	2	1	2	16
4	Rheme - Rheme	3	3	0	0	3	2	2	13
	Total	8	12	4	8	12	8	7	

Conclusion

Based on the calculation of the rheme and theme. There are 21 for *rheme-them*, 9 for *theme theme*, 16 for *theme-rheme*, and 13 for *rheme-rheme*. Meanwhile the biggest number is *rheme-theme* pattern. Findings indicate that *rheme* and *theme* found in the students' writing provide insights into the application of Systematic Functional Grammar (SFG) in teaching writing and it will be used as a possible framework of information and persuasive analysis to evaluate students' writing. Teaching writing skills require the appropriate strategy since this skill is a production of the language. The language teacher should be aware that they are able to use one approach in teaching writing. In this case, a systematic functional grammar is a term of the grammatical feature of the language. The teacher can use this grammar to teach their students.

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Grammatical Mistakes Made by English Students in Writing Research Proposal and Sources of the Mistakes

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Abstract

The purposes of the research were to find out the grammatical mistakes made by English students in writing the research proposal and to find out the sources of the mistakes. Data were obtained through documentation (students' research proposals) and interview. The researcher collected the English students' research proposals. The research proposals used were the proposals from the researcher's supervised students in 2015. After getting the grammatical mistakes made by the students, then I put them in a list. It consisted of names of the student, the mistakes and the correction. Next, the mistakes were classified into types based on a surface strategy taxonomy of errors (categories and examples) taken by Ellis (1994: 56) from Dulay, Burt, and Kreshen (1982). Most of grammatical mistakes or errors made by students in writing proposal here are "omission mistakes". The sources of errors or mistakes made in writing research proposal: Carelessness or there is no checking and rechecking and poor grammar concept.

Keywords: *grammatical mistakes, source, research proposal*

INTRODUCTION

One of the requirements to complete the students' S1 degree study at university in Indonesia is writing a research. The research should be written well whether for content, format, or even the grammar. Besides that, the language used in writing the research depends on the regulation at each institution. For example, all of universities in Jambi province require the students from non-English program to use Indonesian in writing their research and the students from English program to use English.

Using English in writing may be more difficult for the students than using Indonesian. Some reasons are because English is not their mother tongue and also not commonly used in their daily life or activity. And then if we compare between English and Indonesian, we can see there are a lot of differences whether in pronunciation, spelling, vocabulary and even grammar. As stated by Wilkin (1978: 192) that the greater the differences between languages the greater the difficulties will be.

Next, although the students are from English program, it cannot give guarantee they can use English well. Beside of the reasons that has been mentioned above, it also can be caused of the frequency they

use or hear English is not as much as they use or hear Indonesian. So it can be one of factors that makes they get a little bit difficulty in using it when writing the research in English at the end of their study than using Indonesian.

In writing research, students at English study program, FKIP, Jambi University that become the place of the research must follow two steps. First step is getting proposal seminar and the second or the last step is getting research report seminar. Each student will be supervised by two lecturers. Each lecturer has her own task as stated on the guideline book at that study program. Most of lecturers who become the supervisor will ask the student to submit the complete proposal to be checked and corrected. The first submission of proposal can be said as original students' writing because it has not been corrected yet by her/his supervisor.

In writing research proposal in English, students should follow the correct grammar of English. It is not easy for students although they have learnt English many years. Some factors have been mentioned above. Another factor is that in writing proposal they should not only use simple sentences but also complex sentences. Besides that, the mother tongue and the target language, English, learnt by

them is quite different. As I have stated above “the greater the differences between languages the greater the difficulties will be” Wilkin (1978: 192).

Based on the explanation above, so the researcher is interested in conducting a research entitled ‘**Grammatical Mistakes Made by English Students in Writing Research Proposal and Sources of the Mistakes**’. In this paper, the terms mistake and error will be used synonymously.

The purposes of the research were to find out grammatical mistakes made by English study program and to find out the sources of the mistakes.

The significances of this research are:

1. For the teachers or lecturer: It provided them with information about how much the learner had learnt.
2. For researchers: It provided her with evidence about how English has been learnt.

LITERATURE REVIEW

1. Writing Research Proposal

There are three chapters on writing research proposal (Guideline of writing SKRIPSI at FKIP (2008):

- 1) Chapter 1: Introduction
- 2) Chapter 2: Review of Related Literature
- 3) Chapter 3: Methodology (mostly it uses present future because it is still a plan)

References is also as a main part that must be included in the proposal after chapter 3.

Kementerian Pendidikan Nasional (2013: 25) states that part of the linguistics skripsi contents consists of five parts:

- Chapter I : Introduction
- Chapter II: Review of Related Literature
- Chapter III : Research Methods
- Chapter IV: Finding and discussion
- Chapter V : Conclusion and Suggestion

So, based on the items above, implicitly the proposal itself consists of three chapters. It is the same as parts of proposal at FKIP Jambi University (2008)

2. Errors and Mistakes

The agreement on the definition of error and mistake has not been reached yet by many experts or researchers especially experts or researchers on linguistics and language teaching. Some try to differentiate both of terms and others used them synonymously.

Here I will show some experts or researchers who try to differentiate both of the terms.

Firstly, Corder (1967) in Ellis (1994:51) stated an Error (in this technical sense) takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence. And it is still on that page, Corder defined mistakes are performance phenomena and are of course, regular features of native –speaker speech, reflecting processing failures that arise as a result of competing plans, memory limitations, and lack of automaticity. And then, he added that a mistake occurs when learners fail to perform their competence. That is, it is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on some alternative, nonstandard rule that they find easier to access. The last Corder (1967) in Ellis (1994:51) argues that the EA (error Analysis) should be restricted to the study of errors (i.e. mistakes should be eliminated from the analysis). From the statement above, it is clear that Corder has tried to put error and mistake into different terms.

Secondly, James (1998:83) in Kacani (2014:324) defined errors as “cannot be self-corrected” whereas mistakes as “can be self-corrected if the deviation is pointed out to the speaker”

Furthermore, Some experts or researchers who use term error and mistake synonymously are: Firstly, Hu (2014:561) wrote “Through analysis of writing *errors*, a teacher can learn that how and why the learners make *mistakes* in the process of writing, so that he or she can take some measures to correct the *mistakes*,...” from the Hu’s statement, it can be seen that Hu used the term error and mistake synonymously. The first Hu used *errors* and the next, she used *mistakes*. I think, both of terms refer to the same thing.

Secondly Kacani (2014: 324) decided that in her study the terms error and mistake were used synonymously referring to production of inaccurate forms in learners’ oral and written output. Her decision was influenced by Pawlak’s (2012) statement about terms error and mistake.

Thirdly, Pawlak (2012 as cited in Kacani 2014:324) treated the terms error and mistake as synonymously in his study, referring to the production of inaccurate forms in learners’ oral and written output.

Fourthly, Ellis (1994:52) said that Corder's (1967) distinction between errors and mistakes is not easy to put into practice, even if the learner is available to provide an 'authoritative interpretation'. Ellis (1994:54) also stated that it is not all clear whether Corder's suggestions for identifying covert errors will work. It seems to me that implicitly, Ellis here tried to say that he preferred using terms error and mistake synonymously. He was doubt about the distinction between errors and mistakes said by Corder (1967).

Based on the information given above, I hope it can give the sufficient information about the disagreement on the definition of error and mistake among experts or researchers. For this paper, I used the terms error and mistake synonymously. Both of them refer to any deviation from target-language norms that reflect either a problem in performance or in competence.

3. Analyzing Errors or Mistakes

Corder (1974) in Ellis (1994:48) suggests the following steps in analyzing error:

1. Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors

Furthermore, Laurea (2012 :9) stated the procedure of analyzing errors includes different steps, they are:

1. error detection,
2. location,
3. description,
4. classification.

4. Types of Errors or Mistakes

In one research, Darus and Subramaniam (2009) as cited in Hamdi(, n.d: 4) found six most common errors committed by students in their written work They were singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order.

Lee (1957) in Ellis (1994:48):

1. Wrong punctuation (omission of articles)
2. Misspellings
3. Non-English constructions
4. Wrong use of tenses

Duscova (1969) in Ellis (1994:55) identified 1007 errors in the written work of 50 Czech learners of English:

1. Recurrent systemic errors

2. Nonce error i.e. errors that occurred once only)
3. Errors in articles
4. Errors in lexis
5. Error in morphology
6. Error in syntax
7. Error in word order

A surface strategy taxonomy of errors (categories and examples) taken by Ellis (1994: 56) from Dulay, Burt, and Kreshen 1982) :

Category	Description	Example
Omissions	The absence of an item that must appear in a well-formed utterance.	She sleeping
Additions	The presence of an item that must not appear in well-formed utterances	We didn't went there
Misinformations	The use of the wrong from of the morpheme or structure.	The dog ated the chicken
Misorderings	The incorrect placement of a morpheme or group of morphemes in utterance.	What daddy is doing?

Corder (1974) as cited in Ellis (1994: 56) distinguishes tree types of error according to their systematicity when the learner

1. Presystematic errors occur the learner is unaware of the existence of a particular rule in the target language. These are random.
2. Systematic errors occur when the learner has discovered a rule but it is the wrong one.
3. Postsystemic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake)

5. Sources of Errors or Mistakes

Taylor (1986) in Ellis (1994:57) points out, the error source may:

1. be psycholinguistic (concern the nature of the L2 knowledge system).
2. be sociolinguistic, (such matters as the learners' ability to adjust their language in accordance with the social context)
3. be Epistemic (the learners' lack of world knowledge), or
4. reside in the discourse structure (problems in the organization of information into a coherent 'text'.

Moreover, Richards (1971b) as cited in Kacani (2014:324) distinguishes three sources or causes of psycholinguistics errors:

1. interference errors, attributed to the influence of one's native language,
2. intralingual errors, resulting from ignorance or in accurate application of rules,
3. developmental errors, attributed to the inconsistencies of the developing system

METHOD

To collect data, researcher used documentation and interview. Documentation is the students' proposals. There are nine proposals that I used here. All of them are my students' proposals. It was done to make communication effective.

After the data were collected, I put them in a list. It consisted of names of the students, the mistakes and the correction. Next , the mistakes were classified into types based on a surface strategy taxonomy of errors (categories and examples) taken by Ellis (1994: 56) from Dulay, Burt, and Kreshen 1982) that I adapted. The last steps was the errors were explained.

Bacause of the limited page for full paper required by the committee , among nine students, I just chose four students whose proposal I presented.

The criteria of students whose proposals I presented were:

- Student 1 is a student who has so many grammatical mistakes and the scores of her grammar lesson 1, 2, 3, and 4 are poor.
- Student 2 is a student who has so many grammatical mistakes, but the scores of her grammar lesson 1, 2, 3, and 4 are good.
- Student 3 is a student who has a few grammatical mistakes, but the scores of her grammar lesson 1, 2, 3, and 4 are poor

- Student 4 is a student who has a few grammatical mistakes and the scores of her grammar lesson 1, 2, 3, and 4 are good

The students' grammar score 1,2, 3, and 4 were known by asking them directly and checked in SIAKAD (online information system). Furthermore, interview was done to help me to find out the sources of the mistakes.

FINDING AND DISCUSSION

Because of limited pages of full paper required , so I just chose 4 students' research proposals whose grammatical mistakes in their proposals I found to be displayed here.

Kinds of Errors or Mistakes and Corrections

a. Student 1

Chapter	Kinds of Mistakes/ Errors	Number of Mistakes / Errors	Examples of Mistakes/ Errors	Correc-tions	
I	Omission: 10	45	This chapter <i>discuss</i> about...	This chapter <i>discusses</i> about...	
	Addition: 2		This study will <i>gives</i> contribution...	This study will <i>give</i> contribution...	
	Misuse: 3		The writer focus <i>to</i> analyze...	The writer focuses <i>on</i> analyzing ...	
	Misorderin g:-		-		
II	Omission: 4		In this study there are three previous studies, which similar to...	In this study there are three previous studies, which <i>are</i> similar to...	
	Addition: 3		The writer can <i>concludes</i> ...	The writer can <i>conclude</i> ...	
	Misuse: 4		The similarities with the previous research <i>is</i> ...	The similariti es with the previous research <i>are</i> ...	
	Misorderin g: -				
III	Omission: 5			For this research,	For this research,

			the writer <i>use</i> test to collect data	the writer <i>will use</i> test to collect data
	Addition: 2		...this school has a facilities like school yard,...	...this school has facilities like school yard,...
	Misuse: 12		To conduct this study, the writer <i>used</i> random sampling...	To conduct this study, the writer <i>will use</i> random sampling. ...
	Misorderin g:-		-	
Appendix	Omission:1		The purpose of this project to know...	The purpose of this project <i>is</i> to know...
	Addition:-		-	
	Misuse:-		-	
	Misorderin g:-		-	

Student 1 above is the student who has so many grammatical mistakes and the scores of her grammar lesson 1, 2, 3, and 4 can be categorized as “poor”. She got C for grammar 1 and Grammar 2, B for grammar 3 and 4. However, when I asked her to correct her mistakes, she was able to correct most of them. It means that she has ability in mastering English Grammar.

I do not know why she got poor score for most of her grammar lessons. I assumed that it may be caused by many factors, such as activity, assignment, presentation or even attitude. Because the lecture gives the final score for one subject based on many factors or points.

Furthermore the common mistakes for all chapters made by this student is “omission” especially about the use of “Agreement-modified Subject and Verb” as can be seen on the table above” This chapter *discuss* about...”

If we see chapter per chapter, the mistakes of “misuse” on chapter three are dominant. Mostly she used “past tense” on that chapter. it is not correct because it is still a proposal. She should use present future tense to indicate activity that will be done. When I asked her about this, she said that it was because she saw someone’s research report.

Because in that report, the person used past tense on chapter three, so she followed his/her way. It indicates that she was careless.

b. Student 2

Chapter	Kinds of Mistakes/ Errors	Number of Mistakes / Errors	Examples of Mistakes/ Errors	Corrections
I	Omission:-	47	-	
	Addition:-		-	
	Misuse:-		-	
	Misorderin g:-		-	
II	Omission: 20		Control group that taught by the convention al method...	Control group that <i>was</i> taught by the conventio nal method...
	Addition: 6		Each <i>students</i> have their own learning styles	Each <i>student</i> has his own learning styles
	Misuse: 17		Each <i>students</i> <i>have their</i> own learning styles	Each <i>student</i> <i>has his</i> own learning styles
	Misorderin g:-		-	
III	Omission:1		In other <i>word</i> ,...	In other <i>words</i> ,...
	Addition: -			
	Misuse: 1		The questionnai re will <i>bw</i> <i>try</i> out.	The questionn aire will <i>be</i> <i>tried</i> out.
	Misorderin g:-		-	
Appendix	Omission:1		..., one of English department <i>student</i>, one of English departme nt <i>students</i>
	Addition:-			
	Misuse:1		The purpose of the project is <i>investigate</i> ..	The purpose of the project i <i>to</i> <i>investigat e</i> ...
	Misorderin g:-		-	

Student 2 is a student who has so many grammatical mistakes, but the scores of her grammar lesson 1, 2, 3, and 4 are good. She got C for grammar 1, B for Grammar 2 and 3, B+ for grammar 4. I almost did not find the grammatical mistakes on her chapter one and three. Her grammar on chapter one is perfect

and chapter three is almost perfect. I just found two grammatical mistakes for chapter three.

I didn't find the mistake in writing "researcher" on chapter one and three, while on chapter two she made mistakes for that case many times. She always used "researched" to indicate "researcher" as can be seen on the table. When I asked her about this. She said that it was because she reviewed the previous researches and she thought the previous researches referred to the thing happened on the past so that is why she tried to use form two like verb1, verb2, and verb3. It means she didn't realize that the word "research" that she used is not verb, but noun, so there is no form 2 or form of past for noun.

Why did this student make so many grammatical mistakes just for chapter two and what not also for chapter 1 and 3? Whether she just checked and recheck her grammar just for the two chapters (chapter 1 and 2)? Or what? To make it clear, I had an interview with her.

From interview I know that she has checked and recheck chapter 1 and 3 before submitting to her supervisor. it is one factor that minimizes her grammatical mistakes on chapter one and three. While for chapter 2, the student said that she did not check and recheck it because of deadline of submitting proposal given by the first supervisor. I think that is not the main point here. She should have checked and recheck chapter two before submitting it to me because I did not give the deadline to her. So she actually had much time to do it. Therefore based on that condition, I conclude that the main source of grammatical mistakes made by this student is "careless"

The same as student 1, student 2 also has the common mistakes for all chapters, that is "omission" especially about "the use of Adjective Clause" as can be seen on the table above.

c. Student 3

Chapter	Kinds of Mistakes/Errors	Number of Mistakes / Errors	Examples of Mistakes/Errors	Corrections
I	Omission: 1	9	That is way most students get some <i>problem</i> in learning...	That is way most students get some <i>problems</i> in learning..
	Addition:-		-	-

	Misuse:-		-	
	Misorderin g:-		-	
II	Omission:1		In the other word,...	In the other words,...
	Addition:-		-	
	Misuse:2		Someone who <i>have</i> positive manner...	Someone who <i>has</i> positive manner...
	Misorderin g:-		-	
III	Omission:1		In other word,...	In other words,...
	Addition:3		Christensen and Johnson (2010) <i>states</i> that...	Christens en and Johnson (2010) <i>state</i> that...
	Misuse:-		-	
	Misorderin g:-		-	
Appen dix	Omission: -		-	
	Addition:1		This is a thesis research <i>projects</i> to fulfill...	This is a thesis research <i>projects</i> to fulfill...
	Misuse:-		-	
	Misorderin g:-		-	

Student 3 is a student who has a few grammatical mistakes, but the scores of her grammar lesson 1, 2, 3, and 4 are poor. the common mistakes for all chapters made by this student is "addition" especially about the use of "Agreement- Subject and Verb" as can be seen on the table above. This finding is slight different from the finding of common grammatical mistakes made by student 1 and 2, but the area of grammar is the same, that is about "Agreement- Subject and Verb"

Although I cannot find so many grammatical mistakes in this research proposal, it does not mean this student has good ability in grammar. This is based on some indicators. The first one is most of scores she got for grammar subject are categorized as weak or poor. She got D+ for grammar 1, C+ for Grammar 2, B for grammar 3 and 4. The second one is she could not explain about many grammar concepts when I had an interview with her. From interview, I also got the indicator that the proposal made and submitted to me is not real made by her. The indicator is the language and the content could be categorized as "very good". But when I asked the content, grammar, etc., she did not understand and could not answer . She

did not want to confess that there was someone who made it for her. She just said that someone helped her. I know her for a few years and I know her ability, so I am sure that proposal is not real hers.

Based on the facts, I can conclude that the research proposal consisting good content, grammar, etc. may not reflect the ability of the owner. It can be made by someone.

d. Student 4

Chapter	Kinds of Mistakes/Errors	Number of Mistakes/Errors	Examples of Mistakes/Errors	Corrections
I	Omission:-	13	-	
	Addition:-		-	
	Misuse:-		-	
	Misordering:-		-	
II	Omission:4		Further study on teacher and teaching profession conducted by Pop...	Further study on teacher and teaching profession was conducted by Pop...
	Addition:-		-	
	Misuse:5		Other finding of this research was...	another finding of this research was...
	Misordering:-		-	
	Omission:1		Survey is a common and important method...	Survey is a common and an important method...
	Addition:-		-	
	Misuse:1		Questionnaires are the instrument that provides respondents ...	Questionnaire is the instrument that provides respondents...
	Misordering:-		-	
Appendix	Omission:1		The purpose of the study is to find out and investigate the reason...	The purposes of the study is to find out and to investigate the reason...
	Addition:-	-		
	Misuse:1	The purpose of the study is	The purposes of the	

			to find out and investigate the reason...	study are to find out and to investigate the reason...
	Misordering:-			

There are a few grammatical mistakes found in this proposal. It seems that this student has good ability in grammar. It is proved or it can be seen when she gave an explanation on the seminar presentation, she could speak well. It is as one of indications that she has good ability in grammar. Another indication is she got very good score for grammar 4, that is A.

If other students made mistake mostly when they reviewed the previous researches because they should use their own words here, but this student did not. I am sure they have checked and rechecked her proposal before submitting to her supervisor. In my opinion, the ability in mastering English grammar will give the effect toward the ability in “check and recheck” the grammar mistakes before submitting it to the supervisor. If students have a good ability in grammar and then checking the grammar mistakes before submitting to their supervisor, I am sure the grammatical mistakes can be minimized.

Furthermore, the common mistakes for all chapters made by this student is “omission” as can be seen on the table above and no mistakes for “misordering”. I assumed that the reason why there are no mistakes for the misordering category as proposed by Dulay, Burt, and Kreshen 1982 in Ellis (1994: 56) is because they are not at elementary level anymore. They have passed grammar lesson 1, 2, 3, and 4. So it can be said that the category may be not a big problem for them.

From the data obtained, the sources of errors or mistakes made in writing research proposal:

- Carelessness or there is no checking and rechecking. Although the student has a good ability in understanding English grammar, if she/he is careless. She will be able to make many mistakes on her/his research proposal. It is proved by student 2 above.
- Poor grammar concept. I think this point is the very important one as the source of mistakes. If someone is at this

condition, she will fail to check and recheck the mistakes in her/his proposal. The poor grammar concept can be caused by many factors. Some of them are:

- a) mother tongue interference
- b) overgeneralization
- c) less practice. "learning by doing" is the good term to motivate students who have the poor grammar concept. I am sure if the students believe in that term and apply it in their daily life, they can develop their ability in mastering the grammar concept. At the end, they can minimize their mistakes when writing proposal, research, etc.

CONCLUSION AND SUGGESTION

Most of grammatical mistakes or errors made by students in writing proposal here are "omission mistakes" especially about problem with Agreement such as Agreement-Subject and Verb and problem with Adjective clause. The second common grammatical mistakes made are "misuse mistakes" especially about problem with Agreement-Subject and Verb (the same as the finding for "omission mistakes". It can be seen on the table above, student 2, chapter 2.

Most of them made many mistakes on chapter three when they reviewed the previous researches. It happens because when reviewing the previous researches, the students should use their own words. While on other parts or chapters, they tended to use the information quoted and on chapter three they tended to follow the format of the previous research. They just changed the words or phrases with the words or phrases relates to his/her research proposal.

The sources of error or mistakes made in writing research proposal: Carelessness or there is no checking and rechecking and poor grammar concept.

As a suggestion, students should be careful in writing and please do not forget to "check and recheck" the proposal especially about grammar before submitting it to the supervisor. It is as one of the ways to minimize the grammatical mistake. I know the can do that because they have passed all grammar subjects: grammar 1, 2, 3 and 4. It is as an evidence they have enough theory of English grammar. Then, don't be lazy to have

a practice in order that grammar ability can be increased.

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***KEDO* ELLIPSIS IN JAPANESE FROM PERSPECTIVE OF SPEECH ACTS**

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Abstract

Each language is unique. It includes grammar and speech acts. For example, Japanese is known as the SOV-type language. And it is known for its style of indirect speech acts. Regarding to the point of speech acts, Japanese has a lot of ellipsis in its grammar; which is characterized by the presence of specific markers. One of them is called *kedo*. It is a particle and clause-final conjunction.

This paper is a study of use of *kedo* as a mark of ellipsis at the end of an unfinished utterance in Japanese. This study found out that unfinished utterance which is marked by *kedo* in Japanese is an indirect speech acts. And the reason for Japanese to use this kind of ellipsis is to maintain decorum and face protection in communication.

Keywords: ellipsis, speech acts, and Japanese conjunctions.

Introduction

Every human society has its own language as a communication tool. According to Cook (2008: 2), language is an integral part of the society. It means that a language has an important role in the social life of a community. So, social interaction or communication will not be possible in a society without the language as tool of communication.

Beside as a means of social communication, language is also an important part of a culture. According to Minami (2002: vii), language is a manifestation of culture, a place where the language is spoken. Thus, it can be said that the speech acts of a society cannot be separated from its cultural context.

Context in the realm of linguistics is a framework or frame surrounding the verbal interaction. Cook (2008: Ibid), said that the context is a frame that surrounds the reality and provides resources for proper interpretation of speech. According to Cutting (2008: 4-6), context of verbal interaction could be classified into two, namely the context of situation and back ground.

The context of situation is everything to do with circumstances surrounding at the time of communication that takes place. The circumstances are known and understood together by those who are involved in the communication. The context of situation are

matters relating to the cultural and social life which are known and understood together by those who are involved in the communication.

The background of context is the term which implies that the speaker and the listener are in an interaction, both have the same understanding and knowledge of the language used in the communication. It also means that they have the same knowledge about the topic which is being discussed.

By understanding the context, one can analyze and understand the style of the language of a particular community. Japanese, for example, has a style that can only be analyzed and understood in the context of the user community. One of language styles of it is an ellipsis in speaking. Nariyama (2003: 3) notes that the Japanese use language style of ellipsis over 70% in interaction. According to Nariyama (2003: 4), the answer to grasp reality linguistic ellipsis like this should be sought in the contexts, mutual knowledge, sociolinguistic variables, or even intuitions.

This paper discusses the ellipsis in Japanese, in particular about the unfinished utterance which marked by word *kedo* ('but', 'although', 'though'). The main purpose of this study is to describe the use of word *kedo* in unfinished utterance in Japanese which is viewed from the perspective of speech acts. The examples can be seen in the following

conversation between a guest (G) and a guest host (GH).

- (1) G : *Soro-soro jikan desu kedo...*
Soon time COP but....
'It's already time, but....'
GH : *Sou desu ka, wakarimashita.*
That so QM understand
'Is that so? I understand'

(COP = Copula)

(QM = Question Mark)

The above example shows that a guest wants to say goodbye, but he uses stylistic form of speech that is not complete; which is characterized by the use of word *kedo*. For not native speakers, this style is certainly not clear and unambiguous. But not for native speakers as it is written in the host response, "Is that so? I Understand ". It is apparent that even if the guest does not say a complete utterance, but the host can understand it as a saying that the guest want to say goodbye.

Ellipsis and Its Types

The word ellipsis comes from the Greek ellipsis which means 'disappearances' or 'deletion'. In the realm of linguistics, the ellipsis is defined as a series of markers that usually indicates a purposeful omission of a word, a phrase, or a whole part of the quoted text. It can be used to indicate a mind or signify an utterance that is not completed.

Ellipsis consists of several types. According to Kiyose (1993: 134-135), the ellipsis can be classified into three those are brachylogy, logical ellipsis, and historical ellipsis. Brachylogy word formed from the merger of two words, namely brachy 'short' and logy 'science'. It means 'science of shortening' lexically. Brachy word is often used in the medical world that commonly known as brachytherapy. A term that refers to prostate cancer therapy, where a radioactive source is placed at a close distance of the tumor (Alterovitz Ron and Ken Goldberg, 2008: 6). In the context of the ellipsis, brachylogy associated with shortening of expression as a result of the removal of an important word or phrase from the speech.

- (2) *Koko de matteite.*
Here PM wait

'Wait here!'

(PM = Place Marker)

- (3) *Shibaraku mini konaide.*
A while to see don't come
'Do not come to see for a while!'

The two examples above include brachylogy ellipsis shape, because there has been a shortening form of speech as a result of the removal of the auxiliary verb *kudasai* 'please'. Thus, those sentences must be like the following sentences:

- (4) *Koko de matteite kudasai.*
Here PM wait please
'Please wait here!'
- (5) *Shibaraku mini konaide kudasai.*
A while to see don't come please
'Please don't come to see for a while!'

Logical ellipsis is associated with the removal of the word or phrase to avoid redundancy in delivering utterances. In other words, a deletion form of avoidance of redundancy whereby forming the logical of grammatical.

- (6) *Ani to ane wa Osaka de,*
Old brother and old sister SM Osaka in
otouto to imoto wa
Young brother and young sister SM
Tokyo de umareta.
Tokyo PM born
'My old brother and old sister were born in Osaka, but youngbrother and young sister were born in Tokyo'.

(SM= Subject Marker)

(PM= Place Marker)

The above sentences can be written as *Ani to ane wa Osaka de umareta, Otouto to Imoto wa Tokyo de umareta*. However, the use of the word *umareta* on both clauses is considered excessive, and then for the purpose of ease of delivery of messages *umareta* in the first clause was removed.

Historical ellipsis is a deletion process that occurs in the history of grammar. In other words, historically, the form of words, phrases, and clauses used today is the result of deletion of certain parts of words, phrases, and clauses previously.

(7) **Watashi no no*
 I GM GM
 'My'

(8) **Chichi no no*
 Father GM GM
 'Of my father'

(GM = Genitive Marker)

In modern Japanese grammar, both forms do not used anymore and are regarded as unacceptable expressions. Both forms are actually used and considered as "acceptable" in the past (Kiyose, 1993: 135). In contrast, nowadays those are not acceptable anymore. The current form which is acceptable to use are as follow:

(9) *Watashi no*
 I GM
 'My'

(10) *Chichi no*
 Father GM
 'Of my father'

Meanwhile, according to Poedjosoedarmo (2005: 127-128), the ellipsis is composed of three types. First, the ellipsis of content which includes the removal of large sections of the discourse such as an entire paragraph or sentence. It also includes the removal of the clause, phrase subject, phrase predicate, phrase object, and the information object in a sentence. Second, the ellipsis of grammatical elements. It is associated with forms which marks the end of a phrase; associated with other forms of connective marker clause; with forms preposition marker; with forms of marker particles that modify a noun; with classifiers of a connecting number; with a verbal suffix; with a prefix that identifies a verb as a transitive or intransitive verb; and with derivational affixes. Third, the ellipsis of phonological elements. It includes deletion sounds that are considered unimportant. Elements that can be removed are a single phoneme or one syllable.

***Kedo* in Japanese Syntactic Slot**

Kedo In Japanese syntactic slot serves as one of *setsuzoku joshi* 'connecting particles'(Tanaka, 1992: 56) or the clause-finals conjunctions (Minami, 2002: 106). As the final clause in conjunction syntactic slot

kedo has four meanings. First, *gyakuzoku* : particle liaison between the two clauses whose meaning is contrary between reality and expectations (e.g 11). Second, *heiretsu* : particle liaison between the two clauses whose meaning is parallel (e.g 12). Third, *syujoshi* : particle which marks deletion at the end of an utterance (e.g 13). Fourth, *zenoki* : particle which opens an utterance (e.g 14).

(11) *Konya wa kumotteiru kedo,*
 Tonight SM cloudy though,
ashita wa hareru darou.
 tomorrow SM bright COP.
 'Although cloudy tonight, tomorrow is expected bright'.

(SM = Subject Mark, COP = Copula)

(12) *Undou mo suru kedo, benkyou mo suru.*
 Exercise also do but, study also do
 'I do exercise, but also study'.

(13) *Saki hodo, haraimashita kedo.*
 Earlier pay though
 'I just paid though'.

(14) *Sumimasen kedo, mouchotto*
 Sorry though, a little bit more
seki wo tsumete kudasai.
 seat OM stuff please
 'I am sorry but please stuffed the seats a little bit more'.

(OM= Object Marker)

Ellipsis *Kedo* from the Perspective of Speech Acts

Based on the types of ellipsis described above, the presence of the *kedo* which marks unfinished of an utterance in Japanese is type of *ellipsis of content* and it is kind of *syujoshi*. In other words, the presence of *kedo* at the end of an utterance contains the eliminated intent. This study analyzes this phenomenon by using the approach of speech acts.

Speech acts is fundamental in human communication (Susan and Neu, 1995: 1). Speech acts are classified into direct and indirect (Cutting, 2008: 17). A direct speech acts happens when someone declared a literal sense; where there is a direct relationship between form and function of words are expressed. In contrast, indirect speech acts happens when someone declared a non-literal

sense; where there is no direct relationship between form and function of words are expressed.

Based on the explanation above, *kedo* can be classified as unfinished marks of an utterance in Japanese as indirect speech acts. As illustrated in the following examples, by using *kedo* which marks unfinished of an utterance, Japanese states a non-literal sense which there is no direct relationship between form and function of words which are expressed by them.

(15) Dialogue that occurs between two students (A dan B)

A: *Konya, ishogashi?*

Tonight busy

'Are you busy tonight?'

B: *Betsuni, nanimo.*

Apart nothing

'Nothing apart'.

A: *Konya uchi de paati ga aru kedo*

Tonight house PM party TM there though
'Though there is a party in my house tonight'.

B: *Ikitai kedo*

Want to go but

'I want to go, but'.

(PM= Place Marker, TM= Topic Marker)

In this dialog, there are two *kedo* ellipsis, namely "uchi de Paati ga aru kedo" and "ikitai kedo". Student A actually wants to invite his friend (student B) to attend the party at his house. Actually he wants to say "If you are free, please come to my party". The information about the party that are delivered by student A actually serves as an invitation. It is kind of polite way to invite someone in Japanese. The answer of student B is actually an expression of rejection. Directly he may say that "Sorry, I cannot". But by answering "ikitai kedo" he wants to save the face of the inviter. It is kind of polite way to reject the invitation in Japanese. So, these two ellipsis are kind of indirect speech acts, because of the shape and function of both show no literal relationship.

Both students are understanding each other about the purpose of speech ellipsis opponent which they said, because they both have the context of the situation and the same background; i.e., as the Japanese and Japanese alike. This is in line with the opinion of Nariyama (2003: 20, 26), the factor that enables the ellipsis is shared knowledge and

context (social and cultural owned by the participants in the speech acts).

Both students use a form of *kedo* ellipsis in the speech that conveys no direct speech and disrespectful. According to Hiroko (1994: 232), the ellipsis in a Japanese speech is systematic evidence of indirect speech acts. The effect is to let the listener has a rational assumption which means have same ideas with the speaker. According to Nariyama (2003: 34), the unfinished sentence in an utterance is very common in Japanese conversations. This is a sign of politeness where the direct expression is avoided in order to reduce the demands on the listener. Then according to Watts (2005: 23), in the social and cultural context, be wise requires modification of speech acts in the form of smoothing.

In addition, two students use a form of *kedo* ellipsis in order to save face (negative face concept). In other word, it can save their negative face. Student A can directly deliver his utterance to his friend (student B) to attend a party at his house; but anticipating the possibility of the invitation will be rejected, which in turn it will be embarrassing himself, so he chooses an indirect form of expression. Moreover, students B does not certainly want to embarrass his friend, so he chooses to answer him indirectly. It is the same as the opinion of Tanaka (2004: 15) that in order to save face in communication, the Japanese choose to speak indirectly. Tafarodi et al. (2011: 157) states that in stating something about himself, the Japanese are more likely to use indirect speech acts.

Conclusion

From the whole description above can be concluded that the ellipsis in Japanese, in the form of deletion at the end of the speech marked by *kedo* is an indirect speech acts which represents their characteristic in Japanese society. It is one mechanism or mode of operation speaks in Japanese society in the context of social-cultural situations. It can be also unfinished utterance marked by *kedo* is one of the socio-cultural value in Japanese society about the patterns of indirectly mindset and speech acts.

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THE REFLEXIVE VERB IN GERMAN SENTENCES AND ITS TEACHING

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Abstract

This writing has the purpose of giving an understanding of (1) the form of reflexive verb constructions in German sentences and (2) its function in the sentences.

With the result of a study as basis, it could be concluded that the reflexive verb in German sentences has four form types, namely, (1) the one with influence on only the singular third-person pronoun and with a morphologically specific form, (2) the one with the same difference according to time and mood as a non-reflexive verb, (3) the one with a sentence construction in the form of a passive sentence, and (4) the one like the *Partizip I* verb form used as attribute. These four form types has differences according to the speaker's intention in expressing the content of his speech.

According to function, (1) a reflexive verb may function to express an act directed towards the actor as object and simultaneously as subject doing the act, (2) a reflexive verb may function to imply a desire to be able to reveal something, (3) a reflexive verb may function to pair with an accusative or dative pronoun, (4) a reflexive verb may function to express a reciprocal meaning, and (5) a reflexive verb may function to indicate a passive sentence. It all shows that the reflexive verb in the German language has variety in function for expressing the speaker's various intentions with a semantic-reflexive feature. By understanding the form and function of the reflexive verb, hopefully learners of German as a foreign language would find it easier to learn.

Keywords: form and function of the reflexive verb in the German language

1. Introduction

The reflexive verb is the verb used to express the speaker's various intentions which has a semantic-reflexive feature. In *Kamus Besar Bahasa Indonesia* (KBBI), a large monolingual dictionary of the Indonesian language, it is mentioned that the reflexive verb is the verb used together with the reflexive pronoun. The reflexive verb is closely related to the subject. The relation between the subject and its verb could cause the appearance of the reflexive pronoun, which is so closely related to the subject that it could not be replaced by any other type of pronoun. It could be seen in the example of the reflexive verb construction in the following sentence in German.

Ich wasche mich (accusative)
'I wash my own face'

The reflexive verb in the sentence is *sich waschen* 'wash'. The relation between the verb *sich waschen* and the subject is quite close because it could cause the appearance of the accusative object *mich* 'me'. The object *mich* in the sentence comes from the subject *ich* 'I'. The difference is that *ich* occupies the subject position while *mich* occupies the accusative object position. When the subject of that sentence is replaced with *er* 'dia', the accusative object would become *sich* as in the following sentence.

Er wäscht sich 'He washes his own face'.

A verb is a reflexive verb in expressing the action of the subject when it has the influence causing the appearance of the reflexive pronoun as the accusative object. To clarify our understanding

of the reflexive verb in a German sentence, we cite below an example of such a sentence from Lingolia (2015) as follows.

- (1) *sich ärgern*: Ich ärgerte mich über meinen Fehler (reflexive).
'angry' 'I am angry with myself because of my mistake'
- (2) *jemanden ärgern*: Er ärgert gern seine Schwester (not reflexive).
'angry with someone' 'He is often angry with his little sister'

The verb in the sentence in data (1) above is a reflexive verb because it has the element associated with the close relation between the subject and the object due to the verb used. The close relation meant here is the one between the subject *ich* 'I' and the object personal pronoun *mich* 'me' resulting from the use of the verb *ärgern* 'be angry'. The use of the verb *ärgern* could mean a reflexive act towards oneself as expressed in the sentence *Ich ärgerte mich* 'I am angry with myself'. The anger is not directed towards anyone else; it is directed towards oneself. Thus the verb could be called a reflexive verb because its use in that sentence expresses that the act made by the person functioning as the subject is directed towards the same person, who is represented with the lingual construction in the form of an accusative object.

The case is different with the sentence in data (2), *Er ärgert gern seine Schwester* 'He is often angry with his little sister'. This sentence is not one using a reflexive verb. The verb in the sentence is not one representing an act that could be categorized reflexive towards one as the actor and simultaneously also the one subjected to the act. The consequence of the subject's act does not befall the subject but the object, who, in this case, is someone else. In the sentence *Er ärgert gern seine Schwester* 'He is often angry with his little sister', the one subjected to the act is not *Er* 'dia' but *seine Schwester* 'his little sister' while the one doing the act is *Er* 'dia'. Thus, the verb used in that sentence is not considered a reflexive verb because the effect of the act does not reflect back on oneself (the actor); the act is directed to someone else, namely, *seine Schwester* 'his little sister'. When the person subjected to the act is also the actor of the act, the sentence has a reflexive

construction; a sentence like *Er ärgert gern sich* 'He is often angry with himself' is such a sentence. To know whether a sentence has a reflexive construction or not, the method used is to examine the lingual form of the verb in the sentence. The relation between the subject and the object in a sentence is also important to examine. The reason is that the subject's act could cause the accusative object to be affected by the act. On the basis of such a relation, the verb could sometimes be categorized as reflexive verb. In other words, when the relation between the subject and the object in a sentence results from the subject's act which turns back upon oneself, the sentence could be said to have a reflexive construction. When the effect of the act does not land upon the subject himself as the actor but, instead, on someone else, the sentence is not one with a reflexive construction.

The reflexive verb *sich ableiten* 'flow, originate' which is used to express the speaker's intention or idea in the form of a passive sentence and an active sentence would undergo change in grammatical construction, as in the following sentences (Helbig/Buscha, 2005: 195).

- (3) *Sein Familienname wird von einem Ortsnamen abgeleitet*. (passive sentence)
'His family name originates in the name of a place'.
- (4) *Sein Familienname leitet sich von einem Ortsnamen ab*. (active sentence)
'His family name originates in the name of a place'.

Sentence (3) is a passive sentence. It is indicated by the presence of an auxiliary verb followed by a participle verb at the end of the sentence (*wird+abgeleitet*). The word *sich*, which is one of the reflexive characteristics in a sentence would vanish. As for sentence (4), it is an active sentence because there is no auxiliary verb and participle verb construction (*wird+abgeleitet*) in it. The verb in the sentence (4) is a reflexive verb with a *trennbar* 'separated' verb form, namely, *leitet+ab*. When used in a sentence, the prefix *ab-* of the reflexive verb *sich ableiten* would occupy the end position.

Based on the above discussion, a problem arising is how difficult it is to understand the use of the reflexive verb in the German language as a foreign language. Learners of German as a foreign

language could misunderstand the context of a conversation using the reflexive verb. It is caused by the use of the same verb *sich ärgern* ‘angry, annoyed’ which, in a way, could have two different kinds of meaning, at one time being reflexive and at another time not being reflexive, as in sentences (1) and (2) above. When the learner of German as a foreign language does not master the forms of the reflexive verb, it could cause the occurrence of misunderstanding. The content of the speech delivered by the speaker to another might not be understood as well as it should. It would cause a gap in the communication.

Therefore, a problem arising in this writing could be formulated as follows.

1. What are the forms of the reflexive verb construction in German sentences like?

2. What is their function in German sentences?

And, in relation with it, the objective of this writing is to provide an understanding of (1) the forms of the reflexive verb construction in German sentences and (2) their function in German sentences.

2. Theoretical Review

Concepts concerning the reflexive verb have been put under considerable discussion by linguists such as Helbig/Buscha (2005: 186), who says that in the German language there are more than one form of reflexive verb. It is stated that (1) the reflexive verb has a specific morphological form when used together with the third-person pronoun. It is caused by the occurrence of change resulting from difference in case and number in relation with the third- person pronoun. The first- and second-person pronouns also undergo change in form in result of difference in case and number. In addition, (2) the reflexive verb would also undergo the same morphosyntactic change due to difference in time and mood as the non-reflexive verb. This applies on sentences with the present perfect tense (or *perfekt*) and those with the past perfect tense (or *plusquamperfekt*), which always use the auxiliary verb *haben*, instead of the auxiliary verb *sein*, as well as those with the infinitive (or *infinitif*) which use that auxiliary verb; (3) the reflexive verb could be formed in the passive sentence; and (4) the reflexive verb could appear in participle form as attribute.

Further, Helbig/Buscha (2005) states that the reflexive verb influences the formal construction of the reflexive pronoun in the object position used together with the subject as its form of reference in a sentence. This form of reflexive verb could be one with reciprocal meaning. One form of reciprocal meaning is reciprocal tantum as in the sentence:

Er hat sich mit seinen Eltern überworfen
‘He has avoided his parents’.

Reciprocal tantum is also related to the form of the accusative and dative objects. When the reflexive verb is paired with the accusative object, its lexical construction is *sich in etwas auskennen* ‘intimate in nature with someone/something’, *sich um etwas bewerben* ‘put forth something’, *sich für etwas eignen* ‘fitting/suitable for something’, or *sich zu etwas entschließen* ‘decide on something’. As for the reflexive verb paired with the dative object, its lexical construction is *sich etwas anmaßen* ‘consider the same as something’, *sich etwas ausbedingen* ‘establish something’, *sich etwas ausbitten* ‘request something’, or *sich etwas einbilden* ‘imagine something’.

There is also what is called the reciprocal variety verb, as in the sentence:

Die Geschwister vertragen sich
‘Those brothers of his understand/agree with each other’

Other lexical items referring to reciprocal variety verbs pairing with personal pronouns of the accusative form as stated by Helbig/Buscha (2005) are *sich über jemanden/etwas ärgern* ‘hate someone/something’, *sich in etwas aufhalten* ‘cancel something’, and *sich um jemanden bemühen* ‘take trouble for someone else’. As for the reciprocal variety verbs pairing with dative objects are *sich von jemandem abheben* ‘...?’, *sich an jemandem vergehen* ‘do wrong to someone’, and *sich in jemandem täuschen* ‘deceive someone’.

Dreyer-Schmitt (2012: 60) says that in many languages, including in German, there are no clearly fixed rules about the use of reflexive or non-reflexive verbs in a sentence. When learners of German want to learn it, they must learn to relate the use of the reflexive verb in a sentence to its corresponding reflexive pronoun. The reflexive

pronoun is related to the prepositional object just as it is to the accusative and dative objects. Wermke, et al. (2009: 271) say that the reflexive pronoun is related to the preposition phrase in a simple sentence or in a clause.

Reflexive verbs, according to Kind & Kamien (2014), are of two kinds, namely, pure reflexive verbs and derived reflexive verbs. A pure reflexive verb is a verb which is followed by a reflexive pronoun while the reflexive verb which is derived or impure in nature is a verb which is not followed by a reflexive pronoun. The cause is that the indicator of being reflexive in the pronoun because of the reflexive verb could vanish. For more ease in understanding this, examples are given in the following sentences.

Das Kind zieht sich an. (reflexive verb)

Die Mutter zieht das Kind an. (non-reflexive verb)

In the first of the two sentences just above, it is indicated that the reflexive pronoun *sich* appears after the reflexive verb and functions as the accusative object. As for the sentence with a non-reflexive verb, it shows the absence of the pronoun *sich* from the sentence. Thus, it could be said that the reflexive verb *sich anziehen* in the first sentence is pure in nature and *sich* appears as reflexive pronoun while the verb in the second sentence is not followed by a reflexive pronoun because it is non-reflexive in nature.

On the basis of the theoretical review above, the study of the problem in this writing bases itself on the views expressed by Helbig/Buscha. The basis of the consideration is that Helbig/Buscha presents many forms of the reflexive verb construction. The function of the reflexive verb is also considered easier for learners of German as a foreign language to study and learn and could be found in the course book at the German Language Education Department, Language and Art Faculty, Yogyakarta State University.

3. Form of the Reflexive Verb

3.1 The reflexive verb has specific morphological characteristics in relation with the third person, namely, the reflexive pronoun would change in form because of difference in case and number. For the first and second persons, the change is seen

because of the visible forms of the corresponding pronouns. The change is called the morphosyntactic change in a sentence. To ease understanding, form change in the first, second, and third persons in the subject position and the reflexive pronoun in the object position in German sentences would be presented.

		Accusative	Dative
Sing.	1 st Pers.	ich schäme mich	ich schäme mir
	2 nd Pers.	du schämst dich	du schämst dir
	3 rd Pers.	er schämt sich	er schämt sich

		Accusative	Dative
Plu.	1 st Pers.	wir schämen uns	wir schämen uns
	2 nd Pers.	ihr schämt euch	ihr schämt euch
	3 rd Pers.	sie schämen sich	sie schämen sich

Helbig/Buscha (2005: 186)

The change in person from the first person *ich* 'I' to the second person *du* 'you' to the third person *er* 'he' causes the change in form of the reflexive pronoun from *mich* 'me' to *dich* 'you' to *sich* 'him'.

3.2 The same as the non-reflexive verb, the reflexive verb also undergoes form change due to difference in time and mood. Sentences using the present and past perfect tenses (or *perfekt* and *plusquamperfekt*) as well as those using what is called *infinitif II* always use the auxiliary verb *haben* instead of *sein*.

	Indicative	Conjunctive
<i>Präs.</i>	<i>ich erhole mich</i>	<i>ich erhole mich</i>
<i>Prät.</i>	<i>ich erholte mich</i>	<i>ich erholte mich</i>
<i>Perfekt</i>	<i>ich habe mich erholt</i>	<i>ich habe mich erholt</i>

In indicative and conjunctive sentences, reflexive verbs are the same in matters of form as non-reflexive verbs. It means that there is no change in

grammatical form just because of the use of the reflexive verb. However, in the perfect sentence, the auxiliary verb *haben* is used.

3.3 Reflexive verbs that could be used in passive sentences, which are sentences generally using the pattern *sein+Partizip II*, are not followed by the reflexive pronoun in such sentences. In other sentences, usually the reflexive verb is followed by the reflexive pronoun in the object position. However, when a reflexive verb is used in a passive sentence, the reflexive pronoun would vanish. This is seen in the following presentation (Helbig/Buscha, 2005: 187).

	Indicative	Conjunctive
<i>Präs.</i>	<i>ich bin erholt</i>	<i>ich sei erholt</i>
<i>Prät.</i>	<i>ich war erholt</i>	<i>ich wäre erholt</i>
<i>Perfekt</i>	<i>ich bin erholt gewesen</i>	<i>ich sei erholt gewesen</i>

3.4 There are verb forms called *Partizip I* and *Partizip II*. *Partizip I* of a reflexive verb could change into an attribute but with its *Partizip II* the change is different. When *Partizip II* of a reflexive verb undergoes the change, its reflexive indicator would vanish because *Partizip II* is also the verb form used in passive sentences, in which the reflexive verb is not followed by the reflexive pronoun. It could be seen in the following presentation.

<i>Partizip I</i>	
<i>der sich verspätende Zug</i>	<i>der sich nähernde Zug</i>
<i>der sich beeilende Junge</i>	<i>die sich vertrauende Frau</i>

<i>Partizip II</i>	
<i>der verspätete Zug</i>	<i>der genäherte Zug</i>
<i>der beeilte Junge</i>	<i>die vertraute Frau</i>

4. Function of the Reflexive Verb

The reflexive verb in German sentences has functions that could be used to express a speaker's ideas to a fellow speaker and have implications on pronoun use. The

expression of an idea by using a reflexive verb would have an influence on the reflexive pronoun in both the accusative and dative object positions. It is caused by its use of what becomes the subject. A study on how the reflexive verb has five functions in sentences is as follows.

4.1 The reflexive verb functions to express an intention which has a reflexive meaning, in the sense that the act done by the subject of the verb *mengenai* the actor himself and makes him the object of the verb also. It could be seen in the following sentence (Helbig/Buscha, 2005: 189).

sich waschen (reflexive verb)
Er wäscht sich (*Identität*)
jemanden waschen (non-reflexive verb)
Sie wäscht ihn (*Nichtidentität*)

The first sentence shows the function of the reflexive verb of expressing an act directed towards the actor himself. The actor in this case is the subject *Er* 'he'. It means that the pronoun *sich* 'him' in the first sentence functions as accusative pronoun, which indicates an influence from the subject *er* 'he'. The verb in the second sentence is non-reflexive because there is no indication of a change caused by influence from the subject. The pronoun *ihn* 'her' is not because of the subject *sie* 'she' but from the object form *jemanden* 'her'.

4.2 Some reflexive verbs function specifically because they imply a desired revelation of something, as seen in the following sentences (Helbig/Buscha, 2005: 190).

Er erkundigt sich nach dem Weg
 'He asks about a road/place'.
Ich kann mir keine Zahlen merken
 'I cannot remember numbers easily'.

With the first and second sentences above as basis, the function of reflexive

verbs is clearly to be a reflexive grammatical form without undergoing form change. The difference is that in the first sentence the reflexive pronoun occupies the accusative object position while in the second sentence the reflexive pronoun occupies the dative object position. The function of the reflexive verb in this sentence is to reveal an intention or idea which is reflexive in nature because it is for the actor of the act expressed by the verb himself.

- 4.3 The reflexive verb in the sentences below could make the sentence paired with each other. The verb functions reciprocally in a way. The reciprocal sentences are as follows.

sich informieren 'give information'
(reflexive verb)

Er hat sich informiert 'He has given information'

Peter hat sich informiert 'Peter has given information'

Karin hat sich informiert 'Karin has given information'

Peter hat Karin informiert 'Peter has given information to Karin'

Karin hat Peter informiert 'Karin has given information to Peter'

The function of this reflexive verb is to express mutually giving information. When the subject is a singular third person, its function is to express that someone has given information. When the sentence mentions names, its function is to express that some people give information to each other. The mention of names would exert influence on the reflexive use in the sentence in the form of the disappearance of the word *sich* so that the sentence becomes *Karin hat Peter informiert*.

- 4.4 The reflexive verb could also function to express something that need not be mentioned together with the reflexive

pronoun. The sentence revealing this function is one of the following (Helbig/Buscah, 2005: 195).

Der Hausschlüssel hat sich wieder gefunden.

'The house key has been recovered'.

Der Hausschlüssel ist wieder gefunden worden.

'The house key has been recovered'.

In the first sentence, the reflexive verb appears grammatically. The reflexive verb is *sich wiederfinden* 'recovered'. In the second sentence, the reflexive verb does not grammatically appear. It is caused by the grammatical form of being a passive sentence. Actually the meaning contained in that sentence is that of a reflexive verb, however.

- 4.5 To begin with, here the situation involving the reflexive verb and the passive sentence is again reviewed. The following are two sentences related to the reflexive verb in German (Helbig/Buscha, 2005: 196-197).

Das Mädchen ist verliebt (Zustandreflexiv)

'The girl falls in love'

Das Mädchen hat sich verliebt.

'The girl has fallen in love'

The first sentence is *Zustandreflexiv* in nature. It causes the disappearance of the word *sich* from the sentence. The verb in that sentence is *sich verlieben* 'love each other'. In the second sentence, the word *sich* appears because the sentence is a perfect sentence. The appearance and disappearance of the word *sich* depends on the form of the sentence. When the sentence is passive, the word *sich* would vanish. The same condition is found in the following sentence.

Der Brief ist geschrieben (Zustandspassiv)

'The letter has been written'

Der Brief ist geschrieben worden

'The letter is written'

The two sentences above belong to two different kinds. The first one is of the *Zustandspassiv* kind and the second one is of the *Vorgangspassiv* kind. *Zustandspassiv* has the sense of *in the condition of being* while *Vorgangspassiv* has the sense of *is being*. Thus, the first sentence has the function of expressing something that has been accomplished while the second sentence has the function of expressing something in the process of happening.

In the sentence **Der Brief hat sich geschrieben*, there is a reflexive verb. However, the sentence does not have a reflexive meaning and is ungrammatical. Unlike that, the sentence

Peter hat den Brief geschrieben

'Peter has written the letter' has a reflexive meaning and is grammatical though the word *sich* is not present in the sentence. The word *sich* could vanish from a perfect or passive sentence. A sentence could have a double function, as, first, a *Zustandreflexiv* one and, second, a *Zustandspassiv* one. The two reflexive functions in one sentence is as in the following sentence.

Das Kind ist gewaschen

'The child has bathed'.

5. Conclusion

On the basis of the study conducted, it could be concluded that the reflexive verb in German sentences has four forms, namely, (1) the one having influence on only the singular third-person pronoun, which has a morphologically specific form, (2) the one having the same forms depending on time and mood as the non-reflexive verb, (3) the one having a formal construction in passive sentences, and (4) the one in the *Partizip I* verb form as attribute. These four forms of the reflexive verb have different formations and meanings depending on the speaker's intention in expressing the content of his utterances.

As for its functions, (1) a reflexive verb may function to express an act directed towards the actor himself as the object though he is also the subject doing the act, (2) a reflexive verb may function to imply a desire to be able to reveal something, (3) a reflexive verb may function to pair with an accusative or dative pronoun in a sentence, (4) a reflexive verb may function to express a reciprocal sense, and (5) a reflexive verb may function to express a passive sentence. It all indicates that the reflexive verb in the German language has a variety of functions used to express the speaker's various intentions with a semantic-reflexive feature.

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TEACHING GRAMMAR MEANINGFULLY THROUGH COMMUNICATIVE LANGUAGE TEACHING

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Abstract

This paper is aimed to explore a better way to teach grammar in English as a foreign language to the students. Ways of teaching grammar have been discussed for many times. However, in fact, there are still two problems about grammar teaching that commonly happen in teaching and learning processes. First, in some places, grammar is taught traditionally. In this case, the teaching and learning processes are form-focused in which the teachers and the students pay attention mainly to the forms of the grammar yet overlook the meaning of the grammar in contextual use. It will risk the students to produce meaningless utterances. Second, grammar is not taught to students at all. It will render the students unaware of English rules which actually exist and should be obeyed because grammar is absolutely important. Grammar is in fact a means of communicating meaning. By comparing some expert's theories, it can be drawn that communicative language teaching is one of the best ways to teach grammar meaningfully. By using the communicative approach, grammar should be taught implicitly so that the students learn the grammar through context and then the grammar is taught explicitly to confirm what the students have learned in the implicit teaching stage. By combining implicit and explicit teaching of grammar in communicative approach, students are expected to be able to understand the grammar contextually and to use the grammar in real-life communication naturally.

Key words: *grammar, problems in teaching grammar, Communicative Language Teaching*

1. Introduction

Grammar which is commonly known as a set of rules has become a so popular topic to discuss in English Learning and Teaching (ELT) to this day, especially in English as a Second Language (ESL) as well as in English as a Foreign Language (EFL) teaching. Ways of teaching grammar have been discussed for many times. Many experts proposed ways to enable the grammar teaching can be held effectively and efficiently. Those views of grammar teaching go with the wind with the most recent view of languages which later will be discussed in point 2.

In fact, there are still two problems about grammar teaching that commonly happen in teaching and learning processes. First, in some places, grammar is taught traditionally. In this case, the teaching and learning process is in the form-focused instructions in which the teachers and the students pay attention mainly to the forms of the grammar or is usually called as form focus instruction. Here, the meaning of

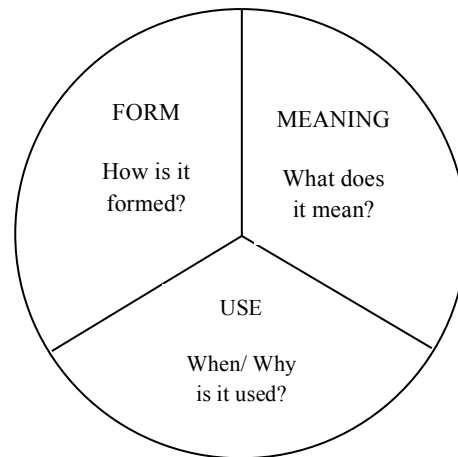
the grammar in contextual use is overlooked. Traditional grammar actually helps the learners to comprehend the way a sentence is structured as long as it is sufficient. Too much focus on traditional grammar will risk the students to produce meaningless utterances as well as they will not be communicative. In Indonesia, some teachers prefer to teach grammar this way because it is what will be tested in the exam, so that it is like a vicious circle to teach grammar this way. Second, grammar is not taught to students at all. It will render the students unaware of English rules which actually exist and should be obeyed because grammar is absolutely important. Further explanation of the importance of grammar and its teaching will be discussed in point 3. Therefore, communicative language teaching is valued as the best way to teach grammar so that it will meet what students' need to learn these days to be able to be communicative.

Communicative language teaching leads students to be able to speak fluently, accurately, and appropriately in their daily

lives. It emphasizes mainly on the authenticity of utterances which will be really meaningful in students' daily life. Further discussion about CLT and grammar will be in point 5 and 6. Thus this chapter will briefly discuss the overview of grammar. After that the traditional grammar will be looked closely to know what is being taught there. Subsequently the importance of grammar will be discussed so that its teaching is necessarily needed. After that the communicative language teaching will be touched upon and finally the way it is taught

2. The Overview of Grammar

Grammar used to be viewed as the form of language. This view is usually called as formal grammar or traditional grammar. It concerned with the forms themselves and with how they operate within the overall system of grammar. This primarily focuses on the syntax and morphology of the language. The discussion of traditional grammar will be discussed further in the later point. In contrast to this, Murcia (2001) stated that equating grammar with form and the teaching of grammar with the teaching of explicit linguistic rules concerning form are unduly limiting. She later declared that grammar is about much more than form. Other than focusing on the form of language only, she stated that grammar covers three aspects i.e. the form or structure of the language, the meaning or semantics of the language and the use of the language. She pointed out that those three dimensions are not hierarchically arranged as many traditional characterizations of language strata. She illustrated the three dimensions of grammar in this following pie chart.



In a far more relax way, in another book, Murcia and Hilles (1988) defined the term grammar as the rules of language owned by the native speakers of a certain language. She stated that there is no language which exists independently outside its native speakers. Thus, grammar is not something created outside the native speakers' brain. Native speakers may not be able to articulate what grammar is, but they should know which expression is grammatical and which one is not. A native speaker must recognize that the sentence "He does not want to eat rice." is grammatical and that the sentence "He do not want to eat rice." is not grammatically correct even though this sentence is still able to be understood. The point here is that some grammatically wrong sentence or expression might be tolerated and understood but some others might be confusing. One example of a grammatically wrong expression which is confusing is an expression produced by a student of EFL class: "I am exciting to go to the US for travelling." At that time, there was a native speaker of English as well and she was confused of what the student said. In other words, grammar is the language rule that speakers both native speakers of the language and learners of the language have to have in order to communicate effectively. This point will be discussed further in the importance of grammar teaching.

3. The Importance of Teaching Grammar

Grammar is indeed something important to be taught in the classroom. It seems that without grammar, clear communication is nearly impossible. In other words, grammar keeps the language users from being misunderstanding while expressing their

thoughts and ideas. In relation to this, Thornbury (1999) emphasized that there are at least seven arguments supporting the importance of teaching grammars. Those are the sentence-machine argument, the fine-tuning argument, the fossilization argument, the advance-organizer argument, the discrete-item argument, the rules of law argument, and finally the learner-expectation argument.

First, it is the sentence-machine argument. According to this view, grammar is a description of the regularities in a language and knowledge of these regularities provides the learners with the means to generate a potentially enormous number of original sentences. In other words, grammar is a kind of sentence-making machine. It follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity.

Second, the fine-tuning argument argued that while it is possible to get a lot of communicative mileage out of simply stringing words and phrases together, there comes a point where 'Me Tarzan, you Jane'- type language fails to deliver, both in terms of intelligibility and in terms of appropriacy. This is just like the example provided in the overview of grammar when an EFL student said, "I am exciting to go to the US for travelling" which then made a native speaker of English puzzled. Other possible examples are "Last Monday night I was boring in my house.", "Five years ago I would want to go to India but in that time, anybody of my friends didn't want to go." The teaching of grammar is then argued to sever against the kind of ambiguity represented in those examples.

The third one would be the fossilization argument. While it is possible for highly motivated learners with a special aptitude for language to have an excellent level of language proficiency without taking any formal instruction, there are also learners who might be in a high risk of language fossilization. Thornbury (1999) stated that research suggested that learners who receive no instruction seem to be at risk of fossilizing sooner than those who do. Of course, this does

not mean that learners should learn grammar explicitly like what formal grammar suggested. Other than that, an idea will be declared at the end of this writing.

Fourth, it is the advance-organizer argument. In relation to this argument, Schmidt (in Thornbury, 1999: 16), declared that noticing is a prerequisite for acquisition. When learners have learned the grammar of a certain language, they will likely be able to notice the language phenomena that might have gone unnoticed, and this ability will then influence the acquisition of the language. It had acted as a kind of advance organizer for the later acquisition of the language.

Fifth, the discrete item argument argued that tidying a language up and organizing it into neat categories i.e discrete points, grammarians make language digestible.

Sixth, according to the rule-of—law argument, grammar lends itself to a view of teaching and learning known as transmission. A transmission view sees the role of education as the transfer of a body knowledge from those that have the knowledge to those that do not.

The last but not least, the learner expectation argument argued that many learners come to language classes with a fixed expectation that after joining the class they will be able to produce language correctly and appropriately.

All of these then lead the language classroom to see that grammar really is an important aspect to be taught in order for the students to be able to communicate effectively.

4. Traditional Grammar

According to Lyons (1968) traditional grammar is the speculative work of the medieval and the perspective approach of the 18th Century grammarians basically it refer to the Aristotelian orientations towards the nature of language as it is shown in the work of the ancient Greeks and Romans. There are ideas about sentence structure deriving from Aristotle and Plato ideas about the parts of speech deriving from the socio-grammarians. They organize words based on eight different parts of

speech. Robins (1979, 57-58) mentioned the classification of the parts of speech:

1. nomen ,or noun, included words that indicated a substance or assigned a quality to a body or thing;
2. verbum ,or verb, indicated action and had tense (either present, past [imperfect, perfect, plain, and pluperfect], or future) and mood [indicative and subjunctive] but not case;
3. participium ,or participle, derived from verbs and nouns and had tense as well as case;
4. pronomen ,or pronoun, substituted for [proper] nouns;
5. adverbium ,or adverb, functioned as syntactic and semantic sisters to verbs, but not as important;
6. praepositi ,or preposition, appeared before inflected words;
7. interiecti ,or interjection, indicated feelings or state of mind; and
8. coniuncti ,or conjunction, joined syntactically two or more members of any one of the previous word classes.

Besides, traditional grammar is identical with a self-contained syntactical unit. It is traditionally divided into two parts, subject and predicate. The subject of a sentence represents the person or thing about which a statement is being made. The predicate contains all parts of the sentence other than the subject. It can contain several elements, but the only essential one is a finite verb. Other possible elements are: objects, complements, and adverbial elements.

Traditional grammar is criticized by a great many of modern linguists, especially the linguists of structural approach for certain reasons. The term is often used with clear unsupportive connotations reflecting the overtly prescriptive orientation of the school textbooks. The grammar is also criticized for its lack of a scientific approach for language study; i.e. it based largely on intuition about grammatical meaning rather than an overall theory or model of grammar. Also, the grammar is criticized for being atomistic and limited in scope.

Analyzing the weaknesses of the traditional grammar John (1968) Lyons states, "The traditional grammarian tended to assume, not only that the written language was more fundamental than the spoken, but also that a

particular form of the written, namely the literary language, written and spoken; and that it was his task, as a grammarian, to preserve this form of language from corruption. In this way traditional grammar is informal, unscientific, contradictory, inexplicit, prescriptive, uneconomical, and unmethodical. It lacks scientific accuracy, objectivity, and precision. It ignores the contemporary uses and all the varieties of languages.

What happen in some schools in Indonesia is that they reflects the description which are mentioned by the Thornburry in the six teacher 'confessions'. Here are the rules the teachers broke:

1. They explained about grammar and drilled it—and the students still made mistakes, so they explained and drilled it again.
2. They taught the present continuous using an authentic sentences.
3. They presented the rules of adverb order, and then they did some exercises in the book.
4. They something students already knew because it was stated in the book.
5. They gave students some sentences in different tenses and asked them to work out the difference. Then they did some sentence gap-fill exercises.
6. They spent 40 minutes for the presentations and ten minutes for the role play.

The other phenomena beyond those six confessions is that some teachers teach grammar because they will use it for doing tests. This kind of teaching way led the students just to learn grammar superficially and it was not meaningful for them. They thought that grammar is a set of rules that they have to remember because it will be tested later on in the examination. Therefore, students' commonly did not like grammar. Hence, some strategics must be taken to change students' mindset that actually grammar is really practical instead of theoretical.

5. Communicative Language Teaching (CLT)

Throughout the history of the world, the goal of most naturally occurring or out-of-school language learning has always been the development of useful communication skills to meet needs of immediate or long-term social

interaction. Many approaches have been adopted in language teaching in order to make the learners really master the communication skill. One of the current-trend approach that is mostly used nowadays is communicative language teaching (CLT) which is also known as communicative approach. This approach is the movement away from traditional method that has been discussed in the previous point.

According to Richards and Schmidt (2010), communicative language teaching, also known as communicative approach, is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities. The communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

In communicative language teaching, the classroom activities move from the traditional lesson format in which the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role plays, group work activities and project work.

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree

of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

6. Grammar Teaching in CLT

As mentioned before, many teachers have been on dilemma whether they should teach grammar to students or not. If it should be taught, how the teaching is supposed to be? In order to answer to this dilemma, a way of teaching grammar is proposed, that is teaching grammar implicitly and then continued by teaching grammar explicitly in a cycle of a teaching and learning process.

With regard to this case, implicit teaching means that the grammar is taught covertly so that the learners learn grammar unconsciously. An example of an implicit means of promoting student noticing is the use of some sort of input enhancement (Sharwood Smith (in Schmitt, 2010: 30). It might take the form of 'input flooding', that is, increasing the number of times that students encounter the target structure in particular text. Another possibility for enhancing the input is for the teacher to modify the text features in some fashion, such as bold facing the target structures to make them more salient to students.

Teaching grammar implicitly naturally has the same idea as teaching grammar with communicative approach in which, as mentioned by Brown (2007), appropriate grammar-focusing techniques are embedded in meaningful, communicative contexts. They also contribute positively to communicative goals as well as promote accuracy within fluent, communicative language. Besides, they do not overwhelm students with linguistic terminology and they are as lively and intrinsically motivating as possible.

To make the lesson meaningful, the teacher must involve the students in the learning process. In this case, the teacher can present the material based on the students' interest or experiences which should be presented communicatively to gain communicative goal. It can be about music,

sport, interesting places, pop singer, and so on. The text can be a description, narration, report, announcement, etc. The language in the text should be considered as well, for the lack of familiarity or knowledge with features of the theme can seriously inhibit their understanding. It is extremely important to make sure that the language is not too difficult or too easy for them. If the language level is higher than the students' language ability, they will focus more on searching and guessing the meaning of the words they do not know. As the result, the communicative goal of the learning cannot be gained. If the language is too easy, they will get less knowledge of new vocabularies and sentence structure so that they cannot reach their potential ability.

In relation to the meaningful learning, Harmer (1998) has explained that there are three elements which make language learning successful. The first element is engage. This is the point where teachers try to arouse students interest by involving students emotions. Engagement involves both behaviors (e.g. persistence, effort, attention) and emotions (e.g. enthusiasm, interest, pride in success). Those involving are examples of mental behavior. Attention to mental behavior is important because only genuine cognitive engagement will result in learning (National Research Council, 2004, p. 31). Thus, as explained earlier clearly, involving students in learning process will make the lesson meaningful. Students will learn better than when they are partly or wholly disengaged. To engage the students, teachers can use some medias (e.g., games, music, pictures, stories, anecdotes) or conduct role plays, discussions, and so on. In addition, teachers can involve the students by asking some question about the students experience, interest, or their opinion about the material that is being explained. The second element is study. This is the point in which teachers focus on language information and the construction. Teachers may teach students with various learning style. Because of that, the teachers should choose an appropriate method that can cover the whole students who has different way in learning. It can be any method but the most important thing is that the focus is on the language itself. The last element is activate which describes a process in which the students exercise and practice the language communicatively and freely. To practice freely, the teachers should give little or no restriction

to students so that they will not be afraid of making mistakes when they practice their language. This is a kind of rehearsal before entering the real world. Teachers can activate their students through role-plays (train the students' speaking skill), advertisement design (practice their writing skill in choosing the right words to attract the reader), debates, discussions (practice their speaking skill by involving critical thinking), story writing, etc.

It is important to build their intrinsic motivation in learning English. The teacher can explicitly tell the rewards. The teacher can tell and show them that English is now spoken by more than 750 million people around the world. It also has official status in at least 70 countries. Learning English become important because of many reasons. Approximately, fifty percent of the world books are published in English. English is also the language for science, technology and international business. More than half of all scientific and technical journals are written in English. Many world's great schools and universities in are available in USA, England and Australia, which are the country where English has its official status as the first language. If someone wants to continue her/him school in one of those countries, mastering English is greatly important since their first language is English, the books they used are absolutely written in English. English is also the language of sports and entertainment. For example, it is the official language of both Olympics and Grammy Awards. By telling them such things and give continuous motivation, the students will be aware of the importance of learning English.

Although not all would agree, the teachers cannot be satisfied merely by promoting the students' noticing to the grammar implicitly. It is because not many students can really realize that they have learned some rule. As a matter of fact, students ability to comprehend knowledge/information — moreover it is implicit — are varied, depending on their level of language proficiency. There are students who can grasp information fast and there are who are slow.

In relation to that case, teaching grammar explicitly should be considered important. Explicit teaching means teaching grammar directly. To some degree, it is the same as teaching grammar traditionally. However, it does not mean that teachers teach grammar theoretically starting from the very

beginning of the lesson. Instead, teachers teach grammar explicitly after teaching it implicitly. In other words, this part of teaching will be performed at the end of the lesson by summarizing what the students have learned. Teaching grammar explicitly at this stage is important because it plays the role for confirmation to students. The teachers should make sure that the students get the right information and knowledge about the grammar that are already presented implicitly in the implicit teaching. Besides, this stage of teaching is also important to make the students more aware of the existence of the rules so they can use the rules in communication and maintain their accuracy in language production.

7. Conclusion

By comparing some expert's theories, it can be drawn that communicative language teaching is one of the best ways to teach grammar meaningfully. By using the communicative approach, grammar should be taught implicitly so that the students learn the grammar through context and then the grammar is taught explicitly to confirm what the students have learned in the implicit teaching stage. By combining implicit and explicit teaching of grammar in communicative approach, students are expected to be able to understand the

grammar contextually and to use the grammar in real-life communication naturally.

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