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Conference Paper

Glocal Initiatives in Fostering Collaboration in Pedagogical Transformation: Lessons From Universiti Teknologi Mara, Malaysia

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Abstract

Researchers have long propagated self-directed, lifelong learning as a way forward in grooming human capital. Language learning must transcend beyond the traditional classroom, which uses chalk and talk methods with a heavy reliance on textbooks, towards more flexible, learner-centered methods. The challenge of a lack of suitable teaching materials that are accessible for students outside the classroom can be overcome by using authentic reading materials available online and offline. The COVID-19 pandemic has pushed the digital learning agenda and has changed the way educators think and execute their teaching and assessment. It has certainly changed the way they work, live and communicate in their professional and personal lives. This paper addresses the challenges faced by English as a second language educators teaching during the pandemic and how pedagogical transformations can be done. Using developmental action research, this paper presents The Reader's Digest story by tracing the history of academic-industry collaborations to enable transformation in teaching and learning through innovations at the tertiary level.

Keywords: teaching second language, reading beyond classrooms, academic-industry collaborations, teaching innovations, developmental action research

1. Addressing local and global challenges in teaching English as a second language

Researchers have long propagated self-directed, lifelong learning as a way forward in grooming human capital. The COVID-19 Pandemic has pushed the digital learning agenda into making language learners to be more autonomous and resourceful. It has certainly changed the way educators work, live and communicate in their professional and personal lives. The major shifts on how industries adapt to the "new normal" and professionals change the way teaching and learning are conducted.

Thus, the role of universities in continuing the teaching and learning must include educating the graduates to have adequate capabilities in meeting uncertain future challenges. Educators has no choice but to adopt it while teaching remotely. The pandemic has disrupted more than 300 million students worldwide but with the right tools and knowledge, the teaching and learning shall continue from anytime and anywhere.

Asynchronous teaching and learning have been practiced in Universiti Teknologi MARA (UiTM) with Massive Open Online Courses (MOOC). MOOC allows access to infinite number of participants, inexhaustible interaction and a variety of learning materials. MOOC platform also provides introductory courses from some of our expert academics to help the learners acquire new knowledge and skills for their personal development and enlightenment.

2. Challenges in teaching critical reading and creative writing

Educator and learners of English as a second, or in Indonesia and other ASEAN countries, a foreign language, are finding teaching and learning critical reading as challenging to educators. The challenge to teach students at all levels, from primary to tertiary is even greater in the digital era where students would rather spend time online and on gadgets than flipping magazines to read (Hopper, 2005). Reading and writing have been seen as solitary, boring and individualized among ESL learners.

Language learning must transcend beyond the four-walls of language laboratories and classrooms and not just relying on chalk and talk as well as textbooks. One of the challenges is lack of suitable teaching materials that are accessible for students outside the classroom. These authentic reading materials offer a variety of reading materials to be adapted to learners' needs.

As a receptive skill, reading is fundamental in developing other language skills namely writing, listening and speaking. Therefore, students must be good in reading in order to be successful in their academic pursuit. The heavy dependence on textbooks has stifled students' creativity and critical thinking, making reading and writing even more uninteresting. Engaging students in reading a textbook outside the classroom or doing writing activities would be next to impossible as students prefer to do other activities than reading. However, reading a textbook outside the classroom would be next to impossible. It is also important to create a reading program that involves active participation in a fun environment.

Acculturating reading for pleasure would combat social exclusion and raise educational standards (Department of Education, UK). Reading for pleasure offers resources that are unavailable in an education setting (Muchow, 2015). Heavy dependence on the reading textbook makes students struggle to understand the English language textbooks and they might find the textbooks irrelevant, uninteresting, and culturally unfamiliar (Nordin and Eng, 2017). Stoffelsma, & Spooren (2017) proposed using education research design in studying the issues, problems and possibilities in an intervention program in improving academic reading proficiency.

3. Pedagogical transformation -- The Reader's Digest story

Reader's Digest was formerly based in Chappaqua, New York, and now has its headquarters in New York City. The magazine was founded in 1922, by DeWitt Wallace and Lila Bell Wallace. For many years, Reader's Digest was the best-selling consumer magazine in the United States. According to Mediamark Research (2006), it reaches more readers with household incomes of $100,000+ than other magazines such as Fortune, The Wall Street Journal, Business Week and Inc. combined.

The global editions of Reader's Digest reach an additional 40 million people in more than 70 countries, with 49 editions in 21 languages. It has a global circulation of 10.5 million, making it the largest circulation magazine in the world. It is also published in Braille, digital, audio, and a version in large type called Reader's Digest Large Print. The magazine is compact, with its pages roughly half the size of most American magazines. Therefore, in the summer of 2005, the U.S. edition adopted the slogan: "America in your pocket." In January 2008, it was changed to "Life well shared." In South East Asia, it is available only in Singapore, Malaysia, and Phillipines. Reader's Digest Indonesia was published by PT Sarana Media Internasional since 2004 until October 2015.

Reader's Digest magazines offer solutions to educators to organize outdoor reading activities which are flexible, adaptable, cost and timesaving. Students need to keep up with what is going around the world and having a current magazine that they can afford to buy would encourage reading beyond the classroom. Reader's Digest magazine was introduced to Diploma and Degree students in UiTM Kelantan in 2003. The developmental research method (Richey & Klein, 2005) is used to in **planning** (framing the problem and identifying the participants and limitations of the innovative way of teaching beyond the classrooms), **creating the module** (using needs assessment in developing the outdoor critical reading and creative writing module) and **designing**

Figure 1: Reader's Digest Indonesia (2004-2015)

a generic module that can be adapted according to different levels of students. It was chosen because the magazine, as an authentic reading material also pictures and graphics and offer students a natural source of language use (Vavla, 2009).

The articles in newspapers and magazines offer current issues in various genres, making them as excellent choices as they are easily available and inexpensive for university students (Al Nafisah and Al-Shorman, 2011). Secondary school students' motivation for reading would be highly influenced by teachers than family as found by Ulper (2011) that students' loyalty towards their primary and secondary school teachers correlates positively to their motivation to read.

The experimental research in UiTM Kelantan, Malaysia revealed that students' performance in English language learning improved with the use of RD magazines and worksheets in the classrooms (Wan Mustapha, Abd. Muin and Wan Hassan, 2005). Reader's Digest magazines as supplementary materials in the classrooms for three months. Apart from an increased motivation and positive attitudes towards reading outside the classrooms, students in the experimental groups reported to have increased their scores in the reading exam from 2.3% in the pre-test to 14% in posttest for those who scored 41-45 marks.

In 2016, Academy of Language Studies, UiTM Negeri Sembilan, Seremban Campus and Reader's Digest Asia Pacific co-organize "Critical Reading and Writing Workshop with Reader's Digest". The workshop on Reader's Digest were attended by UiTM Degree students, secondary school students, teachers and district education officers in Negeri Sembilan. It was a good start to raise awareness on outdoor based reading activity and using authentic materials beyond the ESL classrooms. The aim of the workshop was to share ways Reader's Digest can be incorporated into lessons inside and outside the
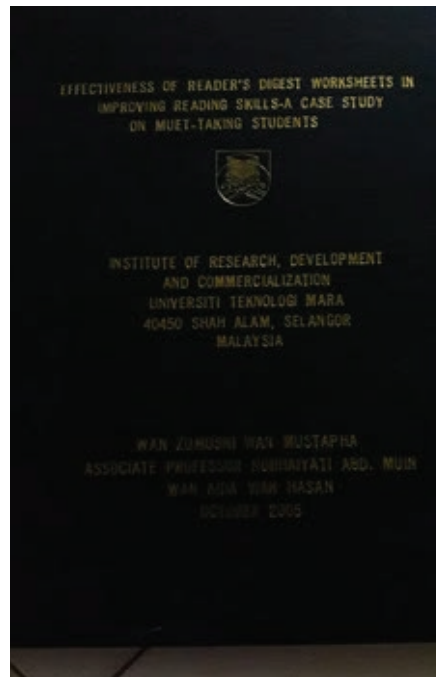
Figure 2: Reader's Digest research report

classroom. This is towards fostering a love for reading and guiding students to practice reading independently outside the classroom.

During the workshop, a questionnaire was distributed to the participants namely, the lecturers and students. Findings from this survey revealed that 98% of the participants have read Reader's Digest magazines; 59% was introduced at their respective schools or universities, 33.3% by family and 7.1% by friends. 55% of the teachers and district education officer believed that RD magazines would help their students to improve vocabulary and writing skills. However, alarmingly only 20% would use them as teaching materials in their classrooms.

From being a supplementary reading material, Academy of Language Studies, UiTM Negeri Sembilan included Reader's Digest in one of the activities during Language Week. *Explorace*, the most popular activity among the students involved students working outdoor in groups to work on critical reading and creative writing task. The two and a half hour outdoor activities were conducted in a fun, interactive and engaging way using Reader's Digest magazines. Students ran from the first check point to the last check point in their respective groups. At each check point, they did some tasks on critical reading and creative writing. At the end of the activity, the teams are judged not only on the completion of task but also on the teamwork, speed and creativity and the best team won a prize.
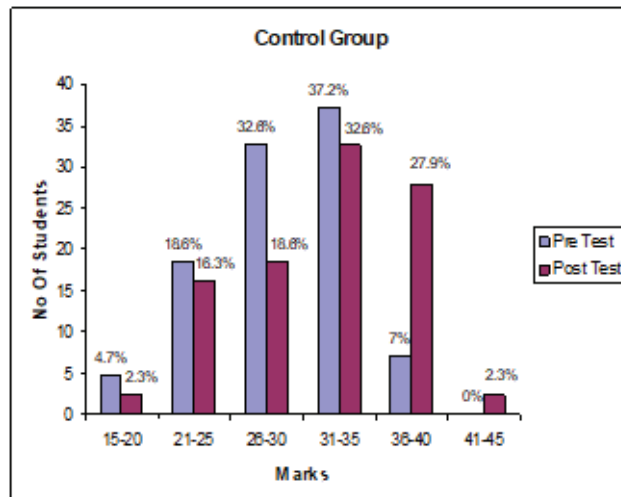
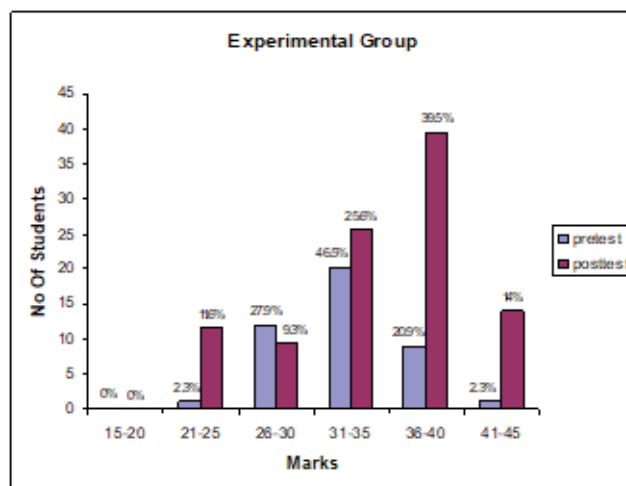**Figure** 3: Pre and post test results for the control group

Figure 4: Pre and post test results for the experimental group

Figure 5: Explorace at UiTM Seremban

The Reader's Digest Reading Program using digital worksheets has been implemented since 2003 in UiTM but CReW RD was an extension of the classroom activity to

take reading outside the classrooms. There are many critical reading and creative writing activities that can be done to allow students to learn vocabulary, sentence construction and paragraph writing. CReW RD demonstrates that learning can be active and fun through reading and writing using authentic reading materials such as a magazine.

Although Reader's Digest magazines and worksheets have been used as supplementary materials since 2003, CReW RD 1/2016 started as a workshop for teachers and students in knowledge sharing with community. Following the success of CReW RD 1/2016, CReW RD 2/2016 was conducted, and CReW RD Kit was showcased during Academy of Language Studies Language Week for Degree students. CReW RD 2/2016 was conducted in an outdoor amazing race format with ten teams of degree students.
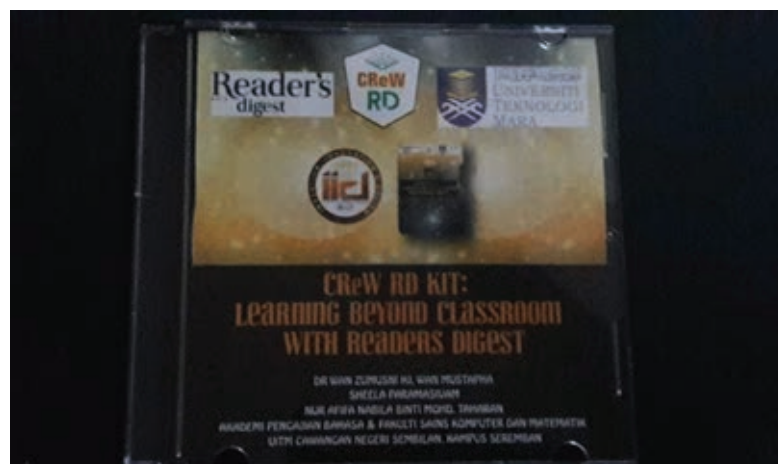

Figure 6: CReW RD KIT CD

The kit contains complete guide for the teachers, as the organizer of CReW RD in their respective schools to organize the outdoor program. The kit which contains some modules were designed to conduct reading and writing activities using Reader's Digest magazine beyond the classroom. Reader's Digest Asia Pacific sponsored the magazines to be used for each CReW RD. When the school later decided to subscribe the magazines for the students, Express Subscription Sdn. Bhd. Supplies the magazines at 33% discount with free worksheets and postage.

The module was tested and refined at several secondary schools in Malaysia. The schools are located in rural and urban areas, including boarding schools. Students who participated in the "Critical and Creative Reading and Writing using Reader's Digest program" or CReW RD are in Form 1, 2, 4 and 6 ranging from 100 to more than 300 participants in each program. After CReW RD Module is tested, the module is compiled in a book.

In another activity in UiTM Seremban, during the Week Without Walls (WWW), students were encouraged to post on their social media accounts such as Instagram

Figure 7: CReW RD at schools

to share their reading activities with captions. Such activity can be done during the pandemic where students share their reading activities at home or outdoor, whenever possible, tag their friends and put an interesting caption. The most important and exciting part is to share their joy for reading with their parents and the parents also happen to be avid readers of the magazines!

4. Innovations in language teaching and learning

CReW RD addresses the challenges faced by educators in organizing activities that incorporates reading, writing, drawing and other soft skills such as leadership and collaborative learning. Materials and activities can be adapted according to the needs of their institution and the levels of the target group. CReW RD explores the use of Reader's Digest magazines outside the classrooms in an enjoyable manner. Building from an experiential research among UiTM students (Wan Zumusni, Norhaiyati and Wan Aida, 2005), CReW RD incorporates various elements such as team building, collaborative
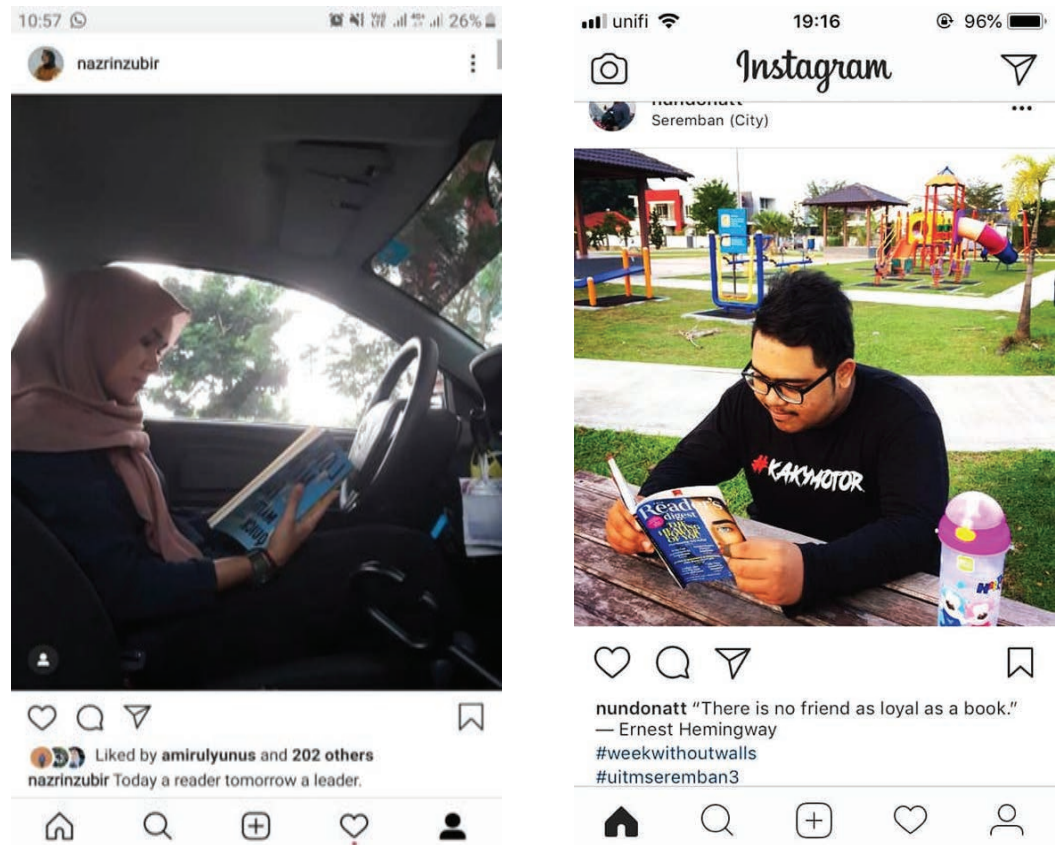
Figure 8: Students share their reading activities on their social media

Figure 9: Students share their reading activities with their mothers

learning and problem-based learning while boosting their vocabulary, critical thinking and creative writing skills. The researchers also applied for copyright of CReW RD and has developed an indoor board game. CReW RD has also won gold and silver awards in several international innovation, invention and design competitions.

Figure 10: CReW Boardgame

Figure 11: CReW gold and silver awards

Innovation in teaching and learning is achieved by introducing or implementing a new method or tool to enhance the process of teaching and learning. It can be in the form of a major or minor change in the course content, a new method or approach in teaching, a new activity carried out, and a new form of instructional materials developed and used such as video, film, software, online program, or an assessment procedure introduced in the course (HEA, 2014).
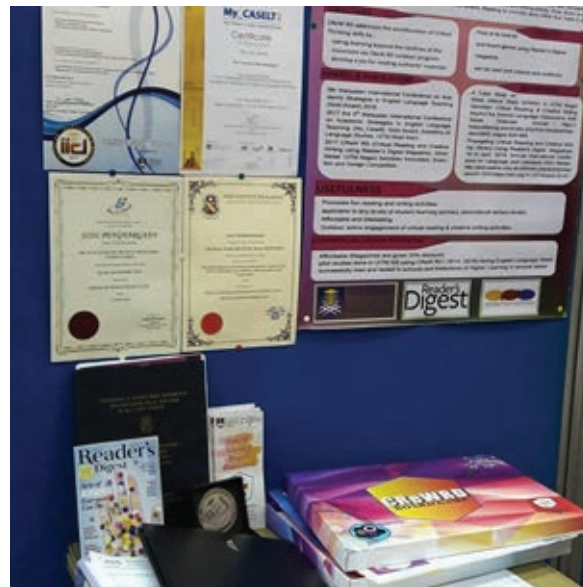
Figure 12: CReW in international innovation, invention and design competitions

5. Discussion

CReW RD promotes learning beyond classroom and enhances students' creativity, leadership skills, communication skills and soft skills while doing the activities. It caters to the total physical, mental and emotional responses of language learners towards second or foreign language learning. Students learn critical academic reading as a subject in the classroom but having Reader's Digest magazines to be read outside the classroom and participate in the outdoor CReW RD allows them to learn more than just critical academic reading and vocabulary. At the same time, it does not put additional burden to teachers if they know how to integrate RD magazines into their classroom as an alternative or another resource for medium to high proficiency students.

When the students buy the Reader's Digest magazines, their motivation to read beyond the classroom would improve as the ownership attainment enforces reading outside the classroom (Reading Evidence on Reading for Pleasure, 2012). Therefore, teachers can motivate students to read beyond the classrooms in a fun, engaging and motivating reading program to cultivate a reading culture at schools and higher education institutions to prepare students not only to do well in examinations but in their soft skills. Reading and writing are no longer viewed as solitary, boring and individualized activities among ESL learners.

6. Conclusion

The collaborations with Reader's Digest Asia Pacific, an international company and Express Subscriptions Sdn. Bhd. show the trust and acknowledgment for the efforts done at the university and school level. From an inspiring family magazine, Reader's Digest has been used inside and outside the English language classrooms in urban and rural schools and universities. The effectiveness was tested using an experimental research and a module was developed. It was later turned into a board game with a copyright. On a final note, I would like to share a social experiment I did during Eid Adha in a kampong in Kelantan. While waiting for the food to be served, I put RD magazine on the house veranda. A boy picked it up and began to read it. Look at his expressions. He was later joined by his brother and another guest. It shows how accessibility to reading materials can be a historical moment for a child. You can give a caption to each photo.

Acknowledgements

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Racial Identity Choice and its Consequences: A Study on Elizabeth Alexander's Race

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Abstract

Race, as people understand it, is something that you were born with. One was born with specific physical features that by social construction, define one's race. What if a person was born with physical features that enable him to choose whether to embrace the race defined by blood or the one defined by social construction? And are there any consequences of the choices made? This research studies the choice made by mulatto to pass as white and the consequences following the decision. The focus of the study is a poem written by Elizabeth Alexander entitled *Race* (2001). To answer the abovementioned questions, the poem is analyzed using a new historical approach. The approach enables the researcher to understand the historical background of and the author's perspective on racial passing depicted in the poem and its relation to the reality of racial passing in American society. The results show that there are external and internal factors that make it possible for an individual to pass as a member of a different race from what he was. The external factors include the biological taxonomy that identifies him as belonging to a dominant race and the social construction that classifies people based on their physical features. The internal factor is the passer's belief that by assuming a new racial identity, he will be able to lead a better life and be relieved from the oppression of the dominant race. Despite the privilege and opportunity that the new racial status can offer, racial passing can also bring some disadvantages such as the loss of the sense of belonging to the old racial identity, the feeling of insecurity, and the possibility of being disowned by one's family.

Keywords: racial passing, mulatto, biological taxonomy, Race, Elizabeth Alexander

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1. Introduction

When Barrack Obama was elected president for the first time, a lot of American colored people, particularly the African Americans, were overwhelmed with a surge of euphoria. They were having a high expectation that his political ascendancy would be a beacon of hope with the power of ending the racial discrimination they have been suffering since the outset of American slavery in the 17th century. Some of them even promoted

a discourse dubbed *postracialism*, which became popular at the beginning of its intro-duction to the public sphere. Post-racial view assumes that the United States has finally succeeded in freeing itself from discrimination, prejudice, and racial bias (Paccher, 2012). In the course of time, however, the assumption remains a mere assumption, without any evidence that race-based issues have been completely gone from American life. The fact that Obama was the president of the U.S.A. did not end racial profiling, prejudice, discrimination, and segregation, and not even the two terms of his presidency could wipe out those discriminatory practices.

Indeed, the above mentioned Obama's political ascendency can be considered an epitome of the fulfillment of American Dream, which is supposedly not unattainable for all Americans, regardless of race and ethnicity. However, it is also an example of how America can be perceived as the land of paradox wherein the ideal culture it claims to value and the real culture it practices are often contradictory. In reality, despite the fact that people of African-American descent can secure the highest ruling position in the country, judgemental attitudes related to skin color in American society can still be frequently found in everyday social interaction. For African Americans, this condition has become a driving force for many of their decisions and actions in their lives. Many of them do not feel comfortable in their own skin. They can be overly self-conscious of their physical characteristics, unsettled by the way they look, confused about their self-identity, or can even decide to define themselves differently. Some of them can pass as someone with different racial identity in an environment where they are categorized based solely on their physical appearance and the social construction established by the majority. This kind of case is known as racial passing, which was a particularly widespread occurrence during Harlem Renaissance (Brown, 2006: 218). Historically, racial passing describes a situation in which an African American with relatively light skin because of his multiracial descent, e.g. mulatto, is identified or passes as white and thus has a chance of experiencing the privilege generally enjoyed by white people that is otherwise inaccessible for him if he is identified as an African American.

The questions to explore in this context are: (1) What does it take for an American to experience a racial passing? and What consequences does the passing have on the individual who pass as member of another race (the passer)? In the present article, these questions are critically addressed from a social perspective that is represented in a poem by Elizabeth Alexander titled "Race." For this purpose, the poem is examined as a literary response to the social issues related to racial passing in America. It is closely read in a new historical framework that allows the poem to be regarded as one

among many discourses through which racial passing phenomenon in American history is foregrounded and perceived.

> Lois Tyson describes that
>
> For new historicism, the literary text and the historical situation from which it emerged are equally important because text (the literary work) and context (the historical conditions that produced it) are mutually constitutive: they create each other. Like the dynamic interplay between individual identity and society, literary texts shape and are shaped by their historical contexts. (2006: 291–292)

Alexander's "Race" is structured as a poem with a story about race-related experiences, and in the aforesaid theoretical context, the poem offers a specific interpretation of—or a case representation of—racial passing. Accordingly, the analysis of "Race" in the present study is essentially an analysis of its text as an individual's way—i.e. the poet's way—of seeing the subject in question. Her perspective on it reflects how the American sociohistorical background of racial passing has shaped her literary expression of it and how her poem enriches the discourses related to racial passing experiences in American society.

2. Literature Review

2.1. Racial Identity Based on Biological Taxonomy

For a long time, people categorize human beings into different races by their physical characteristics. Scientifically, according to Peter Isaax Rose (1997: 9), the method is called biological taxonomy. It obverses physical features such as skin color, head shape, nose shapes (low or high nose bridge), eye shapes (small or big eyes), hair textures, and body hair distribution. The focus of discussion here is physical features that characterize two races, namely White and Black (in American cultural context). As explained by Rose, an individual is classified as White if he, for instance, has the following physical features: white- or pale- or fair-skin, blonde or brunette hair, wavy or straight hair, blue or green eyes, and Grecian or Roman or bulbous nose. He is classified as Black if he has dark or brown or dark brown skin, curly or kinky-curly hair, brown eyes, big nose, and big lips. Because these features are easily noticeable, they are often used to group people into White and Black race categories.

While commonplace, the effective use of the grouping method mentioned above requires that the members of each race category are able to maintain their "racial

purity" in their bloodline and thus avoid multiracial marriages in order that their physical racial characteristics remain intact through generations. However, in reality, interracial marriage among white and black Americans is not uncommon. Consequently, the number of people with mixed-race ancestry, whose physical features no longer fully typify one particular race group, is increasing. Biological taxonomy for different races is getting less clear-cut as marriage between mixed-race individuals is increasing. Therefore, it will not be surprising if there will be much more people with multiracial backgrounds whose physical characteristics show substantial differences from those of their ancestors.

Throughout American history, marriages between white and black has occurred since the era of slavery. Four centuries later, some Americans of African descent have certain physical features that make them difficult to be categorized as Black. However, there is also a *'one drop-rule'* (https://www.jstor.org/stable/20027957/ 2 November 2019, pk 0:22) in the US. It is a social and legal principle in racial classification that any presence of black in one's ancestry is sufficient to identify him as Black American. As expected, this rule is conflicting with the racial classification by physical features because in reality, there are people with multiracial ancestry that don't show clearly recognizable characteristics of particular race. How would they be categorized? What if they choose not to abide by the social construction that the majority relies on in identifying one's racial membership? What if they want to decide for themselves which racial group they belong to and refuse to comply with one drop rule?

3. Discussion

Indeed, some Americans who have black in their ancestry can enjoy the privilege of choosing a particular race to associate themselves with because of their Caucasian-like looks. This kind of case is illustrated in Elizabeth Alexander's poem, *Race*, through a character called Great-Uncle Paul. He is described as a mixed-race man who has Black ancestry but his appearance is characteristically White according to the prevailing biological racial taxonomy. In line 5 to 6, the speaker of the poem says, "*just as pale-skinned, as straight-haired, as blue-eyed as Paul*" The implication is that he can pass as White and therefore has a chance to disregard his black ancestry to claim himself as White. Accordingly, if Paul choses to be White, he uses what Belluscio (1968: 1) calls racial passing—crossing boundaries that generally separate the dominant culture, race, or ethnic from the marginal one—to his advantage. Paul's ability to experience

such passing reflects the ambiguity of race as a socially constructed concept and the untenability of one drop rule in American social system.

For his family and his friends who are well acquainted with his background, Paul is Black, just like them. However, over the course of time, he builds a self-identity that is different from what they have expected. Paul's decision to identify himself as White is inconceivable and too disagreeable for most of his relatives. The persona of the poem, who seems to be a great niece of Paul, represents this resentment.

Sometimes I think about Great-Uncle Paul who left Tuskegee,

Alabama to become a forester in Oregon and in so doing

became fundamentally white for the rest of his life,

(Alexander lines 1-4)

The lines above suggest a disapproving undertone from the great-niece who wants to question her great-uncle's decision to pass as White. Her phrase "*fundamentally white*" indicates a fact that Great-Uncle Paul has truly assumed a new identity as a white man and let go of his old identity as a black man. Leaving Tuskgee can have two meanings. The first one is that Paul left his cultural background as Black Americans since Tuskegee is often perceived as an important historical site for African Americans that has witnessed their growth and survival in the US. In Tuskegee there is an educational institution that was established specifically for black Americans by Booker T. Washington in 1881. Its mission is to train Blacks to develop skills in farming, mechanics, and other practical skills as an effort to empower them to fight for their civil rights as American citizens.

The second one is that Paul had graduated from Tuskegee Institution, and with his title in forestry he started his career as a forester. Paul moved to Oregon to become a forester and at the same time changed his racial identity from Black to White for good. It is interesting that although the USA had freed slaves and abolished slavery since the Proclamation of Emancipation, some decades afterwards in the 1930s, Paul felt the importance of changing his racial identity.

Unlike other state legislatures in the US, Oregon Legislative Assembly first enacted anti-black policies and Black-poll Tax in 1862. In Oregon, the Whites were prohibited from marrying the Blacks and other people from minority racial groups. Any citizen who was found engaging in interracial marriage or taking part in its ceremony was compelled to pay certain amount of fine in addition to a jail sentence. During 1930s, property ownership in Oregon was limited to white people. Americans from minority

racial groups were deprived of such access. This unfortunate condition became an external driving force for Paul to take on his new identity as a White man besides the social construction of racial identity based on biological taxonomy and his wish to have a better life.

Paul's racial identity choice led him to other choices he made in the course of his life. His choices reflect the opportunities available for him for looking White and living like white people. As he lived among white society, he was obliged to follow white culture, values, and norms and developed his sense of belonging to this dominant racial group. Paul's successful passing was followed by his success in securing a career as forester which was at that time a job only white people could have. To prove his whiteness, Paul even complied with the white-marrying-white rule that was prevalent in the US in the early 20th century and thus married a white woman. With all these paths he took to assimilate into white culture, he had become *fundamentally white for the rest of his life.* Not only had he crossed the borderline between Black and White's physical characteristics, he had also adopted and practiced traditions that typically belong to white people.

Paul's racial passing represents the fact that one can use the social construction that groups people's races by a biological taxonomy to defy one drop rule and choose to change his racial identity. Assuming a new racial identity based on physical appearance (biological "racial" taxonomy) leads to the need of adopting the social values and the cultural tradition of the racial group associated with the new identity. When an individual has internalized the values and the traditions of the race he passes as and lives by them in his daily life, he has affirmed his membership in that racial group.

3.1. Consequences of Choosing a Racial Identity for Passers

Contrary to Paul, none of his siblings wanted to change their racial identity although like Paul, their looks allow them to pass as white: "*The siblings in Harlem each morning ensured, no one confused them for anything other than what they were, black*" (Alexander lines 9-10). Instead of a doubt, the words *ensured* and *confused* suggest an emphasis on their racial membership, which is Black. Their blackness is a professed identity and meant to be their lifetime racial membership despite their Caucasian physical features that should have been categorized as White according to biological "racial" taxonomy. Lines 9 to 10 in "Race" narrates that they chose to be defined as Black Americans, upheld the norms and values that Black people believe in, and married

colored man/women. In one sense, their decision to stay members of African American society is in line with one drop rule.

Paul's siblings had a chance to pass as White, but they didn't use it to define themselves as White. In so doing, they allowed themselves to remain living among African Americans without the need of making code-switching all the time. For them, their racial status was not ambiguous, and thus their allegiance to African American social and cultural traditions came naturally to them besides the fact that they were people who were born and raised in those traditions.

Consequently, the different racial identities that Paul and his siblings adopted have certainly put them in two different extremes: Black and White. As he and his siblings went their separate ways, they lived by different values, norms, and sociocultural traditions. Accordingly, their behaviors and interpersonal relationships were governed by different sets of value systems. By implication, a racial gap had been created in the family. An issue that is associated with racial difference is, in Du Bois' words, described as "the problem of the color line" (1986: 359).

In American history, skin color-related problems were one of major concerns through-out the 20th century, but their prolonged implications and social dynamics continue to draw much attention up to the present time. The Emancipation Proclamation by Abraham Lincoln on 1 January 1863 was followed by waves of Black people's migration from South to North. The largest ones occurred from 1890 to 1914, and this period is widely known as The Great Migration. Ex-slaves migration created an unusual opportunity for mulattos to pass as white in that they could move to a place where no one knew them and assume a new identity as white people without any resistance from their social environment because of their Caucasian-like skin and features. Paul in Alexander's "Race" exemplifies this social phenomenon. He moved from Tuskegee to Oregon and changed his racial identity from Black to White. The Great Migration and interracial marriage contributed to the complexity of the issues related to skin color and racial identification in the US. Racial identification that focuses on physical features requires people to behave according to the racial status applied to them by the society because of their appearance. In other words, they are expected to comply with the values, norms and traditions of the given racial group and build their sense of belonging to it.

The lines in "Race" illustrate the aforementioned complexity, particularly the kind that most likely affects the passer and his/her family. In Paul case, on the one side, being White helped him to fit in to the mainstream society in Oregon since the white community perceived him as one of them, he was a white forester, and he married a

white woman. On the other side, in his relationship with his siblings, he has to go back and forth between his two identities.

The 13th line of the poem, which says, "*When Paul came East alone he was as they were, their brother,*" suggests that when Paul was with his siblings, from whom he couldn't hide his family history, he was back to the way he had been, part of a black community. Not only did he share physical characteristics with them, he grew up in the same sociocultural system—values, norms, and traditions—as them, the one that had been passed down from generation to generation. They knew full well who they were and how to maintain their sense of racial belonging. However, they faced a different situation when Paul took his wife to visit them. Paul switched to his white identity, which was his personal choice, and asked his siblings to act like they were on the same racial and cultural background as him as a white family, which was not who they were.

Paul wanted their siblings to see him and his wife but without their spouses coming with them. They refused to do so. This refusal signifies their disapproval of Paul's passing. What Paul did is essentially ask his siblings to make a temporary racial passing, which was met with refusal. They chose not to see Paul and his wife than to see the couple without their respective spouses. For Black people, family is their most immediate social unit and most important support system in which woman as a mother and wife is the central figure whose basic role is to unite the whole members of the family. To have a family gathering without the spouses will be disrespect for the values, norms, and tradition they believe in.

Paul's request for the exclusion of his siblings' colored spouses in the family gathering during his visit connotes at least two issues. First, it indicates that Paul didn't feel fully secure about his decision to pass as white. He felt the need to take a precaution to protect his new identity. Second, he perceived himself as fundamentally white in most aspects of his life that he felt that the presence of his colored in-laws is a flaw for his ideal image of family's whiteness. So, they must be out of sight. Of course for his siblings, Paul's request was too preposterous to even think about. It deserves to be turned down outright.

> *The one time Great-Uncle Paul brought his wife to New York*
>
> *he asked his siblings not to bring their spouses,*
>
> *and that is where the story ends: ivory siblings who would not*
>
> *see their brother without their telltale spouses.* (Alexander lines 22-25)

Interracial conflict in Paul's family represents the reality of racial tensions in American society in the early 20th century. During the Civil War (1861–1865), racism under slavery

was the reason for war between the North, which was against slavery, and the South, which was pro slavery. Into the first half of the 20th century, as what "Race" portrays, racism in interpersonal context can be the reason of gap and conflict between family members.

4. Conclusion

Classifying humans into different races based only on physical characteristics is increasingly harder to rely on. The main cause is clearly the growing number of children born from multiracial families with mixed-race appearance. Marriages between black and white, for example, produce mulattos whose skin is lighter than their black parent. Marriages between mulatto and white may produce children with white characteristics. An individual that is identified as white according to a biological taxonomy because his looks fits the white category can pass as white in the community and have an opportunity to choose between two racial identities to live by, including the values, norms, and traditions that come with the choice.

From the discussion of Alexander's "Race" in this article, it is apparent that the poem suggests that there are external and internal factors that contribute to a black's decision to pass and assume new racial identity as white. The external factors include the passer's Caucasian physical features and the prevailing social construction that allow biological "racial" taxonomy to categorize him as white. The internal factor is the passer's wish to break away from the limitations in more aspects of his life and improve his opportunity to live better than the way he was in his old identity. He expects that with his membership in the new race, he can enjoy the same rights and opportunities as the members of the race. Much as the new identity gives the passer benefits, it doesn't come without consequences. In certain racially complex situations, it may cause insecurity to the passer. It may also cost him his sense of belonging to his old racial identity and his good relationship with his family.

Through the poem, Elizabeth Alexander captures the personal and interpersonal aspects of the complex implications of racial passing and racial inequality in American society through a passer character named Great-Uncle Paul. Paul case reflects the social and historical background of such phenomenon in 1930s and, at the same time, presents a way of construing it in a network of cultural discourses that define it.

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Conference Paper

Phonological Analysis of English Vowel Pronunciation

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Abstract

This phonological analysis investigated the English vowel sounds as the central phenomena represented by letters descriptively and qualitatively. It was supported by the theories proposed by Finegan, Hayes, Kreidler, Skandera & Burleigh, Roach and Yule. The method of data collection was observational by identifying the English articulation. The articulatory phonetic identity method was used to analyze the data with competence in differentiating. The Oxford Advanced Learner's Dictionary was used as a standard form of British pronunciation (Received Pronunciation) to compare the sounds produced and differentiate the English alphabet letters. Some patterns of English vowel pronunciation were found, i.e. <r> positioned as a close syllable lengthens [ɑ:, ɔ:, ɜ:] and produces schwa, and does so similarly in diphthong. Double semivowels do not perform triphthong. The letters i, u, w and y produce triphthong when they are combined with vowels.

Keywords: phonology, Received Pronunciation, vowels

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1. Introduction

The ability to speak is synonymous with knowing the language since the speaking is the most basic means of communication (Celce-Murcia, 2001). The elements of oral communication including pronunciation, grammar, vocabulary, fluency, and comprehension are the most important basic of speaking (Ambalegin et al., 2017). While involving conversation, every language has its own way to pronounce in order to have the message easily. Poor pronunciation could make the meaning conveyed different and cause errors. Good pronunciation might support the good communication, and good communication brings the good quality of a language. However, the sound of phoneme is not the same throughout languages. A sound might be a phoneme in a language but might not be so in another language (Ambalegin & Arianto, 2020). In some languages, there is a same relationship between spelling and pronunciation, and there is the same number of phonemes used in the language as there are letters in the alphabet (Kelly,

2004, p. 7). It is known as a phonetic language due to a one-to-one relationship between spelling and pronunciation. In Indonesian, every letter in the alphabet represents one sound and each letter would be a phonetic symbol and each sound has its appropriate symbol. The only the letter e has fortis *e* and lenis *e*. For example, the letters *b,u,k*, and *u* form the word *buku* (book). The word *buku* is pronounced as the letters of the alphabet as /bʊkʊ/. The letter *e* is pronounced in the word *bebek* as /b**eb**e k/. The letter sound in the alphabet is as the same as in the word when is pronounced. In other words, Indonesian has consistent sound while pronouncing, for example, the letter u is pronounced as /ʊ/ and does not change at any place, and so do the other letters.

Some linguistic developments, along with the advent of technology through the internet, a higher demand of global position of English for native and non-native speakers serves a wider scope of communication (Porras-Piorac, 2019). Since English could not be separated from the technology, English has been plodding along to the other languages. On behalf of the development of technology, English interferes Indonesian. Undeniably, English has been welcomed as an additional language by Indonesian native speakers. According to Kachruvian Circle related to the use of English in communication, there are three circles; inner, outer, and expanding circle (Kilickaya, 2009), and Indonesia is circled in expanding circle (non-dependent) where English is learnt as EFL (Crystal, 2003). As a foreign language, English is also much closer to the people as they can see, read, and listen because English is a global language with reference to the roles and users of English worldwide (Low, 2015). However, English is everywhere, and it is familiar in Indonesia. English is said anywhere nowadays in the society. Unfortunately, there was some English mispronunciation indicated in society. Some of the mispronunciation made were influenced by the L1 because all non-English native speakers bring their mother tongue-like accent to the English pronunciation (Ambalegin & Suryani, 2018)

The phenomena of English mispronunciation occur in society. Ambalegin & Arianto (2019, p. 107) captured some English mispronunciation such *invite, examine, paste, entrepreneur, mild, paradise, online, mouse, finger, support,* and *orchid* were pronounced as /ɪnfɪt/, /eksəmaɪn/, /pʌste/, /enterprenər/, /mɪl/, /pʌrʌdɪs/, /ɒnlen/, /mɒs/, / fɪnʤer /, /sʊpɒrt/, and /ɒrCɪt/. Seidlhofer (as cited in Carter & Nunan, 2001, p. 61) formulated that the errors of non-English native speakers' English pronunciation from different language backgrounds made are systematic and not accidental. Moreover, people just learn new words, but they do not want to learn how to say it correctly. In fact, English is learnt in formal schools since lower high school level. Then, teaching pronunciation is the most fundamentally important for the EFL learners (Ambalegin & Hulu, 2019). The ability of speaking English embodies the correctness of pronunciation

and intonation and directly affects the intelligible communication in conversation (Zhang & Yin, 2009). But many English teachers do not count on it, then many teaching materials still do not make clear, finally pronunciation is just one tiny piece of the whole course credits (Ambalegin & Hulu, 2019).

The alphabet is universal. There are enough symbols so that every sound in every human language could be represented. The alphabet is unambiguous. Every sound would have one symbol, and every symbol one sound (Fasold & Connor-Linton, 2006). There are 5 vowel and 21 consonant letters when writing, but contrarily, there are 12 vowel sounds, 8 diphthong sounds, 5 triphthong sounds, and 24 consonant sounds when speaking English (Kelly, 2004; Kreidler, 1993; Roach, 2012). English pronunciation does not have a fixed pattern. Ladefoged, (2006) stated that most of the sound symbols are the same letter used in spelling in the English words, but there are a few different. English shows the inconsistency of pronunciation (Ambalegin & Arianto, 2019). Pronunciation book for EFL learners showed only the phonetic symbols but does not show the appearance of a sound in different letters. It is very important to know how one sound exists in different letters. Thus, this study investigated the appearance of vowel sounds in different letter by grouping some letter into one single vowel sound. Learning to pronounce a language is a very complex task and, as with any other complex learning tasks, the learning process can be facilitated if the task is structured in some way and if the learners aware of what is involved (Kenworthy, 1987).

2. Literature Review

Human speech is like the playing of a wind instrument. Different speech sounds, in any language, are made by moving a column of air through part of the upper body and creating various kinds of vibration and noise as the air moves. Different kinds of speech sounds, different manners of articulating, are different ways of manipulating the air stream. It is recognized six kinds of speech sounds: vowels, glides, nasals, liquids, fricatives, and stops (Bauer, 2012; Kreidler, 2004).

In the production, or articulation, of a segment the vocal organs have some particular configuration; the lips are rounded or stretched, the tongue is low in the mouth or not, it has a flat surface or not, air is escaping through the mouth or through the nose or not escaping at all, the vocal cords are vibrating or not, etc. Each such position or movement is an articulatory feature. These features always occur in simultaneous bundles; no segment can consist of a single feature (Kreidler, 2004). Segmentally, there

are 12 monophthongs, 8 diphthongs, and 5 triphthongs in British English pronunciation (Low, 2015).

2.1. Pure Vowels

(Kreidler, 2004) defined vowels as;

1. [+ syllabic], capable of carrying stress and pitch

2. [− consonantal], made without impeding the air flow

3. [+ continuant], articulated with air going continuously out from the mouth

4. [+ sonorant], made with regular patterns of vibration

5. [+ voice], produced with vocal cords vibrating

6. [− sibilant], produced with a flat tongue surface.

Vowels or monophthongs have an open vocal tract, in which the tongue does not touch the upper surface of the vocal tract at any particular place and the term place of articulation isn't really appropriate (Katamba, 1989). There is no obstruction to the flow of air as it passes from the larynx to the lips when vowels are produced (Finegan, 2015; Roach, 2012). Vowels differ from consonants in that they do not have "places of articulation," that is, points of major constriction in the vocal tract. Rather, the vocal tract as a whole act as a resonating chamber. Modifying the shape of this chamber using movements of the tongue, jaw, and lips causes different timbres to be imparted to the basic sound produced at the vocal cords (Hayes, 2009).

Skandera & Burleigh (2005) stated that there are 5 long vowels and 7 short vowels; which are /iː/, /uː/, /ɜː/, /ɑː/, /ɔː/ and /ɪ/, /ʊ/, /e/, /ə/, /æ/, /ʌ/, /ɒ/. Vowel which articulated with weak breath force is said as lax vowel and vowel which is produced with more energy is said as tense vowel. Kelly (2004) also stated that based on the characteristics of the articulation, there are three categories vowel sounds; closed vowel sounds (/iː/ /ɪ/ /ʊ/ /uː/), mid vowel sounds (/e/ /ə/ /ɜː/ /ɔː/), and open vowel sounds (/æ/ /ʌ/ /ɑː/ /ɒ/).

2.2. Gliding Vowels

A gliding vowel or diphthong is a sequence of two vowels that functions as a single sound. A diphthong forms just one syllable, whereas a two-vowel sequence forms two (Hayes, 2009). Diphthongs sound consist of a movement or glide from one vowel to

another. There is no obstruction to the flow of air as it passes from the larynx to the lips when diphthong is produced (Roach, 2012). Skandera & Burleigh (2005) divided diphthongs into centering and closing diphthongs. Centering diphthongs move towards schwa /ɪə/, /ʊə/, /eə/, and closing diphthongs move toward a closer vowel /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/.

2.3. Triple Vowels

Triple vowels or triphthongs consist of three sounds; /eɪə/, /aɪə/, /ɔɪə/, /əʊə/, /aʊə/ (Skandera & Burleigh, 2005). Triphthong is a glide from one vowel to another and the to a third, all produced rapidly and without interruption. Triphthong is composed of five closing diphthongs with schwa added; [eɪ+ə], [aɪ+ə], [ɔɪ+ə], [əʊ+ə], [aʊ+ə] (Roach, 2012).

2.4. Previous Studies

Ambalegin & Suryani (2018) presented the study of the influence of mother tongue on English vowel pronunciation of Batak Toba adults in The 1st Annual International Conference on Language and Literature (AICLL) 2018. The study concluded that mother tongue like-accent is able to affect the ability to pronounce foreign language words. The Batak Toba-neses are not able to pronounce a few English vowel sounds. It is caused by the difference of phonological system. Batak Toba-neses are not able to pronounce the English vowel sounds /æ/, /ɜ:/, and /ɔ:/ as these sounds do not exist in Batak Toba language. Mostly Batak Toba language has short vowel sounds. Thus, the adult Batak Toba-neses do not pronounce English words correctly, due to the mother tongue-like accent interference.

Ambalegin & Arianto (2019) discussed the English pronunciation inconsistency in The 2nd Annual International Conference on Language and Literature (AICLL) 2019. This study formulated that (1) one letter can be produced by more than one sound, and one sound can be represented by more than one letter; (2) The same letter of English alphabet does not always produce the same sound; (3) The same sound is not always produced by the same letter of English alphabet; (4) Some letters of English alphabet indicated in words are not produced as sounds; <r, e, gh, c, h, g, t, b, l, s, h, d, k, w, b, lo, g, m, p, u, o, l, z, a>; and (5) The sound is produced where there is no letter of English alphabet; /j, w/.

The previous studies have the same issues as the present study that it is about English pronunciation and the theory use, but the difference is about the problem analyzed.

The present study identified the English sounds represented by the letters and the base-letter-pattern of how the sound produced.

3. Research Method

It is a descriptive qualitative research (Creswell, 2003). The English vowel sounds is the central phenomena being the data (Creswell, 2012). Method of collecting the data was observational method by heard-identifying the English articulation (Sudaryanto, 2015). The method of analyzing the data was articulatory phonetic identity method with competence in differentiating technique (Sudaryanto, 2015). In analyzing the data, the Oxford Advanced Learner's Dictionary as a standard form of British pronunciation (Received Pronunciation) was used to compare the sound produced and differentiate the English Alphabet letters which have the same pronunciation of English sounds by presenting the phonetic symbols. The presence of a single phonetic symbol in one fixed patterned letters was concluded as one pattern of English pronunciation.

4. Result and Discussion

4.1. Result

1. The pronunciation of English alphabets is not sometimes pronounced in English words or speech sounds.

2. The English vowel sounds change due to the influence of the letters after or before the sounds or letters.

3. Each English alphabet cannot represent one fixed vowel sound due to the English pronunciation inconsistency

4. The English alphabets a, i, u, e, and o represent speech sounds /eɪ, aɪ, ju: i:, əʊ/

5. There are some patterns found in English vowel pronunciation.

   (a) /i:/ is pronounced in double e, final syllable sound -C<e>C<e>, -and C<i>C<e>

   (b) /ɪ/ is pronounced in morpheme plural form -ies, morpheme -ed followed by /t/, /k/, or /d/ close syllable, and final syllable sound -C<a>C<e>

   (c) /e/ is pronounced in one syllable word C<e>C

   (d) /ʌ/ is pronounced in one syllable word C<o>C<e>

(e) /ɒ/ is pronounced in one syllable word C<o>C

(f) /ɔ:/ is pronounced when a meets ll (/l/) in one syllable word, a meets w (silent /w/) in one syllable word, o meets r (equivocal) in one syllable sound.

(g) /ə/ is pronounced in morpheme noun form -or and morpheme adjective form -ous.

(h) r positioned as close syllable influences to lengthen [ɑ:, ɔ:, ɜ:] and to produce schwa, so does in diphthong

(i) /eɪ/ is pronounced in one syllable word C<a>C<e>

(j) /aɪ/ is pronounced in one syllable word C<i>C<e>

(k) /ʊə/ is pronounced in one syllable word C<u> <r> <e>

(l) /eə/ is pronounced in one syllable word C<a> <r> <e>, CVV<r>

(m) /əʊ/ is from letter o pronunciation, and /əʊ/ is pronounced when there is syllable with o

(n) /iə/ is pronounced in one syllable word C<e> <e> <r>

(o) Double semivowel will not perform triphthong.

(p) Letter i, u, w, y produce triphthong when they are combined with vowels.

6. English vowel pronunciation mostly has no fixed pattern.

4.2. Discussion

4.2.1. Monophthongs

1. /i:/ is pronounced by the letters ee, ea, ie, ei. e, i, eo, ey, (ua)y

   (a) <ee> is pronounced as /i:/ seen in words such as see /si:/, deed /di:d/, need /ni:d/

   (b) <ea> is pronounced as /i:/ seen in words such as eat /i:t/, beat /bi:t/, neat /ni:t/, eagle /i:gl/

   (c) <ie> is pronounced as /i:/ seen in words such as yield /ji:ld/, field /fi:ld/, shield /ʃi:ld/

   (d) <ei> is pronounced as /i:/ seen in words such as siege /si:dʒ/, receipt /rɪsi:t/, deceive /dɪsi:v/

   (e) <e> is pronounced as /i:/ seen in words such as complete /kʌmpli:t/, Jesus, /dʒi:zəs/, supreme /su:pri:m/, scene /si:n/

(f) <i> is pronounced as /i:/ seen in words such as pol<u>i</u>ce /pəli:s**/**, mach<u>i</u>ne /məʃi:n/, magaz<u>i</u>ne /mægəzi:n**/,** sk<u>i</u> /ski:/, k<u>i</u>wi /ki:wi:/

(g) <eo> is pronounced as /i:/ seen in words such as p<u>eo</u>ple /pi:pl/, p<u>eo</u>ny /pi:ənɪ/

(h) <ey> is pronounced as /i:/ seen in word such as k<u>ey</u> /ki:/

(i) <uay> is pronounced as /i:/ seen in word such as q<u>uay</u> /ki:/

2. /ɪ/ is pronounced by the letters i, y, e, ie, a, o, u, ui, oe

(a) <i> is pronounced as /ɪ/ seen in words such as r<u>i</u>ch /rɪtʃ/, s<u>i</u>t /sɪt/, h<u>i</u>t /hɪt/, <u>i</u>mm<u>i</u>grant /ɪmɪgrənt/, <u>i</u>nch /ɪntʃ/, <u>i</u>ncident /ɪnsɪdənt/

(b) <y> is pronounced as /ɪ/ seen in words such as cit<u>y</u> /sɪtɪ/, sorr<u>y</u> /sɒrɪ/, s<u>y</u>mbol /sɪmbl/, lorr<u>y</u> /lɒrɪ/, bur<u>y</u> /berɪ/, an<u>y</u> /enɪ/, rh<u>y</u>thm /rɪðm/

(c) <e> is pronounced as /ɪ/ seen in words such as wick<u>e</u>d /wɪkɪd/, nak<u>e</u>d /neɪkɪd/, visit<u>e</u>d /vɪzɪtɪd/, pr<u>e</u>tty /prɪtɪ/, wick<u>e</u>t /wɪkɪd/

(d) <ie> is pronounced as /ɪ/ seen in words such as lad<u>ie</u>s /leɪdɪs/, s<u>ie</u>ve /sɪv/, stud<u>ie</u>s /stʌdɪs/

(e) <a> is pronounced as /ɪ/ seen in words such as vill<u>a</u>ge /vɪlɪdʒ/, man<u>a</u>ge /mænɪdʒ/, gar<u>a</u>ge /gærɪdʒ/

(f) <o> is pronounced as /ɪ/ seen in word such as w<u>o</u>men /wɪmɪn/

(g) <u> is pronounced as /ɪ/ seen in words such as b<u>u</u>sy /bɪzɪ/, lett<u>u</u>ce /letɪs/, min<u>u</u>te /mɪnɪt/

(h) <ui> is pronounced as /ɪ/ seen in words such as bisc<u>ui</u>t /bɪskɪt/, circ<u>ui</u>t /sɜ:kɪt/, b<u>ui</u>ld /bɪld/, g<u>ui</u>lt /gɪlt/

(i) <oe> is pronounced as /ɪ/ seen in words such as <u>oe</u>sophagus: /ɪsɒfəgəs/, <u>oe</u>dema: /ɪdi:mə/

3. /**e**/ is pronounced by the letters e, a, eo, ea, ei, u, ai, ie

(a) <e> is pronounced as /**e**/ seen in words such as <u>e</u>gg /eg/ s<u>e</u>t /set/, g<u>e</u>t /get/, b<u>e</u>g /beg/, pet /pet/

(b) <a> is pronounced as /**e**/ seen in words such as <u>a</u>ny /enɪ/, m<u>a</u>ny /menɪ/, Th<u>a</u>mes /tems/, <u>a</u>te /et/

(c) <eo> is pronounced as /**e**/ seen in word such as l<u>eo</u>pard,

(d) <ea> is pronounced as /**e**/ seen in words such as r<u>ea</u>lm /relm/, d<u>ea</u>d /ded/, h<u>ea</u>d /hed/, m<u>ea</u>sure /meʒər/

(e) <ei> is pronounced as /**e**/ seen in word such as leisure /leʒər/

 (f) <u> is pronounced as /**e**/ seen in word such as bury /berɪ/

(g) <ai> is pronounced as /**e**/ seen in words such as said /sed/, again /əgen/

(h) <ie> is pronounced as /**e**/ seen in words such as friend /fre:nd/

4. /æ/ is pronounced by the letters a, ai, ua

(a) <a> is pronounced as /æ/ seen in words such as hat /hæt/, man /mæn/, cash /kæʃ/, cap /kæp/, gallop /gæləp/, mad /mæd/

(b) <ai> is pronounced as /æ/ seen in words such as plait /plæt/, plaid /plæd/

(c) <ua> is pronounced as /æ/ seen in word such as guarantee /gærənti:/

5. /ʌ/ is pronounced by the letters o, oo, u, ou, oe

(a) <o> is pronounced as /ʌ/ seen in words such as come /kʌm/, won /wʌn/, among /əmʌŋ/, done /dʌn/

(b) <oo> is pronounced as /ʌ/ seen in words such as flood /flʌd/, blood /blʌd/

(c) <u> is pronounced as /ʌ/ seen in words such as sun /sʌn/, hut /hʌt/, cut /cʌt/, Sunday /sʌndeɪ/

(d) <ou> is pronounced as /ʌ/ seen in words such as rough /rʌf/, trouble /trʌbl/, country /kʌntrɪ/, young /jʌŋ/

(e) <oe> is pronounced as /ʌ/ seen in word such as does /dʌs/

6. /ɑ:/ is pronounced by the letters a(r), au, e(r), ea(r)

(a) <a(r)> is pronounced as /ʌ/ seen in words such as pass /pɑ:s/, last /lɑ:st/, art /ɑ:rt/, arch /ɑ:rtʃ/, archeology /ɑ:kɪɒlədʒɪ/, calm /kɑ:m/

(b) <au> is pronounced as /ʌ/ seen in word such as aunt /ɑ:nt/

(c) <er> is pronounced as /ʌ/ seen in word such as clerk /klɑ:k/

(d) <ea(r)> is pronounced as /ʌ/ seen in words such as heart /hɑ:t/, hearth /hɑ:θ/

7. /ɒ/ is pronounced by the letters o, au, (w)a, ou, ow(l),

(a) <o> is pronounced as /ɒ/ seen in words such as sorry /sɒrɪ/, dog /dɒg/, pot /pɒt/, hot /hɒt/

(b) <au> is pronounced as /ɒ/ seen in words such as because /bɪkɒz/, qualify /kwɒlɪfaɪ/, Australia /ɒstreɪlɪə/, audience /ɒdɪəns/

(c) <a> is pronounced as /ɒ/ seen in words such as wh<u>a</u>t /wɒt/, w<u>a</u>s /wɒz/, sw<u>a</u>n /swɒn/, w<u>a</u>nt /wɒnt/

(d) <ou> is pronounced as /ɒ/ seen in words such as c<u>ough</u> /kɒf/, tr<u>ough</u>/tfɒf/

(e) <ow> is pronounced as /ɒ/ seen in word such as kn<u>ow</u>ledge /nɒlɪdʒ/

8. /ɔː/ is pronounced by the letters a(w), ou, au, a, o(r), oo(r), oa(r), ou(r), oa

(a) <a(w)> is pronounced as /ɔː/ seen in words such as l<u>aw</u> /lɔː/, s<u>aw</u> /sɔː/, l<u>aw</u>n /lɔːn/, d<u>aw</u>n /dɔːn/, y<u>aw</u>n /jɔːn/

(b) <ou> is pronounced as /ɔː/ seen in word such as b<u>ough</u>t /bɔːt/

(c) <au> is pronounced as /ɔː/ seen in words such as t<u>au</u>ght /tɔːt/, t<u>au</u>nt /tɔːnt/, t<u>au</u>rine /tɔːriːn/, t<u>au</u>rus /tɔːrəs/

(d) <a> is pronounced as /ɔː/ seen in words such as <u>a</u>ll /ɔːl/, also /ɔːlsəʊ/,wall /wɔːl/, ball /bɔːl/

(e) <o(r)> is pronounced as /ɔː/ seen in words such as h<u>or</u>se /hɔːs/, c<u>or</u>d /kɔːd/, sw<u>or</u>d /sɔːd/, b<u>or</u>n /bɔːn/, shore /ʃɔː(r)/, snore /snɔː(r)/, more /mɔː(r)/, before /bɪfɔː(r)/

(f) <oo(r)> is pronounced as /ɔː/ seen in words such as d<u>oor</u> /dɔː(r)/, fl<u>oor</u> /flɔː(r)/

(g) <oa(r)> is pronounced as /ɔː/ seen in word such as h<u>oar</u>se /hɔːs/

(h) <ou(r)> is pronounced as /ɔː/ seen in words such as p<u>our</u> /pɔː(r)/, f<u>our</u> /fɔː(r)/, c<u>our</u>t /kɔː(r)/, course /kɔːs/

(i) <oa> is pronounced as /ɔː/ seen in words such as br<u>oa</u>d /brɔːd/, boar /bɔː(r)/

9. /ʊ/ is pronounced by the letters o, oo, u, ou,

(a) <o> is pronounced as /ʊ/ seen in words such as w<u>o</u>man /wʊmən/, w<u>o</u>lf /wʊlf/, bos<u>o</u>m /bʊzəm/

(b) <oo> is pronounced as /ʊ/ seen in words such as g<u>oo</u>d /gʊd/, b<u>oo</u>k /bʊk/, foot /fʊt/

(c) <u> is pronounced as /ʊ/ seen in words such as f<u>u</u>ll /fʊl/, p<u>u</u>t /pʊt/, push /pʊʃ/

(d) <ou> is pronounced as /ʊ/ seen in words such as c<u>ou</u>ld /kʊd/, sh<u>ou</u>ld /ʃʊd/, w<u>ou</u>ld /wʊd/

10. /uː/ is pronounced by the letters o, oo, ou, ew, ue, eu, oe, ui, u, ie,

(a) <o> is pronounced as /uː/ seen in words such as wh<u>o</u> /huː/ wh<u>ose</u> /huːz/, d<u>o</u> /duː/, m<u>o</u>ve /muːv/

(b) <oo> is pronounced as /u:/ seen in words such as f<u>oo</u>l /fu:l/, sp<u>oo</u>n /spu:n/, f<u>oo</u>d fu:d/, m<u>oo</u>n /mu:n/

(c) <ou> is pronounced as /u:/ seen in words such as s<u>ou</u>p /su:p/, y<u>ou</u> /ju:/, gr<u>ou</u>p /gru:p/, w<u>ou</u>nd /wu:nd/

(d) <ew> is pronounced as /u:/ seen in words such as f<u>ew</u> /fju:/, ch<u>ew</u> /tʃu:/, fl<u>ew</u> /flu:/

(e) <ue> is pronounced as /u:/ seen in words such as bl<u>ue</u> /blu:/, cl<u>ue</u> /klu:/, q<u>ueu</u>e /kju:/

(f) <u>eu</u> is pronounced as /u:/ seen in word such as f<u>eu</u>dal /fju:dl/

(g) <ie> is pronounced as /u:/ seen in word such as view /vju:/

(h) <oe> is pronounced as /u:/ seen in word such as sh<u>oe</u> /ʃu:/

(i) <ui> is pronounced as /u:/ seen in words such as fr<u>ui</u>t /fru:t/, j<u>ui</u>ce /dʒu:s/, suit /su:t/

(j) <u> is pronounced as /u:/ seen in words such as fl<u>u</u> /flu:/, r<u>u</u>de /ru:d/, J<u>u</u>ne /dʒu:n/

11. /ɜ:/ is pronounced by the letters o(r), ou(r), i(r), y(r), e(r), u(r), ea(r)

(a) <o(r)> is pronounced as /ɜ:/ seen in words such as w<u>or</u>d /wɜ:d/, w<u>or</u>ld /wɜ:ld/

(b) <ou(r)>, is pronounced as /ɜ:/ seen in words such as sc<u>our</u>ge /skɜ:dʒ/, b<u>our</u>bon /bɜ:bən/

(c) <i(r)> is pronounced as /ɜ:/ seen in words such as b<u>ir</u>d /bɜ:d/, girl /gɜ:l/, gird /gɜ:d/

(d) <y(r)> is pronounced as /ɜ:/ seen in words such as m<u>y</u>rtle /mɜ:tl/ m<u>y</u>rrh /mɜ:(r)/

(e) <e(r)> is pronounced as /ɜ:/ seen in words such as s<u>er</u>ve /sɜ:v/, h<u>er</u>b /hɜ:b/, h<u>er</u> /hɜ:(r)/

(f) <u(r)> is pronounced as /ɜ:/ seen in words such as f<u>ur</u> /fɜ: / f<u>ur</u>niture /fɜ:nɪtʃə(r)/, m<u>ur</u>mur /mɜ:mə(r)/

(g) <ea(r> is pronounced as /ɜ:/ seen in words such as <u>ear</u>th /ɜ:θ/, p<u>ear</u>l /pɜ:l/

12. /ə/ is pronounced by the letters i, (l)e, a, u, o, ar, ai, e(r), o(r), ou(s).

(a) <i> is pronounced as /ə/ seen in words such as poss<u>i</u>ble /pɒsəbl/

(b) <er> is pronounced as /ə/ seen in words such as moth<u>er</u> /mʌðə(r)/, fath<u>er</u> /fʌðə(r)/

(c) <a> is pronounced as /ə/ seen in words such as womᴀn /wʊmən/, ᴀbout /əba**ʊ**t/ ᴀmong /əmʌŋ/ pᴀrticular /pətɪkjələ(r)

(d) <u> is pronounced as /ə/ seen in words such as possᴜm /pɒsəm/ sᴜppose /səpəʊz/, conjᴜgal /kɒnədʒl/

(e) <o(r)> is pronounced as /ə/ seen in words such as ᴏblige /əblaɪdʒ/, doctᴏr /dɒktə(r)/, dictatᴏr /dɪktetə(r)/

(f) <ou(s)> is pronounced as /ə/ seen in words such as famᴏᴜs /feɪməs/, dangerᴏᴜs /deɪndʒərəs/

(g) ai is pronounced as /ə/ seen in words such as fountᴀɪn /faʊntən/, mountᴀɪn /maʊntən/

4.2.2. Diphthongs

1. /eɪ/ is pronounced by the letters a (a-e) (a-i) (a-tion), a(i)e, a(y), ea, e(y)

   (a) The combination of (a-e) seen in words such as ᴀblᴇ /eɪbl/, ᴀcᴇ, /eɪs/, ᴀgᴇ /eɪdʒ/, amᴀzᴇ /əmeɪz/, (a-i) alɪᴇn /eɪlɪən/, Aprɪl /eɪprəl/ (a-o) mᴀjᴏr /meɪdʒə(r)/ chᴀᴏtic /keɪɒtɪk/, (a-tion) accommodᴀtɪᴏn əkɒmədeɪʃn/, accumulᴀtɪᴏn /əku:mjəleɪʃn/, pronunciᴀtɪᴏn /prənʌnsi:eɪʃn/

   (b) <-ay> is pronounced as /eɪ/ seen in words such as astrᴀy /əstreɪ/, sᴀy /seɪ/, delᴀy /dɪleɪ/, alwayꜱ /ɔ:lweɪz/, layout /leɪaʊt/

   (c) <ai> is pronounced as /eɪ/ seen in words such as aɪm /eɪm/, claɪm /kleɪm/, agaɪn /əgeɪn/, haɪl /heɪl/, afraɪd /əfreɪt/, claɪm /kleɪm/

   (d) <e> is pronounced as /eɪ/ seen in words such as ballᴇt /bæleɪ/, cafᴇ́ /kæfeɪ/

   (e) <ea> is pronounced as /eɪ/ seen in words such as brᴇᴀk /breɪk/, grᴇᴀt /greɪt/

   (f) <ey> is pronounced as /eɪ/ seen in words such as hᴇy /heɪ/, obᴇy /əbeɪ/

2. /aɪ/ is pronounced by the letters i, i(e), y, y(e), a(i), u(y), (u)i

   (a) <i> is pronounced as /aɪ/ seen in words such as ɪce /aɪs/, ɪcon /aɪkən/, ɪdea /aɪdɪə/, hɪgh /haɪ/, bɪography /baɪˈɒgrəfɪ/

   (b) The combination of (i-e) seen in words such as bɪblᴇ /baɪbl/, advɪcᴇ, ədvaɪs/, clɪmᴇ /klaɪm/, arɪsᴇ /əraɪz/, fertɪlɪzᴇr /fɜ:təlaɪzə(r)/, lɪᴇ /laɪ/, dɪᴇ /daɪ/, tɪᴇ /taɪ/, pɪᴇ /paɪ/

   (c) The combination of <i> - /ə/ seen in words such as vɪrus /vaɪrəs/ arrɪval /əraɪvəl/ mɪnus /maɪnəs/

(d) <-y> is pronounced as /aɪ/ seen in words such as July /dʒʊlaɪ/, why /waɪ/, by /baɪ/, try /traɪ/, cyber /saɪbə(r)/, cycle /saɪkl/, style /staɪl/, dynamic /daɪnæmɪk/

(e) <-ye> is pronounced as /aɪ/ seen in words such as dye /daɪ/, bye /baɪ/, eye /aɪ/, rye /raɪ/, wye /waɪ/

(f) <uy> is pronounced as /aɪ/ seen in words such as buy /baɪ/, guy /gaɪ/

(g) <ui> is pronounced as /aɪ/ seen in words such as guide /gaɪd/, guise /gaɪz/, disguise /dɪsgaɪz/

(h) <ai> is pronounced as /aɪ/ seen in word such as aisle /aɪl/

3. /ʊə/ is pronounced by the letters u(re), u(r), u(ou), u(a), oo

(a) <u(re)> is pronounced as /ʊə/ seen in words such as sure /ʃʊə(r)/, endure /ɪndʊə(r)/, lure /lʊə(r)/, pure /pʊə(r)/

(b) <u(r)>, is pronounced as /ʊə/ seen in words such as urine jʊərɪn/, urology /jʊɒrɒlədʒɪ/, urdu /ʊədʊ/, uranus /jʊərənəs/

(c) <u(ou)> is pronounced as /ʊə/ seen in words such as ambiguous /æmbɪgjʊəs/, continuous /kəntɪnjʊəs/

(d) <u(a)> is pronounced as /ʊə/ seen in words such as annual /ænjʊəl/, casual kæʒʊəl/, eventual /ɪventʒʊəl/, gradual /grædʒʊəl/, graduate /grædʒʊət/

(e) <oo> is pronounced as /ʊə/ seen in words such as poor /pʊə(r)/, moore /mʊə(r)/

4. /ɔɪ/ is pronounced by the letters oy, oi

(a) <oi> is pronounced as /ɔɪ/ seen in words such as oyster /ɔɪtə(r)/, boy /bɔɪ/ soy /sɔɪ/ joy /dʒɔɪ/, annoy, /ənɔɪ/ employ, /ɪmplɔɪ/, enjoy /ɪndʒɔɪ/

(b) <oi> is pronounced as /ɔɪ/ seen in words such as oil /ɔɪl/, boil /bɔɪl/, join /dʒɔɪn/, choice /tʃɔɪs/, foil /fɔɪl/, exploit /ɪksplɔɪt/, moist /mɔɪst/

5. /eə/ is pronounced by the letters a(r)e, ai(r), ea(r), e(r)e

(a) <a> is pronounced as /eə/ seen in words such as air /eə(r)/, are /eə(r)/, ayr /eə(r)/

(b) <e> is pronounced as /eə/ seen in words such as ere /eə(r)/, heir /eə(r)/

(c) The combination of (a-(r)e) is pronounced as /eə/ seen in words such as share /ʃeə(r)/, care /keə(r)/, ware /weə(r)/

(d) The combination of (a-i(r) is pronounced as /eə/ seen in words such as fair /feə(r)/, chair /tʃeə(r)/, hair /heə(r)/, stair /steə(r)/

(e) The combination of (ea(r) is pronounced as /eə/ seen in words such as b<u>ear</u> /beə(r)/, w<u>ear</u> /weə(r)/, sw<u>ear</u> /sweə(r)/

(f) The combination of e(r)e is pronounced as /eə/ seen in words such as where /weə(r)/

6. /əʊ/ is pronounced by the letters o, oa ou, oe, o(w)

(a) <o> is pronounced as /əʊ/ seen in words such as go /gəʊ/, no /nəʊ/, c<u>o</u>ld /kəʊld/, p<u>o</u>st /pəʊst/, cl<u>o</u>se kləʊz/, dr<u>o</u>ve /drəʊv/, h<u>o</u>me /həʊm/, ph<u>o</u>ne /fəʊn/

(b) <ow> is pronounced as /əʊ/ seen in words such as sh<u>ow</u> /ʃəʊ/, sl<u>ow</u> /sləʊ/, kn<u>ow</u> /nəʊ/, l<u>ow</u> /ləʊ/

(c) <ou> is pronounced as /əʊ/ seen in words such as d<u>ou</u>gh /dəʊ/, sl<u>au</u>gh /sləʊ/

(d) <oa> is pronounced as /əʊ/ seen in words such as c<u>oa</u>t /kəʊt/, g<u>oa</u>t /gəʊt/, b<u>oa</u>t /bəʊt/

(e) <oe> is pronounced as /əʊ/ seen in words such as t<u>oe</u> /təʊ/, h<u>oe</u> /həʊ/

7. /aʊ/ is pronounced by the letters o(w), ou,

(a) <ow> is pronounced as /aʊ/ seen in words such as <u>ow</u>l /aʊl/, cr<u>ow</u>d /kraʊd/, fr<u>ow</u>n /fraʊn/, br<u>ow</u>ser braʊzə(r)/, all<u>ow</u> /əlaʊ/ h<u>ow</u> /haʊ/, b<u>ow</u> /baʊ/, c<u>ow</u> /kaʊ/, n<u>ow</u> /naʊ/, cl<u>ow</u>n /klaʊn/

(b) <ou> is pronounced as /aʊ/ seen in words such as <u>ou</u>nce /aʊns/, <u>ou</u>ch /aʊtʃ/, <u>ou</u>t /aʊt/, c<u>ou</u>ch /kaʊtʃ/, cl<u>ou</u>d /klaʊd/, f<u>ou</u>l /faʊl/, f<u>ou</u>nd /faʊnd/, bl<u>ou</u>se /blaʊs/, f<u>ou</u>ntain /faʊntən/, pl<u>ou</u>gh /plaʊ/

8. /ɪə/ is pronounced by the letters ee(r), ia, ie, iu, ea, e, io, an

(a) <ee> is pronounced as /ɪə/ seen in words such as d<u>ee</u>r /dɪə(r)/, b<u>ee</u>r /bɪə(r)/, car<u>ee</u>r /kərɪə(r)/, engin<u>ee</u>r /endʒɪnɪə(r)/,

(b) <ie> is pronounced as /ɪə/ seen in words such as al<u>ie</u>n /əlɪən/, aud<u>ie</u>nce /ɔ:dɪəns/, barr<u>ie</u>r /bærɪə(r)/, front<u>ie</u>r /frʌntɪə(r)/

(c) <ia> is pronounced as /ɪə/ seen in words such as aer<u>ia</u>l /eərɪəl/, bacter<u>ia</u> /bæktɪərɪə/ cafeter<u>ia</u> /kæfətɪərɪə/

(d) <a(n)> is pronounced as /ɪə/ seen in words such as comedi<u>an</u> /kəmi:dɪən/, Europ<u>ea</u>n /jʊərəpɪən/

(e) <iu> is pronounced as /ɪə/ seen in words such as alumin<u>iu</u>m /æljəmɪnɪəm/, condomin<u>iu</u>m /kɒndəmɪnɪə/

(f) <ea> is pronounced as /ɪə/ seen in words such as app<u>ear</u>, /əpɪə(r)/, cer<u>eal</u> /sɪərɪəl/, Kor<u>ea</u> /kərɪə/

(g) <e> is pronounced as /ɪə/ seen in words such as <u>e</u>ra /ɪərə/, bact<u>e</u>ria /bæktɪərɪə/, cafet<u>e</u>ria /kæfətɪərɪə/, c<u>e</u>real /sɪərɪəl/, coh<u>e</u>rent /kəʊhɪərənt/

(h) <ao> is pronounced as /ɪə/ seen in words such as exter<u>io</u>r /ɪkstɪərɪə(r), champ<u>io</u>n /tʃæmpɪən/, gab<u>io</u>n /geɪbɪən/

4.2.3. Triphthongs

1. /aɪə/ is pronounced by the letters ir/ə/, io, ie, ia

    (a) The combination of (i-r-/ə/) is pronounced as /aɪə/ seen in words such as h<u>ire</u> /haɪə(r)/, f<u>ire</u> /faɪə(r)/, <u>iro</u>n /aɪən/

    (b) <ia> is pronounced as /aɪə/ seen in words such as l<u>ia</u>r /laɪə(r)/, tr<u>ia</u>l /traɪəl/ rel<u>ia</u>ble /rɪlaɪəbl/, d<u>ia</u>per /daɪəpə(r)/, d<u>ia</u>mond /daɪəmənd/

    (c) <io> is pronounced as /aɪə/ seen in words such as l<u>io</u>n /laɪən/, r<u>io</u>t /raɪət/, v<u>io</u>lence /vaɪələns/

    (d) <ie> is pronounced as /aɪə/ seen in words such as sc<u>ie</u>nce /saɪəns/, anx<u>ie</u>ty /ænzaɪətɪ/, d<u>ie</u>t /daɪət/

2. /eɪə/ is pronounced by the letters aye(r), ayo

    (a) <aye(r)> is pronounced as /eɪə/ seen in words such as l<u>aye</u>r, /leɪə(r)/, pl<u>aye</u>r /pleɪə(r)/

    (b) <ayo> is pronounced as /eɪə/ seen in words such as m<u>ayo</u>r meɪə(r)/, m<u>ayo</u>nnaise /meɪəneɪz/ b<u>ayo</u>net /beɪənət/, cr<u>ayo</u>n /creɪən/

3. /aʊə/ is pronounced by the letters ou(r), owe, owa(d)

    (a) <ou(r)>is pronounced as /aʊə / seen in words such as h<u>our</u> /aʊə(r)/, s<u>our</u> /saʊə(r)/ <u>our</u> /aʊə(r)/, fl<u>our</u> /flaʊə(r)/

    (b) <owe> is pronounced as /aʊə/ seen in words such as p<u>owe</u>r /paʊə(r)/, t<u>owe</u>r /taʊə(r)/ b<u>owe</u>l /baʊəl/, fl<u>owe</u>r /flaʊə(r)/

    (c) <owa> is pronounced as /aʊə/ seen in word such as n<u>owa</u>days /naʊədeɪz/, r<u>owa</u>n /raʊən/

4. /ɔɪə/ is pronounced by the letters oya

(a) <oya> is pronounced as /ɔɪə/ seen in words such as loyal /lɔɪəl/, royal /rɔɪəl/, soya /sɔɪə/

5. /əʊə/ is pronounced by the letters owe(r)

(a) <owe(r)> is pronounced as /əʊə/ seen in words such as lower /ləʊə(r)/, slower sləʊə(r)/, mower /məʊə(r)/

5. Conclusion

English pronunciation does not have a fixed pattern, and it shows the inconsistency of pronunciation. It makes the EL learners experience the incorrectness of pronunciation, for example lay /leɪ/ or effect /ɪfect / is pronounced as /laɪ/ or /əfect/. While speaking, correct pronunciation is important to catch the correct meaning and avoid misunderstanding. By knowing the sounds represented by letters and the patterns how to pronounce makes easier to pronounce the English words.

English sounds are lettered by single, double and cluster. Monophthongally, /i:/ is sounded by ee, ea, ie, ei. e, i, eo, ey, (ua)y, /ɪ/ by i, y, e, ie, a, o, u, ui, oe, /e/ by e, a, eo, ea, ei, u, ai, ie /æ/ by a, ai, ua, /ʌ/ by o, oo, u, ou, oe, /ɑ:/ by a(r), au, e(r), ea(r), /ɒ/ by o, au, (w)a, ou, ow(l), /ɔ:/ by a(w), ou, au, a, o(r), oo(r), oa(r), ou(r), oa, /ʊ/ by o, oo, u, ou, /u:/ by o, oo, ou, ew, ue, eu, oe, ui, u, ie, /ɜ:/ by o(r), ou(r), i(r), y(r), e(r), u(r), ea(r), and /ə/ is sounded by i, (l)e, a, u, o, ar, ai, e(r), o(r), ou(s). Diphthongally, /eɪ/ is sounded by a(a-e) (a-i) (a-tion), a(i) e, a(y), ea, e(y), /aɪ/ by i, i(e), y, y(e), a(i), u(y), (u)i, /ʊə/ by u(re), u(r), u(ou), u(a), oo /ɔɪ/ by oi, oy, /eə/ by a(r)e, ai(r), ea(r), e(r)e /əʊ/ by o, oa ou, oe, o(w) /aʊ/ by o(w), ou, and /ɪə/ is sounded by ee(r), ia, ie, iu, ea, e, io, an. Triphthongally, /aɪə/ is sounded by ir/ə/, io, ie, /eɪə/ by aye(r), ayo, /**a**ʊə/ by ou(r), owe, owa(d), /ɔɪə/ by oya, and /əʊə/ is sounded by owe(r).

/i:/ is pronounced in double e, final syllable sound -C<e>C<e>, -and C<i>C<e>. /ɪ/ is pronounced in morpheme plural form -ies, morpheme -ed followed by /t/, /k/, or /d/ close syllable, and final syllable sound -C<a>C<e>. /e/ is pronounced in one syllable word C<e>C. /ʌ/ is pronounced in one syllable word C<o>C<e>. /ɒ/ is pronounced in one syllable word C<o>C. /ɔ:/ is pronounced when a meets ll (/l/) in one syllable word, a meets w (silent /w/) in one syllable word, o meets r (equivocal) in one syllable sound. /ə/ is pronounced in morpheme noun form -or and morpheme adjective form -ous. r positioned as close syllable influences to lengthen [ɑ:, ɔ:, ɜ:] and to produce schwa, so does in diphthong. /eɪ/ is pronounced in one syllable word C<a>C<e>. /aɪ/ is pronounced in one syllable word C<i>C<e>. /ʊə/ is pronounced in one syllable word

C<u> <r> <e>. /eə/ is pronounced in one syllable word C<a> <r> <e>, CVV<r>. /əʊ/ is from letter o pronunciation, and /əʊ/ is pronounced when there is syllable with o. /iə/ is pronounced in one syllable word C<e> <e> <r>. Double semivowel will not perform triphthong. Letter i, u, w, y produce triphthong when they are combined with vowels.

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Conference Paper

Ability of the Applied Science Undergraduate Students in Medan, Indonesia to Translate a Bilingual Abstract Text

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Abstract

The students' translation ability exerted influence on the competence of students in transferring the source language into the target language. This competency included two contexts, namely the translating skill with grammatical and lexical accuracies, and the translating competence followed in a translation quality standard. Grammatical and lexical accuracies were tested through grammar error analysis, while the translation quality was tested through message accuracy, message acceptance, and message readability. The purpose of this study was to analyze the translation ability of the Applied Science undergraduate students to translate bilingual abstract texts in their scientific papers. The students were majoring in the Civil Engineering, Building Construction Design Management Study Program in Medan State Polytechnic. This study applied the qualitative method of research, which focused on document analysis. The sampling used in this study was purposive. This study was adapted to the taxonomy errors typed theory proposed by Ferris, Liu, Sinha and Senna (2013) and the accuracy translation parameter theory proposed by Nababan, Nuraeni and Sumardiono (2012). The research data were taken from the translation of Indonesian abstract texts into English at the sentence structure level. The data sources were derived from the bilingual abstracts of the Applied Science undergraduate students majoring in D4 Civil Engineering. The research findings were expected to demonstrate the students' translation abilities in terms of language mistakes, features in English Grammar translation, and the level of accuracy of the translated message.

Keywords: grammatical error analysis, translation quality, translation ability, translating competence

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1. Introduction

It has become the main objective of the translation product which has been translated into L2 to be read by the target readers. Likewise translation products are in the academic text context, in the form of a scientific final report. The main purpose is to be read, studied and applied its usefulness to the target audiences. To achieve this goal is closely

related to one's ability in the translation process. The ability is correlated with translation competence in producing quality and acceptanbility translation products. Cheng (2017: 43) in his dissertation states that translation competence is the ability displayed in translating which is a combination of knowledge, skills, and quality in carrying out translating tasks with the atttibutes instructed. In line with Cheng's statement, Dewi (2020: 9) proposes that there are 13 translation competencies, including competency in the source language skills and competency in the target language skills.

Furthermore, Nida and Taber (1982: 173) explain more clearly about the competence of translation product, which is required the quality of message accuracy that takes primarily concern of the vocabulary and grammatical structures of the L2 source language so that the accuracy of the message translation message can be acceptable and proper. Furthermore, Hartono (2020) proposes in detail that there are five basic bilingual (Indonesian-English) translation abilities, namely: 1) the ability to master a complete English Grammar, especially mastering Tenses, Concord/ Agreement, Plural & Singular forms, Direct & Indirect speech, If conditional sentences, and so on. 2) the ability to master English Sentence Patterns (25 sentence patterns: single, compound equivalent, multi-tiered, compound equivalent and graded) and Phrase Structures (phrases and compound words). 3) the ability to master English Glossary (diction, terminology) from original words and form words (Derivational words). 4) the ability to master English Writing Mechanism: Spelling, Punctuation, Capitalization, and Syllabification, and finally 5) the ability to master background knowledge and culture about the content being translated (Content Expertise). Thus, the ability to translate involves three main things, namely knowledge, skills and quality in overall. If these three things have been fulfilled, the main purpose of the translation product has been acceptable and proper.

In this study, the authors analyzed the translation ability of the Applied Science Undergraduate Students' in translating bilingual abstract texts on their scientific papers. The translation abilities focussed on how the students' knowledge skills of English Grammar taxonomy on the L2 text and how the quality level of accuracy message translated results. The authors chose respondents the Applied Science Undergraduate Students majoring in D4 Civil Engineering because these students are lack of knowledge about the theory of translation studies and merely focus on work results or practical aspects.

Based on the background of the language features phenomenon that are often carried out by students in their translation results, the bilingual text abstracts, the problem of this research study was carried out. A study examined the symptoms of linguistic features for grammatical errors (error grammatical analysis) and accuracy level of the translation quality. The main focus that was further investigated was sentences

and word units (lexical) in accordance with the theory of taxonomy errors proposed by Ferris, Liu, Sinha and Senna (2013) and the assessment of the accuracy of the ID and the EN sentence equivalences for translation products that followed the theory of parameters for the accuracy assessment of translation proposed by Nababan, Nuraeni, and Sumardiono (2012).

2. Literature Review

Translation is often seen as "difficult", "stiff" "mind-draining" and ultimately "uncommunicative task". Larson (1984) defines translation as the transfer of meaning to L2 through the three-step approaches, namely: 1) study lexicons, grammatical structures, communication situations and cultural contexts; 2) analyze the L1 text to find its meaning; and 3) restate the equivalent meaning with the appropriate lexicon and grammatical structure in L2. The first approach, study lexicons and grammatical structures itself is something assumed to be very difficult to learn. Therefore, in teaching translation, students tend to think that the translation process is a very difficult learning. Moreover, at the end of the semester they are required to write the summary on the final task report that contains ideas adjusted with the glossaries of the scientific words on the L2 text in the abstract component. In accordance with the research results of the translation ability of the students Multimedia Nusantara University Communication Science Department in the Academic Writing course, Kuntarto (2017) in her research concludes that the students' translation skills for a text entitled Academic Writing and Plagiarism: A Linguistic Analysis are as follows: 1) the students' cultural knowledge regarding to the context of 'western academic world' are still considered low. 2) The students are still dependence on MT (Machine Translation), such as *Google Translate* in the translation process. Computer-aided translation is a ubiquity of technological approaches. It raises two paradigms which can become a dilemma that threatens to reduce the sharpening of humanization translation skills and can make an important contribution in translation because it can overcome mobility, immediacy, and big-data. (Raido, 2013: 277-282), and 3) the low level of familiarity of the translated text, especially in terms of the formality of various languages and academics, has also become a mainstream difficulty for students when translating 'words in the context of the sentence' and 'sentences in contexts that are sheltered in'. In some parts of the translation, the quality of the students' translation even though it has been revised and post-edited, still seems unproper, unnatural and incorrect expressions in L2 target language.

Furthermore, the analysis of the grammatical errors level (error grammatical accuracy) in L2 is a fundamental success parameter of translation skills as explained by Michael and Klaus (2015) in the Chinese and Malay academic data translated into English. Was machine translation able to produce a translation product that was grammatically correct (grammatically correct) and communicatively successful at L2 (communicative English)? Their study was originated on the reseach findings of previous studies which stated that machine translation produced more accurate translations when working for European family languages, but not very accurate for Asian family languages (Aiken & Balan, 2011). And from the results of the classification of taxonomy errors analysis in the study, it was found that word choice was the form of grammar that was most often detected as having a translation error and was followed by the error form sentence structure and missing words (2015: 117).

Michael and Klaus (2015: 116) found that from pre-university students who took the EAP module course at the UK branch campus in Malaysia and used 5 scripts data which had been translated into EN, 1,523 words in Malay and 744 words in Chinese. While in the study procedure, the student was asked to write a short essay in L1 with the title "Exams are the best way to assess students: Discuss" and then translated it into L2 English using the Google Translate machine translation. They found that the machine translation program was more accurate when translating Malay than Chinese, with data that half of the 1000 words found 64.3 errors in Malay and 134.4 errors in Chinese. These findings suggested that the MT program produced more grammatical correct English in Malay than in Chinese. This was also shown in the error data per sentence while in the Malay script only a few errors were found, namely 0.9, while the Chinese script found 4.34 errors per sentence. One of the possible reasons why this happened because there were a large number of Malay-English documents that were available on online machines, so that machine translation had more potential to work on big data.

Furthermore, in the previous research, Bania (2016) focused on the analysis of translation quality as measured by the three parameters of a successful translation proposed by Nababan, Nuraeni, and Sumardiono (2012), namely the quality of the accuracy level, the quality of the acceptance level, and the quality of the readability level. Bania applied a short narrative text data source design entitled "*Petualangan Qonita: Qonita menolong anak kucing*" which was translated into L2 English by the 6th semester students of the English Study Program at the Faculty of Teacher Training and Education, Universitas Samudra 2016 Langsa, Aceh City. In the study, the researcher involved 9 interpreter experts to help analyze in more depth the 3 parameters of the quality of the translation level. The study procedure used 37 sentences of data sources and 47 students. The

results showed that the students' ability in translating was categorized as having a message accuracy rate of 73.84% or as many as 1,284 sentences which had message accuracy from ID to EN. Meanwhile, the level of message acceptance was 61.30% or 1,066 sentences which had the quality of message acceptance, and for the level of readability of the translation results in the percentage of 47.73% or 830 sentences which have a high readability level. However, there is a critical comment for Bania's previous study, indeed, to analyze the translation skills based on the level of translation results is not easy, but he was unnecessary to employ the 9 raters, if it is merely to find out the translation skills of the 6th semester students. Using narrative data sources of children's story fiction was also not appropriate to the academic level because it is too easy. Then the considerations underlying the researcher to use 9 translator raters, which was only to test the results of the translated text from data sources that were relatively easy to translate were questionable. For this reason, from the traces of previous studies and also the problems that have long occurred in the vocational student academic setting in translating the abstract texts of their scientific papers, these language problems have never been tested for parameters resulting from their translation skills, therefore, this research study needs to be carried out.

3. Research Method

The research model used a qualitative research model with a document research approach or content analysis. This research approach focused on analyzing and interpreting recorded material for studying human behaviors. Qualitative research is a scientific research that focuses on a certain symptom/condition by seeking information from a natural phenomenon as a unified picture and seeking an in-depth understanding of a phenomenon that occurs in a community. The aim is to find a holistic picture, not to present a numerical form of data (Ary, 2010: 29).

The research design was to determine the sampling according to the research objectives (judgmental or purposive sampling). In this study, the design compiled was to analyze the accumulated contents of the bilingual ID and EN abstract text until it reaches the desired goal, namely looking for symptoms of the same language and appearing naturally in the abstract text. Sampling employed was sentences and clauses that detected the same symptoms and characteristics, analyzed in accordance with the grammatical error analysis theory proposed by Ferris et al (2013) and the quality of the accuracy level proposed by Nababan et al (2012), identified, and collected. Once finished identifying, the next process was to analyze the data found.
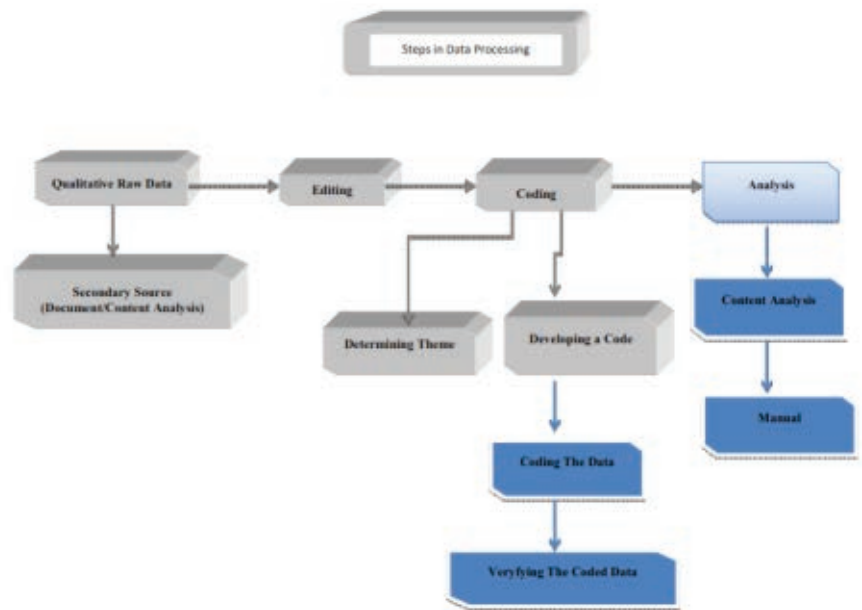
Figure 1

The steps in data processing in this study used the interactive model of analysis adapted from Kumar (2011: 189), see Figure 1. Here is the theoretical approach proposed by Ferris et. al.'s taxonomy error types (2013) to test the results of the translation ability applied to measure the linguistic accuracy of the translation of the text (see table 1 for a more detailed explanation).

TABLE 1: *Error Coding* (adapted from Ferris et al., 2013)

Code	Title	Example from abstract text translations
VT	Verb Tense	Based on SNI 03-0349-1982, if the mortar of the research results was applied to the batako the compressive strength was minimal and the absorbed the water to meet the quality requirements IV.
VF	Verb Phrase	The systematics that is done is determining the modeling with the truss properties of triangular fields, plan loads and internal forces.
WF	Word Form	In the midst of the development of technology, the reliability of structural planning is needed that is able to accommodate architectural interest.
ART	Article	While the ratio between [...] binder (cement) and [...] fine aggregate is 1:3.
PL	Plural	[...] both in terms of service and production services.
AGR	Agreement	In addition to ease, installation speed factor, high level of material uniformity, and not flammable and not eaten by termites is also a consideration in choosing a lightweight steel roof frame.

Code	Title	Example from abstract text translations
PREP	Preposition	The systematics that is done is determining the modeling <u>with</u> the truss properties of triangular fields, plan loads and internal forces.
WO	Word Order	The analysis in this study includes reviewing the strength, safety, amount of material / material costs and <u>installation costs on the roof structure of mild steel materials</u> installed on the roof of the dormitory of the Education Quality Assurance Institute (LPMP) of North Sumatra Province.
WW	Wrong word	Volcanic ash and <u>volcanic sand</u> are volcanic materials derived from...
WC	Word Choice	[...] the abundance of material in the environment that tends to cause pollution and *its utilization* is not maximized.
COM	Comma	If the mortar of research results is applied to Paving block the compressive strength is minimal [...]
SP	Spelling	Material <u>Requierment</u> Planning (MRP), Fix Period <u>Requitments.</u>
AP	Apostrophe	<u>Workman's head</u> is 50 m2/day and foreman is 33.3 m2/day.
SS	Sentence Structure	From the results of the study the use of Mount Sinabung volcanic ash as a partial replacement of cement in mortar mixtures with a composition of 3% to 15% at the age of 14 days showed that <u>the greater the composition of volcanic ash to the weight of cement,the lower the compressive strength of mortar and the increased absorption of water in mortar.</u>
MW/MT	Missing Word/ Translation	[....] Portland cement with volcanic ash is 100:0, 97:3, 94:6, 91:9, 88:12, 85:15.
REF	Pronoun reference unclear	Planning multi-storey buildings in terms of structure requires careful consideration, especially if a high rise building is designed to withstand earthquake, the consideration of <u>this</u> structure will affect the planner in determining alternative planning.
PRO	Pronoun incorrect	In working on a project, of course <u>you</u> have to race against time.
RO	Run On	While the ratio between binder (cement) and fine aggregate is 1:3.
FRAG	Fragment	[....] Portland cement with volcanic ash is 100:0, 97:3, 94:6, 91:9, 88:12, 85: 15.
UNCLEAR	Unclear	<u>Volcanic ash and volcanic sand</u> are volcanic materials derived from [....]

This data processing stage started with the collection of qualitative raw data, namely the abstract script bilingual ID as L1 and EN as L2 of vocational students majoring in Civil Engineering, Construction Engineering Management Study Program, Medan State Polytechnic Building, totaling 20 scripts. The data collected into a secondary source and then entered the editing process, coding processes ID-1 and EN-1, ID-2 and EN-2, ID-3 and EN-3 and so on to find out how many sentences were analyzed as a whole then entered into the analysis process.

<p style="text-align:center">TABLE 2: Translation Accuracy Assessment Parameters (Nababan et al, 2012)</p>

Translation Categorization	Score	Parameters
Accurate	3	The meaning of the sentence SL is transferred accurately into TL; there is absolutely no distortion of meaning.
Less accurate	2	Most of the meanings of the sentence SL have been accurately transferred to TL. However there are still distortions of meaning or translation of multiple meanings (more interpretations or ambiguity) or omitted meanings that disturb the integrity of the message.
Inaccurate	1	The meaning of SL sentences is transferred inaccurately into TL or deleted.

In the process of analysis stage, the results of the total number of sentences were then analyzed using the theoretical approach of grammatical error analysis (see table 1) and the quality of the accuracy level (see table 2) was dissected and reduced, taking sentences that only fit the measurement parameters and presented in the form of an entry table. Presentation of data in the numeral forms presented and described descriptively what symptoms occured in the data. The symptoms of language were founded twenty one error grammatical types, such as verb tense, verb phrase, word form, agreement, spelling, missing word, and sentence structure. The verification stage entered the conclusions and findings that were disclosed in accordance with the research problems being formulated.

4. Result and Discussion

4.1. The Translation Ability Taxonomy on the Students' Bilingual Abstract

After the data analysis stage was completed, the results of the study found that there were seven analyzes of students' taxonomy translation abilities on bilingual abstract text consisting of 11 (eleven) data on the flawless (proper) translation results (see table. 5) and six (6) data on the translation ability of students that detected grammatical error analysis, namely: grammatical error code 1-detected, grammatical error code 2-detected, grammatical error code 3-detected, grammatical error code 4-detected, grammatical error code 5-detected, and grammatical error code 7-detected.

From the results of the analysis, it can be concluded that the translation skills of students in abstract bilingual texts are still in translation abilities that are too literal, atomic, and raw translation. Thus, the message delivered at the L2 target is not communicative, does not meet the quality of readability and is far from the quality of English native

TABLE 3: The Students' Taxonomy Translation Ability

No	The Translation Ability Taxonomy on the Students' Bilingual Abstract	Quantity/ Percentage %
1.	Error Code ART	30/11.45%
2.	Error Code WW	29/11.06%
3.	Error Code WC	27/10.30%
4.	Error Code RE	24/9.16%
5.	Error Code WO	20/7.63%
6.	Error Code VT	18/6.87%
7.	Error Code COM	17/6.48%
8.	Error Code SS	16/6.10%
9.	Error Code MW/MT	12/4.57%
10.	Error Code FRAG	11/4.19%
11.	No Mistake Detected	11/4.19%
12.	Error Code RO	10/3.81%
13.	Error Code UNCLEAR	9/3.43%
14.	Error Code PREP	9/3.43%
15.	Error Code AGR	7/2.67%
16.	Error Code VP	4/1.52%
17.	Error Code PL	2/0.76%
18.	Error Code REF	2/0.76%
19.	Error Code AP	1/0.38%
20.	Error Code WF	1/0.38%
21.	Error Code SP	1/0.38%
22.	Error Code PRO	1/0.38%
	Total	**262/100%**

writers be like. As seen in table 3, there are 22 taxonomies of student translation ability which are divided into translation results containing 95.8% grammatical error analysis or 251 codes and 4.19% or 11 sentences without error. And the most common symptom of grammatical errors is article errors in the percentage of 11.45%, followed by wrong word errors in 11.06%, and word choice errors in 10.30%.

TABLE 4: Translation Accuracy Rate of Students Bilingual Abstract

Accurate Categorization	Quality Rates	Quantity	Percentage %
Accurate	42(14*3)	14	12
Less Accurate	88(44*2)	44	40
Inaccurate	52(52*1)	52	48
Total	**185**	**110**	**100%**

In terms of quality, the level of accuracy of the translated message can be seen in table 4. namely the inaccurate results of the translated messages are 48%, the results are less

accurate as much as 40%, and the accurate results of the messages are only 12%. The level of accuracy of the student's translation of this bilingual abstract text is obtained because it is detected that 66 sentences have more than one English grammatical errors, and 27 sentences have one error. Therefore, the researchers assume that if there are more than one grammatical errors detected in one sentence of the target language, the quality of the accuracy of the translated message is included at the level of inaccuracy and less accuracy.

4.2. Flawless Translation

This flawless translation is the result of student translation that is not detected by the target language grammatical error and also the message conveyed has the quality of readability and of message accuracy, the source text sentence is good and correct according to the rules of writing effective sentences. Text sentences are concise and precise. Therefore, the accuracy translation results for the L2 target text are achieved.

TABLE 5: Flawless Translation

Data Code	Quantity
ID-EN 14, ID-EN 46, ID-EN 47, ID-EN 48, ID-EN 51, ID-EN 62, ID-EN 74, ID-EN 76, ID-EN 78, ID-EN 80, ID-EN 90	11
Total	**11**

Table 5 shows that 11 sentences or in the percentage of 4.19% are detected accurately and without error from a total of 262 data.

5. Conclusion

When considering the implications of students' translation ability, this study has made four conclusions:

1. In the source text L1 contains ineffective and redundant ID sentences. It does not reflect a systematic scheme of writing scientific papers which should contain effective, concise and precise sentences. Thus, on the translation process into the target text, the L2 sentence contains elements that are redundant and inefficient. There is no element of the readability in the translation results. The symptoms of language like this are because students do not have knowledge in good and correct writing in Indonesian according to the rules of *Ejaan Bahasa Indonesia* (EBI) and the rules for writing effective sentences, so that the source text language

tends to be messy, apply less standard words and proper diction. In this case, students write their own sentences in the Indonesian source text, because the text is a type of text that requires academic graduation, indeed there are two roles that must be played by students, namely as a writer and a translator.

2. The students' translation abilities on bilingual abstract texts are still at translation skills that are too literal, too atomic, word-for-word and raw translation. The message delivered at the L2 target is not communicative, does not meet the quality of readability and is far from the quality of English native writers be like. It found that there were 22 taxonomies of student translation ability which were divided into translation results containing 95.8% grammatical error analysis or 251 codes and 4.19% or 11 sentences without errors. And the most common symptom of grammatical errors was article errors as much as 11.45%, followed by wrong word error codes 11.06%, and word choice error codes 10.30%.

3. In terms of quality, the level of accuracy of the translated message can be seen in table 4. namely the inaccurate results of the translated messages are 48%, the results are less accurate as much as 40%, and the accurate results of the messages are only 12%. The level of accuracy of the student's translation of this bilingual abstract text is obtained because it is detected that 66 sentences have more than one English grammatical error and 27 sentences have one error.

4. The students need to know that the success of a translation embedded on three important things, namely on knowledge, skills and quality. The proper and correct source language text writing skills in accordance with Indonesian spelling rules (EBI) and effective sentence writing rules, the knowledge of the study of translation grammar which comes from interlingual communication theory which is an academic imperative as a tactical and strategic tool for acceptability and quality translation performance. MT constitutes only as a media facilitator and a helping tool in translation. It is not absolutely 100% dependent on the work of the machine result. However, the translation of the MT is still a draft translated and requires a lot of scientific reasoning analysis and communicative translation skills to be learnt.

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Poetry Writing in EFL Classrooms: Learning from Indonesian Students' Strategies

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Abstract

Hanuer's *Meaningful Literacy* has been used as a major justification for including poetry writing as part of pedagogical practices in second and foreign language contexts. Unfortunately, within the EFL context, many teachers are still reluctant to include poetry writing in their teaching practices due to the common assumption that writing poems in a second language is too difficult for students to deal with and therefore will be out of their reach and interest. This qualitative study, which collected data through observations, documentation and surveys, investigated how 171 Indonesian EFL students successfully write their poetry books in creative writing classes. Employing an ethnographic case study approach, the findings showed that students use the following strategies in writing their English poems: (1) Using popular poem templates as idea starters; (2) Creating a vocabulary bank for writing rhyming poems; and (3) Building emotions through personal story sharing and later channeling them through poetry writing. This study concludes that EFL students could enjoy poetry writing as expressive pedagogy and thus, debunks the negative assumption related to EFL students' lack of interest and appreciation in poetry writing.

Keywords: Creative writing, English as a Foreign Language (EFL), expressive pedagogy, poetry writing, Indonesian students

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1. Introduction

For most language teachers, teaching writing skills in second language classrooms has always been perceived to be very challenging. This perception is likely shaped because writing requires communicative goals as the final achievement by involving problem solving as the dissemination strategies (Fithriani, 2017; Graham, 2010; Kurt & Atay, 2007). In line with the teachers' perception, most language learners find writing skill difficult to master in comparison with three other language skills namely reading, listening, and speaking. For second language (L2) learners, learning to write has multiple difficulties where they not only have to translate their ideas into the target language but also to transfer and to organize them into written language that employ different rhetoric patterns used in their first language (L1) (Fithriani, 2018).

In addition to the aforementioned reasons, Hanauer (2012) opined that writing is difficult for L2 learners because there are contractual agreements in which they are directed to write based on the imposition of abstract standards or specific textbooks to then be evaluated based on external standardized tests. L2 writing classes, particularly those in English as a foreign language (EFL) context, have been widely criticized as being "dehumanized" (Hanauer, 2012: 105) and "decontextualized" (Widdowson 1998: 712), which are heavily loaded with linguistic, structural and cognitive terms without any concrete activities for learners that are personally contextualized. With this pedagogical system, learners are seen merely as "an intellectual entity involved in an assessable cognitive process" (Hanauaer, 2012: 105). Ideally, L2 learners as student writers need to be given opportunity to write based on their expressive needs which allow the authentic, meaningful, personal expression to be at the center of literacy instruction. This approach is termed by Hanauer (2012) as meaningful literacy in which instead of setting a pedagogical approach that is overwhelming the language learners with structural, linguistic and cognitive terms, meaningful literacy offers an emotional and embodied experience in addition to being a cognitive process.

Poetry writing is one of the most efficient pedagogical approaches to meaningful literacy (Chamcharatsri, 2013; Hanauer, 2012; Iida, 2012). Research has shown that incorporating poetry into writing instruction provides multifaceted benefits. Hughes (2007) claimed that writing poetry helps build on the awareness of students and allows for a connection to oneself, others, and the world. In addition, it facilitates emotional speech, facilitates higher-order thought capacity, and improves ways of learning. Sinclair, Jeanneret, and O'Toole (2009) stated that personal expression through poetry writing helps students through different media to gain an awareness of and share information about ideas and emotions, as well as create new understandings of language and its emotionality. Similar to this, Hansen (2011) and Brian (2008) argued that the language of poetry plays a role in the emotional development of students since it allows them to experience real life connections and participate in deep thinking.

With all the potential advantages of integrating using poetry in language classes as highlighted by many L2 researchers and practitioners, poetry writing has also been introduced in some EFL contexts with different levels of acceptance. However, in general, many English teachers are still reluctant to include it in their teaching practices with the assumption that the teaching of poetry to EFL students has always been a very demanding task (Khatib, 2011). Furthermore, they believe that English poetry is too difficult for EFL learners to deal with and therefore will be out of their reach and interest (Hanauer, 2012). They are also intimidated to writing and analyzing English

poems because they think that they do not know how to write it or the author is surely concealing some meaning in the text that they just can't find (McGee, 2001). Within Indonesian EFL context, integrating poetry in English writing classes is even more challenging since the curriculum guiding the objectives, contents, materials and methods used to carry out English teaching and learning process in this country is designed, developed, and mandated by the government (Fithriani, 2020). As what Widodo, Budi, and Wijayanti (2016) claimed that English teachers in Indonesia are curriculum implementers where teachers merely teach from restricted curriculum standards as set out in national curriculum guidelines that are not focused on the learning needs of individual students. This is to say that it is unlikely that English teachers in Indonesia would incorporate poetry writing in their teaching practices for two reasons; first, the perceived difficulty and second, its exclusion from national curriculum.

Indonesian EFL teachers' reluctance towards the integration of poetry in English writing class has aspired me to include writing poems as parts of my teaching practice in some creative writing classes that I facilitate since 2017. This relatively short experience in teaching poetry writing to Indonesian college students could be said successful, which brought me to the conclusion that Indonesian teachers as well as students' negative perceptions towards poetry writing could be altered when they know how to make it useful not only in improving learners' English language skills but also providing a meaningful and fruitful language learning experience. Therefore, this study aims to find out students' perception of poetry writing and to investigate their strategies in successfully completing the poetry book project as part of class requirements in a Creative Writing class. Specifically, there are two research questions posed in this study:

1. Do the students find poetry writing interesting to learn?

2. What strategies did the students use to successfully complete their poetry book project?

Thus, the focus of this study is not to investigating the degree of the effect statistically, but more on recording students' opinion and experiences and describing them comprehensively. The findings of this research will be beneficial for English teachers to have alternative strategies in teaching poetry writing for EFL learners. Furthermore, EFL learners might see writing particularly poetry writing is not difficult but interesting.

2. Literature Review

2.1. Creative Writing as Part of Meaningful Literacy

Meaningful literacy is a literacy instruction conceptualized by Hanauer (2012) for second/foreign language (SFL) learners to learn English in humanizing way. He believes that the purpose of language learning is facilitating personally meaningful expression. He simply argues that "learning a language is significant, potentially life-changing, event" (p. 1). Nevertheless, studying language is completely different for those who did not know the language in the first place. In their classroom, language teachers would be simple to say foreign-language things so they will speak to them instead of saying something. SFL students are then advised to learn English through the text in this literacy instruction, by voicing what they want to say in the target language.

Hanauer (2012) formulates a set of principles guiding SFL writing instruction by using the core of the learning experience, namely the individual learner, personal experience, history and social contextualization. These four concepts include 1) Autographical writing aimed to analyze and understand oneself using memory, imagination and personal experience; 2) Emotional writing facilitating a method of student writing that stimulates and elicits the writer and the reader's emotional responses and endorses the expression of personal feelings; 3) Personal insight providing a reflective mechanism that contributes to a deeper understanding and appreciation of personal experience; and 4) Authentic public access situating writing in a social process of expressing personal views, understandings and emotions to others who are important for the writer either inside or outside classrooms. He believes that writing instruction designed on these principles will make the learner as the context of his or her own language use and learning. In addition, it will direct the process of written language directed by the expressive needs of the writer. One of the writing instructions that designed by using these principles is creative writing.

Widodo, Budi, and Wijayanti (2016) define creative writing as a self-expressive and creative way for SFL learners convey multi-semiotic meanings. It is also a way for learners to use their rich backgrounds and experiences to the classroom into writing form (Chamcharatsri, Garcia, Romero, Mohamad, 2017). Creative writing also allows SFL learners to openly express their ideas without having to think about grammatical rules, and thus helps to make their writing fluent (Hanauer, 2012). In addition to fluency, this genre of writing is also claimed to help promote language development at the level of grammar, vocabulary and discourse; encourage learners' creativity in using the language; and trains the right side of the brain, which focuses on feelings, physical

sensations, and the like (Kırkgöz, 2014). One model in creative writing in which these reasons are manifested is poetry writing.

2.2. Poetry Writing in EFL Context

A poetry is a piece of writing in which words are arranged beautifully and rhythmically (Mittal, 2014). In particular, Hanauer (2004) described poetry as a literature text which presents the writer's experiences, thoughts and feelings through a self-referential use of language that generates a new understanding of the text for the reader and writer. Simply defined, poetry is a creative literacy writing that arranged beautifully and rhythmically to express experiences, thought and feelings.

Writing poetry itself is a creative and reflective writing approach (Celly, 2019). When incorporating in language classrooms, poems could offer opportunities for students to project their feelings and emotions, thus fostering personal involvement in learners since it deals with universal themes and human concerns (Heath, 1996). For L2 learners, writing poetry may motivate them not only emotionally but also cognitively to communicate their feelings/emotions and ideas (Widodo, et.al 2016) and to reflect on their personal life-experiences and negotiate how to construct and express their voices in the target language (Iida, 2016). Furthermore, Hughes (2007) claimed that poetry writing helps promote students' critical thinking when they read a poem and try to understand not only the meaning but also the reason why the author wrote it.

In EFL context, integrating poetry writing in pedagogical practice is believed beneficial for the learners (Hanauer, 2001). Some other reasons to include poetry in EFL teaching and learning include its use as a source of content-rich reading material, a model of creative language in use, a way to introduce vocabulary in context, and a way to focus students' attention on English pronunciation, rhythm and stress (Kellem, 2009). In addition, Mittal (2014) argues it is because poetry helps learners to Figure of Speech, Adjectives, Phrases and symbolic words spontaneously to show feelings. When we read, listen or write something aloud and rhythmically we will also easily learn it.

In regard to its benefits, it is necessary for EFL teachers to understand the strategies to teach English through poetry writing. Schroeder (2010) suggested the first strategy that needs to be implemented in teaching poetry writing, namely the use of template in order to brainstorm the students' idea. Meanwhile, Hanauer (2012) used writing instruction that situated within a process of personal exploration of memory and the expression of personal understanding and insight to other class members and significant people (beyond the classroom) within the students' life. Basically, he distinguishes the course

into three important stages of the educational process. Firstly, he spends time *generating personal motivation for self-exploration*. Secondly, he initiates *a process of autobiographical exploration*. Finally, he brings the process of *poetic expression of autobiographical memory*.

Kellem (2009) offered Formeaning Response approach to be implemented in EFL classroom. This approach is a combination between Stylistic and Reader-Response approaches. In this approach, students will experience some activities in the classroom. Firstly, the students will have a warm-up activity in which they will be introduced to the background of knowledge of understanding a poem such as by discussing about picture or answer an interview questions about personal experiences. Secondly, the students will have form and meaning activities in which they will look at the poem by alternative word exercise, listening cloze and listing some words in poems. Thirdly, response activities in which the students will read the poem entirely and try to discover and express what the poem means to them as individuals. Lastly, the students will have Formeaning Response activities in which they will discuss the alternative words exercise that had been written in the form and meaning activities and then they will have true/false activities in which the teacher will develop statements that might be related to the language of poem or associated to the main theme of the poem. Finally, the student will mark the statements by using True or False. The result of this strategy makes the students will attend to the language of a poem, use that linguistic evidence to discuss the poem and relate the themes to their own ideas and lives.

Iida (2016) conducted a research in Japanese EFL students and found that multiwriting *Haiku* (Japanese poetry) pedagogy can enable L2 learners to explore and better understand themselves and make their language learning more personal, humanistic and meaningful. The steps that the students must to do are: understanding the concept of haiku, reading haiku in English as a foreign language, composing haiku, peer reading and choosing media to be inserted in the students' text.

In Indonesia, as one of the countries that enacts English as a foreign language, it is assumed that any certain strategies to use poetry writing model in learning English might be emerged from the students based on their learning experiences. Therefore, this study will find out any strategies used by English Department students in the process of writing their poetry.

3. Research Method

The study employed qualitative research design to explore and understand the problem of individual or groups (Creswell, 2014, p.32). It helps to know more about the problem and the progress that is faced by students in the process of writing poetry in a foreign language. This qualitative research used an ethnographic case study design to identify and delve on how a groups or individual develop the behavior from time to time (Creswell, 2014, p.48).

The participants of this study were 171 sixth-semester students taking a creative writing course in a state university in North Sumatra, Indonesia. The data of this study were collected through three instruments which include, 1) on-site observation conducted during the class meetings; 2) documentation in the forms of poetry books submitted by the students at the end of the semester; and 3) online survey consisting of close- and open-ended questions. In responding to the survey, the participants were asked to explain how they maneuvered through all class works and encouraged elaborate as much as possible in their answers. As part of consent agreement, the completed questionnaires were then labelled with numbers to maintain the participants' anonymity,

Frequency count was used to calculate the total number of responses related to the degree of interest in poetry writing. While, thematic content analysis was employed to identify clear trends in the different viewpoints of the data collected through the rest of the instruments. In order to fully understand and analyze participants' experiences and perspectives, the data were sorted, labeled, and analyzed. Finally, common themes were highlighted and presented as the findings of the study.

4. Result and Discussion

4.1. Students' Perception of Poetry Writing

The analysis of the data collected through the close-ended part of the survey showed that in general, the students found poetry writing interesting. A closer look at the data in Figure 1 revealed that out of 171 participants, the majority (n = 154) found poetry writing interesting, 13 showed no interest in the subject, while four students did not respond to the question. Contrary to some claims saying that English poetry is too difficult for EFL learners to deal with and therefore will be out of their reach and interest (Hanauer, 2012; Khatib, 2011; McGee, 2001), these findings proved the opposite and, thus, might be used as a reference to debunk the negative perception towards this genre of writing.
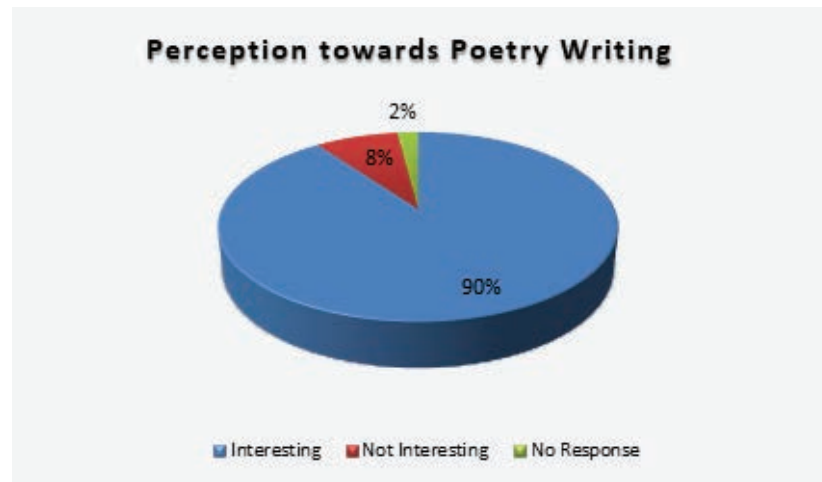
Figure 1: Students' perceptions towards poetry writing

4.2. Students' Strategies in Writing Poems

To answer the second research question related to the strategies the students employed when writing poems, the analysis of the data collected through the open-ended part of the survey, on-site observation, and students' poetry books revealed three main themes, which are presented below:

4.2.1. Theme 1: Using popular poem templates as idea starters

The first theme emerged from the data is the use of templates to help the students write their first poems following a format similar to the original one. In the first two meetings of the class, the students were introduced to English poems through some popular types of poetic forms such *as Acrostic Poem, Haiku, Cinquain, Ode*, etc. They were also provided some poem templates such as those in Figure 2 as parts of learning materials. The examples and the templates serve as a model and inspiration for language awareness as well as for some parallel writing. Through lecture presentation and exploration, the students developed their comprehension through various activities, such as brainstorming, predicting the content of the poem from the title, and discussing the meaning. Furthermore, to consolidate their language knowledge and improve their creative writing skills, they practiced writing similar poems in groups before writing them individually.

The students found this strategy very effective as an idea starter especially for those who were new and not familiar yet with poetry writing. Students' responses to the survey showed that the use of poem templates not only helped them to discover useful

Figure 2: Examples of poem templates

ideas to write about but also encouraged them to draw on their own experiences. Furthermore, they also admitted that the templates work effitively as a good model for creative writing that elicited emotional involvement as shown in Figure 3 and the following excerpts.

> I think it really hard to write poetry in English, but the template really works! I can write it! (Excerpt 1)
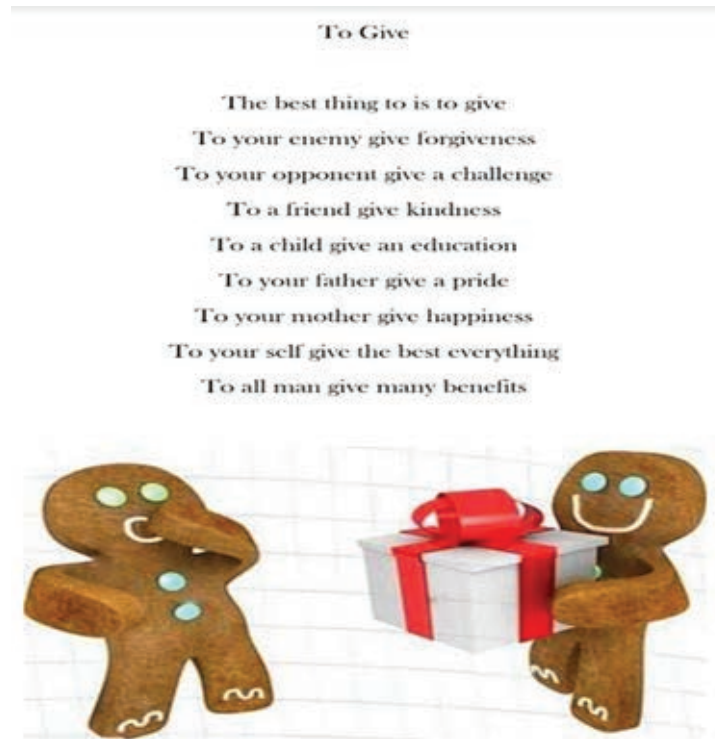
> The template makes me easier to write poetry. I just followed the rules of the template and I finish it. (Excerpt 2)

> I think it is more interesting when we have to write about ourselves using it (the template). It makes me understand myself deeply. (Excerpt 3)

This finding supports what Schroeder (2010) claimed that templates can be used as the students' brainstorm. It means poem templates, especially the popular ones facilitate EFL learners in writing poetry. Furthermore, using this first strategy, the students unconsciously had experienced the benefit of poetry writing as part of meaningful literacy that helps them explore their personality. It is coherence with the purpose of Hanauer's (2012) first strategy which is to generate personal motivation for self-exploration of the students. Meanwhile, the use of popular templates to introduce English poems to the students and to stimulate their creative ideas drawn from personal experiences is similar to what Iida (2016) and Kırkgöz (2008) reported in their studies. Iida (2016) found that the students could easily understand Haiku poetry through the use

of templates at the beginning of the learning process, while Kırkgöz (2008) proved that using templates encouraged students to write poems reflecting their own experiences and gaining great emotional pleasure.

To Give

The best thing to is to give
To your enemy give forgiveness
To your opponent give a challenge
To a friend give kindness
To a child give an education
To your father give a pride
To your mother give happiness
To your self give the best everything
To all man give many benefits

Figure 3: An example of student's work following the poem template

4.2.2. Theme 2: Creating a vocabulary bank for writing rhyming poems

As stated by Mittal (2014) that a poem is a piece of writing form that arranged beautifully and rhythmically. In writing rhythmical poems, the students employed the second strategy by creating a vocabulary bank consisting of sound-a-like words. The students were given some examples of rhythmical poems and asked to create ones in groups. However, at this stage most of the students felt difficult in finding the words to use to make their poems rhythmical. Thus, the lecturer suggested them to make a list of vocabulary consisting of words with similar sounds. The words can be in any types of parts of speech and related to the students' interests. This vocabulary bank was later used as their reference when writing their rhythmical poems like that in Figure 4.

This strategy proved reliable to facilitate students in writing rhyming poems as well as to enrich their vocabularies as what the students admitted in the following excerpts:

At first, it is really difficult to choose the vocabulary based on its rhyming. However, this vocabulary bank really assists me to do not need to think before write. I can easily choose from my bank. (Excerpt 4)

It is really hard to make a rhyming poem, but this vocabulary bank is really helpful. Then, I also learn new words from this vocabulary bank. Especially about emotional vocabulary (Excerpt 5)

This vocabulary bank makes me easily choose the words what I want to express. For example, it is that simple, when I want to express my activity in my poetry, I can easily pick the words from the verb listed in the bank. (Excerpt 6)

The benefit of this strategy in helping the students expand their vocabulary is in line with Kellem's (2009) statement emphasizing the benefit of poetry writing as a pedagogical practice in learning English is because it introduces vocabulary in context. Similarly, Mittal (2014) also argues that learners will learn about figure of speech, adjectives, phrases and symbolic words spontaneously when they learn to write poetry. Furthermore, as a model of creative writing this activity proved what Kırkgöz (2014) stated that the language development of vocabulary will be improved in the process of learning it.

The creation of vocabulary bank to help learners create rhyming poems was also practiced by the students in Kellem's (2009) study during the form and meaning activities. In these activities, the students were guided to form some words and understand the meaning of the words by doing alternative word exercise, listening cloze and listing some words in poems. As a result, the students attended to the language of a poem.

4.2.3. Theme 3: Building emotions through personal story sharing and later channeling them through poetry writing

The last strategy emerged from the data was emotion channeling through personal story sharing. This strategy was inspired from one of the activities during the teaching and learning process. In one of the sessions, the lecturer shared a story of her life struggle as an international student. While listening to the story, all of the students looked emotionally engaged as if they took part in the story themselves. The class atmosphere was also much affected when silence dominated and the only sound heard was the tremble voice of the lecturer and the hidden sob of the students. By the end of the story, the lecturer asked the students what they thought about the story and asked them to write it down. Surprisingly, many students turned the free writing session

Figure 4: An example of student's rhytmical poem

to emotionally-filled poems. Thus, in the next class meeting, the lecturer asked the students to sit in pairs and told each other a personal story they found memorable and worth sharing. Once this story sharing activity ended, they were asked to write a poem related to the story they shared and/or listen to.

The effectiveness of this strategy in helping the students write their poems was also admitted by the students themselves which could be observed in the following excerpts:

As the story goes on, I felt my emotions grows as same as the lecturer's emotion. I like being brought into the story and experiencing the same events as her. Happy, amazed, confused and finally at the end of the story, I couldn't handle my sad feeling about the struggle she should face. It also made me remember about my family at home. Then when she informed us to use this emotion in our poetry, I just felt like know where I should express this. (Excerpt 7)

Now, I knew why poetry can have a deep meaning. Because after this meeting, I felt like my emotion need a place to be expressed. It got me

emotional because the story also reminded me about my journey to get into this campus. (Excerpt 8)

I think I can make a lot of poetries after this meeting. I can also make one about her story. It really got me emotionally. I had my vocabulary bank already and it was really helpful. (Excerpt 9)

As stated by Iida (2016), this strategy stimulates the students' memories of personal experiences and life such as those related to their families and school lives. Furthermore, it successfully shifted their focus to the meaning carried out in their poems instead of the forms of language. This finding also supports Celly's (2009) statement that writing poetry is a creative and reflection approach. In this study, when the lecturer shared her personal experiences, unconsciously, the students reflected the story to theirs. Therefore, they could emotionally involve and feel the same way as the lecturer did. Furthermore, this kind of strategy has some similar points with what Hanauer (2012) did to his ESL College Writing class. At the second step of his strategy, Hanauer (2012) initiated a process of autobiographical exploration in which he directed the students to make life maps and mark out their life experiences then guided them in an imagination where the students were asked to visualize and relive past experiences. In this current study, the students were directed to explore their personal experiences through personal story sharing. Unconsciously, the students explored their own life-experiences when they listened to the lecturer's personal story and their peers' as seen in Figure 5.

Overall, the three strategies the students employed in this study had effectively helped them to write English poems and finish their poetry book project. These findings indicate that poetry writing has the potential to be incorporated in into the EFL class curriculum in Indonesia. Furthermore, writing poems about students' personal experiences and emotions truly reflect what meaningful literacy means since they write about something emotionally engaging to them. Furthermore, writing poems could promote the learning of vocabulary that can be transferred to not only writing but also to everyday use. Finally, these findings could also be used to debunk the negative stigma that writing is difficult to do and not interesting for EFL students

5. Conclusion

This study reported Indonesian EFL students' perception of poetry writing and the strategies they used to successfully finish their poetry books as a Creative Writing class requirement. Contradict to the common assumption that most EFL students could not enjoy English poems and would find it boring, monotonous and uninteresting, the

MY CLOUDY DAY

You left me on twelve and thirteen

At the time I was still on seventeen

I know nothing

You just make me cannot say anything

Although my heart wants to cry aloud

My mouth keep not allowed

Then I lost my love

So does my laugh

Now I cannot express any words except I miss you

You really broke my heart into pieces

Till I lost my peace

Because you brought part of my soul with you

ها على الأرض ونام في أحضانها فأين نحن منهم

"A Liar"

Everything you say, in every day
it's likd the best way, untill I kmow you oneday

The articiality, that you give me
you are like an actor, playing on theater

I am not just a listener, but I am your partner
knowing your character, but you never change ot be better

The truth, that you put
make you like an angel, but actually you are evil

Figure 5: An example of student's poems about personal experiencesm

students in this study unexpectedly perceived poetry writing positively and showed high interest in writing poems for their English writing class. Furthermore, they did not appear to face significant difficulties in producing poems for their poetry book project. Thus, the common assumption saying that writing poems in EFL context is too difficult for students to deal with could be debunked.

Furthermore, this study elaborates three strategies the students used in breaking the deadlock of ideas when composing poems, *first*, the use of poem templates as idea starters; *second*, the creation of a vocabulary bank for writing rhyming poems; and *third*, emotions building and channeling through personal story sharing. These three strategies might also be useful for other EFL learners and might be effective to the other genre of writing.

Finally, this study recommends the incorporation of poetry writing as a pedagogical practice of meaningful literacy as it is one effective way to make EFL learners personally involve in the learning process. It is a simple task through which learners can express

their personal feelings in a written work and deem that the result is really meaningful for them.

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Conference Paper

Constructivism-Based Teaching and Learning in Indonesian Education

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Abstract

In recent years, constructivism has emerged as the dominant paradigm in education and has made a major intellectual impact on pedagogical development in Indonesia, rooted in Piaget's cognitive development, and in Vygotsky's sociocultural theory. Applying constructivism in the classroom is basically rooted from Vygotsky's psychological theory in which knowledge is not transferred from teachers to students but is constructed in the students' minds. In this case, the focus of knowledge does not come from teacher to students but from how the students can construct by their own selves. Constructivism has also had a positive impact on the development of science in general in Indonesia. The application of global micro-technology and linguistic research to literacy and the development of constructivist learning narratives has been developed as a substantial approach to teaching in Indonesia. Constructivism is the foundation of teachers because this method represents a shift from behaviorism-based education to cognitive theory-based education. In addition, in recent years, language pedagogy has integrated a variety of instructional approaches that underline the centrality and diversity of learners and their active involvement in authentic and meaningful pursuits as individuals and in the community of learners. This study aimed to reveal the roles of constructivism-based teaching and learning in Indonesian education. In this research, Dewey's theory of constructivism is the main theory used, in which Dewey states that constructivism can build individual and social knowledge. This study applies a case study approach to ensure the validity of the results of the research conducted as proposed by Kothari (2004). The results showed that constructivism is a promising method and has a positive impact on the progress of education in Indonesia because it can improve students' abilities. This method also builds students' knowledge to be creative, and is designed according to their needs.

Keywords: constructivism, teaching and learning, Indonesian education, Vygotsky's psychological theory

1. Introduction

Constructivism theory is defined as generative learning. It is the act of creating meaning from what is learned. In constructivism, each learner constructs knowledge individually and socially, and it is actually not a new idea. What has been through in our lives so far is

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the accumulation and formation of experience after experience. This causes a person to have knowledge and become more dynamic. Constructivism emphasizes that our knowledge is our own construction (Merriam & Caffarella, 1999). Glasersfeld asserts that knowledge is not an imitation of reality. Knowledge is not a picture of the existing world of reality. Knowledge is always the result of a cognitive construction of reality through one's activities. One forms the schema, categories, concepts and structure of knowledge needed for knowledge (Merriam & Caffarella, 1999). So, knowledge is not about the world apart from observers but it is a human creation constructed from experience or the world as far as it is experienced. Piaget said that the process of formation continued when reorganizing because of a new understanding (Kroll & LaBoskey, 1996).

In the construction process, according to Glasersfeld in Suhendi and Purwarno (2018), several abilities are needed in the process like the ability to recall and express experiences, the ability to compare, make decisions (justification) regarding similarities and differences; and the ability to prefer one experience over another. The ability to recall and express experiences is very important because knowledge is formed based on interactions with these experiences (Suhendi and Purwarno, 2018). The ability to compare is very important to be able to draw on the more general nature of special experiences and see the similarities and differences to be able to make a classification and build knowledge. The ability to prefer one experience over another because sometimes someone prefers certain experiences over others, then comes the matter of the value of the experiences we form.

Constructionism influences much science and mathematics education in many American, European and Australian countries (Dahar, R. W. 1989). Broadly speaking, the principles of constructivism taken are knowledge is built by students themselves, both individually and socially, knowledge cannot be transferred from teacher to student, except only by the activeness of students themselves to reason, active students constructing continuously, so that there is always a change in the concept towards a more detailed, complete, and in accordance with scientific concept, the teacher simply helps provide facilities and situations so that the construction process of students runs smoothly. In addition, constructivist learning considers that students continually check new information that is contrary to the old rules and revise those rules if they are no longer appropriate. Thus, to encourage students to be actively involved in learning activities, then the atmosphere of the learning environment must be democratic; learning activities take place interactively and are student-centered; and educators encourage students to learn independently and be responsible for their learning activities (Danarjati, Murtiadi, & Ekawati, 2014). In line with this idea, Kaufman (2004) states that in recent years, language

pedagogy has integrated a rich palette of instructional approaches that underscore the centrality and diversity of learners and their active engagement in authentic and meaningful pursuits as individuals and within communities of learners (Kaufman, 2004).

Seeing the practice of education in Indonesia, the concept of constructivism has not yet been realized, even though the concept has been intended, for example as stated in the Education Unit Level Curriculum (KTSP) which clearly gives freedom to the education unit including the teacher in it to form student competencies according to the needs and student interest. According to Trianto (2007), one of the main problems in learning, in formal education (schools) today, is the low absorption of students.

The above situation can be seen from the average student learning outcomes that are of concern. This achievement is certainly the result of learning conditions that are still conventional in nature and do not shape the realm of the dimensions of the students themselves, namely how the actual learning is (learning to learn). In a more substantial sense, that the learning process to the present still gives the dominance of the teacher and does not provide access for students to develop independently through their discovery and thought processes. Another fact about education in Indonesia according to the World Bank Report (2014) explains that student learning achievement in Indonesia continues to get low achievement in international standardized tests of student achievement, even after taking into account socioeconomic conditions. In 2003, Indonesia took 33rd place out of 45 countries in the Third International Mathematics Science Study (TIMSS). In 2006, the Program for International Student Assessment (PISA), which assesses how well-prepared students are 15 years old in facing life, Indonesia ranked 50 out of 57 countries in the fields of science, reading and mathematics.

This illustrates the lack of portraits of learning in educational practice in Indonesia that must be addressed, to reach a generation of Indonesians who are more accomplished, and have quality in the true sense.

2. Literature Review

Constructivism assumes that knowledge is the result of human construction. Humans construct their knowledge through their interactions with their objects, phenomena, experiences, and environment (Hopkis, J. R. 2011). A knowledge is considered true if the knowledge can be useful to deal with and solve problems or phenomena accordingly. For constructivism, knowledge cannot be transferred from one person to another, but is interpreted individually by each person.

Each person must construct their own knowledge. Knowledge is not something that has become ready, but rather a process that develops continuously. Constructivism influences the field of education through learning and learning theory, from a constructivism perspective, learning is seen as:

a human process to achieve various kinds of competencies, skills, attitudes. Learning starts from infancy, an infant master simple skill, such as holding a bottle and getting to know the people around him. When stepping on children and adolescents, a number of attitudes, values, social interaction skills are achieved as competencies. As an adult, individuals are expected to be proficient with certain work tasks and other functional skills, such as driving a car, being self-employed, and collaborating with other people (Baharuddin and Esa Nur wahyuni, 2007)

It can be said that learning is viewed as a regulatory process of struggling with the conflict between existing personal models of the world and discrepant new insight, constructing new representation and models of reality as a human meaning making venture with culturally develop tool and symbols, and further negotiating such meaning through cooperative social activity, discourse and debate" (Hopkis, J. R. 2011).

Thus, constructivist learning can be formulated as the compilation of knowledge from concrete experiences, through collaborative activities, reflection and interpretation. Such activities allow students to have a different understanding of knowledge depending on their experiences and perspectives used in interpreting them. Learning is an activity of setting the environment so that the learning process occurs, namely the interaction of students with their environment.

There are five constructivist learning elements (Oxford, R. L. 2003), namely: a) activating new knowledge (activating knowledge); b) acquiring new knowledge (acquiring knowledge) by learning as a whole first, then paying attention to the details; c) understanding knowledge, i.e. by means of constructing a temporary concept (hypothesis), sharing with others in order to get a response (validation) and on the basis of that response, the concept is revised and developed; d) practice the knowledge and experience (applying knowledge); and e) reflecting on the knowledge development strategy.

More value from constructivist learning (Oxford, R. L., 2003) is its strength in building freedom, realness and positive attitudes and perceptions of learning as learning capital. Because learning requires freedom, without freedom students will not be able to learn in the best way. Because constructivist learning is not teacher centered or student centered (Glasersfeld, 1995). Instead, constructivists position teacher-student equality

in the learning process so as to enable the elaboration process of the principles and concepts learned to build meaningful new knowledge. Therefore, teaching must "turn on" a dead topic so as to create understanding, mastery, and love for the material being taught and grow in a commitment to study it deeper.

Psychological figures who started the approach to constructivism are Piaget and Vygostky. The difference between the two, Piaget emphasized and discussed the constructivism of the learning process from the personal side and Vygostky developed it by emphasizing and discussing the constructivism of the learning process on the social side. Two views of Individual Cognitive Constructivist and Sociocultural Constructivist dominate the concept of constructivism.

2.1. Individual Cognitive Constructivist

This theory was put forward by Jean Piaget (1977). This theory focuses on the internal construction of individuals towards knowledge (Khodijah, 2016). Knowledge does not originate from the social environment, but social interaction is important as a stimulus for internal cognitive conflict in individuals (Khodijah, 2016). Cognitive constructivists emphasize learning activities that are determined by students and are oriented towards self-discovery.

Piaget was the first psychologist to develop the philosophy of constructivism in the learning process. He explained how one's knowledge processes in the theory of intellectual development. And he also explained that the theory of knowledge is basically a theory of adaptation of the mind into a reality, just as an organism adapts to its environment. To understand Piaget's theory, here are some standard terms used to describe a person's process of reaching understanding, which is then known as cognitive development, namely: 1) schemata, 2) assimilation, 3) accommodation, and 4) equilibration.

Schema (cognitive structure) is the process or way of organizing and responding to various experiences (Slavin, R. E.1997). In other words, the scheme is a systematic pattern of actions, behaviors, thoughts, and problem solving strategies that provide a framework of thought in dealing with various challenges and types of situations. Schema is also understood as a mental and cognitive structure through which a person intellectually adapts and coordinates the surrounding environment (Suparno, P. 2001). The schemata will adapt and change during the student's mental development. Schemata are not tangible objects that can be seen, but a series of processes in people's conscious systems, so they have no physical form and cannot be seen. Schemata are the results

of conclusions or mental formations, the construction of hypotheses, such as intellect, creativity, ability, and instinct.

Assimilation occurs when a child incorporates new knowledge into existing knowledge, i.e. the child assimilates the environment into a scheme (Desmita, 2010). In another sense assimilation is a cognitive process by which a person integrates perceptions, concepts, or new experiences into a scheme or pattern that is already in his mind. Everyone always continuously develops this process.

Accommodation occurs when children adjust to new information, ie children adjust their schemes to their environment (Desmita, 2010). The new experience that is owned may not be compatible with the scheme that has been owned. In these circumstances the individual will make accommodation, namely: 1) forming a new scheme that can match the new stimulus or 2) modifying the existing scheme so that it matches the stimulus.

The process of assimilation and accommodation is necessary for one's cognitive development. In the development of one's intellect, a balance is needed between assimilation and accommodation. This process is called equilibrium, which is mechanical self-regulation to balance the process of assimilation and accommodation. Equilibration is a process from disequilibrium to equilibrium (Suparno, P. 2001). The process continues in people through assimilation and accommodation. Equilibration allows one to unite external experiences with internal structures (schemata). If an imbalance occurs, then someone is encouraged to seek balance by assimilation or accommodation.

The constructivist paradigm by Piaget (Slavin, R. E.1997) underlies the emergence of cognitive strategies, called meta cognition theory. Meta cognition is a skill possessed by students in organizing and controlling their thought processes, according to meta cognition includes four types of skills, namely: First, Problem Solving Skills (Problem Solving), namely individual skills in using their thought processes to solve problems through gathering facts, analyzing information, compiling various alternative solutions, and choosing the most effective problem solving. Second, Decision Making Skills (Decision making), namely individual skills in using the thought process to choose the best decision from several choices available through information gathering, comparison of the merits and disadvantages of each alternative, information analysis, and the best decision making based on reason rational reasons. Third, Critical Thinking Skills (Critical thinking), namely individual skills in using their thought processes to analyze arguments and provide interpretations based on correct and rational perceptions, analysis of assumptions and biases of arguments, and logical interpretations. Fourth, Creative Thinking Skills, namely individual skills in using their thought processes to produce new,

constructive ideas based on rational concepts and principles as well as perceptions, and individual intuition.

The skills above are interrelated with one another, sometimes at the same time someone uses his cognitive strategy to solve problems, so he uses skills to solve problems, make decisions, think critically, and think creatively at the same time.

2.2. Sociocultural Constructivist

This theory was put forward by Lev Vygotsky (Bruning et al, 1995). This theory holds that knowledge exists in a social context, therefore emphasizing the importance of language in learning that arises in social situations that are activity oriented (Eggen & Kauchak, 1997; Khodijah, 2016). According to Vygotsky, children can only learn by engaging directly in meaningful activities with smarter people. By interacting with others, students improve their understanding and knowledge and help shape understanding about others.

Important concepts of Vygotsky's sociogenesis theory of cognitive development in accordance with the sociocultural revolution in learning and learning theory are genetic law theory of development (genetic law of development) and the zone of proximal development (zone of proximal development), and mediation.

Genetic Law of Development (Genetic Law of Development). According to Vygotsky, every ability of a person will grow and develop through two levels, namely the social level where social people form their social environment (can be categorized as inter psychology or inter-mental), and the psychological level in the person concerned (can be categorized as intra psychological or intra-mental). The view of this theory places the internal or social environment as a primary and constitutive factor towards the formation of knowledge and one's cognitive development.

Zone of Proximal Development (Zone of Proximal Development). Vygotsky put forward his concept of a zone of proximal development (zone of proximal development). According to him, a person's development can be divided into two levels, namely the level of actual development and the level of potential development. The actual level of development can be seen from a person's establishment in completing tasks and solving various problems independently. This is called intra mental ability. Whereas the level of potential development appears from one's ability to complete tasks and solve problems when mentored by adults or when collaborating with peers who are more competent. This is called inter mental ability. The distance between the level of actual development and the level of potential development is called the zone of proximal development,

which is defined as immature functions or abilities that are still in the maturation process. To interpret the concept of the zone of proximal development scaffolding interpretation is used, which views the proximal development zone as a scaffold, a kind of buffer zone or stepping stone to achieve a higher level of development. In this case, there are several types of scaffolding that can be applied (Khodijah, 2016), namely: 1) Modeling, for example: an art teacher shows how to draw with two points of perspective before asking students to try drawing themselves, 2) Think aloud, for example: a physics teacher verbalizes his thoughts as he solves the problem of motility on the board, 3) Questions, for example: physics teacher "leads" students through several problems and asks them to ask at important points of time, 4) Adaptation of learning materials, for example: elementary physics teacher lowering and raising while teaching shooting techniques, and 5) Prompt and cue (encouragement and cues), for example: preschoolers are taught to tie shoelaces to chill saying "rabbits go into a hole and jump into it".

According to Byrnes (Khodijah, 2016), Vygotsky's theory has major educational implications, namely: 1) The teacher must act as a scaffold that provides sufficient guidance to help students achieve progress; 2) Learning must always try to "accelerate" the student's current mastery level; 3) To internalize skills in children, learning must develop in four phases. In the first phase, the teacher must model and give verbal comments about what they are doing and why. In the second phase, students must try to imitate what the teacher is doing. In the third phase, the teacher must progressively reduce his intervention once the student has mastered the skill. Fourth, the teacher and students repeatedly take roles in turns; 4) Children need to be repeatedly confronted with scientific concepts so that their spontaneous concepts become more accurate and general.

Some key concepts that need to be noted from Vygotsky are that development and learning are interdependent or interrelated, development and learning are context dependent or cannot be separated from social contexts, and as a fundamental form of learning is participation in social activities (social action). The framework of the development of constructivism pedagogy especially in educational practice is reflected in the two theories above, Piaget believes that the process of schema, assimilation, accommodation and equilibration affects one's cognitive development and Piaget states that one's potential can develop and succeed is due to the construct itself. Whereas Vygotsky states that students develop more systematic, logical, and rational concepts that are the result of dialogue with skilled teachers, so in Vygotsky's theory, others and languages play a key role in a student's cognitive development (Zhou, M. 2011. Learning

Styles and Teaching Styles in College English Teaching: International Education Studies, 4(1): 73-77). These two theories become complementary, and the development of constructivism pedagogy will occur after this process is carried out in the teaching and learning process, which will later be discovered many problems and challenges that become the potential development of constructivism education (pedagogy).

3. Research Method

This study applies a case study approach to ensure the validity of the results of the research conducted as proposed by Kothari (2004). Kothari claims that case study design is a way of organizing data and seeing the object to be studied as a whole. A case study performs a detailed examination of a subject or group of phenomena. The data collection method was tested for validity and reliability, a condition which according to Kothari must exist in descriptive research.

4. Discussion

According to Langeveld, pedagogy or the science of educating is a science that not only examines the object to find out how the condition or the nature of the object is to know how the condition or nature of the object, but also learns how to act (Hasbullah, 1999). The object of education is educational processes or situations. Meanwhile, Educational education or pedagogy is an educational theory, contemplation on education (Hasbullah, 1999). In the broadest sense pedagogy is the science that studies questions that arise in educational practice.

Constructivism according to Philips (1995) is a very broad and complex philosophical theory in gaining knowledge. This view is considered to have greatly influenced learning during the last two decades of the 20th century, and this approach can still be used to this day (Harris & Graham, 1994; Linschinsky, 2015). The constructivist approach directs students to have new experiences facing challenges, through challenges students can understand their anxiety and have new information from these new experiences (Powell & Kalina, 2009).

As explained earlier, this constructivism approach influences science and the educational process (pedagogy) as a learning theory. In constructivism, learning is a change of attitude through the context in which students learn, believe and attitudes. Students must be given the opportunity to develop priority knowledge, find the desired solution,

and test ideas and hypotheses. Here are the basic ideas of constructivism learning theory (Jia, 2010): 1) Knowledge, is an explanation and assumption but not the final answer to all questions. This is in stark contrast, because it is thrown away along with humane processes and new assumptions will emerge. Besides that, knowledge cannot conclude world regulations precisely; 2) Learning, is the process that individuals construct their cognitive structures. "Construction" is an initiative, aware, and self-esteem. Knowledge is the interaction between subject and object. The learning process is a construction of knowledge. Learning is a construction of initiative and generation of meaning. This process will be complete through interaction from past learning and new knowledge; 3) Students enter the classroom with a wealth of their past experiences. They hold their opinions in daily life and even universal issues. Although they do not know the issues and have no experience, they get some explanations and assumptions that underlie previous experiences. Therefore, teachers must understand students' prior knowledge and experiences as points for developing their new knowledge, and introduce students to produce new knowledge derived from past knowledge; 4) Teacher, the teacher's role must be changed, from the initiator and the indoctrinator to the helper and directs the students to understand constructively with full initiative.

Savery and Duffy (Goldman, 2006) explain eight constructivist principles, namely: 1) Linking all learning activities in the development of independence to all problems or tasks; 2) Support students in the development of independence for all problems and assignments; 3) Designing authentic assignments; 4) Design the task and learning environment to reflect the complexity of the environment that students must be able to use at the end of their learning period; 5) Give students confidence in the process of developing solutions; 6) Designing learning environments to support and challenge students' ways of thinking; 7) Encourage the emergence of ideas and against other views and contexts; and 8) Providing opportunities and supporting reflection on what has been learned and the learning process.

Other constructivism principles are: 1) knowledge is actively developed by students, 2) the pressure in the learning process lies with the students, 3) teaching is helping students learn, 4) the pressure in the learning process is more on the process rather than on the final outcome, 5) the curriculum emphasizes student participation, and 6) the teacher is a facilitator (Suparno, P. 2001). These principles are widely used to plan appropriate teaching and learning processes, curriculum updates, planning teacher preparation programs, and to evaluate teaching and learning practices that are already underway.

Based on the analysis of constructivism in the pedagogical point of view above, there are situations and conditions that require further review of its implications in educational praxis, especially in Indonesia. The study in question departs from a PISA (Program for International Student Assessment) survey result which shows that the average literacy score of Indonesian students' literacy, mathematics and science achievement is significantly below the international average. For literacy reading, Indonesia in 2000 ranked 39th out of 41 countries, 2003 ranked 39th out of 40 countries, and 2006 ranked 48th out of 56 countries. With the same number of participant countries as in literacy reading, for the average mathematics literacy achievement score, Indonesia's position is not much different. Indonesian students in 2000 ranked 39th, in 2003 ranked 38th, and in 2006 ranked 50th. Likewise for the average scientific literacy achievement score, Indonesia's position is still far below the international average. Indonesian students in 2000 ranked 38th, in 2003 ranked 38th, and in 2006 ranked 50th.

The PISA report above indirectly shows the background of the causes of the low ability of students in literacy, reading, mathematics and science achievement. There are many possible causes for this low ability, one of which is the pattern of learning and learning which is still a "transfer of knowledge" from teachers to students, the pattern includes traditional patterns. The concept of learning explained in the curriculum in Indonesia is not the same as its realization, as in a curriculum that is developed based on competence is needed as an instrument to direct students to become: (1) qualified human beings who are capable and proactive in responding to the challenges of an ever changing era; and (2) educated people who have faith and are devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent; and (3) democratic and responsible citizens. The development and implementation of a competency-based curriculum is one of the national education development strategies as mandated in Law Number 20 Year 2003 concerning the National Education System.

It can be seen that the curriculum described above is in line with the concept of constructivism which explains that constructivist teachers help students through problem solving and inquiry-based learning activities by testing students' ideas, drawing conclusions and accommodating and conveying their knowledge in a collaborative learning environment (Khalid & Azeem, 2012). Constructivism transforms students from passive ones into active participants in the learning process. If always guided by the teacher, students actively construct their knowledge more than just gaining mechanical knowledge from the teacher or textbook. Very good basic concepts in the curriculum in Indonesia that have not been accompanied by educational practices that fit the concept.

The importance of reforming education in Indonesia through research begins with examining the needs of students in Indonesia, and it will be better if the specific needs of each region are raised, so that appropriate learning can be used according to the characteristics of each region. Pedagogic constructivism that is very flexible and constructs the concept of understanding, development and completion allows it to be the basis of the research theory.

5. Conclusion

Education with a constructivism approach enables students to reach their full potential, because students gain hands-on experience in learning, so that cognitive development can be built by directly involving students to build their own knowledge and understanding from their experiences. In general, the concept of constructivism is divided into two, namely individual cognitive constructivist and sociocultural constructivist, these two aspects are both studying individual learning processes that are based on the process of individual cognitive formation itself and also cognitive formation that is influenced by the social environment. Both become synergies when applied in the learning process, which is to help students build cognitive potential through self-potential and experience, and a healthy, supportive environment. Constructivism education not only helps improve students' cognitive development, but also increases their independence in the development process.

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Conference Paper

The Metaphorical Assertion of *Minangkabau* Cultural Leaders' Speeches

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Abstract

This study aimed to explain the assertive illocutionary speech of *Minangkabau* cultural leaders in the context of a monologue speech termed *Pitaruah Ayah,* containing cultural values wrapped in metaphorical speech. This research refers to Searle's speech act theory and descriptive qualitative research methods were used. Data were collected from the records of all of the speeches of *Minangkabau* cultural leaders in the context of *Pitaruah Ayah,* through transcription and in-depth interviews. Data were analyzed using the agitated and equivalent method offered by Sudaryanto for reviewing qualitative language research. To measure the validity of the assertive speech types, the conditions of Felicity by Searle in proving the truth of a speaker's proposition were used. The results of the analysis showed that assertive speeches in *Pitaruah Ayah* monologue are assertive with informative types, complaints, warnings, advice / suggestions and claims. Each speaker's speech has a specific purpose with a message hidden in metaphorical speech. The speaker uses the delivery strategy in an indirect form to strengthen their linguistic power as a leader in the community.

Keywords: Assertive speech acts, Metaphorical, Cultural Leaders

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1. Introduction

Traditional leadership according to Weber (1974) is a social order that relies on ancient customs by having the status of the rights of leaders determined by customs. Navis (1984) states that *Minangkabau* leadership is called *Tungku Tigo Sajarangan* which is closely related to the grouping of *Minangkabau* community leadership system namely *Ninik mamak, Alim ulama* and *Penghulu*. The cultural leaders of *Minangkabau* are figures that are highly respected by the people. *Minangkabau* cultural leaders have important roles to be responsible for guiding, protecting, and nurturing the people to create harmonious relationships. Their roles and responsibilities are very decisive and have a very strong influence. All of their behaviors and speeches will be in the spotlight and role modeling for the people. However, the respect given by the people to them is in the form of obedience by the people shown from the dignity of *Datuk*.

For *Minangkabau* community, the position of a leader takes precedence over a step and is elevated, meaning that the egalitarian (equality of the human right) remains upheld. *Minangkabau* community order uses the philosophy of "*Kamanakan barajo ka mamak, mamak barajo kapangulu, pangulu barajo kamufakat, mufakat barajo right bana, bana badap sandirinyo, this is God's law*" (niece showing obedience to uncle, uncle to a leader, a leader to the outcome of deliberations, deliberation to truth, and the truth is from God) *Minangkabau* leadership principles are very strong in character education based on the principles of prophetic leadership. *Bak kayu gadang ditangah koto ureknyo tampek baselo batangnyo tampek basanda dahannyo tampek bagantuang daun rimbunnyo tampek bataduah, tampek bahimpun hambo rakyat, pai tampek batanyo pulang tampek babarito, sasek nan kamanyapo tadorong nan kamanyintak, tibo dikusuik kamanyalasai tibo dikaruah mampajaniah, mahukum adia bakato bana* (like a big tree in the middle of the city where the roots relax, the trunk is leaning, the leaves are a shelter, a gathering place for the people, a place to ask questions, a place to bring news, a place to ask, a place to solve problems, a place to consider fair penalty and a place to talk of truth).

Tarigan (1990) states that each speaker chooses a particular speech to have different functions, purposes and purposes depending on the context in giving effects and responses to the speech partner such as ordering, informing, suggesting, warning, praising and so on while maintaining the values of politeness in the language. Choosing the right diction of metaphorical speech will build a wealth of meaning and lexical construction and show that *Minangkabau* cultural leader has a dynamic and flexible culture (Octavianus, 2016). As metaphorical speech itself is a figurative language, deviating from the standard language, it has a special ornament effect as a fused decoration in the function of language. A speaker must strive for a positive percolation effect that can create comfort for the speech partner and represent the language of politeness in maintaining social relations.

In the process of classifying the types of illocutionary speech acts uttered by *Minangkabau* cultural leaders, there is a need for validity testing, that they meet the predetermined criteria between the content of the speech having relevance or similarity to the intent of the speech. And the instrument that becomes the measuring parameter is called the condition felicity (condition fit / worthiness) offered by Austin (1962). Condition flexibility is a shared understanding and knowledge among participants or speech participants aimed at achieving the effectiveness of the speech acts used by the speaker. Austin (1962) states that the success of a speech in a context can be seen from the seriousness of the speakers and speech partners in telling the truth and

happiness felt by the two speech actors, initially known as happy and unhappy and later developed into felicity conditions. For example, when someone makes a promise to another person, he or she must fulfill the condition that the spoken or promised partner has a need for something that is promised and the speaker has the intention to fulfill it. The conclusion is that condition felicity is the state when the utterance made fulfills the appropriate conditions, conventional existence, authority and sincerity of the speaker.

Assertive speech acts are a form of speech that binds the speaker to the truth of the proposition that is expressed (Searle 1976, Leech 2011). In other words, speakers must be able to adapt their speech to their own world. In general, assertive speech acts are used in the form of a declarative or news sentence. The assertive speech act itself functions as a statement of something that is known or felt by the speaker such as stating, telling something, providing information, complaining, suggesting, boasting, warning, swearing, bragging, claiming, proposing, expressing opinions, reporting, warning.

Cultural leaders have a moral responsibility in fostering their nephews and people. *Minangkabau* cultural leaders tend to use the meaning of *kias* or analogy in conveying their speech in the form of a statement of information, ordering or expressing their psychological emotions. The seriousness and sincerity of the speech of cultural leaders are expected to have a positive influence. Social factors also influence authoritative speakers to feel free to convey something that is considered having scientific competent and high social status and this gives a big influence to the content of their speech.

The speech of the *Minangkabau* cultural leader becomes the core point of the study, that is Yus datuak parpatiah's monologue speech program entitled *Pitaruah Ayah*. He is one of the few *Minangkabau* cultural maestros who has succeeded in arousing the trunk sinking in the midst of the erosion (*Membangkitkan Batang Tarandam*) of *Minang* local culture by globalization. Yus Datuk Parpatih has given birth to hundreds of *Minang* art and cultural masterpieces that have been brought to the surface that have not only aesthetic value but are also concerned with the morality of the young generation of *Minang*. Such as when the cultural leader conveys the truth in advising, he delivers the figurative language to avoid the face threatened act to the listener.

Pitaruah Ayah is a recorded program in the form of monologue speeches presented on cassettes, cd pieces and now distributed on the Youtube channel. The speaker acts as a parent who advises his child about daily life with a soft but straightforward verbal ability, hypnotizing the audience as if the speaker represents the voices of a father who is sad to see the phenomenon of the current generation of young people who have lost their identity. This *Pitaruah Ayah* deserves to be used as a study of scientific research

as a form of dedication to observers of *Minang* culture which is currently very alarming amidst the rapid flow of globalization offering products of cultural accumulation from around the world and by this the young generations of *Minang* at the present time only knows a little of their own culture as the source of local wisdom.

2. Literature Review

Speech act theory offered by Searle with a pragmatic approach is used in this research as speech act itself is a small part of pragmatic science. And pragmatics is one of the fields of linguistics as a scalpel that analyzes the context of speech to get a more complete and perfect understanding in concluding interpretations. Speech act is a pragmatic phenomenon that studies linguistics clinically and deeply. Yule (2006) adds that speech acts are actions carried out through spoken language in the hope that their communication can be understood by speaking partners; while Chaer (2010) states that speech acts are linguistic interactions in the form of speech by speakers and speech partners in time, place and speech situation; so it can be concluded that the speech act is an event that is spoken by the speaker and the talking partner has a certain message so as to create a good collaboration in communication. Speech act is a form of a communication event to create a harmonious relationship between the two speakers involved both the speaker and the speech partner

The determination of illocutionary speech acts in this study needs to be done because sometimes it is found that the speaker does not always say what is meant in his speech. This is what sometimes causes difficulties in determining the type of illocutionary speech due to differences in the content and purpose of a speech, including the speech of the *Minangkabau* cultural leader who uses many variations of speech in realizing politeness of language. Sometimes speakers do not give instructions directly only in a statement mentioning sentence propositions or offering questions but rather using analogies to throw various interpretations stored in the minds of the speaking partners.

This analysis is carried out with a description to identify the right type of speech using the constitutive method or condition felicity as a parameter for determining the type of focus. As for the research, it is assertive speech that has a metaphorical content. Assertive speech acts are forms of speech that bind the speaker to the truth of the proposition expressed. (see Searle 1979, Leech 1993). In other words, the speaker must be able to adjust the speech to his own world. Generally assertive speech acts are used in declarative or news sentences.

Assertive sentences consist of three forms, namely (1) analytical statements having the truth of the contents dangling from the sentence, (2) contradictory, the truth of the contents of the sentence is contrary to the contents of the string of words, (3) synthesis, the truth of the contents of the sentence depends on facts outside the language (Sudaryat, 2009). Assertive speech contains metaphors functions to understand certain meanings well in line with the statement of Kovesces (2010) "Metaphor is a concept property, not words, the function of words is better for understanding certain concepts. Metaphorical structural construction is an expression of language in comparing two or more ideas conveyed containing interpretations of meaning that require one's cognitive experience. Strategies used by speakers (*Minangkabau* cultural leaders) indirectly require meaningful language skills, aiming not only to convey information in accordance with facts and truths but implied meanings.

Searle, one of the Austin students updates it with the terminology of constitutive principle. This constitutive principle is related to the psychology and beliefs of speakers and speech partners in fulfilling the requirements for creating appropriate actions. Searle (1969) divides the four principles of this constitution into: (1) propositional content, (2) preparatory conditions, (3) sincerity conditions, (4) essential conditions.

TABLE 1

Felicity condition	Description
Propositional content	Speakers' speech is believed to contain the truth. • Belief in the truth of the contents of the *Alquran* and *Hadith*. • The truth about the reality of the phenomena of life in living a household
Preparatory condition	The speaker provides an explanation by having evidence, reasons, arguments to corroborate the truth.
Sincerity condition	Speakers have a strong belief in their speech. Speakers have seriousness in their speech.
Essential condition	The speaker tries to provide evidence to corroborate the truth of his speech and represent the real situation

The speech of the *Minangkabau* cultural leader with a lot of metaphorical figures reflects the Miniature of *Minangkabau* culture which is strong in terms of its words as outlined in his *pantun* "*Nan kurik iyalah kundi, yang merah ialah saga, yang baik ialah budi, yang indah ialah basa-basi*". This in the context of the speech utterance functioning to transfer *Minang* cultural knowledge that has relevance to the values of religiosity. The speaker himself is a person who has a background in *Minang* cultural knowledge competence and studies Islam excellently. Based on the results of the analysis conducted. each speech proposition submitted by the *Minangkabau* religious leaders is based on the inseparable values and norms of society that refer to the

Islamic view, so that the speech is inseparable from the truth of the *Qur'an* and *Hadith* propositions reflecting on natural phenomena as valuable learning in interpreting life.

3. Research Methods

Descriptive qualitative method is used to uncover empirical, accurate and propositional facts in the speaker's speech as the data so that the results obtained are portraits or depictions of what they are, naturalistic, factual, accurate, systematic, phenomenally holistic (see Sudaryanto 1988, Djajasudarma). The stages begin inductively by looking at a phenomenon that exists in a homogeneous community with the aim of gaining a deep understanding of behavior, the process of interaction, the meaning of an action, values, and experiences of individuals or groups, all of which take place in a natural setting.

The pragmatic approach is also applied with a foothold of analysis on the function of language in a concrete manner of speech act. This threat focuses on the purpose-oriented speech situation linking a set of principles of conversation with its functions. This is done to identify the function of cultural eloquent in a particular social community in the actual speaking activity.

Both methods are used to complement each other in exploring the information needed during the study. The study is also done by the techniques of recording, watching, and listening. All utterances spoken by *Minangkabau* cultural leaders are recorded taken from a variety of themes. The selected data are adjusted to the research points meeting the requirements of the problem statements. The techniques of note-taking are done for efficiency of analysis.

4. Result and Discussion

4.1. Assertive Speech Notification

(1). *Sk turun, tugas dimulai, status kini suami jo jadi komandan di rumah tangga, penobatan rajo-rajo, pelantikan bagi pejabat. Mako lakek hitam nan putih batekan batando tangah barulah doa dibacakan, mangamin urang nan hadir, mangikut Allah, malaikat sagalo arsy*

(The decree is issued, the task begins, the current status of the husband is to be the leader in the household, the coronation of King and the inauguration

of officials are performed, black and white signs before prayer are recited, invited guest pray for God's blessings, angels also pray)

Speech (1), the speaker has confidence in the truth of the proposition that he conveys. There are facts proven that a harmonious marriage is a worship service, where angels and God join to witness. When the approval process is granted, the man and the woman become a married couple. People who attend the marriage process come to pray for the good and happiness of both husband and wife. Then the husband gets a marriage book containing his rights and obligations. The marriage book is considered a decree originating from the *Qur'an* and *hadith*. A man is a leader for a woman (*Arrijalu qaumun alan nisa*). When God elevates his position as a leader, God also assigns and gives obligations to be able to become a leader for the people he leads.

4.2. Assertive Speech Complaining

(2) *Animo generasi muda Minang terhadap adat Minangkabau kesimpulan kami ialah sangat memprihatinkan bahwa adat telah kehilangan pamor dalam pergaulan modern urang kini cendrung bersifat praktis, individual, dan polanya materialians, adat ndak lagi relevan diperbincangkan apalagi ditaati walau hidup ala minang telah jadi kenangan inyolah pula jadi lando badai akan tetapi dipihak lain ada kerinduan sekumpulan anak pemuda ingin mengetahui ba a dan apa sabananyo adat dan apo unsur Islam yang mempertemukan moral Islam dan moral adat sampai ditaliti urang luar menemukan yang pernah nyalo dulu.*

(The interest of the young *Minang* generation towards *Minangkabau* customs is slowing down. *Adat* or customs has lost its prestige in modern societies. Young people of the present time have got tendency to get into the habit of practicality and materialism. Customs are no longer relevant to be discussed, and to the life style of *Minang* now. *Adat* becomes a history now; however some of the young people, fortunately, have got a certain awareness that *Minang* cultural traditions are to be preserved as they are filled with cultural values as well as local wisdom derived from Islamic teachings).

Speech (2) is assertive in its explanation, namely the concern about how the *Minangkabau* young generation's interest today which is very alarming. The conclusion is they are not paying enough attention to Minang culture because it has been contaminated by the current modernization. This is the "short" conjunction "lexical affirmation of the

conclusion of his speech. There are no question markers or commandments, meaning the sentences are classified into the statement or declarative sentences. Even though the speech is in declarative sentences, there is an implied meaning in the form of advice by explaining the purpose of the speech, hoping that the speech can be understood. These utterances are indirect literal declarative mode using metaphorical utterances. There are meanings and messages implied in the utterances. Speakers use the metaphorical utterances". His speech means smoothing the meaning of guarding the face's threat from the speech partner, so that the advice containing the message is expected to be well received. These utterance very clearly enter into the assertive type of illocution, meaningful summary or conclusion because there is a noun "conclusion", convincing the speech partner of the proportional content of the speech. Speakers make a summary that the young generations have lost their identity due to contamination of globalization.

4.3. Assertive Speech Claim

(3) *Adat Minangkabau mandidiak urang Minang menggunakan akal piki-ran, kunyah-kunyah sabalaun ditalan dulu, gamah-gamah sabalun di taji, usah satu tagak satu badiri, satu mundua satu balari. Mukasuiknyo barang sasuatu hendaklah dipikia masak-masak. Sabalun mangangguk elok atau menggeleang, kok urang mangatakan elok ba a kok eloknyo, pariksa lai kok bana panjangnya luruih barantang banang patah dimakan siku-siku, ditaliti dinalarkan dengan akal sehat.*

(*Minangkabau* Customary laws educates *Minang* people using reason, chew-ing before swallowing, a need for one to stand up, to step back or run. It means that something must be carefully thought out. Before nodding beautifully one has to understand the beauty and the attraction of something; and all could be done by having a good common sense).

Speech (3) contains confidence of the speakers in the truth of the propositions they convey which are collaborated with Islamic values based on the *Qur'an* and *hadith*. Here the speaker tells and appeals to be able to become an exemplary leader who can carry out the mandate properly. In these sentences there are question markers or commandments, meaning the sentences are classified into the statement or declara-tive sentences. This speech is an indirect literal declarative mode using metaphorical utterances. There is meaning and message implied in his speech that a rooster that remains in its cage can keep its friend from all enemy threats such as snooping weasels,

fighting against weasels in order to protect their flocks even at high risk. This is an analogy illustrated by the leader: like a rooster that can guard and protect his people from all external threats. The leader is appointed based on an oath before his people to carry out his duties properly, pledging in the name of Allah witnessing his oath. Leaders should be fair, not like splitting bamboo, rising on the top part, pressing below. The leader should be accountable till the end of his leadership. The consequence received for an unjust leader is that he will get humiliation from his people.

4.4. Assertive Speech Suggestion / Advice

(4) *"Faalaika bizati dini wakhuluk faribat yaminu" hadits nabi mangatokan mamiliah istri yang baik akhlak dan agamanyo kalaulah tak demikian nis-caya kamu akan kecewa hadits riwayat ahmad.Sebuah purun ayah bakiya, ayah sarankan, ayah anjurkan piliahlah yang sadang elok ditangah latak tulang pungguang sabab malabihi ancak-ancak, mangurangi sio-sio sapan-jang tubuah bayang-bayang*

("Faalaika bizati dini wakhuluk faribat yaminu" the *hadith* of the prophet stating that one should choose a good wife morally and religiously if not, the person will surely get disappointed. (*Hadith* from Ahmad). One should choose a beautiful woman for a wife, having perfect backbone).

Speech (4) contains confidence of the speaker in conveyhing the truth of the contents of Qur'an and hadith, asking people to be good in character as well as having mercy upon others. In choosing a life partner, one should focus on the matters of morality. All the utterances are declarative, but with an imperative meaning, giving advice and suggestions. Choices are given by the speaker, either to win or lose.

4.5. Assertive Speech Warn

(5) *Bak pagawai kurang loyal, jadi kondite rusak korps kesatuan. Kok awak jo pimpin, palajarilah parangai tabiak nan awak pimpin karakter urang padusi talabiah dulu katahuilah riwayat tantang muasal samulonyo, bahwa takili saesok Adam surang diri di taman Firdaus Allah patahkan tulang rusuaknyo bagian kida paling bawah mako tajadilah hawa, baitulah Qur'an manarangkan.*

(It is like a disloyal employee, having a tendency and probability to damage the whole organization as the conducts are bad. Such a person cannot

become a leader of a household. A family leader should well know the characters of a woman or in other words, a husband should well his wife and in this case he has to learn each and everything about his wife. Even Adam is also alone in heaven; then God takes his rib for the creation of Eve. This is the teaching of *Qur'an*)

Speech (5) contains warnings through metaphorical speech. Warnings are shown with sentences such as an employee who is less loyal and can damage the whole organization. This utterance means such a person cannot become a leader of a family unless he changes his conduct. He has to show his responsibility and leads his family wisely. By this it is seen that the roles of a husband, a leader in a family is big.

5. Conclusion

Language is a contract of conversation, the establishment of social interaction because humans are created as social creatures to convey information in the form of thoughts, intentions, feelings and emotions directly. In the interaction of the two speeches, face contact occurs and their expressions show the need to take care of each other, which means creating intimacy, harmonious relationships or attitudes to maintain comfort and save face for both The right choice of diction, good intonation, pleasant gesture are said to be the politeness in language because politeness is a high cultural value based on norms in society. Likewise, for the *Minangkabau* people, they uphold the values of politeness especially for *Minangkabau* cultural leaders who are considered to be the role models for their people. Language intelligence to reduce the intensity of emphasis on the speech partners, their verbal wealth to process vocabulary polysemy by referring to natural phenomena in line with *Minangkabau* philosophy are needed. "Nature takambang becomes a teacher" as well as its scientific and cognitive experience that provides ease of understanding for the speech partners so that the message can be well received.

The form of assertive speech acts in the speeches of *Minangkabau* cultural leaders is in the form of statements and orders in declarative form. The hidden instructions from the statement are in the forms of advice and appeal to avoid threatening the face of the speech partner and make choices for the speech partner to do something the speaker expects or not to do. The types of assertiveness used are stating, complaining, claiming to advise, and warning. Metaphorical forms of indirect speech function to maintain social relations and maintain authority as a leader in choosing the right words.

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Conference Paper

Modality in Susilo Bambang Yudhoyono and Joko Widodo's Presidential Inauguration Speeches

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Abstract

This study examined the modality in Susilo Bambang Yudhoyono and Joko Widodo's Presidential Inauguration speeches in October 2009 and 2019. This study shows the similarities and differential modality values in the speeches. By employing modality, people are unengaged to express ideas that do not seem to be facts with various degrees of certainty. This research included the purposes of applying modality in the speeches. The research was conducted using qualitative descriptive methods, specifically through documentation observation. The results showed that there were three types of modality in both of the Presidential speeches out of the four types of modality stated by Holiday. There were no differences found in the values of the speeches. These values were the indication of how Susilo Bambang Yudhoyono and Joko Widodo's intended to manage their programs in the second period of their leaderships as Indonesian president in 2009-2014 and 2019-2024.

Keywords: Modality, Type, value, Presidential, Inauguration Speech.

1. Introduction

One of the language metafunctions is Interpersonal Function (Halliday, 2004). This talks about the social world, especially the connection between speaker and hearer, and is worried about the clause as exchanges. Taylor (2002) Interpersonal metafunction is fundamentally realized through the system of mood and modality. The primary refers to the types of clauses declarative, interrogative, imperative, while the second refers to the degree of commitment of the speaker/writer and hearer/reader towards the items he/she says. The modal verbs like a must, can and may depict different degrees of obligation. Modality refers to the intermediate choices between yes and no.

It is a big technique within the expression of argument and opinion. By employing modality, people are unengaged to express ideas that do not seem to be facts with

various degrees of certainty (Halliday1985). Furthermore, Fairclough (2003) proposes that modality deals with what speakers commit themselves to, concerning what is true and what is necessary. Kazeem and Olaniyan (2015: 10) the concept of modality is to use language to specific an attitude or express thought during an utterance during which the expression is often delivered in communication like in a debate, in speech, etc. Moreover, modality is because the speaker's judgment, or request of the judgment of the listener, on the status of what is being said (Halliday, 2004). The study is intended to check the meaning of President Susilo Bambang Yudhoyono and Joko Widodo's speeches by using modality theory. By analyzing that it is often interpreted the meaning of modality utilized by both of them into the category of modalities. Therefore, the attitude or personal opinion found in their speeches can prove the meaning of modality supported by the category of modalities (Wang, 2010: 59). Through modality, the speaker can influence the listener of what is said. Hence, modality is additionally important to be analyzed.

The researchers will know the categories, values, and orientation of modalities. From modality it is obtainable to express of the speaker's attitude towards the case, condition, or others to detect the meaning for the listener to be utilized in the interpretation of the meanings of probability, usuality, supposition, and willingness. Mostly, the modality is employed in daily conversation unconsciously. So, modality is a vital part of clause exchanges to be analyzed to understand how modality impacts the meaning of language.

The reason why the researchers are interested in conducting this study is that the researchers are curious about the existence of modality in communication.This study is expected to be able to give significances to the reader, both theoretically and practically. Theoretically, the significance is to enrich the Modality studies through the speech; practically, it shows the realization of Modality in President Susilo Bambang Yudhoyono and JokoWidodo's speeches.

2. Literature Review

2.1. Modality

Modality refers to the intermediate choices between yes and no. It is a big technique within the expression of argument and opinion. By employing modality, people are liberated to express ideas that do not seem to be facts with various degrees of certainty (Halliday 1985). Furthermore, Fairclough (2003) proposes that modality deals with what

speakers commit themselves. Modality is that the speaker"s judgment, or request of the listener, on the status of what is being said (Halliday, 2014).Fairclough (2003) sees that modality should do with commitment which covers the speaker's judgment and attitude in presenting his ideas and messages in text. Therefore, modality choices in texts are seen as a part of the method of texturing self- identity. Additionally, who you are maybe a matter of how you relate to the globe and others. The implication of modality use will depend upon some variables (Tchaparian, 2017: 27). Halliday proposes three variables: a system of type, orientation, and value (1994). These systems are applied to research the modality in President SusiloBambangYudhoyono and Jokowi's speech as a framework of the study.There are four sorts of modality; usuality, probability, obligation, and inclination. In modularization, the speaker is making an announcement or question on information to the listener. Within the statement, the modality is an expression of the speaker's opinion, whereas within the question it is a missive of invitation for the listener's opinion (Halliday, 1994).

2.2. Orientation of Modality

The basic distinction determines how each style of modality is going to be realized. That is, the excellence between subjective and objective modality, and between the specific and implicit variants, discussed (with relevance probability) within the preceding section (Kazeem,. The examples are given below:

(1a) Subjective, explicit ↘ as projecting mental clause + idea clause

||| **I guess** || we were a pretty pragmatic lot – including me. |||

||| Em, **I suppose** || that made your pain worse, did it? |||

|| No **I don't think** || it was superficial for him; || **I suppose** || he did feel it || but he he didn't think enough for me; || he he felt too much. |||

||| So I wrote a column back to the paper [[[in which I said, || "**I know** || I'm not going to get invited to the wedding || because the Grimaldis and the Buchwalds have been feuding for five hundred years!"]]] |||

(1b) Subjective, implicit ↘ clause, Mood as Finite: modal auxiliary

||| Tsai, << who **could** be on the front line in possible talks with Beijing, >>**may** have been tapped for her experience [[in helping to negotiate Taiwan's bid [[to join the World Trade Organization]]]]. |||

|||Family background, fellow artists and friends may be glimpsed in amiable disguise.||

(2a) Objective, implicit ↘ clause, Mood as mood Adjunct: modal adverb

|||Under the Montreal Protocol, the concentration of chlorine will certainly rise to at least 5 ppbv || and possibly to as high as 8 or 9 ppbv.

||||||Now I know Indian people better, || and I know || that the guy probably didn't

|||speak English, || or if he did, || he was ashamed of it.

|||||| He felt || they surely would understand || when he talked like that!(2b) Objective, explicit ↘ relational clause with factual Carrier: clause and modalAttribute: nominal group

||||It is certain [[that he would never yield to the blackmail of the insubordinate generals]].

|||||| It is probable [[that the benefit is continuous]], || and so the indefinite use of aspirin is recommended. ||||||

In other words, even in those circumstances [[where it is not possible [[simply to bar the door to an inspection]]]], we have a range of tactics for struggle [[which will subvert the of stead process and the very reasons for its existence.

2.3. Value of Modality

The third variable in modality is the value that is attached to the modal judgment: high, medium, or low. These values are summarized in Table 10-9, with„objective implicit' forms as category labels. The medium value is clearly set apart from the two „outer' values by the system of polarity: the medium is that in which the negative is freely transferable between the proposition and the modality:

	Direct Negative	Transferred Negative
(prob.)	it's likely Mary doesn't know	it isn't likely Mary knows
(usu.)	Fred usually doesn't stay	Fred doesn't usually stay
(obl.)	John's supposed not to go	John's not supposed to go
(incl.)	Jane's keen not to take part	Jane's not keen to take part

With the outer values, on the other hand, if the negative is transferred the value switches (either from high to low, or from low to high).

TABLE 1

Three Values' of Modality				
	Probability	Usuality	Obligation	Inclination
High	Certain	Always	Required	Determined
Medium	Probable	Usually	Supposed	Keen
Low	Possible	Sometimes	Allowed	Willing

<p align="center">T<small>ABLE</small> 2: Finite Modal Operator (Halliday, 1994)</p>

Finite Modal Operator			
Form	Low	Medium	High
Positive	Can, may, could, might (dare)	Will, would, should, is/was to	Must, ought to, Need, has/had to
Negative	Needn't, doesn't/ didn't + need to,	Won't, wouldn't, shouldn't, (isn't/	Mustn't, oughtn't To, can't, couldn't, (mayn't, mightn't,
	didn't + need to, have to	shouldn't, (isn't/ wasn't to)	(mayn't, mightn't, hasn't, hadn't to)

Halliday (1994) elaborates four finite modal operators implying low value, they are: can, may, could,might. In the form of the negative,those expressions become high value finite modal operators.However, a finite modal operator must and ought to are high value finite modal operators whether they are positive or negative. In medium values, finite modal operators will, would, should are medium whether they are positive ornegative. The four types of modal operators can occur in all four modality types. However,their use is more restricted in the inclination and usuality (Halliday, 1994).

2.4. Conceptual Framework

This study was initially started by having some understanding of modality theory. This reveals a pre-input to analyze contrastively such types of modality in SBY and Joko Widodo's two-period speeches. The description of how this study conducted is represented in the following captures:
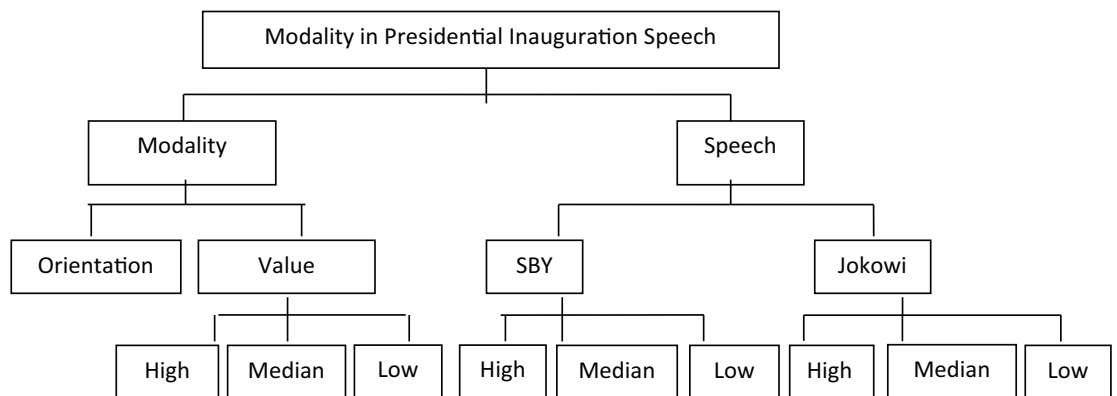
Figure 1: Modality in Presidential Inauguration Speech

3. Research Method

Method is required for this analysis to induce qualified research. During this research, the researchers use a qualitative method to conduct this study. The term refers to the kind of research question, design, and data analysis that may be applied to a given topic. It often uses visual aids like a table, chart, or diagram to assist the reader in understanding the info distribution.

This method emphasizes the method rather than the results of the research. In qualitative research, the researchers should use themselves as an instrument, following the cultural assumptions while following the info. A qualitative method refers to the research procedures which produce descriptive data like people's own written or spoken words and observable behavior (Bodgan and Taylor, 2002).

Related to data and Source of data, the data are modals and clauses (differences between two speeches in modality theory). The sources of data in the research are the transcripts of the speeches that were delivered by President SusiloBamban Yudhoyono and JokoWidodo on Inauguration days. The transcripts of the speeche sare gained from the website. (Cabinet Secretariat of The Republic of Indonesia, 2020).

Techniques for collecting data are done by by documentation observation and technique for analyzing data are as follows:

1. Downloading and copying the transcripts of presidential speeches from www.kompas.com for SBY's speech and www.stbalia-yk.ac.id for Jokowi's speech.

2. Translating from original (Bahasa Indonesia) into the target language (English).

3. Reading closely the transcripts of President SusiloBambangYudhoyono and Joko Widodo's speeches on inauguration days.

4. Analyze the presidential speeches based on modality theory.

4. Result and Discussion

Here are the analyses of two speeches namely:

4.1. Analysis of the text of Susilo Bambang Yudhoyono's speech

4.1.1. High Degree of Probability in SBY's Speeches

High value implies that the speaker has a high belief towards the President's speech. It means the speaker's speeches consist of positive or yes sense. The data are clauses in a high degree of probability. This analysis is displayed in the table as follows:

TABLE 3

Data	Clause	Value of Probability
Data 1	We already **know**	High

Based on table 3 above, there is 1 clause consisting of a high probability of modalities, it is *known*.

4.1.2. Medium Degree of Probability in SBY's Speeches

Medium value implies that positive or negative meaning is that the meaning of the speaker could be seen in the between yes or no sense. The data could be positive and also negative towards the topic of the speaker. The following analyses on modalities of medium degree of probability in SBY's speeches are displayed in the table below:

TABLE 4

	Clause	Value of Probability
Data 2	We **will** sail the ocean full of waves	Medium
Data 3	Indonesian people **should** be grateful	Medium
Data 4	I **would** like to express	Medium
Data 5	We **will** uphold	Medium
Data 6	We **will** continue to reduce	Medium
Data 7	I **will** also take part	Medium
Data 8	Indonesia **will** continue to fight for the world	Medium
Data 9	Indonesia **will** wage a cool	Medium
Data 10	Indonesia **will** cooperate	Medium
Data 11	Indonesia **will** continue to be at the forefront of efforts	Medium
Data 12	We **will** continue to be pioneers	Medium

Based on table 4 above, there are 11 clauses consisting of the medium probability of modalities: they are would and will and should.

4.1.3. Low Degree of Probability in SBY's Speeches

A low degree implies that the speaker has a low belief or the weak certainty in the statement of the speaker towards the topic. It contains negative or no sense. The analyses of the clauses above are displayed here.

TABLE 5

	Clause	Value of Probability
Data 13	Commodities are still fluctuating which **can** hit the Stability	Low
Data 14	But still, **need** to be improved	Low
Data 15	People's welfare **need** to be continued	Low
Data 16	We **need** to guide	Low
Data 17	We **can** maintain Indonesia's economic	Low
Data 18	We **can** have different opinions	Low
Data 19	Indonesia **can** now freely run	Low
Data 20	Where we **can** have a million friends and zero enemies	Low
Data 21	All of this **can** only be achieved	Low
Data 22	**Can** do spirit	Low

Based on table 5 above, there are 10 clauses consisting of low probability of modalities: they are *can and need.*

4.1.4. High Degree of Obligation in SBY's Speeches

High value of obligation implies a necessity of demand of someone to do something. It is represented by the variable in modality, as follows:

TABLE 6

	Clause	Value of Obligation
Data 22	We **must** not stop to continue	High
Data 23	Our economy **must** grow even higher	High
Data 24	We **must** never give up	High
Data 25	We **must** always kindle the spirit of being able to	High
Data 26	**Must** be able to continue	High
Data 27	We **must** maintain our identity	High
Data 28	We **must** guard	High
Data 29	We **haveto** divide	High

Based on table 6 above, there are 8 clauses consisting of low probability of modalities, they are *must* and *have to.*

4.1.5. Medium Degree of Inclination in SBY's Speeches

Medium degree of inclination occurs when it is more flexible than the first. It is represented by *want* and *will* that show desire. Below are the data analysis in text of SBY's speeches:

TABLE 7

	Clause	Value of Inclination
Data 30	We want to improve the welfare	Medium
Data 31	We also want to build	Medium
Data 32	We also want to create better justice	Medium
Data 33	I want to stress to the international world	Medium

Based on table 7 above, there are 4 clauses consisting of medium degree of inclination, all of them are *want*.

4.2. Analysis of the text of JokoWidodo Speech

4.2.1. Medium Degree of Probability in JokoWidodo's Speeches

Medium value implies that positive or negative meaning is the meaning of the speaker seen between yes or no sense. The data could be positive and also negative towards topic of speaker. The following analyses on modalities of medium degree of probability in Joko Widodo's speeches are displayed in the table below:

TABLE 8

Data	Clause	Value of Probability
Data 1	It will be a great opportunity	Medium
Data 2	We are able to build	Medium
Data 3	HR development will be our top priority	Medium
Data 4	We will continue to develop infrastructure	Medium
Data 5	The government will invite	Medium
Data 6	Each of these laws will become an omnibus law	Medium
Data7	MSMEs will also be revised at once	Medium
Data 8	I will ask to be simplified to just 2 levels	Medium
Data 9	I will definitely uninstall	Medium
Data 10	I would also like to express	Medium

Based on table 8above, there are 10 clauses consisting of medium probability of modalities, they are *would* and *will*.

4.2.2. Low Degree of Probability in Joko Widodo's Speeches

Low degree implies that the speaker has low belief or the weak certainty in statement of speaker towards the topic. It contains negative or no sense. The analyses of clauses above are displayed into some tables. They are as follows:

TABLE 9

Data	Clause	Value of Probability
Data 11	If we are not able to provide employment	Low
Data 12	We need a large endowment fund	Low
Data 13	So that they can run well	Low

Based on table 9 above, there are 3 clauses consist of low probability of modalities, they are *if, can, and need.*

4.2.3. High Degree of Obligation in JokoWidodo's Speeches

High value of obligation implies a necessity of demand of someone to do something. It is represented by the variable in modality, as follows:

TABLE 10

Data	Clause	Value of Obligation
Data 14	New ways **must** be developed	High
Data 15	We **must** simplify all forms	
Data 16	We **must** cut	High
Data 17	We **must** continue to carry out	High
Data 18	Investment in job creation **must** be prioritized	High
Data 19	Echelonization**must** be simplified to just 2 levels	High
Data 20	We **must** transform from dependence	High

Based on table 10 above, there are 7 clauses consisting of high obligation of modalities, all is *must.*

4.2.4. Medium Degree of Inclination in Joko Widodo's Speeches

Medium degree of inclination occurs when it is more flexible than the first. It is represented by *want* and *will* that show desire. Below are the data analysis in text of Joko Widodo's speeches:

Based on table 11 above, there are 1 clause consists of low obligation of modalities, it is *want.*

TABLE 11

	Clause	Value of Inclination
Data 21	The next five years we **want** to do	Medium

5. Conclusion

Based on the finding and discussion, there are four styles of modality namely usuality, probability, obligation, and inclination and there are three values of modality, high, medium, and low. In this study, there are only three kinds of modality namely probability, obligation, and inclination, and the medium probability is the most dominant in two presidential speeches.

It may be concluded that the contents of two presidential speeches delivered by Susilo Bambang Yudhoyono and Joko Widodo mostly are carried out by medium probability which is begun by *will* and *would*. It implies that various agreements are delivered in an exceedingly presidential speeches uncertainly wishing to fulfill their appointment.

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Conference Paper

The Utterance of Money Enticement-Based SMS: A Challenge to the Indonesian Politeness and Unification Sustainability

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Abstract

The paper was inspired by the incoming short message service (SMS) offering financial support through cheques. The aim of this study was to identify the characteristics of SMS, and to examine the deictic expressions and the impositives and commissives of tact and generosity maxims under the perspective of the politeness principle. Data for this study were gathered from April 2019 to August 2020 through electronic observation of 24 cases sent by **s** to **h**'s personal phone number at different times and dates. Descriptive analysis was applied to understand the contents of SMS. The results of the research were corroborated with a few dimensions of information that the SMS texts promised money ranging from Rp. 100 to 175 millions. The web page addresses were fake and the senders' names were not written. In case of person deixis, the second person singular "you" appears explicitly and implicitly. All of the web page addresses were considered psychologically spatial deixis and the temporal deixis of time and day exist. The illocutionary goal is not competitive (a), so the politeness becomes a positive character. The SMS texts are convivial (b), meaning that the illocutionary goal coincides with the social goal, for instance greeting and congratulating, but not inviting or thanking. The goal sounds great because it consists of courtesy or politeness, but the linguistic behaviour does not follow such a goal. The SMS threatens domestic politeness, and the unification for life sustainability could be disturbed. The SMS texts present bad implications for politeness in Indonesia and contribute a negative paradigm for national unification sustainability. The study suggests the importance of selection processs capability by the SMS provider in an organizational context.

Keywords: Utterance, SMS, money-enticement, deixis, politeness, unification sustainability

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1. Introduction

First of all, you are requested to consider the incoming SMS in (1), which was designed by someone who disobeyed significantly the principle of and ethics in communication,

or by someone who did not understand how to send a good utterance linguistically. S/he did not respect the principle of politeness.

(1) *Nomor Anda terdaftar 4UTO TP Oleh* <u>085283576660</u> *Pulsa anda ter-potong Rp.* <u>10.000</u> *Setiap tgl 26 U_Berhenti Ketik: TP* <u>10 085283576660</u> *KIRIM K3E* <u>858</u> *Gratis" Diterima: 06:40:12pm 25-03-2020 Dari: (Anonymous) +6285283575057* (Translation: Your (phone) number is registered (in) 4AUTO TP by 085283576660. Your prepaid credit is cut IDR 10.000 every the date of 26 (each month). To stop, type: TP 10 085283576660 Send to 858 free. Received: 06:40:12pm 25-03-2020 From: (anonymous) +6285283575057. The translation by Author is then structured grammatically to make readers easy to understand.)

At first glance, what is afraid of refers to the phrase *IDR 10.000* that would be donated every the date of 26 each month. The unstability of thoughts in the initial minutes appears because such a phrase is relatively big if it has to be given to unknown SMS sender without a deal. Therefore, the choice of time when sending an SMS has been thought specifically by the sender. The evening (06:40:12pm), for example, might indicate that the SMS would be responded quickly since most people at that time are relax after working for a whole day.

Let me respond the SMS personally. Having discussed the SMS with my familiy members about whether any of them registered in 4UTO TP with my personal phone number, they responded negatively about the use of my number for such purpose. They reacted they had no knowledge on 4UTO TP at all. I read again the SMS completely just to understand correctly the message from sender but later, tried to focus on the phrase *Nomor Anda terdaftar 4UTO TP Oleh 085283576660*. The phrase may infer that the owner of the number 085283576660 registered my number on purpose to the 4UTO TP which was preceded by number 4. Personally, I did not understand the term although I read it the same as the AUTO without the the use of such number. Moreover, the specific colour, such as *blue*, perhaps indicates something important by the sender or such colour tries to stimulate the receiver to do an act. The phone numbers, the amount of money, the specific code (838), and the date were all written in blue.

Seven minutes later, having decided to stop, I sent an SMS as per instruction with a purpose that I had to have my money not being sent to unknown sender. Whithin a few seconds I received an incoming SMS as it was written in (2) although such an SMS was confusing at first but then seemed clear.

(2) *Maaf, Anda hanya dpt mentransfer pulsa minimum Rp 5000. Untk transaksi berikutnya dlm kelipatan Rp 1000, mis Rp 6000, Rp 7000, Rp 8000 dst. Diterima: 06:48:23pm 25-03-2020. Dari: Auto tp 858* (Translation: Sorry, You can only transfer Rp. 5000 as the minimum prepaid credit. The next transaction should have in folds of Rp. 1000, such as Rp. 6000, Rp. 7000, Rp. 8000 etc. Received: 06:48:23pm 25-03-2020. From: Auto tp 858)

I checked the amount of my prepaid credit and knew that it was penniless (no amount at all). The sentence *Anda hanya dpt mentransfer pulsa* reminded me that the *TP* was the short form of *transfer pulsa* 'credit transfer' and the *Auto* (without number 4) referred to *automatic* meaning 'to transfer personally'. Actually, Telkomsel has the standar procedures in the credit transfer as shown in (3) although the *4UTO TP* code is not known. The procedures in data (1) suggests disobeyance to the standard procedures determined by Telkomsel. Just typing the *TP 10 085283576660* means that the SMS receiver transfers IDR 10.000 to the SMS sender. Masya Allah, this is really bad but good tricks. The term *gratis* in (1) really indicates that sending the credit is free of charge; this is absolutely true. What is illogical is that there are two numbers in (1); the first denotes the number holder who would receive the transfer and the second indicates the SMS sender. If Telkomsel works professionally by maximally involving its quality controller or customer's protection task force or whtever, the SMS in (1) can be easily avoided and Telkomsel saves its customers.

(3) *Mau berbagi Pulsa ke Sesama Pengguna Telkomsel? Ketik *858*Nomor-Tujuan* NominalTransfer# lalu tunggu SMS konfirmasinya*. (Translation: Willing to transfer credit to the same holders of Telkomsel numbers? Type *858*NumberTargetted*TransferAmount# then, wait for the SMS confirmation. Obtained from Telkomsel, 05:41:29pm. 04-04-2020.)

The paper is aimed at deictic expressions and tact and generosity maxims from the incoming SMS; thus, the questions raised are: what types of deixis do the SMS refer to, and what COMPETITIVE and CONVIVIAL types do the SMS senders create to trap their recipients?

2. Literature Review

In the Islamic context, the utterance, or communication, is termed *al-qaul* as the key-concept although another term, *al-bayan* which can be translated as 'the ability to utter or to communicate', is also used in the Al-Quran Al-Kareem. Here, in this paper, I would

prefer the first term, either the utterance or the *al-qaul*, as the non operationally main but fundamental concept. The *al-qaul* always exists in the context of order (*amr*) and mostly appears in the following phrases (see Dahlan 2014: 117-118; Digilib.uinsby.ac.id: 32-59), such as *qawlaṅ-sadiidaa* 'to speak justly or to speak words straight to the point' (QS. 4:9, 33:70), *qawlam-baliigaa* 'to address in plain (easily understandable) terms' (QS. 4:63), *qawlam-maysuu-raa* 'to speak a reasonable word' (QS. 17:28), *qawlal-layyinaa* 'to speak a gentle word' (QS. 20:44), *qawlaṅ-karīīmaa* 'to speak a gracious word' (QS. 17:23), and *qawlam-ma'-ruufaa* 'to speak kindly or to utter a recognised form of words' (QS. 4:5). Specifically, in case of *qawlaṅ-sadiidaa* which can also be interpreted as the 'correct and appropriate utterance' and which should become the fundamental targets in transforming SMS, Allah has principally declared in the Al Ahzab 'The Clans' (Qur'an Kemenag Online, 33:70) (see the English translation source (Roman Transliteration and English Translation are taken from Eliasii 2000:417)).

<div dir="rtl">

يَٰٓأَيُّهَا الَّذِيْنَ اٰمَنُوا اتَّقُوا اللّٰهَ وَقُوْلُوْا قَوْلًا سَدِيْدًاۙ -- ٧٠

</div>

(Yaaa-'ayyuhallaziina-'amanuttaqullaaha wa quuluu qawlaṅ-sadiidaa)

'O ye who believe! Guard your duty to Allah, and speak words straight to the point,' (Roman Transliteration and English Translation are taken from Eliasii 2000:417)

The linear structure of the verse shows that the *qawlaṅ-sadiidaa* can only be achieved when believers ('*amanu*), first of all, keep their duties to Allah. The verse means that to speak justly or to speak words straight to the points would not be uttered by those who disbelieve. In short, what should be noted is that to utter incorrectly or inappropriately belongs to disbelievers. In general sense, disbelievers use fake utterance principally when speaking. Fake utterance is called *ifk*, *kaẑaba*, *fitnah*, *khud'a*, *qaul al-zūr*, *buhtan*, *iftara, tahrif,* and *garur* (Setiyanto 2019: 4-8, Sabry 2018: 48) in the Al-Qur'an Al-Kareem. Although the terms have slightly different meanings but they have, in principle, the same content of fake utterance. Consider the term *ifk*, or it is sometimes written *ifku*, underlined in the following verses (Qur'an Kemenag Online, 24:11-12.) (see the English translation source (Roman Transliteration and English Translation are taken from Eliasii 2000:345)):

<div dir="rtl">

اِنَّ الَّذِيْنَ جَاۤءُوْ بِالْاِفْكِ عُصْبَةٌ مِّنْكُمْ لَا تَحْسَبُوْهُ شَرًّا لَّكُمْ بَلْ هُوَ خَيْرٌ لَّكُمْ لِكُلِّ امْرِئٍ مِّنْهُمْ مَّا

اكْتَسَبَ مِنَ الْاِثْمِ وَالَّذِيْ تَوَلّٰى كِبْرَهٗ مِنْهُمْ لَهٗ عَذَابٌ عَظِيْمٌ - ١١

</div>

(Innallaziinajaaa-'uubil-'ifki 'usbatum-minkum: laatahsabuu-hu sharral-lakum: bal huwa khayrul-lakum: li-kul-lim-ri-'im-minhum-maktasaba minal-'ismi, wal-lazii tawallaa kibrahuu min-hum lahuu 'Azaa-bun 'aziim)

'Lo! they who spread the slander are a gang among you. Deem it not a bad thing for you; nay, it is good for you. Unto every man of them (will be paid) that which he hath earned of the sin; and as for him among them who had the greater share therein, his will be an awful doom'.

لَوْلَآ اِذْ سَمِعْتُمُوْهُ ظَنَّ الْمُؤْمِنُوْنَ وَالْمُؤْمِنٰتُ بِاَنْفُسِهِمْ خَيْرًا وَّقَالُوْا هٰذَآ اِفْكٌ مُّبِيْنٌ - ١٢

(Law laaa 'izsami'-tumuu-hu zannal-Mu'-minuuna wal Mu'-minaatu bi-'anfushim khayranwwa qaaluu haazaaa 'ifkum-mubiin?)

'Why did not the beleivers, men and women, when ye heard it, think good of their own folk, and say: It is a manifest untruth?'

With regard to the title of the paper, there are two possible purposes of sending SMS; the first is to deliver very important and secret news and the second is aimed at sharing information which may be beneficiary or at selling products which can be useful or tricky. Meanwhile, almost everyone hopes that, when receiving SMS, s/he would be informed with reasonable news but would not be willing to read fake information. Such a dishonourable information may be related to a few conditions, for example, an invitation to visit, for instance, the "chat –v.com/s/9r736" or a request to send some money such as *Ini rekeningnya* 'This is the account'. Bank (name is omitted): (account number plus the name of the money receiver) or a notice that "your mobile number is declared to win a cheque with a big amount of money" are all kinds of SMS which are potential to trap the SMS receivers.

Taylor and Vincent (Taylor, A. S. and Vincent, J. (no year). A SMS History. Mobile world: Past, present and future. pp. 75-91. https://www.researchgate.net/publication/226340906) argues "tracing certain elements of the SMS history since the early nineties, we explore how the combination of business and technological developments, like the shift to interoperability between networks and the capacity for a flat rate charging model for message delivery (rather than the previous paging model), precipitated a swell in the popularity of SMS." Naughton (Naughton, D. (2014). A Review of Text Messaging (SMS) as a Communication Tool for Higher Education. (IJACSA) International Journal of Advanced Computer Science and Applications, Vol. 5, No. 5. www.ijacsa.thesai.org) also argues "as a communication tool, SMS allows senders to transmit short messages of 160 alphanumeric characters to any suitable receiving device operating over the GSM network." Lorello and Hart (Lorello, T. J. and Hart, R. D. (2001). Short Message Service

Notification Forwarded Between Multiple Short Message Service Center. U.S. Patent Mar. 27, 2001 Sheet 1 of 9 US 6,208,870 B1) has ever written "a short message service (SMS) network allows more than one short message Service center (SMSC) to Service an individual subscriber with virtually no modification to the existing conventional network elements, e.g., the home location register (HLR) or the mobile switching center (MSC). In 2011, Zurovac *et al*. (Zurovac, D., Sudoi, R. K., Akhwale, W. S., Ndiritu, M., Hammer, D. H., Rowe, A. K., and Snow, R. W. (2011). The Effect of Mobile Phone Text-Message Reminders on Kenyan Health Workers' Adherence to Malaria Treatment Guidelines: A Cluster Randomised Trial. Lancet 378: 795–803. DOI:10.1016/S0140-6736(11)60783-6) has noted that with more than 5 billion mobile phone users worldwide,text-messaging technology has changed the face of communication globally, and is increasingly used to promote health and to prevent disease. Other number of researchers (Alam, I., Khusro, S., Rauf, A., and Zaman, Q. (2014). Conducting Surveys and Data Collection: From Traditional to Mobile and SMS-based Surveys. Pak.j.stat.oper.res. Vol.X No.2, pp169-187), (Yengin, I., and Karahoca, A. (2015). Educational Potentials of SMS Technology. In Zheng Yan. Encyclopedia of Mobile Phone Behavior. Hershey: IGI Global), (Solomon, L. and Phiri, J. (2017). Enhancing the Administration of National Examinations using Mobile Cloud Technologies: A Case of Malawi National Examinations Board International Journal of Advanced Computer Science and Applications, Vol. 8, No. 9), (Haryono, Lelono, B., and Kholifah, A. N. (2018). Typography, Morphology, and Syntax Characteristics of Texting. Lingua Cultura, 12(2), 179-185. https://doi.org/10.21512/lc.v12i2.3976.), (Jake G. Maggay, J. G., (2019). InquiText: SMS-Based Auto-Reply Inquiry System for Grades and Accounts. Asia Pacific Journal of Multidisciplinary Research Vol. 7 No.2, Part III 90-97), (Cho, S. S., Gooder, B., and Song, M. (2019). Size Efficient Messaging System (SEMS) UsingProbabilistic Data Structures. https://www.researchgate.net/publication/33494520), (Maggay, J. (2019). Usability Evaluation of SMS-Based System: Basis for Systems Development. International Journal of Interactive Mobile Technologies (iJIM). DOI: 10.3991/ijim.v13i09.10918. https://www.researchgate.net/publication/335649623), (Chaka, C., Mphahlele, M. L., and Mann, C. C. (2015). The structure and features of the SMS language used in the written work of Communication English I Students at a University in South Africa. Reading & Writing 6(1), Art. #83. http://dx.doi.org/10.4102/rw.v6i1.83), (Susanto, T. D. and Goodwin, R. (2006). Opportunity and Overview of SMS-BasedE-Government in Developing Countries. The Internet Society II: Advances in Education, Commerce & Governance. WIT Transactions on Information and Communication Technologies, Vol 36. doi:10.2495/IS060251. www.witpress.com,), (Shaw, R. and Hayden Bosworth, H. (2012). Short Message Service (SMS) Text Messaging as an

Intervention Medium for Weight Loss: A literature Review. Health Informatics J. 18(4): 235–250. doi:10.1177/1460458212442422) have also used SMS as the best ways to utilize their researches and argued the plus and minus of SMS-based researches.

Deixis becomes one of the topics that always exists in books of pragmatics and pragmatics itself develops significantly this day in which a various combination of discussion emerge, for examples, discursive pragmatics by Zienkowski *et al*. (Zienkowski, J., Ostman, J. O., and Verschueren (eds.). (2011). Discursive Pragmatics. Volume 8. Amsterdam/Philadelphia: John Benjamins Publishing Company.), semiotics and pragmatics by Deledalle (Deledalle, G. (ed.). (1989). Semiotics and Pragmatics. In Foundations of Pragmatics 18 Proceedings of the Perpignan Symposium. Amsterdam/Philadelphia: John Benjamins Publishing Company), interlanguage pragmatics by Kasper and Blum-Kulka) Kasper, G. and Blum-Kulka, S. (1993). Interlanguage Pragmatics. New York/Oxford: Oxford University Press), experimental pragmatics by Meibauer and Steinbach (Meibauer, J. and Steibach, M. (2011). Experimental Pragmatics. Amsterdam/Philadelphia: John Benjamins Publishing Company), cross-cultural pragmatics by Wierzbicka (Wierzbicka, A. (2003). Cross-Cultural Pragmatics: The Semantics of Human Interaction. 2nd ed. Berlin/New York: Mouton de Gruyter.). Hence, deixis has become a significant place in the study of pragmatics and several studies discuss it comparatively with reference to Levinson (1983) and Yule (1996) who show successfully their clarification of concepts, appropriate exemplification, and coherent argumentation. (Abdullah, M. (2015). Deixis: A Pragmatics Analysis. Language in India. Vol. 15: 12) Levinson (Levinson, S. C. (1983). Pragmatics. Cambridge: Cambridge University Press) engenders his complete discussion on deixis under two approaches: philosophical and descriptive approaches and deixis is especially talked about under the descriptive approaches; he argues that there are five types of deixis: person deixis, time deixis, place deixis, discourse deixis, and social deixis.

This research paper primarily concentrates on Yule's (1996) deixis (Yule, G. (1996). Pragmatics. Oxford: Oxford University Press) covering three main types: person deixis, spatial deixis, and temporal deixis and, in this case, Yule does not contradict with Levinson's deixis. The reason why Yule's deixis is used is because his deixis is, I think, simple to apply in this paper which is limited to space; what I mean is that discussion in length in this paper is impossible. This paper also raises a discussion on politeness. When discussing politeness and interaction, Yule argues "in order to make sense of what is said, we have to look at various factors wich relate to social distance and closeness". Yule also argues that politeness can not be "... a fixed concept... within a culture" since "... a number of different general principles for being polite in social

interaction within a particular culture" exists. With regard to politeness, this paper does not involve Yules' politeness concept but, instead, uses Leech's (1963) politeness principle (PP) and maxims (Leech, G. N. (1963). Principles of Pragmatics. London and New York: Longman). The general statement Leech ever wrote about politeness is that "politeness becomes important" when he does not agree to what Grice proposed about Cooperation Principle (CP) only focusing on the logician's traditional concern which is of course related to propositional meaning.

Leech's PP has negative and positive formulation: "In its negative form, the PP might be formulated in a general way: 'Minimize (other things being equal) the expression of impolite beliefs', and there is a corresponding positive('Maximize (other things being equal) the expression of polite beliefs')...." Consider the example in (1) which is generated from Leech who elaborated that 'What *B* says is polite to Geoff and is dearly not true. Therefore, what *B* really means is impolite to Geoff and true.'

(4) *A:* Geoff has borrowed your car.

B: Well, I like THAT!

With reference to PP (See also Leech, G. (2005). Politeness: Is There an East-West Devide? Journal of Foreign Languages. No. 6. 1004-5139.), Leech (1963: 132) proposes six types of maxims, and here I would write the translation in Bahasa Indonesia for each maxim, such as tact (*kearifan*), generosity (*kedermawanan*), approbation (*pujian*), modesty (*kerendahan hati*), agreement (*kesepakatan*), and sympathy (*rasa suka/keikutsertaan merasakan perasaan*). In Bahasa Indonesia, the "maxim" itself is translated as "*pernyataan ringkas yang mengandung ajaran atau kebenaran umum tentang sifat-sifat manusia*; aforisme; *peribahasa*" (Departemen Pendidikan Nasional. (2008). Kamus Besar Bahasa Indonesia. Edisi Keempat. Jakarta: Gramedia Pustaka Utama.) (a brief statement which contains general notion or truth about human nature; aphorism; proverb). It is important to note Leech's proposition that "politeness concerns a relationship between two participants whom we may call *self* and *other*. In conversation, *self* will normally be identified with *s*, and *other* will typically be identified with *h*; but speakers also show politeness to third parties, who may or may not be present in the speech situation."

Leech (ibid) summarizes that the maxims of the PP tend to go in pairs and determines that each maxim has its own parametric values as indicated in (a) and (b) which are termed as *sub-maxims* by him and, although the sub-maxims are dominantly measured in English, they can also be adopted as Indonesian PP, I guess. Therefore, the incoming SMS discussed here would be analyzed on the basis of such sub-maxim of (I).

(I) TACT MAXIM (in impositives and commissives)

1. Minimize cost to *other* [(b) Maximize benefit to *other]*

(II) GENEROSITY MAXIM (in impositives and commissives)

1. Minimize benefit to *self* [(b) Maximize cost to *self*]

(III) APPROBATION MAXIM (in expressives and assertives)

1. Minimize dispraise of *other* [(b) Maximize praise of *other]*

(IV) MODESTY MAXIM (in expressives and assertives)

1. Minimize praise of *self* [(b) Maximize dispraise of *self*]

(V) AGREEMENT MAXIM (in assertives)

1. Minimize disagreement between *self* and *other* [(b) Maximize agreement between *self* and *other]*

(VI) SYMPATHY MAXIM (in assertives)

1. Minimize antipathy between *self* and *other* [(b) Maximize sympathy between *self and other]*

When discussing tact maxim he proposes illocutionary functions that may be classified into the following four types, according to how they relate to the social goal of establishing and maintaining comity. This paper focuses only on the first two types which are considered chiefly to involve politeness.

(a) COMPETITIVE: The illocutionary goal competes with the social goal; *eg* ordering, asking, demanding, begging, etc.

(b) CONVIVIAL: The **illocutionary** goal **coincides with the social goal;** *eg* **offering, inviting, greeting, thanking, congratulating**

(c) COLLABORATIVE: The illocutionary goal **is** indifferent to the social goal; *eg* asserting, reporting, announcing, instructing.

(d) CONFLICTIVE: The **illocutionary goal conflicts with the social goal;** *eg* **threatening, accusing, cursing, reprimanding.**

Antonopoulou and Nikiforidou (Antonopoulou, E. and Nikiforidou, K. (2002). Deictic Motion and the Adoption of PerspectiveIn Greek. Pragmatics I2:3.273-295. DOI: 10.1075/prag.12.3.02ant) ever discuss the deictic motion and the adoption of perspective

in Greek focusing especially on appropriateness conditions for *erxome* and systemic relation to *pijeno*. They conclude that the uses of *erxome* in different types of texts and at different periods of the language, show that both a language specific detailed description of its semantics-pragmatics and a text-sensitive analysis are required in order to arrive at any generalizations about the distribution of this verb and its occurrence instead of *pijeno*.

When talking about deictic categories as mitigating device Haverkate (Haverkate, H. (No Year). Deictic Categories as Mitigating Devices. Pragmatics 2:4.505-522. DOI: 10.1075/prag.2.4.03hav) argues in assertives, the conditional brings about two different kinds of mitigating effects according to whether it modifies the main predicate of a performative utterance or whether it characterizes reserved statements, that is, statements based on hearsay, for which the speaker assumes no responsibility. In directives, the conditional is used to produce a wide variety of politeness and in performative utterances, the conditional softens the formal character of the speech act converting it into a hedged performative.

Grenoble (Grenoble, L. (No Year). Spatial Configurations, Deixis and Apartment Descriptions in Russian. Pragmatics 5 3.365-38. DOI: 10.1075/prag.5.3.04gre), when discussing spatial configurations, deixis and apartment descriptions in Russian, notes that the apartmentdescriptions resemblenarratives, but with an underlying difference in their spatial versus temporal relationships. A narrative is characterized by sequentially ordered event clauses which constitute its temporalbackbone. As the narrative progresses, so too does narrative time: The event clauses advance the reference time. In a narrative time is represented as a linear string of events, and backgrounded, non-plot-advancing information can be seen as offshoots along that timeline. Basso (Basso, E. B. (2008). Epistemic Deixis in Kalapalo. Pragmatics 18:2.215-252. Doi: 10.1075/Prag.18.2.03bas) has ever carried his research on epistemic deixis in Kalapalo and found that this Carib deictic dimension does not accord with, and actually foregrounds other features than those associated with evidentiality in world languages.

When carrying out her research on politeness in modern Chinese, Gu (Gu, Y. (1990). Politeness Phenomena in Modern Chinese. Journal of Pragmatics. 14. 237-257.) notes that the politeness phenomena can be said to be generally prevailing among the (fairly) educated. Politeness may indeed be a universal phenomenon, i.e. it is found in every culture; however, what counts as polite behaviour (including values and norms attached to such behaviour) is culture-specific and language-specific. Ruhi (Ruhi, S. (2006). Politeness in Compliment Responses: A Perspective from Naturally Occurring Exchanges in Turkish. Pragmatics. 16:1. 43-101. DOI: 10.1075/prag.16.1.03ruh) has ever

done a research on politeness in compliment response in Turkish and concludes that the individual's face is invested with great affective value and that interlocutor will adopt self-presentational styles that are consistent with the self-image they wish to project in interaction. To effect such presentations, speakers may opt for displaying self-confidence, individuality or impoliteness.

3. Research Methods

3.1. Approach

The study used qualitative approach which was specifically under pragmatic worldview, (Creswell, J. W. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 3rd Ed. Los Angeles/London/New Delhi/Singapore: Sage Publications, Inc) i.e. focusing on consequences of actions and problems-centered, while the strategy of inquiry is case study. In this research article was mainly conducted using only one mode of approach, that is, money enticement-based SMS referring to the incoming SMS which were, in this case, offering money to the receiver.

3.2. Steps

Several steps were involved in the research, for example, to determine the research objectives, to decide the population, to fix the relevant data, to select the sampling, and to settle the sampling units.

3.3. Methods

3.3.1. Research Design

The research design is qualitative (Creswell, J. W. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 3rd Ed. Los Angeles/London/New Delhi/Singapore: Sage Publications, Inc) to explore and understand the meaning individuals ascribe to SMS The study involves descriptive design to examine the deixis and the politeness of the SMS.

3.3.2. Nature

The nature of this research provides no solution to the cases indicated in the research problems, so there were not any attempts from the researcher to solve the cases found during research activities. The cases were considered as learning materials.

3.3.3. Population and Sampling Tehnique

The population were 24 SMS which the senders sent between April 2019 to August 2020; the SMS were interesting to be surveyed because of fake money-giving promises. The purposive sampling technique was used in which the researcher handpicks the cases to be included in his sample on the basis of his judgement of their typicality. (Cohen, L. and Manion, L. (1980). Research Methods in Education. 3rd Ed. New York: Routledge.) All the population were determined as samples.

3.3.4. Instruments and Data Collection Techniques

A hand-phone was used as an instrument when the incoming SMS came in although the recipient does not know the senders. The data collection technique involves electronic observation which was carried out for more than a year.

3.3.5. Research Location

The research was supported by linguistic and cultural studies and was carried out electronically. Since it was an electronic research, there was no specific but electronic research location in which the SMS were sent to the reseearcher's handphone and the texts themselves came without any previous communication with the senders.

3.3.6. Research Period

This research was carried for more than a year, primarily from April 2019 to August 2020.

3.3.7. Cases

There were 24 cases obtained during the research in which each case was received electronically in different months, dates and time, and was also sent by different phone numbers with having no specific names of persons.

4. Results and Discussion

4.1. Results

Consider Table 1 to learn the number of cases sent by the unresponsible person(s) to the researcher. There are 24 cases of SMS and the SMS texts can be grouped into opening, content, and closure. The texts in the opening are primarily consisting of information referring to the phrases, such as, the second winner (*pemenang ke-2*), formal messages (*pesan resmi*), wave of money from Bukalapak (*badai uang Bukalapak*), respected customer (*pelanggan yang terhormat*), package information (*info paket*), and last information (*info terakhir*), we are from... (*kami dari*...), dear ladies and gentlemen (*Kepada YTH bapak/ibu*) and congratulation (*selamat*). The opening here refers to the initial narratives appearing firstly in the SMS. The various types of main texts in the content can be seen in Table 1; two examples, which are taken from Cases 2 and 12 and which have been corrected grammatically, would be written in the formal language style as shown in examples (5) and (6) respectively. The location of the content is to follow the opening.

> (5). *Anda mendapatkan hadiah ke-2 (dengan) cek (sebesar) 100 juta. (Cek tersebut diberikan) dalam rangka Program Undian dari PT. Whatsapp Indonesia. Pin (Anda adalah) 2547AFR*
>
> 'You win the second prize for a cheque amounting to IDR. 100 millions. The cheque is given with regard to the Prize Program from PT. Whatsapp Indonesia. (Your) PIN (is) 2547AFR.'
>
> (6). *Anda terdaftar (di) TELKOMSEL (sebagai pemenang untuk hadiah sebesar) Rp.100 (juta); kode PIN (Anda adalah) 25E477R.*
>
> 'You are registered (at) Telkomsel (as the winner for the prize amounting to) IDR. 100 (millions; your PIN code (is) 25E477R.'

The closure would consist of the closing narratives and web-page addresses. The closing words, which are commonly used, are such as for\prize information (*u\Info*

hadiah), for/information (*U/info*), complete information (*info lengkap*), information (*info*), please open (*silahkan buka*), for more complete information (*untuk info lebih lengkap*), detailed information (*info lanjut*), or for more detailed information (*untuk info lebih lanjut*). The common web page addresses that the senders would always use include bit.ly, www.gebyarwhatsapp77.ml, tiny.cc., www.undianptlazada2020.qa., and bit.do/hadiah-mkios755. For the closing narratives, the senders use web page address, such as www.bit.ly/hadiah-telkomsel37, bit.ly/pt-whatsappinc, etc., or phone numbers (see Table 3).

4.2. Discussion

4.2.1. SMS Texts

Normally, SMS may have been devided into three common parts, i.e. the upper, the middle (or the main texts ot the SMS texts), and the lower ones (see Fig. 1). Of the 24 SMS, none of them have senders' names either written in the upper or in the lower parts. Instead, names are replaced by similar phone numbers written in the upper and in the lower parts (see Fig. 2); all this is actually possible if the SMS recipients have never recorded the senders' phone numbers. What is a little bit confusing, in this case, is related to how the senders get to know the recipients' phone numbers and to reasons why they send SMS containing big money to the SMS recipients whom they do not know at all. Offering big money to unknown recipients who have never involved themselves in the programs, lotteries, or other online activities would reflect significantly that the senders have hidden wants. Since there are no relationship among the senders and the recipients, it is concluded that the senders try to cheat.

Table 4 below shows twelve cases of ungrammatical openings. The use of capitals or uppercase (except for company's names) in Cases 4 & 7, 5, 8, 9, 10, 12, 14, and 16 & 17 are not grammatical in Bahasa Indonesia and can be rewritten using "capitalize each word" case. The abbreviations found in Cases 6 (*planggan yht*), 9 (*Wa*), and 16 (SLMT) are also not grammatical. The uses of question marks in Cases 10 and 12, of more than one exclamation marks in Cases 10, 12, 14, and 21, and of more than one colons in Cases 10 and 12 are not needed, although such ungrammatical uses might be considered acceptable for some Indonesian speakers.

In case of SMS main texts placed in the content, almost all the texts are not written grammatically in Bahasa Indonesia and for the grammatical structure, consider Table 2 above. Consider the example in (7) which is not grammatical and the example in

(8) which is the modified form of the example in (7). To differentiate the opening, the content, and the closure, the slots /.../, or two stripes, are used. The first slot refers the opening, the second slot to the content, and the third slot means the closure.

7) /Planggan yht/, /*No Anda Dpatkan Hadiah TEK0MSEL KUOTA Internet Cek 100jta. Kode PIN Anda* (25E<u>477</u>R)/ /*Klik*: bit. Ly/telkomsel-<u>2019</u>/ (Case 6).

(8) /*Pelanggan Yang Terhormat*/, /*Nomor Anda mendapatkan hadiah dari Telkomsel Kuota Internet dalam bentuk Cek dengan nilai sebesar RP. 100 juta. Kode PIN Anda adalah* (25E477R)/. /*Untuk informasi lengkap, silahkan klik*: bit.ly/telkomsel-<u>2019</u>/.

The closing SMS texts, such as *u\Info hadiah*, *U/info*, *info*, or *info lanjut*, or *untuk info lebih lanjut* should written in *untuk informasi tentang hadiah*, *untuk informasi*, *informasi*, *informasi selanjutnya* or *untuk informasi lebih lanjut* respectively. The dominant web page address being used in this paper is *bit.ly* (13 Cases), followed by *tiny.cc* (4 Cases) and specific web pages referring to the names of the lotteries and companies or phone numbers (see also Table 3). However, with reference to lower parts, there are not problems found in the texts.

4.2.2. Deixis

4.2.2.1 Person Deixis

A. First Person

The first person plural "we" is found twice appearing in Cases 4 and 7 and refers to the service department of PT. LAZADA (*pelayanan PT. LAZADA*) which is positioned as the apositive. "We" acts as the SMS senders, appears in the initial position of the content parts, and has the same verb for both Cases, i.e. to say (*mengucapkan*) by which this verb is followed by the noun "congratulation" (*selamat*). It seems "we" functions as the emphatic form.

B. Second Person

The second person singular "you" appears explicitly and implicitly in all Cases and refers to the recipients of the SMS. It is noted that "you" is found ten times as explicit subjects in the **passive-construction**, for instance "You are selected" (*Anda terpilih*) and "You are registered" (*Anda terdaftar*), six times as explicit subjects in **active-construction**,

for example "You get the prize of cheque" (*Anda mendapatkan hadiah cek*), "You get the cheque in cash" (*Anda mendapatkan cek tunai*), "You get the lottery promotion of cheque" (*Anda mendapatkan promo undian hadiah cek*), "You get the cheque (*Anda mendapatkan cek*), "You win a prize" (*Anda memenangkan hadiah*), "You get extra prepaid credit" (*Anda mendapatkan tambahan pulsa*), and "You achieve a prize" (*Anda meraih hadiah*), six times appearing in **the possessive-construction**, i.e. "Your numbers have been selected" (*Nomor Anda tepilih*), "Your Numbers get a prize" (*Nomor Anda mendapatkan hadiah*), "Your numbers are registered" (*Nomor Anda terdaftar*), "Your nubers get a cheque" (*Nomor Anda mendapatkan cek*), "Your numbers are officially selected" (*Nomor Anda resmi terpilih*), and "Your numbers achieve a prize" (Nomor Anda meraih hadiah), once existing in the **winner-construction**, for example, the second winner gets a prize of cheque (*pemenang ke-2 mendapakan hadiah cek*), and once appearing in the **owner-costruction**, for instance, "the owner o the numbers is seleted to get a cheque" (*pemilik nomor ini terpilih untuk mendapatkan cek*). In addition, "You" also appears implicitly in each SMS text in the **you-click construction** plus web page address, in the **you-type construction** plus phone numbers, in the please-verify construction plus PIN, and in the **you-check construction** plus web page address.

C. Third Person

The uses of third person, either in singular or in plural forms, are not found and the unavailability of the third person indicates that, in the perspective of the senders, this kind of person is not suitable to write in the SMS which are consciously designed to cheat the SMS recipients.

4.2.2.2 Spatial Deixis

Spatial deixis are used to indicate the relative location of people or things. Yule also states that setting of speaker's point of view may be fixed psychologically and physically. The Cases in this paper show that there are neither physically spatial deixis *here* & *there*, or *this* & *that*, nor use of verbs indicating a movement towards and/or backwards, such as come & go, bring & take. However, after paying attention to several constructions, for instance you-click construction, you-type construction, and you-check contruction, I begin to realize that psychologically spatial deixis are available in the constructions. Consider, for example, Table 3 showing several online addresses that are commonly used by SMS senders. All the web page addresses are considered psychologically

spatial deixis. I would like to browse several of the addresses, i.e. Cases 1, 2, 3, and 6 by which the recipient received more than a year ago. Such Cases are selected with a purpose to know whether the addresses remain available or not.

The general views of company's performance for Cases 1 and 6 are of a little bit different but such performance would not be discussed in this paper. The web addresses of Cases 1 and 6 are still found with their complete addresses are https: //hadiah-telkomsel37.blogspot.com and https://telkomsel-kouta.blogspot.com respectively. However, only web page of Case 1 is open for registration; when the PIN 25E477R is typed and verification is then made, then a response would appear in dramatic narratives: "SELAMAT!!! Anda Mendapatkan CEK TUNAI Rp. 100 jt Dari Program hadiah kuota internet unlimited Tahun 2019. Silahkan Konfirmasi ke Bagian PENERANGAN ATAU PENANGGUNG JAWAB Pemenang Di Nomor HOTLINE 0821 2042 2221 Terima Kasih telah menggunakan kuota sebagai alat komunikasi anda dan keluarga." (See the translation: Congratulation!!! You officially get a CHEQUE in CASH amounting to IDR 100 millions from 2019 unlimited internet quota prize program. Please confirm to the Department of INFORMATION OR PERSON-IN-CHARGE for winner at HOTLINE 0821 2042 2221. Thank you to have used kuota as the communication device for you and your families.) When you click "oke", meaning that you understand the the narratives and the page remains the same. However, it is possible to type the PIN in the web page of Case 6 because there are no slots to type PIN. There are also notices in each web address that the official web for Case 1 is www.hadiah-telkomsel37.blogspot.com and for Case 6 is bit.ly/telkomsel-2019; the two addresses are written in red colour. The winner's PIN for Case 1 can be inserted.

The web addresses of Cases 2 and 3 remain also exist with their complete addresses are https://promo-whatsapp2019.blogspot.com and *datapemenanggebyar lazada2019.blogspot.com/?m=1* but, unluckily, such addresses are blocked showing narratives such as "there's nothing here" for whatsapp and "blog telah dihapus" (blog is erased) written in red color for lazada.

4.2.2.3 Temporal Deixis

The temporal deixis of time and day always exist in the SMS. The "time" refers to when the SMS are received and the "day" points to day, month and year. There are nine Cases (see Cases 2, 6, 9, 15, 16, 18, 19, 22, and 23) in which the SMS are sent in the morning ranging from 7 am to 9:30 am. Cases 2, 3, 16 and the rests are submitted to recipients in the evening between 12 pm to 23 pm. Cases 2 and 3 and 16 and 17 are unique.

Cases 2 and 3 were received on the same day (01-07-2019) and sent at different time and by different senders; the recipient received the Cases 16 and 17 on 17-02-2020 in the morning for Case 16 and in the afternoon for Case 17. Both Cases 16 and 17 were sent by the same senders.

4.2.3. Building Indonesian Politeness

As noted earlier, there are explicit subjects appearing in the **passive-construction**, such as "You are selected" (*Anda terpilih*) and "You are registered" (*Anda terdaftar*). There are also explicit subjects emerging in the **active-construction**, for intance "You get the prize of cheque" (*Anda mendapatkan hadiah cek*), "You get the cheque in cash" (*Anda mendapatkan cek tunai*), "You get the lottery promotion of cheque" (*Anda mendapatkan promo undian hadiah cek*), "You get the cheque (*Anda mendapatkan cek*), "You win a prize" (*Anda memenangkan hadiah*), "You get extra prepaid credit" (*Anda mendapatkan tambahan pulsa*), and "You achieve a prize" (*Anda meraih hadiah*)

Based on the two constructions above, all the verbs might contain positive goal and coincide with well-received linguistic behaviour. Therefore, the illocutionary functions of all SMS texts the senders (**s**) sent to the recipient (**h**) are not COMPETITIVE (a), meaning the illocutionary goal does not compete with the social goal, for instance ordering, asking, demanding, begging. Consider the Case 9 which is rewritten in example in (9) below.

(9) Anda mendapatkan promo undian HADIAH Cek tunai <u>100</u> juta dari PT. WhatsApp. Silahkan verfikasi PIN Anda.

'You get the lottery prize promo of cheque in cash of IDR 100 millions from Whatsapp. Please verify your PIN.'

Where the illocutionary goal is not COMPETITIVE (a), the politeness becomes a positive character. The social goal of the example in (9) seems not to involve a negative character since such illocution is marked by the verbs "to get" (*mendapatkan*) and "please verify" (*silahkan verifikasi*). The two verbs involve positive character; thus, the example in (9) is an illocution which does not offer ordering, asking, demanding, begging. What is actually meant by COMPETITIVE might refer to DISCOURTEOUS illocution since there is no courtesy. The example in (9) is proved to **(a) Minimize cost to** *other* **[(b) Maximize benefit to** *other]*. Because all the illocutions from the SMS texts are of this kind as shown in example (9), they are categorized under tact maxim of PP.

Based on the linguistic behaviour, the example in (9) is polite athough its goal might be DISCOURTEOUS.

Consider also the Case 12 which is rewritten in the example (10) below to get to know the illocutionary functions of the SMS texts the **s** sent to **h.** The example in (10) is CONVIVIAL (b), and this means that the illocutionary goal coincides with the social goal, for instance greeting and congratulating, but not inviting or thanking.

(10) Anda terdaftar dari TELKOMSEL untuk memenangkan HADIAH Rp. <u>100</u> juta.

'You are registered from Telkomsel to win a prize of IDR 100 millions.

Leech argues that CONVIVIAL (b) functions intrinsically COURTEOUS by which politeness takes a more positive forms of seeking opportunities for comity. The example in (10) shows its COURTESY and politeness which can be seen from the use of the illocutionary verb in the passive form. The verb appearing in the passive-construction in example (10) refers clearly to greeting and congratulating which are considered as opportunities for **h** to react positively. These opportunities shows a goal for positive politeness from **s** to **h** and, if this goal is really true, it is acceptable for linguistic behaviour. Thus, such opportunities fulfill **(a) minimize benefit to self [(b) maximize cost to self]**. What many linguists always worry is that between a goal and a linguistic behaviour do not always match in the SMS; when the goal sounds great because consisting of COURTESY or politeness in one hand, the linguistic behaviour does always follow such goal. Thus, there must be something hidden, meaning the example in (10) consists of something unclear, i.e. fake information. When fake information really exists, then the **s** does something DISCOUTEOUS and impolite through illegal practice. In short, such SMS texts should contain several traps.

4.2.4. Unification and Sustainability

The terms "unification" and "sustainability" are two different concepts that have never been merged this day. What needs to pay attention is what Breuilly and Speirs argue that nation-states have been formed in the last couple of centuries, both in and beyond Europe, by processes of reform, separation and unification. (Breuilly, J. and Speirs, R. The Concept of National Unification. They also note that separation entailed breaking away from a multi-national state, such as Romanov, Ottoman and Habsburg empires. Unification is the rarest type of nation-state formation and involves bringing together a number of states into a single national state. The best-known European cases are Germany and

Italy. However, Germany is unique in that this unification process has taken place not once, but twice. See at https://link.springer.com/chapter/10.1057/97802230518520_1.) They mention three countries, such as France, Spain, and Britain which can be considered to be cases of reform when they "nationalized" their states with little territorial change. In short, Breuilly and Speirs specifically argue that "national unification can thus be defined succinctly as a process by which a plurality of sovereign states is rapidly reduced to a single state, an outcome legitimated, either in advance or in retrospect, by the argument that this process brings together a devided nation." Thus, in this case, since Indonesia is not a devided nation today or under a threat to be devided, unification is not in need. The construction of a framework of unification is not really possible because Indonesia is a single nation-state.

In 1987, the Bruntland Commission published its report, *Our Common Feature*, in an effort to link the issues of economic development and environmental stability. This report provided the oft-cited definition of sustainable development as "devlopment that meets the needs of the present without compromising the ability of future generations to eet their own needs" United Nations General Assembly, 1987). Emas (Emas, R. The Concept of Sustainable Development: Definition and Defining Principles) proposed a key principle of sustainable development underlying all others is the integration of environmental, social, and economic concerns into all aspects of decision making. Social concerns can be interpreted to include linguistics and literature and all other social disciplines.

4.2.5. Challenge

The precautionary principle establishes that "when there are threats of serious or irreversible damage, lack of full scientific cetainty shall not be used as a reason for postponing cost-effective measure to prevent environmental degradation." (See also Emas) However, in this paper, challenges can also come from any violences not to fulfil the PP and all the challenges would be possible to affect Indonesian politeness system seriously; later or sooner, in some degrees, such challenges would become threats to the unification sustainability in Indonesia because one of the methods or commiments to look after Indonesia is to respect each other (See file:///C:/Users/User/AppData/Local/Temp/pembahasan NKRI.pdf) or to provide good education for Indonesian human resources.

5. Conclusion

The first person plural "we" as appositive appears twice in the initial position of the content parts in Cases 4 and 7, refers to the service department, acts as the SMS senders, and has the same verb for both Cases, i.e. to say (*mengucapkan*) by which this verb is followed by the noun "congratulation" (*selamat*). It seems "we" functions as the emphatic form. Of all Cases the second person singular "you" appears ten times as explicit subjects in the passive-construction, six times as explicit subjects in the active construction, six times in the possessive-construction, and once in the winner-construction and in the owner-costruction respectively. "You" also appears implicitly in each SMS in the you-click construction plus web page address, in the you-type construction plus phone numbers, in the please-verify construction plus PIN, and in the you-check construction plus web page address. Psychologically spatial deixis is available in the you-click construction, you-type construction, and you-check contruction. The temporal deixis of time and day always exist in the SMS. Based on the passive-construction and the active-construction, all the verbs contain positive goal and coincide with well-received linguistic behaviour. Therefore, the illocutionary functions of all SMS are not COMPETITIVE (a), meaning the illocutionary goal does not compete with the social goal. With reference to CONVIVIAL, the COURTESY and politeness from the illocutionary verbs appear in the passive form referring to greeting and congratulating. The goal fulfills COURTESY or politeness but the linguistic behaviour does follow such goal. Thus, the SMS consist of fake information and threatens Indonesian politeness and sustainability.

Acknowledgements

Appendices

Table 1. Number of Cases of Money Enticement-Based SMS

Case 1
Pemenang Ke-2 Mendpt
hadiah Cek. Rp.100 jt dari
TELKOMSEL FLASH. thn. 2019
Kode Pin: anda25E477R
u\Info hadiah
Klik. www.bit.ly/hadiah-
telkomsel37

Diterima: 01:22:57pm
30-04-2019
Dari: (tidak ada nama)
+6285213774307

Case 2
PESAN RESMI Selamat Anda
Men-dptkan Hadiah ke-2 Cek
100jt. Dalam Rangka Program
Undian PT.Whatsap Indonesia
Pin (2547AFR) U/info klik:
bit.ly/pt-whatsappinc

Diterima: 07:57:23am
01-07-2019
Dari: (tidak ada nama)
+6285348004160

Case 3
Anda M-dptkan Cek Tunai Rp.175
jt dr lazada Id Pemenang Anda
(AN99R57) Info lengkap
klik: https://bit.ly/2WWCcn2

Diterima: 12:26:47pm
01-07-2019
Dari: (tidak ada nama)
+6285396900517

Case 4
KAMI PELAYANAN PT. LAZADA
Mengucapkan Selamat
Anda tlah terpilih
Mendapatkan Hadiah ke-2
Cek 175juta Kode ID
(KBR99D7) U/INFO KLIK di
bit.ly/pt-lazada333

Diterima: 07:19:36pm
14-07-2019
Dari: (tidak ada nama)
+6285254153947

Case 5
BADAI UANG BUKALAPAK No.
anda Trpilih sbgai Pemenang ke-
2 dri bukalapak Dengan kode pin
pemenang [RS391D1]
U/info klik: bit.ly/badai-uang-
Bukalapak

Diterima: 04:07:36pm
20-07-2019
Dari: (tidak ada nama)
+6282343802390

Case 6
Planggan yht, No Anda Dpatkan
Hadiah TEK0MSEL KUOTA
Internet Cek 100jta. Kode PIN
Anda (25E477R) Klik:
bit. ly/telkomsel-2019

Diterima: 07:57:39am
22-07-2019
Dari: (tidak ada nama)
+6282398248601

Case 7
KAMI PELAYANAN PT. LAZADA
Mengucapkan Selamat Anda
Tlah terpilih
M,dptkan hadiah ke-2 cek
175juta kode ID (KBR99D7)
U/INFO KLIK di bit.ly/pt-
lazada258

Diterima: 06:51:13pm
23-07-2019
Dari: (tidak ada nama)
+628239802763

Case 8
PESAN RESMI SHOPEE 2019
Anda Terpilih Pemenang Hadiah
CEK Rp. 125 juta PIN CODE:
AAQ2099 Untuk Info Klik:
bit.ly/hadiah-shopee001

Diterima: 02:44:06pm
30-07-2019
Dari: (tidak ada nama)
+6285341964263

Case 9
INFO/PAKET Wa. Anda
mendapatkan promo undian
HADIAH Cak tuna 100jt
dr. PT.WhatsApp silhkan
verfikasi PIN. Anda.HY3A782
Info;klik
www.gebyarwhatsapp77.ml

Diterima: 09:47:28am
20-08-2019
Dari: (tidak ada nama)
+6285213893574

Case 10
INFO...? RESMI Nomor Anda
Terdaftar Keluar Sebagai
Pemenang Cek Tunai Rp.100jt
Dari TELKOMSEL dengan PIN
(25E477R) INFO Klik
www.bit.ly/gebyar-
telkomsel37

Diterima: 01:59:31pm
20-08-2019
Dari: (tidak ada nama)
+6285215505838

Case 11
--INFO TERAKHIR—Slamat Anda
Resmi M'dptkan Cek Rp.100jt
Dari BERKAH ISI PULSA Kode.PIN
Pemenang : ijh76k79 silahkan
buka
www.tiny.cc/hadiahmkiosid

Diterima: 12:09:00pm
21-08-2019
Dari: (tidak ada nama)
+6285254154099

Case 12
INFO RESMI...? Anda Terdaftar
dari TELKOMSEL Memenangkan
HADIAH
Rp.100jt PIN (25E477R) Info
Klik www.bit.ly/hadiah-
telkomsel40

Diterima: 12:40:36pm
14-09-2019
Dari: (tidak ada nama)
+6285255251569

Case 13
Anda Mendapatkan
Tambahan PULSA Rp.100.000
Dari Nomor 085256430279
Caranya Ketik TP 10
0852566430279
Kirim Ke 858 GRATIS

Diterima: 12:34:00pm
16-09-2019
Dari: (tidak ada nama)
+6282352210548

Case 14
INFO RESMI dari PT. LAZADA
SELAMAT!!
Anda Tlah Resmi terpilih
Mendapatkan hadiah Ke-2 Cek
175juta Dengan kode ID
(02498123) U/INFO KLIK Di
bit.ly/pt-lazada213

Diterima: 12:31:00pm
20-09-2019
Dari: (tidak ada nama)
+6282316808636

Case 15
Nomor anda dapat CEK. 100 JT
dari undian Mkios kode pin
anda (ijh76k79) untuk info klik
http//bit.ly/hadiah-mkios399

Diterima: 09:15:08am
11-01-2020
Dari: (tidak ada nama)
+6285282947894

Case 16
SLMT No_Anda T'pilih M-
dptkan hadiah Dr PT-
PERTAMINA PERSERO Dgn
kode PIN Pemenang Anda
(385UA27) utk info lebih
lengkap klik link:
bit.ly/hadiahpt_pertamina

Diterima: 09:27:35am
17-02-2020
Dari: (tidak ada nama)
+6285333105492

Case 17
SLMT No_Anda T'pilih M-dptkan
hadiah Dr PT-PERTAMINA
PERSERO Dgn kode PIN
Pemenang Anda (385UA27) utk
info lebih lengkap klik link:
bit.ly/hadiahpt_pertamina

Diterima: 02:02:44pm
17-02-2020
Dari: (tidak ada nama)
+6285333105445

Case 18
Anda terdaftar sgbi PEMENANG
kouta INTERNET Cek. Rp.100,jt
Pin (25E477R) Berlaku 2 hari
U/Info klik, tiny.cc/undian-
telkomsel9090

Diterima: 07:51:07am
26-03-2020
Dari: (tidak ada nama)
+6285283137934

Case 19
Anda terdaftar Sebagai
PEMENANG kuota INTERNET.
Cek. Rp.100,jt Pin [25E477R]
Berlaku 2 Hari
U/info klik.
tyni.cc/infoundian-2020

Diterima: 10:36:02am
18-05-2020
Dari: (tidak ada nama)
+6285283137872

Case 20
Nomor anda resmi terpilih
pemenang Rp. 175.000.000 dari
PT- LAZADA PIN (JK25FG7) info
klik di: bit.ly/pt-lazadaid543

Diterima: 10:34:29pm
10-07-2020
Dari: (tidak ada nama)
+6285283580516

Case 21
Pesan Resmi.!!!! Kepada YTH
bapak/ibu Selamat kepada
pemilik No ini anda trpilih men-
dptkan Cek RP. 175jt Kode
(LZD4389) Info lanjut klik:
www.undianptlazada2020.qa.

Diterima: 01:22:20pm
17-07-2020
Dari: (tidak ada nama)
+6285348422736

Case 22
Selamat anda dapat hadiah
100 jt dari PT.MKIOS kode pin
anda (ijh76k79) untuk info
klik: bit.do/hadiah-mkios755)

Diterima: 09:15:30am
24-07-2020
Dari: (tidak ada nama)
+6285249875991

Case 23
Slmat no anda Resmi trpilih sbgai
pemenang M-dapat
Hadiah dari LAZADA dgn kode
PIN : LZD4389 Silahkan verifikasi
PIN anda di situs WEB:
tyni.cc/ptlazada

Diterima: 09:53:16am
15-08-2020
Dari: (tidak ada nama)
+6285348328920

Case 24
Slmt!! No Anda meraih
Hadiah dari SHOPEE INDONESIA
Kode PIN Anda (J7K2B59) U/info
lebih lanjut cek di:
bit.ly/undianshop2020)

Diterima: 12:53:42pm
25-08-2020
Dari: (tidak ada nama)
+6285244821890

Table 2. Content of the SMS Texts

Case	Content of Original Narratives in Indonesian	Modified Translation in English
1	Pemenang Ke-2 Mendpt hadiah Cek. Rp.100 jt dari TELKOMSEL FLASH. thn. 2019 Kode Pin: anda 25E477R.	The second winner receives cheque of IDR 100 millions from Telkomsel Flash in 2019. Your PIN code is 25E477R.
2	Anda Men-dptkan Hadiah ke-2 Cek 100 jt. Dalam Rangka Program Undian PT. Whatsap Indonesia Pin (2547AFR)	You get the 2nd prize of IDR 100 millions with regard to lottery program from PT. Whatsapp Indonesia. Your PIN is 2547AFR.
3	Anda M-dptkan Cek Tunai Rp.175 jt dr lazada Id Pemenang Anda (AN99R57)	You get a cheque in cash of IDR 175 millions from lazada. Your winner's ID is AN99R57
4	Anda tlah terpilih Mendapatkan Hadiah ke-2 Cek 175 juta Kode ID (KBR99D7)	You are selected to get the 2nd prize of cheque of IDR 175 millions. Your ID code is KBR99D7
5	No. anda Trpilih sbgai Pemenang ke-2 dri bukalapak Dengan kode pin pemenang [RS391D1]	You number is selected as the 2nd winner from bukalapak. The winner's PIN code is RS391D1
6	No Anda Dpatkan Hadiah TEKOMSEL KUOTA Internet Cek 100jta. Kode PIN Anda (25E477R)	Your number gets prize from Telkomsel kuota internet amounting to IDR 100 millions. Your PIN code is 25E477R
7	Anda Tlah terpilih M,dptkan hadiah ke-2 cek 175juta kode ID (KBR99D7)	You have been selected to win the 2nd cheque of IDR 175 millions. Your PIN code is KBR99D7
8	Anda Terpilih Pemenang Hadiah CEK Rp. 125 juta PIN CODE: AAQ2099	You are selected as the winner of cheque of IDR 125 millions. Your PIN code is AAQ2099
9	Anda mendapatkan promo undian HADIAH Cek tunai 100jt dr. PT.WhatsApp silhkan verfikasi PIN. Anda.HY3A782	You get the lottery prize promo of cheque in cash of IDR 100 millions from Whatsapp. Please verify your PIN: HY3A782.
10	Nomor Anda Terdaftar Keluar Sebagai Pemenang Cek Tunai Rp.100jt Dari TELKOMSEL dengan PIN (25E477R)	Your number is registered as the winner of cheque in cash of IDR 100 millions from Telkomsel with PIN code 25E477R
11	Anda Resmi M'dptkan Cek Rp.100jt Dari BERKAH ISI PULSA Kode. PIN Pemenang: ijh76k79	You formally get a cheque of IDR 100 millions from berkah isi pulsa. Your PIN code is ijh76k79.
12	Anda Terdaftar dari TELKOMSELMemenangkan HADIAH Rp.100jt PIN (25E477R)	You are registered from Telkomsel to win a prize of IDR 100 millions with PIN 25E477R
13	Anda Mendapatkan Tambahan PULSA Rp.100.000 Dari Nomor 085256430279	You get an extra prepaid credit of IDR 100.000 from Number 085256430279
14	Anda Tlah Resmi terpilih Mendapatkan hadiah Ke-2 Cek 175juta Dengan kode ID (02498123)	You are formally chosen to get the 2nd prize of cheque of IDR 175 millions with ID code 02498123
15	Nomor anda dapat CEK. 100 JT dari undian Mkios kode pin anda (ijh76k79)	Your number gets a cheque of IDR 100 millions from Mkios lottery with PIN code is ijh76k79
16	No_Anda T'pilih M-dptkan hadiah Dr PT-PERTAMINA PERSERO Dgn kode PIN Pemenang Anda (385UA27)	Your number gets a prize from PT Pertamina Persero with your PIN code 385UA27
17	No_Anda T'pilih M-dptkan hadiah Dr PT-PERTAMINA PERSERO Dgn kode PIN Pemenang Anda (385UA27)	Your number gets a prize from PT Pertamina Persero with your PIN code 385UA27

19	Anda terdaftar Sebagai PEMENANG kuota INTERNET. Cek. Rp.100,jt Pin [25E477R] Berlaku 2 Hari	You are registered as the winner of kuota internet of cheque of IDR 100 millions. PIN is 25E477R. Valid for 2 days.
20	Nomor anda resmi terpilih pemenang Rp. 175.000.000 dari PT- LAZADA PIN (JK25FG7)	You are formally selected as the winner of IDR 175.000.000 from PT Lazada with PIN JK25FG7
21	Anda trpilih men-dptkan Cek RP. 175jt Kode (LZD4389)	You are selected to get a cheque of IDR 175 millions with code LZD4389
22	Anda dapat hadiah 100 jt dari PT. MKIOS kode pin anda (ijh76k79)	You get a prize of IDR 100 millions from PT. Mkios with PIN code ijh76k79
23	No anda Resmi trpilih sbgai pemenang M-dapat Hadiah dari LAZADA dgn kode PIN : LZD4389	You number is formally selected as the winner to get a prize from Lazada with PIN code LZD4389
24	No Anda meraih Hadiah dari SHOPEE INDONESIA Kode PIN Anda (J7K2B59)	Your number gets a prize from Shopee Indonesia. Your PIN code is J7K2B59

Table 3. Web Page Addresses of Money Enticement-Based SMS

1	www.bit.ly/hadiah-telkomsel37	13	bit.ly/pt-lazada213
2	bit.ly/pt-whatsappinc	14	http//bit.ly/hadiah-mkios399
3	https://bit.ly/2WWCcn2	15	bit.ly/hadiahpt_pertamina
4	bit.ly/pt-lazada333	16	tyni.cc/undian-telkomsel9090
5	bit.ly/badai-uang-Bukalapak	17	tyni.cc/infoundian-2020
6	bit. ly/telkomsel-2019	18	bit.ly/pt-lazadaid543
7	bit.ly/pt-lazada258	19	www.undianptlazada2020.qa.
8	bit.ly/hadiah-shopee001	20	bit.do/hadiah-mkios755
9	www.gebyarwhatsapp77.ml	21	tyni.cc/ptlazada
10	www.bit.ly/gebyar-telkomsel37	22	bit.ly/undianshop2020
11	www.tiny.cc/hadiahmkiosid	23	TP 10 0852566430279

Table 4. Cases of Ungrammatical Openings

| No	The Opening of SMS Texts	Modified Opening of the SMS Texts
1	Case 4 and 7: KAMI PELAYANAN PT. LAZADA	*Kami dari Bagian Pelayanan PT. LAZADA* 'We are from Service Department of PT. LAZADA'
2	Case 5: BADAI UANG BUKALAPAK	*Badai Uang dari BUKALAPAK* 'Waves of money from BUKALAPAK'
3	Case 6: Planggan yht	Pelanggan yang Terhormat 'Dear Customers'
4	Case 8: PESAN RESMI SHOPEE	Pesan Resmi dari SHOPEE 'Official Message from SHOPEE'
5	Case 9: INFO/PAKET Wa.	*Informasi tentang Paket WA* 'Information on Whatsapp Package'
6	Case 10: INFO...? RESMI	Informasi Resmi 'Official Information'
7	Case 12: INFO RESMI...?	Informasi Resmi 'Official Information'
8	Case 14: INFO RESMI dari PT. LAZADA SELAMAT!!	*Informasi Resmi dari PT. LAZADA. Selamat!* 'Official Information from PT. LAZADA. Congratulation!
9	Case 16 and 17: SLMT	Selamat 'Congratulation'
10	Case 21: Pesan Resmi.!!!! Kepada YTH bapak/ibu Selamat kepada pemilik No ini.	Pesan Resmi. Kepada YTH Bapak/Ibu. Selamat Kepada Pemilik Nomor ini. 'Official Message. Dear Ladies and Gentlemen. Congratulation to the holder of this phone number.'

Figure 1: Formal Parts of SMS Texts
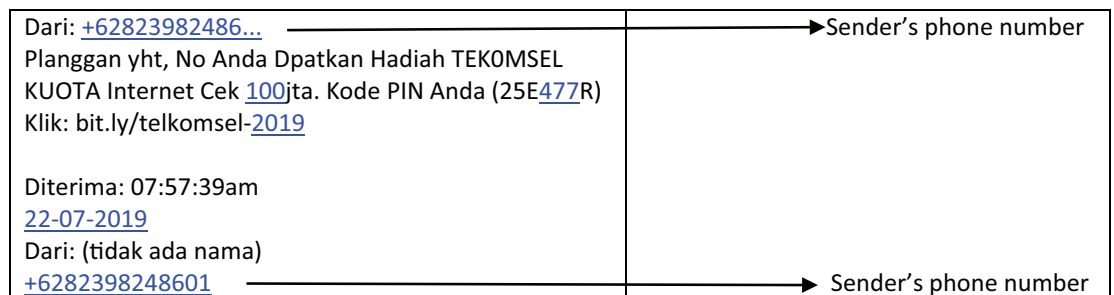
Figure 2: Sender's Anonymity with Similar Phone Numbers

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l˜A7bF5GQB61QG2gl1rSi1rV6bLK99BmTDS9Q9P˜2oxq7vjapZBm70pPZ4oCqwe OD2cIqMqSWUeKpqtkAfFADWKCbIarNPtO0VduQpCQCf0b˜Q-2zfndyBxjsQ7M5f h4w__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA. Retrieved on 10 December 2019.

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Conference Paper

Poverty in Nunuk Y Kusmiana's Novel *Gadis Pesisir*

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Abstract

The purpose of this research was to describe poverty in Nunuk Y. Kusmiana's novel *Gadis Pesisir*. The book describes Umar and his daughter Halijah. Umar was a fisherman who did not use modern fishing technology. This greatly affected his fishing abilities, which made the family poor. This study adopted the poverty descriptions proposed by Soeharto (2005), namely a material, social and income description. The material description included daily primary needs such as clothing, food, shelter, health service and education. The social description included social exclusion, dependence on others and an inability to participate in society. The description of income included the lack of income associated with the number of children in the family. This study used descriptive qualitative methods because this is the most suitable method for literary phenomena (Endraswara, 2011). The descriptive method does not use numbers but uses an appreciation of the interaction between the concepts that are being studied empirically (Semi: 1993). The data collection used sorting and noting. The results of the study indicated that material, social and income features are not fulfilled in this novel.

Keywords: poverty, poverty description, material, social, income

1. Introduction

Poverty is the condition where you are unable to fulfill basic needs such as food, clothing, shelter, education, and health. According to Kamus Besar Bahasa Indonesia poverty is the condition of inability of individuals, families, or group to meet the basic needs of life (clothing, food, and shelter). The poor community can be determined based on their income to meet living standards (Nugroho, 1995). Furthermore, the standard of living in a society is not only meet for food but also health and education. Likewise, a proper place to live in is also a standard of living in an area. Suryawati (2014) stated that a community is called poor if their income is lower than the average income so that it can be said that they were unable to proper.

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There are two types of fishing technology, traditional and modern. The modernity includes the size of boat used and the level of exploitation of the fishing gear (Sawit in Imron, 2003). In addition, the fishing area is included in the term of modernity. Modern fishing technology has the ability to roam up to the off shore. On the other hand, traditional fishing area is limited to coastal water. The use of different technology has led to the concept of traditional fisherman and modern fisherman. Furthermore, Acheson in Imron (2003) said that fishing technology such as engine boat is very important, because the condition of fishery resources that can be easily moved from a place to another. Fisherman also needs adequate means to survive, long live on water.

Nunuk Y. Kusmiana in her novel *Gadis Pesisir* tells of the fishermen poverty in Papua, Jayapura. Their life depends on their daily fish catch. There is a fisherman, Umar, the main character in the novel. He is a traditional fisherman. He does not use modern technology of fishing gear. He just has a traditional one like sampan, traditional boat (boat without engine).

2. Literature Review

Suryawati (2014) stated that there are four forms of poverty. They are absolute poverty, relative poverty, cultural poverty, and structural poverty. Absolute poverty is the condition in which a person income is below the poverty line so that it is not sufficient to meet standard needs, like food, health, clothing, housing, and education. The poverty line is defined as the average expenditure or average consumption for basic needs related to meeting welfare standard. Relative poverty is the form of poverty that occurs because of the influence of development policies that has not reached all level of society, causing inequality income and welfare standard. It is known as disadvantaged areas. Cultural poverty is poverty that occurs as of the result of attitude and habit of a person or community, which generally comes from culture or customs that are relatively unwilling to improve the standard of living. Habits like that can be in the form of being lazy, extravagant, less creative, and also relatively dependent of other parties. Structural poverty is a form of poverty caused by low access to resources that occurs in socio-cultural or socio-political order that does not support poverty alleviation.

According to Soeharto (2005) poverty can be seen in three ways. They are material description, social description, and description of income. Materials description includes daily primary needs such as clothing, food, shelter, health service and education. Limited food sufficiency and quality can be seen from the limited food stock. Limited access and low quality of health services are caused by difficulties in accessing service, low quality

of service, and lack of healthy living habits. Limited access and low quality of education services are indicated by gaps in the cost of education, limited education facilities, and opportunities to get education. Social description includes social exclusion, dependency, and inability to participate in society. Social exclusion is as a result of an individual inability to improve his life condition. Description of income includes the lack of income and adequate wealth, associate with total income and number of family members. Some reasons why someone meets poverty are individual and pathological causes as a result of behavior, family causes related to family education, sub-cultural causes that link poverty to surrounding environment, causes agency, which sees poverty as a result of the action of others, such as wars, government, and economy, and structural causes; poverty as a result of social structures.

3. Research Method

This research uses qualitative descriptive method. Qualitative method is the most suitable method for literary phenomena (Endraswara, 2011). In accordance with the opinion of Bogdan and Taylor in Moleong (2002), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words about people and observable behavior. Descriptive method is a method that does not use numbers but uses appreciation of the interaction between concepts that are being studied empirically Semi, 1993). In addition, the content analysis is used to examine the contents of the text to determine the depiction of poverty in the novel. The data collection method uses note-taking method.

4. Result and Discussion

Poverty in Nunuk Y. Kusmiana' novel *Gadis Pesisir* is described as the main topic of the novel. It tells about Umar's family who migrated from Ambon to Papua, Jayapura. Umar is a traditional fisherman.

4.1. Description of Material

Description of material covers daily primary needs such as clothing, food, shelter, health service and education.

4.1.1. Clothing

Clothing is drawn from Halijah's uniform. It is old but she has to wear it because she does not have any clothes. It can be seen in the following quotation.

> The back of her uniform is thinning, it is fringed from being worn. Her uniform was pathetic to make her more extra care sitting on the chair. She is afraid it suddenly tore. Her father and her mother do not have money buying her a new uniform. (Gadis Pesisir: 77)

Halijah, gadis pesisir, just has one uniform for six days of going school. It is so pity. She should wear it because she does not have others. Her parents is so poor buying her a new uniform. Her parents cannot have afford to fulfill clothing for their daughter.

4.1.2. Food

The fulfillment of daily food for the family is very concerning. The family only has one plate of rice porridge for lunch and dinner.

> One plate of rice porridge is not a one-time meal. That is for lunch and dinner. The children are welcome to arrange their own. They can eat the whole porridge or half now and half later. (Gadis Pesisir: 47)

The quotation above tells us how poor they are. Umar family always starved. It makes his son becomes a thief in neighbors' house. In fact, he just takes some rice or candy.

4.1.3. Shelter

> The fishermen live on the shoreline, a house on stilts which is above the water. Umar's house consists of a living room, two bedrooms, and a kitchen. The house is small without bathroom.

> The living room was almost unfurnished. There was only an old mat on the floor which luckily did not torn. There is also a picture of a European autumn forest scene from an old calendar pinned to the wall. (Gadis Pesisir: 134)

> The simplicity of Umar's residence is due to the lack of funds to buy household furniture.

4.1.4. Health service

There is one hospital in Papua, Jayapura but the location is far from the village. It makes difficult for the villagers go to there. Luck of funds and luck of knowledge make the villagers far from health. This cause that Umar's son suffered mental retardation due to malnutrition while he was in the womb and after birth. Umar's wife does not breastfeed the baby. Her breasts do not have milk because she only eats porridge every day. She is starving because there is no food. Furthermore, when she gave birth, she was not treated by medical team.

> .... A girl was holding a baby and feeding him some liquid. The baby looks thin. His cheeks are thin. Small legs. His head is almost bald. There is something strange on his face. There is a strange expression on the baby that makes him look different from most babies. Lately, the baby's mother and the girl found that the baby was suffering from some kind of mental retardation. This type of disease caused by malnutrition. (Gadis Pesisir: 129)

4.1.5. Education

Umar is one of the fishermen who has low education. He never receives education so he is illiterate. He only studies the Arabic script letter. Besides, in the fishermen village, there is just one junior high school. The students are getting fewer and fewer. There are some reasons why they quit the school. For example, because they should help their parents in fishing, or because they do not think that having knowledge is important. In addition, parents do not encourage their children to continue their school.

> Wa Kanni pupils are only thirty. Wening, Halijah, and Babarina were there of the first thirty-seven disciples. It is not the first time she has lost her students. Previously, in the second month she taught at the school, a student resigned. He is a young man from a fishing village who decided to end his school to help his father at sea. Four months later, two little girls decided to quit school. One is because of lazy, the other is pregnant before marriage. (Gadis Pesisir: 291)

4.2. Social Description

Social description including social exclusion, dependence to others, and inability to participate in society.

4.2.1. Social exclusion

> Because of poor, Umar family is blocked to access some rights such as human right. Some mothers look down to Umar's children.

> How quickly Mamak Nur becomes furious. Everyone knows that Mamak Nur stared at the young girl's back with contempt. How could such an important question from a girl like Halijah? Who is she? The daughter of a poor fisherman! Mamak Nur tought. (Gadis Pesisir: 16)

The quotation tells us that Mamak Nur is very angry when Halijah joins in their conversation. She thinks that Halijah had no right to reply their conversation. Mamak Nur underestimates Halijah.

The community did not consider the existence of Umar family. Even when there is something new they are wearing, regarded as strange thing and suspicious. The community did not consider Umar family to be respected citizen.

"Where do you get it?" Guess Mamak Nur instead of asking "Ehere did you buy that pants?" Mamak Nur did not want to be polite. Such a thing is not her, especially with member of Umar family who in her eyes did not really need to be thought of as existing. (Gadis Pesisir: 79-80)

Mamak Nur like others people does such social exclusion to Umar family.

4.2.2. Dependence on others

> The dependence of Umar family to neighbor had seen when she had to go into debt to keep eating.

> "The last rice debt has not been paid for two months. Now, you want to debt banana. Protested Ibu Jawa. "It can be that way". "Pay the old first, then owe the new one". (Gadis Pesisir: 133)

The conversation above takes place when Mamak wants to owe banana to Ibu Jawa. Because Mamak has had some debt to Ibu Jawa, she does not want to give more debt if Mamak has not paid her previous debt.

Umar family is very dependent on neighbor kindness owe them even for some rice.

4.2.3. Inability to participate in society

Umar family is not considered to participate in community activities. The financial inability made him unable to participate in community.

> No one took into account her existence, because she is so thin and black. Apart from that, her family is also consider too lacking to be considered to exist. These are the basic things that make her never considered to be involved in this kind of social activity. (Gadis Pesisir: 191)

Halijah, Umar's daughter, is not able to participate in society because of the existence of her family. They are so poor that they are alienated by society.

4.3. Income Description

Income overview of Umar includes the lack of income associated with the number of family members. Umar has five children while he is just a traditional fisherman who depends on nature in catching fishes.

> "I'm tired of being pregnant all the time".
>
> "There is no pregnant women who is not tired."
>
> "Ibu Jawa is not tired."
>
> "That's because she has one child."
>
> "She said she took pills."
>
> "Stop talking about something I don't like. Regarding the pills or whatever object is put in it, let it be the business of Ibu Jawa. Not us. Do you understand that?" (Gadis Pesisir: 40)

It is the conversation of Umar and his wife. Mamak feels tired of giving birth some babies. They have had five children, but Umar does not consider that he could not afford to support his family.

5. Conclusion

From the discussion above, it concludes that Umar's family is a traditional fisherman family who experiences poverty. They are lack of all descriptions, i.e. description of material such as clothing, food, shelter, health service, and education; social description

such as social exclusion, dependence on others, and inability to participate on society; and income description.

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Conference Paper

The Language Style of the Millennial Generation in Their Twitter Statuses

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Abstract

This research examined the types and frequency of language style used by Twitter users in Indonesia. People use language as a tool of communication to express their wants, messages, information and ideas to other people. Communication is also influenced by the style between the speaker and hearer. The data in this research were collected from Twitter users in Indonesia. This research was focused on the language style of Twitter users of the millennial generation from teenagers to pre-adults in Indonesia. A descriptive method was used. This research analyzed the statuses of the Twitter users to find the types of language style and the most frequency used styles. There were four language styles, namely formal, consultative, casual and intimate. The casual style was the mostly frequently used language style, which was used in roughly 70% of cases.

Keywords: Language Style, Millennial, Twitter

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1. Introduction

Language is primarily an instrument of communication among human beings in a community. Everyone believes that language is universal, it means everyone possess language to express their feelings, emotions, signs, and others in communication. According to Crystal (2013) communication refers to the transmission of information (a message) between a source and a receiver using a signaling system; restricting this notion to "human communication". In communication, people have many ways to communicate with other people. People use language as a tool of communication to say their wants, messages, information, and ideas to other people. Communication is also influenced by style between speaker and hearer. It can be concluded that the relationship has big impacts to people in understanding communication. In society, people have variation in using language that can be called as language variation. Language variation is a language phenomenon that occurs in speech community. One type of language varieties is style. Moore (2004) states that styles in speaking involve

the ways speakers, as agents in social (and sociolinguistics space), negotiate their positions and goals within a system of distinction and possibilities. Style is influenced by some factors such as educational background, social status, age, and sex of the speakers. In language style, a speaker speaks differently with other people according to the situation and the context. A speaker will note to the choice of the words, grammar, and structure of the sentences according to the context and with whom the speaker speaks. The usage of different language style can also be found and observed in social media. Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. In this research focus on the types of language style found in twitter status of millennial generation (15-35 years old). The researchers choose the topic because people use Twitter to show their existence and identity in language through their status. Twitter is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. Nowadays, people can get the latest update information from anywhere, it is because the development of technology. In this case, twitter as the most popular social media in the world will make communication easier to other people. So, it will be easier to get new friends through twitter. So, it should be a good reason to be sources in finding language style related to people's status in twitter.

2. Literature Review

According to Joos in Zulaekho (2010), language style is classified into five types based on the degree of formality. Those types of language style are frozen, formal, consultative, casual, and intimate style.

2.1. Frozen Style

Frozen style or oratorical style, is the most formal style. It is usually used in situation that is very formal and has symbolic value. For instance: informal ceremonies, and court, and state documents. This style is recognized by having no participation of the reader. The reader cannot protest the writer.

2.2. Formal Style

Formal style is used in formal situation in general. Richard (1985) states that formal style is the people use the language carefully about pronunciation, choice of words, and sentence structure. The characteristics of formal language are careful and standard speech, low tempo speech, technical vocabulary, complex and divergence grammatical structure, use of full name address, avoidance of main word repetition and using of synonyms.

2.3. Consultative Style

Consultative style is the most neutral or unmarked of the styles. It is a style that is used in semi-formal communication situation and this is the type of language which is required from the everyday speaker. Consultative is used in some group discussion, regular conversation at school, companies, trade speech conversation, etc.

2.4. Casual Style

Casual style is a language style which is usually used in casual situation by those who have the same background such as age, sex, education, social status, ethnic, and some other factors. Casual style can also be traced by the appearance of the informal words such as colloquial, slang, even taboo words, etc.

2.5. Intimate Style

Intimate style is characterized by extraction and jargon. The characteristics of this style are the use of private codes, the use of words signaling intimate relation, the use of rapid and slurred pronunciation, the use of non-verbal communication, and the use of non-standard forms.

The researchers take the relevant study from international journal of Apriyani and Asmawati (2019) entitled "Using Language Casual Style in Teenagers 17 Years old on Instagram Comment". The research paper aims to find out of casual style used by teenagers of social media instagram. Instagram comment is always used by teenagers to interact with their friends using casual style. This research uses qualitative descriptive method. The object of this research is the casual style used on instagram comments by teenagers. The data are casual style words on instagram comment by teenagers used

when interacting with their friends. Based on the analysis, the researchers find that from 3 accounts and 9 posts there are 51 casual styles, 32 declarative, 3 explanative, 7 interrogative and 11 harsh words type of casual styles. The most dominant casual style is declaratives.

3. Research Method

In this research, the researchers uses qualitative descriptive method. The researchers would try to analyze the data and make a description about types of language style, and to find out the use of language style twitter status by millennial. According to Mulyadi (2011) quantitative research is a research approach that represents the understanding of positivism, while qualitative research is an approach that represents a familiar naturalistic research (phenomenology). The researcher takes qualitative research because this research is to find out the language style that is used on twitter status by millennial.

4. Result and Discussion

The data of this paper are taken from several twitter users in Indonesia. In this case, the writer analyzes the data based on Joos (1998) theories. The analysis is focused on type of language style on the twitter and the most frequently used style on the twitter. 100 data are taken from the status of the twitter users.

4.1. Frozen Style

There is no data belonging to this style. It is because writer search the data from twitter user. Frozen style is the most formal style. It is usually used in situation that is very formal and has symbolic value. In addition, Twitter is a social media used by people to express themselves freely. That is why the writer cannot find frozen style in Twitter.

4.2. Formal Style

There is a sample that can be classified into formal style used by twitter user. Only one datum is found belonging to formal style. Formal style is used in the formal situation. In formal style people use the language carefully on pronunciation, choice of words, and sentence structures.

Datum 1: This is the datum that can be classified into formal style. This datum comes from Mimi's statement.

Mimi:*Jangan mengeluh atas masalahmu, karena Tuhan punya tujuan untuk perjuanganmu saat ini. Pelajarilah apa yang hendak Tuhan ajarkan.*

The sample above can be categorized into formal style. Mimi as a twitter user expresses her statement clearly. The sentence is written based on the norms of grammar. In this sentence, Mimi tries to give statement related to motivation and it is from God's kindness. Another reason is Mimi mentions the word "God" to show an emphatic form it.

4.3. Consultative Style

9 data belonging to consultative style are found. The data are from several twitter users.

Datum 2: This is the first datum that can be classified into consultative style. This datum comes from R. Agustin.

R Agustin: *Ketika seseorang lelaki mengorbankan dirinya demi kebahagiaan orang yang dia cintai, maka dia telah menjadi lelaki yang sesungguhnya, lebih mempesona dari seorang pangeran.*

From the sentences above, it can be categorized into consultative style. The sentences contain twitter user's feeling at that time. It can be seen from the word "*lebih mempesona dari seorang pangeran*". The twitter user seems to be subjective from his sentences. Those are the reasons why the datum can be categorized into consultative style.

4.4. Casual Style

There are several samples that can be classified into casual style used by twitter users. 70 data belonging to casual style are found. Casual style is mostly found. The data are from several twitter users. The data are from between millennial generation users to pre adult users.

Datum 3: This can be classified into casual style. This datum comes from the twitter user named, Jefri Z.

Jefri Z: *Disaat hal yang sangat luar biasa menjadi hal yang biasa. Apakah kamu akan tetap seperti yang dulu.*

The datum above iscasual style. The sentences reflect his feeling as twitter user. Then, the second sentence does not have a good structure. It can be seen from the interrogative word "apakah" and it does not relate to the first sentence. Those are the reasons why this datum is categorized into casual style.

Datum 4: This can be classified into casual style. This datum comes from Jefri Z. Jefri Z: *Hari yang cerah untuk jiwa yang sepi*. The sentence is categorized into casual style. The sentence contains short sentence. Then, the sentence is a quotation from a song title. Those are the reasons why this conversations are categorized into casual style.

4.5. Intimate Style

There are several samples that can be classified into intimate style used by the twitter users. 20 data belonging to intimate style are found. The data are from several twitter users. Intimate style is the second mostly used style.

Datum 4: This can be classified into intimate style. This datum comes from the twitter user named, Meitha Indah.

Meitha Indah: *Belom sarapan udah cuz. Alhasil karokean deh ni perut.*

The datum above can be categorized into intimate style. The sentence contains the characteristics of intimate style; it is a jargon as well as a private code. It can be seen from word "cuz". That is why this conversation is categorized into intimate style. The following table are displayed to report frequency of language styles. It is purposed to describe the dominant language style used by twitter users.

TABLE 1: Frequency of language style used by twitter users

NO	Types	Total	Percentage
1	Frozen	0	0%
2	Formal	1	1%
3	Consultative	9	9%
4	Casual	70	70%
5	Intimate	20	20%
		100	100%

The table above describes the total percentage of language styles; frozen style, formal style, consultative style, casual style and intimate style found in the twitter user's status. From 100 data, casual style is a kind of language style that is mostly found in the twitter status, with the percentage of 70%. Then, the second is Intimate style, 20 data out of 100 data, with the percentage of 20%. Next is Consultative style, 9 data out of 100, with the percentage of 9%. Last, formal style, 1 data out of 100, with the percentage

of 1%. From the table above, it can be seen that Casual Style is the most frequently used style with 70 data out of 100 and with the percentage of 70%.

Casual style is the most dominant language style found in the twitter users' status because it is related to the function of twitter as media social and also related to background of the twitter users. In addition, the twitter users have various background such as teacher, student, musician, college student and etc. The twitter as a media social is used to express their feelings as lifestyle of the present has changed.

Intimate style is in the second place. The twitter users use intimate style because they tend to use many slangs and switch the language to express what they feel without considering the structure and the choice of words. It usually used by teenagers to show their existences.

Then, consultative style is in the third place. There are 9 data for intimate style. This language style is used because people tend to consider that what they write will be understood by others. They are not only thinking about what they feel, but also the contents of their status. They also use slang words combined with others in consultative style.

Then, formal style is the last language style found in the research. There is only one datum for formal style. It is because the twitter users express their feeling freely. Besides, people do not want to express something that is related to a serious thing.

5. Conclusion

Having finished with this paper, the researchers draw conclusion that language style reflects the background of education and age of the users. The twitter users have close relationships among them through language style. Casual style is mostly used by the twitter users in Indonesia. It means that the twitter users enjoy twitter as a media social.

Besides, language styles of the twitter users are also influenced by age and education. The twitter users have different background of age and education. It is related to the twitter users' status y in expressing what they feel. By knowing and understanding language style, people would know the characters of other people.

The researchers expect that this research would make the readers understand the types of language style. In addition, the researchers would like to give suggestions to the readers to make further studies on this topic.

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Conference Paper

The Experiential Meaning of *Dancow* Advertisements

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Abstract

Experiental process is a part of systemic functional linguistics, a theory of language that is oriented to the description of how language makes meaning in context. Systemic functional grammar views language as a resource for making meaning. This research was conducted to investigate the types of experiential meaning and the most dominant of experiential meaning used in *Dancow* advertisements in 1983, 1986, 2003, 2010 and 2014. This study was conducted by applying a descriptive qualitative method. Data were taken from television, websites and magazines. The relational process was found to be dominant, with a value of 40%, and it occurred 16 times. The material process had a value of 27.5% and was used 11 times. The mental process was on the third level with 25% and was used 10 times. Finally, the behavioral, verbal and existential process had the lowest percentage with 2.5% and was used 1 time.

Keywords: Experiential Process, advertisement, mass media

1. Introduction

The term advertisement is information that contains an interesting message about a product or service addressed to a wide community. The main purpose of advertisements is to persuade or to encourage people to be interested in using the products or services which are offered. Nowadays, advertisement is part of our life because we can know many kinds of products or services that we need in our daily needs. Advertisement is familiar in our life. We can find many advertisements everywhere in public places. Advertisement is delivered through various mass media including traditional media such as newspapers, magazines, television, radio, outdoor advertising or direct mail, and new media such as search results, blogs, social media, websites, or text messages.

A good advertisement will make the consumers' perception agree that their products or services have the best quality so the consumers will buy the products or services. When the consumers trust them, they will repeat orders. It is because their thought has

been affected by the advertisement messages. One of the most famous product advertisements in Indonesia is *Dancow*. Since 1976, *Dancow* under the auspices of PT Nestle Indonesia has been produced milk locally in Indonesia. It makes many people trust that *Dancow* is the best milk for their children. However, PT Nestle Indonesia consistents to maintain the quality of *Dancow*'s milk products and its ability to understand consumers' needs.

Based on the explanation above, the researcher will explain about systemic functional grammar by M.A.K. Halliday in the advertisements. Systemic functional grammar is a theory of language that is oriented to the description of how language makes meaning in context. Systemic functional grammar views language as a resource for making meaning. (Eggins, 1994) So in systemic functional grammar, language has three functions, they are (1) Ideational function. In this function, language is used to understand the environment. The ideational function is divided into two sub-functions, logical and experiential. Logical function views language as natural logic and it is realized by the clause complexity system, while experiential function views language as a representation of human experiences, and it is realized by the transitivity process, (2) Interpersonal function. This function is used to maintain a human relationship, and (3) Textual function. It is used to organize the message of the text. (Anggraini, 2018)

In this study, the researcher takes a detailed analysis of *Dancow* advertisement in experiential meaning. This analysis will focus on the experiential meaning of *Dancow* advertisement. With this analysis, the researcher will know the kinds of experiential meaning in *Dancow* advertisements and the most dominant of experiential meaning in *Dancow* advertisement. Experiential meaning is part of the ideational function where the language function is used to understand the environment. It means that language is used to represent human experiences. Finally, the study provided explanatory motivations for the use of experiential meanings in advertisements.

2. Literature Review

Halliday (1985:106) states that experiential meaning can be defined as a way of representing patterns of experience. It is grounded by the principle that language enables a human being to build a mental picture of reality and makes sense of what goes on around them or inside them. Here the sentence is the central position because it embodies a general principle for modeling experience. Halliday constituted sentences into three elements, they are process, participant, and circumstance. In different processes, it constitutes in different participant terms.

2.1. Process

The process is released in the grammar using a verbal group, which is either one word, belonging to the class verb, or a group of words with a class verb word as the head of the group. In this process, there are six processes in experiential meaning, they are:

- **Material Process:** refers to processes of doing, usually ``***concrete***'' and ``***real***'' tangible actions; for example ``***Rita cooks chicken curry for lunch***''. In this sentence, ``***cook***'' is the material process, because it is something done.

- **Mental Process:** refers to what we think or we feel. So, the mental process encodes the meaning of thinking or feeling. For example ``***My little brother likes ice cream***''. The word ``***likes***'' refers to the mental process. Because it related to something about feeling.

- **Relational Process:** It could be said to be those of being or the process of being. The relational process consists of six principles.

- **Behavioral Processes:** refers to physiological or psychological behavior such as breathing, coughing, smiling, dreaming, and staring. They are partly like the material and partly like the mental. Therefore, Halliday introduces the boundaries of the behavioral process. For example ``***The cat sleeps on the table***''. The word ``***sleep***'' refers to behavioral processes.

- **Verbal Process:** It is the process of saying, as in *what did you say?, I said the music is too loud here*. But "saying" has to be interpreted in a rather broad sense; it covers any kind of symbolic exchange of meaning, like, ``**my watch says it's half-past ten**''. It means that it is time to go home now because the time has shown half-past ten.

- **Existential Process:** refers to something that exists or happens. Existential clauses have the verb "be", in this respect, they seem to resemble relational process. But other verbs that commonly occur are mainly different from either the attributive or the identifying. One group is a small, set of closely related verbs meaning "exist" or "happen"; exist, remain, arise; occur, come about, happen, take place. The other group embodies some circumstantial feature; e.g of time (follow), place (sit, stand, lie; hang, rise, stretch, emerge, grow). Here is the example of the existential process *"**there were** several ducks in the river"*.

2.2. Participant

Participants are persons or things that are involved in a process. For example "**Mary** arrived in **Medan**". From this sentence, there are two participants. They are *Mary* and *Medan*. *Mary* is the first participant and *Medan* is the second participant. Every process has its participants.

In the **material process**, there are two frequent participants, namely **Actor and Goal**. **The actor** is the constituent of the clause who does deed or perform the actions. While the **Goal** is the participant at whom the process is directed, to whom the action is extended. In the **mental process**, the participants are **senser and phenomenon**. The **senser**, who feels, thinks, or perceives, must either be human or an anthropomorphized non-human. It must be a conscious being. The **Phenomenon** is what is thought, felt, or perceived by the conscious senser.

In the **relational process**, they are constituted into some principles and they also have different participants based on the type of relational. Here are the principal types of relational processes.

TABLE 1: The Principle Types of Relational Process

Mode/Type	Attributive	Identifying
Intensive	Lisa **is** clever	Lisa **is** the singer
circumstantial	Jakarta Fashion Week **is on** Saturday	Tomorrow **is** the 14th
possessive	Medan **has** the biggest lake in Indonesia	Teri is **Medan's food**

In the **behavioral process**, it has only one participant. Behavioral express a form of doing that does not usually extend to another participant. Therefore, the one obligatory participant is called **Behaver** and typically a conscious being (like Senser in the mental process). In the **verbal process**, it has three participants: **Sayer, receiver, and Verbiage**. **Sayer** is the participant responsible for the verbal process, does not have to be a conscious participant but anything capable of putting out a signal. **The receiver** is the one who to whom the verbal process is directed; **Beneficiary** of verbal message, occurring with or without preposition depending on position in the clause. **Verbiage** is a nominalized statement of the verbal process: a noun expressing some kind of verbal behavior statement, question, answer, or story.

In the **existential process**, it typically employs the verb "be" or synonyms as exist, arise, occur. The only obligatory participant in an existential process that receives a functional label is called the **Existent**. This participant, which usually follows the "there is/there are" sequence, any be a phenomenon of any kind and is often in fact an event, e.g. there was a battle.

2.3. Circumstance

Circumstances are defined as adverbial groups or prepositional phrases. Circumstances can occur not only with the material process but also in all process types. The following table showed the types of circumstances and examples of circumstances.

TABLE 2: Circumstances

Types of Circumstances	Subcategory	Probe	Example
Extent	Temporal Spatial	For how long? How far?	for three hours, every two weeks, for six miles
Location	Temporal Spatial	When? Where?	yesterday, last week, here, in the room
Manner Cause	- -	how? why?	quickly, very much, because of the rain, for better result
Contingency	-	In what circumstances?	in the event of rain, in the absence of proof
Matter Accompaniment	-	what about? together with?	about this about economics with(out) friends instead of the man
Angle	-	says who?	according to the weather forecast

To support the analysis, the researcher also presented two previous studies related to the fields of studies. These previous studies showed how the present study differs from the previous researches so that it produced the new findings. Yolferi's article (2007) entitled *Experiential Meanings in Waspada Editorial*. This research aimed to know the kinds of experiential meaning, the dominant experiential meaning, and the background of social context in the text. Based on the findings, there are five processes of experiential meaning and four circumstances in the text. The material process and circumstance of location are the highest percentages which percentage 33,90% and 75,75%. In mass media texts usually, the verbal process is the most dominant. However, in this text, the verbal process was the second percentage with 30,51 %. It was because of the editorial text is the opinion of the editor on an issue that arises in society. The researcher did not make a priority of the form of the report which is implemented in the verbal process but the researcher prioritized the delivery of his opinion.

However, Damanik's article (2017) entitled *An Analysis of Experiential Meaning in Poetry "William Wordsworth"*. This research aimed to pinpoint and analyze the occurrences of processes in poetry. Five poetries were taken as the subject of this research. The analysis found that there are five processes coded in the poetry of

William Wordsworth. They are material, mental, relational, behavioral, and existential. It also resulted that the most dominant process is the material process. It is meant that poetry tells about the poet's action in expressing his idea, feeling, and showing in life. This finding also showed that William Wordsworth as the poet used the material process to build imagery such as personification, simile, and metaphor. Related to the findings of this study, the application of analysis experiential meaning can be implicated in writing and reading academic as well as translators, students, and instructors. They are material (59%), mental (14%), relational (17%), Behavioral (5%), Verbal (0) and existential (5%). From these processes, the researcher concluded that the material process was the dominant process in poetry.

3. Research Method

This research is conducted by using descriptive qualitative research by Borg and Gall (1989). The data were taken from television, website, and magazine. There were five *Dancow* advertisements in a different year, the first in 1983, the second in 1986, the third in 2008, the fourth in 2010, and the fifth in 2014. Techniques of data collection were searching the *Dancow* advertisements and its scripts, downloading the video and its script, reading the script and watching the video, and collecting the data. The data were analyzed based on Halliday's theory about experiential meaning by the following techniques:

1. Identifying the data = the researcher identified the collected data into the types of experiential meaning based on Halliday's theory.

2. Classifying the data = after identified data, the researcher classified each type of experiential meaning.

3. Analyzing the data = when the researcher analyzed data, the researcher used some steps. They consist of description, interpretation, and explanation.

4. Concluding = the researcher concluded by giving a brief explanation from the result of the analysis.

4. Result and Discussion

This part reported the result of the research that was about the types of experiential meaning used in *Dancow* advertisements. Based on the result of the analysis, there

were six types of processes in the *Dancow* advertisement. The total processes that appeared in *Dancow* advertisements were 40 times. The biggest percentage was reached by the relational process that was 40% with the number of occurrences 16 times. The material process was subsequently in the second level that is 27.5% or used for 11 times. The mental process was on the third level that is 25% or used 10 times. At last, the behavioral, verbal, and existential process was the lowest percentage with 2.5% or used for 1 time. The following table showed the complete occurrences of experiential meaning in five *Dancow* advertisements:

TABLE 3

No	Process	*Dancow* Ads. 1983	*Dancow* Ads. 1986	*Dancow* Ads. 2003	*Dancow* Ads. 2010	*Dancow* Ads. 2014	Total	%
1	Material	2	1	1	3	4	11	27.5
2	Mental	3	2	2	2	1	10	25
3	Relational	5	1	3	2	5	16	40
4	Behavioral	1	-	-	-	-	1	2.5
5	Verbal	-	-	-	-	1	1	2.5
6	Existential	-	-	-	-	1	1	2.5

There were four types of experiential processes in *Dancow* advertisements in 1983. They were material, mental, relational, and behavioral processes. But the relational process was dominant with the number of occurrences 5 times and the behavioral process was the lowest with the number of occurrences 1 time. So, the total number of experiential meaning in *Dancow* advertisements in 1983 was 11 times.

There were three types of experiential processes in *Dancow* advertisements in 1986. They were material, mental, and relational processes. But the mental process was dominant with the number of occurrences 2 times and the material and relational process were the lowest with the number of occurrences 1 time. So, the total number of experiential meaning in *Dancow* advertisements in 1986 was 4 times.

There were three types of experiential processes in *Dancow* advertisements in 2003. They were material, mental, and relational processes. But the relational process was dominant with the number of occurrences 3 times and the material process was the lowest with the number of occurrences 1 time. So, the total number of experiential meaning in *Dancow* advertisements in 2003 was 6 times.

There were three types of experiential processes in *Dancow* advertisements in 2010. They were material, mental, and relational processes. But the material process was dominant with the number of occurrence 3 times and the mental and relational

process were the lowest with the number of occurrence 2 times. So, the total number of experiential meaning in *Dancow* advertisements in 2010 was 7 times.

There were five types of experiential processes in *Dancow* advertisements in 2014. They were material, mental, relational, verbal, and existential process. But the relational process was dominant with the number of occurrences 5 times and the mental, verbal, and existential process were the lowest with the number of occurrences 1 time. So, the total number of experiential meaning in *Dancow* advertisements in 2014 was 12 times.

Based on the data above, *Dancow* advertisements in 2014 was the highest number of experiential meaning 12 times. The relational process was the highest number with 5 times, the material process was the second number with 4 times and the mental, verbal and existential process were the lowest with the number of occurrences 1 time.

5. Conclusion

This research investigated the types of experiential meaning that are revealed in *Dancow* advertisements. There were five years which used in this research, those were: 1983, 1986, 2003, 2010, and 2014. For experiential meaning, the researcher used Systemic Functional Linguistics Theory by M.A.K. Halliday which provided six types of experiential meaning, they are, material, mental, relational, behavioral, verbal, and existential. This experiential meaning analysis worked for examining the linguistics features of the *Dancow* advertisements.

Based on the result, the researcher concluded that *Dancow* advertisements used a variety of language to promote their products. It was because it applied all types of experiential meaning proposed by M.A.K. Halliday which consisted of six significant types, those are material, mental, relational, behavioral, verbal, and existential. It was found that there were 40 experiential meaning in *Dancow* advertisements. The relational process was the most frequently occurred among the other processes. This process attained 40% or equal to 16 times of occurrence. In the second level, the material process attained 27.5% or equal to 11 times. It is then followed by the mental process as the third level which attains 25% or equal to 10 times. The verbal, behavioral, and existential process were the lowest level process occurred in 2.5% or equal to 1 time of occurrence.

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Conference Paper

Linguistic Disorder of the Character with a Stutter in the Movie Script of *A Fish Called Wanda*

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Abstract

This research analyses the language disorder of the character with a stutter in the movie *A Fish Called Wanda*. This is a neurological disorder that affects the brain's ability to receive, process, store and respond to information both in written and spoken language. People who have a stutter have difficulties in spoken language. It influences their daily communication. One word can have a very significant meaning for the people who experience it. This phenomenon happens in the movie *A Fish Called Wanda*. This research used qualitative methods. The data were taken from the movie script of *A Fish Called Wanda*. This research explains the type of language disorder and the context when the language disorder occurs. To obtain manageable and systematic data, the researcher watched the movie to get a deep understanding. The data were analyzed by using the language disorder theory proposed by David Carroll. The language disorder which happens in the character Ken's speaking is divided into two types. The types are fluency disorder and voice disorder. The most dominant type found in the movie *A Fish Called Wanda* is fluency disorder with the percentage of 82.8%.

Keywords: *linguistic disorder, fluency disorder, voice disorder*

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1. Introduction

Nowadays, English is the most important language in the world. English as an international language takes place for connecting all countries from many aspects. For example when people meet people with different languages, they commonly use English to communicate. English makes people easier in doing communication to achieve some aims even though they are from different cultural background. Many of the world's top films, books and music are published and produced in English. And also English in every school especially in Indonesia has become a subject. Students should learn English for communication skills. It has aim to increase the standard of living of young generations

and to face globalized world in the future. But many students are facing some problems in learning English.

Stuttering means disorganized speech, stagnant, not flowing well freely, suddenly stopping to speak, then repeating the first syllable of word, and the rest of the word, and then after pronouncing the word, the person concerned can finish all the sentences (Indah and Abdurrahman, 2008:128). Stuttering may involve the repletions of phonetic segment, syllable or words (c-c computer, com com computer, got a-got a-got a brother) or alternatively an extreme lengthening or segment or syllable (af:::raid). These features occur in any hesitant speaker, but are generally more frequent with a stutter. The most characteristic symptom is blocking of airflow, which causes long pauses and effortful speech.

Sufferers are often aware of their limitation and paraphrase or use general terms to avoid word that they anticipate will be difficult. One word has an important meaning to speak for stutter people. It is different from people who never get difficulties to pronounce one word only. A normal person never show any difficulty to pronounce one word and they almost never care about it. Because of that reason this study is important and interesting to do in order to make everyone realize that pronouncing one word is not easy. It means that it needs an effort to pronounce it.

In the story of the movie, Ken as a stuttered character is asked by Archie where Otto and Wanda go. Ken gets difficulties to say or pronounce the words that he means because his stutter gets worse. Ken tries hard to pronounce the word but he cannot pronounce the word because he is in depressed situation. Finally he has to write the word on the paper. In this case, it needs a time to get the answer because Ken gets difficulty to say the word while the word is very important.

Many researches about stuttering have been conducted such as thesis of Nafiah (2007). She finds that there are kinds of language disorders used by the stuttered man aged 26: disfluency (repetition, prolongation, and pause), blocking, avoidance behavior, and severity. Meanwhile, Sa'diyah (2008) finds that there are some kinds of language disorder: absurd respond (AR); add respond (AR); relevant but not very polite (RNP) and also marginal relevant respond (MR). Then in the research conducted by Nafiah (2007) it is found that there are some kinds of expressive language disorder namely, phonological disorder, articulation disorder, voice disorder, and also disabilities of an autistic child.

2. Literary Riview

2.1. Language disorders

Indah and Abdurrahman (2008:129) states that linguistically, language disorder is inability of acquiring and processing linguistic information. Further they state that language disorder can be divided into two categories. First, language disorder which is developed. It means that the disorder is caused by deviation acquired since birth. Some children get difficulties in their language acquisition because of deviation of development. Second, language disorder which is acquired. It means that the disorder is caused by something impaired after operation, stroke, getting an accident, or aging. Randal (2006) states that language disorder is neurological disorder that affects the brain ability to receive process, store and respond to information. Study about disorder is used to describe the seeming that cannot explain the difficulty of a person of average intelligence with basic academic skill.

Then, Halliday (2006:07) defines linguistics as the scientific study of language. There are three aspects to this study: language form, language meaning, and language in context Linguistics analyzes human language as a system for relating sounds (or signs in signed languages) and meaning. The study of language meaning, on the other hand, deals with how languages encode relations between entities, properties, and other aspects of the world to convey, process, and assign meaning, as well as to manage and resolve ambiguity. According to Van Dulm (2002:111) psycholinguistic approach has been adopted by many linguists and clinicians. Within the field of psycholinguistics, an attempt is made to interpret the phenomena of both normal and disordered language according to models of language processing. Phenomena of language disorder is present when an individual exhibits impaired comprehension or expression of a spoken, written, or other symbol systems.

Language disorder is not a single disorder. It is a term that refers to a group of disorder that affects people's ability to either interpret what they see and hear to link information from different part of the brain. ASHA (1982) states that language disorder is an inability to communicate because having some problems in communicate. Based on the explanation of ASHA (1982), language disorder in a young child is a symptom that he or she needs an appropriate differential diagnosis. Indah and Abdurrahman (2008: 117-118) states that there are three aspects that cause language disorder: biologist, cognitive and psychogenic, and linguistic causes.

2.2. Linguistic cause

Indah and Abdurrahman (2008:115) states that linguistic disorder is inability of acquiring and processing linguistic information. It can be caused by developed language disorder and acquired language disorder. Further they state that developed language disorder may be caused by congenital deviation. Some children get difficulties in acquiring language because of growing up deviation. Acquired language disorder means that the disorder is caused by having an accident or after brain surgery.

The disorder can affect language skill both written and spoken. In short, someone who suffers from language disorder may have difficulties in understanding, acquiring, processing, and responding linguistic information. Language disorder is a kind of impairment in a brain that affects the information of linguistic matters. (Chomsky, 1986)

3. Research Method

The method of research which is used in this study is a descriptive qualitative method. Descriptive qualitative method is used to obtain the best result for the research. Moelong (2006: 3). Data collection describes how the writer collects the data that will be analyzed systematically. The data are obtained from the contents of the movie script as the main source of the research. The procedures taken by the writer to completely collect the data consist of following steps: watching the movie carefully, reading the script along with identifying any accounts (data) from the study categorized in the subject matter of the study, and classifying the data into some points including the study problems.

The analysis is conducted by classifying the obtained data into two types related to the research problems of the study. Some procedures are needed to analyze the data: analyzing the data carefully, organizing the data based on the subject matter of the study and making conclusion of the data analysis.

4. Discussion

4.1. The Causes of Stuttering

Carroll as cited in Nafiah (2007) says that language disorder is divided into two types. They are expressive language disorder and receptive language disorder. There are five contexts explained while the words and utterances are produced in five scenes of the movie.

4.1.1. In the living room of George's flat

The utterances *"hallo, wwwwanda***(1.1)"** is response of Wanda's greeting. Ken answer is fluent but he gets stuttering when he says Wanda's name. It is kind of fluency disorder. Ken prolongs the sound *"w"* to say "Wanda". Ken gets stutter because he is surprised with the arrival of Wanda and her brother. So, he gets stutter in answering it. Then, the utterance *"Nnnnno.* He had to *gggggottttttto* the *bbbb..wwwwha..."* **(1.2)**. is Ken's answer to the Wanda's question about George. It is a kind of the fluency disorder. Ken prolongs the sound "n" to say "no", "g" to say go and "w" to say the word. Ken gets stutter because Otto stares at him, astonished that Ken's stutter is serious. It makes him feel uncomfortable. So he gets stuttering in pronouncing the utterance. And the utterance *"yyyy..."* **(1.3)** is Ken's answer to Wanda's offering to drink a tea. It is kind of fluency disorder. Ken prolongs the letter "y" for "ya" (Ken does not finish the word because Otto cuts his speaking and answers it for Wanda). Ken gets stuttering in pronouncing it because Otto is standing straight in front of him.

4.1.2. In London Street

The utterance *"the ddd....the dddog."***(2.1)** is Ken's opinion about the dog that almost bumps on the way. He worries about the dog. The utterance is a kind of fluency disorder. He repeats the phrase *"the ddd"* twice and prolongs sound of *"d"* to say the word *"the dog"*. The utterances *"it's not ann ...un..unn..."* **(2.2)** is Ken's clarification towards Otto's statement. The word is not finished because he gets stuttering as he is in a hurry. The utterance is a kind of fluency disorder. Ken prolongs the sounds *"n"* when saying *"an"* and *"un"* to say something. In the utterances **(2.3)** and **(2.4).** Ken's speaking contains stuttering sentences because he is in a tight situation

4.1.3. In the Interior part of George's Flat

The utterance *"what are you d..d..doing here?"* **(3.1)** is Ken's question towards Otto. It is a kind of fluency disorder. Ken repeats the sound ``**d"** to say *doing*. The utterance *"sh..sh..she just had a sh..sh..shower".***(3.2)** is Ken's contradiction towards what Otto's says. It is a kind of fluency disorder. Ken repeats the sound *"sh"* to say *"she"* and *"sh"* to say *"shower"*. The utterance *"there's something f..f..funny going on"* **(3.3).** is Ken's guess towards Otto's statement. It is a kind of fluency disorder. Ken repeats the sound *"f"* to say *"funny"*. The utterance *wh..what...***(3.4)** is Ken's response towards what

Otto says. He gets surprised. It is a kind of fluency disorder. Ken prolongs *"wh"* to say *"what"*. The utterance *"you must be j..j..j.."* **(3.5)** is Ken's opinion about what Otto says. It is kind of fluency disorder. Ken repeats the sound *"j"* to say *"joke"*. The utterances *"n..n..no"* **(3.6).** *"ge..ge."***(3.7).** *"m..m..m.."* **(3.8)** and *"c..c..c..***(3.9)**" are Ken's clarifications about what Wanda's says. It is a kind of fluency disorder. Ken repeats the word *"no"*, syllable *"ge"* to say *"George"*, and sound *"m"* to say *"move"* and the sound *"c"* to say *"a word"* (doesn't finish yet). Ken gets stuttering in pronouncing it because he is talking without to. Ken's mindset is that Otto does not him like because he is stuttering. The utterance. *"Otto...tried to k..k..kiss me"* **(3.10)** is a kind of fluency disorder. Ken repeats the sound *"k"* to say kiss utterance **(4.10)** it is also a kind of voice disorder. Ken's voice is too soft.

4.1.4. In the Living Room of George's Flat.

The utterance "*They've g...They've g..They've g***...''(4.1),** and "*They've gone to theCa-ca-ca..*" **(4.2)** are Ken's answers towards Otto's question. It is a kind of fluency disorder; the syllable "*ca*" to say *Cath cart*. He gets stuttering and cannot finish his sentences completely. The utterance "*no...no...no* "**(4.3)** is Ken's answer toward Archie's question. It is a kind of fluency disorder. Ken repeats the word "*no* "three times. The utterance "*The Ca-ca-ca...* **(4.4)**, *The Ca...* **(10.7)**, *Ca..TheCa.. The Ca...The***..(4.5)**, *Ca-ca-ca* **(4.6)**, *# The Ca..The* **(4.7),***The C...TheCa...The Ca...***(4.8)**, *The C-c-ca...* **(4.9)**, *The Ca...# The Ca...The Ca...The Ca#Ca.. The Ca...***(4.10)**, are Ken's efforts to answer Archie's question. But he cannot finish his utterance. It is a kind of fluency disorder. Ken repeats the word "*The C*a" many times. The utterance "*He-He-He..*" **(4.11)** is Ken's effort to answer Archie's question. Ken cannot answer the first question in verbal communication, he answers it by non verbal communication, and he writes the answer on the paper. It is also a kind of voice disorder. In the respiratory support, he gets difficulty to breath. This makes his breath unbalanced. In the utterance **(4.1), (4.2), (4.3),(4.4), (4,5), (4.6),(4.7), (4.8), (4.9), (4.10)**, Ken's utterances contain stuttering sentence because he is depressed. He is just tortured by Otto. Besides that Archie comes and asks him some questions. Archie needs the answer quickly. Therefore, Ken gets more depressed so that he gets stuttering in his speaking.

4.1.5. In Heathrow Airport

The utterance "Rev-v-venge" **(5.1)** is Ken's statement. It is a kind of fluency disorder. He repeats the sound "v' when he says "revenge". The utterances "I'm gonna...I'm gonna k-k-kill you" **(5.2)** are Ken's statements towards Otto. It is a kind of fluency disorder. Ken repeats the sentence "I'm gonna" twice and repeats the sound "k" to say "kill". It is also a kind of voice disorder. Ken's voice is too high. It happens because he is in a very high tension or high emotion to kill Otto. He is really angry with Otto because Otto takes his fish. Therefore his pitch or frequency is too high in his speaking in the utterances **(5.1)** and **(5.2)**

TABLE 1: Data Analysis on the Percentage of Expressive Language Disorder of Stuttered Character

No	Kinds of expressive language disorder of stuttered character	Total (F)	$X = \frac{F}{N} \times 100\%$
1.	Fluency disorder	29	82,8 %
2.	Voice disorder	6	17,14%
	Total	35 (N)	100%

Having analyzed all the data obtained in the movie script *A Fish Called Wanda* the findings are as follows

1. All the conversations in the script of the movie contain, fluency disorders and voice disorders.

2. The most dominant type of expressive language disorder of stuttered character is fluency disorder, 82,8%

5. Conclusion

The above discussion leads to the conclusion of this research that types of linguistic disorders found in five scenes contains stuttering utterances of Ken's speaking in the movie *"A Fish Called Wanda"* namely voice disorder and fluency disorder. Fluency disorder is 82,8% and voice disorder 17,4%. Fluency disorder is the most common language disorder that occurs in Ken's speaking. This study demonstrates the role of resilience in shaping the individual's experience with stuttering. The results also show that the individuals' resilience levels do not necessarily predict stuttering severity per se, or its overt manifestations but can predict the individuals' subjective perception of his/her stuttering. Stuttering is a common speech disorder in persons of all ages that can cause disturbances in the normal fluency and time patterning of speech. Developmental

stuttering (DS), stuttering that is inappropriate for the level of language development is the most common form. Current evidence suggests the disorder stems from inherited central nervous system abnormalities that disrupt fluent speech. Acquired forms of stuttering thought to be secondary to emotional trauma or brain damage are rarer, although exact estimates are unknown. Adults who stutter tend to manifest similar patterns of speech disfluencies. Repetitions, prolongations, and silent blockages are common and can be disabling. Secondary behavior might be prominent. Techniques used to avoid challenging words, such as substitution, can be deep-rooted. Adults who stutter show wide variation in their degree of frustration with speaking.

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Conference Paper

Gender Differences in the Use of Personal Pronouns in Television Advertisements

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Abstract

This research aimed to analyze the use of personal pronouns in male and female shampoo television advertisements. This research was conducted qualitatively through three steps of data analysis, namely: data reduction, data display, and conclusion or verification. The data of this research were the utterances transcribed from four male shampoo television advertisements and four female shampoo television advertisements downloaded from YouTube. Based on the data analysis conducted, 50 personal pronouns were found in both male and female shampoo television advertisements. There were 12 (24%) personal pronouns found in the male shampoo television advertisements while there were 38 (76%) personal pronouns found in the female shampoo television advertisements. Based on the results of this research, it can be concluded that personal pronouns are more frequently used in female television advertisements than in male television advertisements. This is in line with Lakoff's theory stating that men and women are different in communicating. This is also consistent with previous studies that have found that women tend to use more pronouns than men.

Keywords: gender, personal pronouns, television advertisements

1. Introduction

Females and males' differences are related not only to the nature of their psychology and physiology but also to their use of language (Subon, 2013). Lakoff (1973)claims that 'women language' is different from 'men's language'; women and men speak English in different ways. Women have been taught to speak differently since youth, girls should speak in a passive voice and boys should speak what is termed 'rough talk' or active voice. She argued that women's language included features such as the use of polite forms, the use of question tags, rising intonation in declarative, the avoidance of expletives, and the use of more hedges (Subon, 2013). Lakoff's theory leads to two separate views of women's language, namely the 'difference approach' and 'dominance approach'. 'Dominance approach' is the study of power differences

and focuses on unequal roles as the source difference. This approach sees women's language as the reflection of women's subordinate position in society. According to 'difference' or 'cultural approach', men and women are parts of different subcultures because they are from different social and ethnic background (Subon, 2013). There are some researches which have been conducted to reveal the differences of men and women in using language, for examples: First, Ishikawa (2014), *Gender Differences in Vocabulary Use in Essay Writing by University Students*. The results of this study show thatthere are indeed gender differences in language use in essay writing,suggesting that male students tend to use more nouns related to social economic activities to convey information or facts aboutthe given topics, whereas female students tend to use more pronouns, more intensifiers and modifiers, and words related topsychological cognitive processes so that they might convey their feelings and develop a good relationship with other people.

Second, Lenard (2016), *Gender differences in the personal pronounsusage on the corpus of congressional speeches*. The quantitative analysisresults point to minor statistically significant gender differences in the personalpronouns usage. However, the qualitative analysis shows more subtle gender differencespointing to linguistic changes in stereotypization. Third, Litvinova (2017), *Differences in Type-Token Ratio and Part-of-Speech Frequencies in Male and Female Russian Written Texts*. The results of this study show that there are differencesbetween male and female texts in a numberof morphological indices and TTR level. Based on the three previous studies conducted, it is found that most of the data used are in written form. For that reason,in this study the researcher would focuses the analysis on the spoken form. The researcher analyzsthe use of personal pronouns in male and female shampoo television advertisements. The researcher analyzes the tendency of the two types of advertisementsin using personal pronouns based on the utterances used. Pronoun is a word standing for a noun. There are many types of pronouns, namely: personal pronouns, relative pronouns, reflexive pronouns, reciprocal pronouns, and indefinite pronouns. But, this study is focused on the analysis of the use of personal pronouns. There are eight kinds of personal pronouns as subject, namely: I, you, he, she, it, we, you, and they and eight kinds of personal pronouns as object, namely: me, you, him, her, it, us, you, and them.

Advertisement, which is sometimes, refers to an "ad" or "advert" in informal writing, is defined as a notice, picture, or film telling people about a product, job or service (Hornby, 1987). Advertisement is the product of advertising which is used to tell public about products or services in order to encourage people to buy or to use the product being advertised (Sibarani, 2017).

2. Literature Review

2.1. Gender Differences in Language

Gender differences, which are socially and culturally constructed, are one of the interesting phenomena in contemporary society. Their impacts can be seen in political life, where women fight their political rights, or in households, in which women fight to reduce household harassment. Discourse on gender differences, in fact, also exists in the use of language for communication, highlighting that men and women are different in their ways of communication, and therefore they should be treated differently (Mahmud, 2010). This discourse has been hotly and creatively debated since Lakoff and Tannen, in their study on English speaking countries, illuminating the concept of women's language which highlights the existence of men and women differences in communication. One characteristic of women's language is the great tendency of women in using lexical hedges or fillers (e.g. *you know, sort of, well, you see*), tag questions (*she's very nice, isn't she?*), rising intonation on declaratives (*it's really good*), empty adjectives (*divine, charming, cute*), precise colour terms (*magenta, aquama-rine*), intensifiers (*just, so*), hypercorrect grammar (consistent use of standard verb forms), super polite forms (indirect requests, euphemisms), avoidance of strong swear words (*fudge, my goodness*), and emphatic stress (Mahmud, 2010).

2.2. Differences of Men and Women in Language

Xia (2013) examines some differences of men and women in language from the following aspects:

2.2.1. Differences in Pronunciation

Women's pronunciation is usually better than men's, such as the pronunciation of "-ing". It can explain why more girls choose to learn language as their major than boys.

2.2.2. Differences in Intonation

Women often like to speak in a high-pitch voice because of physiological reason. It also associates with women's "timidity" and "emotional instability". As a contrary, men like to use falling intonation to show that they are quite sure of what they are saying, their confidence and sometimes power.

2.2.3. Differences in Vocabulary

The differences in vocabulary can be shown in the following five aspects (Xia, 2013):

1. Color Words

   Women are good at using color words to describe things, such as *mauve, lavender aquamarine, azure and magenta*, etc, but most men do not use them.

2. Adjectives

   Women like to use many adjective, such as *adorable, charming, lovely, fantastic, heavenly*, but men seldom use them.

3. Adverbs

   Women tend to use such adverbs like *awfully, pretty, terribly, vastly, quite, so*; men like to use *very, utterly, really*.

4. Swear words and Expletives

   Women usually avoid using swear words and dirty words. They believe that these kinds of words will not only make others uncomfortable and give an impression of "no civilization", but also destroy the relationship between her and others.

5. Diminutives

   Women like to use words that have the meaning of "small", such as *bookie, hanky, panties* and words that show affections, such as *dearie, sweetie*.

   Furthermore, women like to use words that show politeness, such as *please, thanks*, and they use more euphemism, but "slang" is considered to be men's preference.

6. Pronouns

   Women prefer to use first person plural pronouns when they suggest something, even when she suggests the other person, while men tend to use first person singular pronoun, and when he is suggesting the other person, he will directly use the second person pronoun.

   Example: Women: We need to be in a hurry.

   Men:You need to be quick.

2.2.4. Differences in Syntax

The differences in syntax can be shown in the following five aspects (Xia, 2013):

1. Modulation

   When a woman talks, she usually leaves a decision open rather than imposes her own ideas or claims on others. We often hear a woman say *"well, you know..., I think..., I suppose....kind of, maybe I am wrong but...*, etc.

2. Interrogative sentences

   Women use more interrogative sentences than men do. Women look interrogative sentences as a strategy of continuing a good conversation.

3. Imperative sentences

   Women prefer to use sentences with modal verbs, such as *can, could, may* but, they seldom use imperative sentences to give orders. To reduce the imperative tone, they use more adverbs like *maybe, perhaps*, *probably*.

4. Correctness of grammar

   Women pay more attention to the correctness of syntax. While expressing her thoughts, she would make her utterance clear by using precise grammar.

2.2.5. Differences in their Attitudes toward Language

Women pay more attention to using standard language than men do, so they are stricter with the rules of the use of language.

2.2.6. Non-verbal Differences: Differences in Manners

We have mentioned that women usually show politeness in their conversation, such as the use of "*would you, please,* etc." Besides this, women also show that they are reserved when they talk.

Generally speaking, in a conversation involving both sexes, women often play the role of patient listeners. They do not interrupt others often, but encourage others to talk.

2.2.7. Differences in Choosing Topics

In social interaction, men and women have different interests in choosing their topics. When men are talking, they are more likely to choose the topics of politics, economy, stocks, sports, current news. While women have more interest in talking family affairs,

the education of children, clothes, cooking, fashion, etc. Women's talk is associated with the home and domestic activities, while men's is associated with the outside world and economic activities (Xia, 2013).

Furthermore, Ishikawa (2014) offers a brief summary of the findings of some previous studies related to gender differences in language.

	Male	Female
Koppel et al.	noun specifiers (*that, one*)	negation (*not*), pronouns, prepositions (*for, with, in*), conjunction (*and*)
Argamon et al.	determiners (*a, the, that, these*),quantifiers (*one, two, more, some*)	pronouns (*I, you, she, her, their,myself, yourself, herself*)
Newman et al.	numbers, articles, prepositions(on, to, from)	pronouns (*I, my, me, she, their,them*), social words (*sister,friends*), psychological processes(mad, uneasy), verbs, negations,references to the home (*home,house*)

Figure 1: Summary of Gender Differences in Language Revealed by Previous Studies

2.3. Pronouns

Pronoun is a word standing for a noun. There are many types of pronouns, namely: personal pronouns, relative pronouns, reflexive pronouns, reciprocal pronouns, and indefinite pronouns). But, this study is focused on the analysis of the use of personal pronouns.

2.4. Personal Pronouns

Personal pronouns refer to

1. The speaker, called the first person

   Singular: I

   Plural: we (includes the speaker and one or more others)

2. The person spoken to, called the second person. You (singular and plural)

3. The person or thing being spoken of, called the third person

   Singular: he (for males), she (for females), it (for things; also for live beings whose sex is unknown or unimportant to the speaker)

   Plural: they (for all live beings and for all things)

Personal Pronouns		
Singular	**As a Subject**	**As an Object**
	I	Me
	You	You
	He	Him
	She	Her
	It	It
Plural	We	Us
	You	You
	They	Them

Figure 2: Personal Pronouns

2.5. Advertisement

Advertisement, which is sometimes, refers to an "ad" or "advert" in informal writing, is defined as a notice, picture, or film telling people about a product, job or service (Hornby, 1987). Advertisement is the product of advertising which is used to tell public about products or services in order to encourage people to buy or to use the product being advertised (Sibarani, 2017).

There are some types of advertisements, namely: brand advertisement, commercial advertisement, political advertisement, advertisement with a feedback, corporate advertisement, business advertisement, and public or social advertisement (Frolova, 2014).Advertisement which functions to tell the public about products or services is called as commercial advertisement.Commercial advertisement should offer information, stress buyer's benefit, and build a good brand reputation. Commercial advertisements published on TV try to intrigue the viewers to see the entire commercial. (Sibarani, 2017). In this study, commercial advertisements namely shampoo television advertisements are used as the data source.

3. Research Method

The objective of this study is to analyze the use of personal pronouns in male and female shampoo television advertisements. Therefore, this research is conducted qualitatively. Qualitative research is an umbrella term to refer to several research strategies that share certain characteristics. The data collected have been term soft, which is rich in description of people, places, and conversations, and not easily handled by statistical procedures (Bogdan and Biklen, 2007).

The data of this study are the utterances transcribed from eight English television advertisements, shampoo advertisements, downloaded from YouTube. The researcher chooses shampoo advertisements because many people see television advertisements everyday and shampoo is one of the needs of people nowadays. The researcher analyzes English television advertisements instead of Indonesian advertisements because English has specific personal pronouns compared to Indonesian.

The researcher collected the data by doing observation and documentation. The researcher observed the advertisements on YouTube and then the researcher downloaded them. After that, the researcher did the documentation by transcribing all the utterances produced by the artists in the advertisements.

The researcher analyzed four male shampoo television advertisements and four female shampoo television advertisements to analyze the use of personal pronouns. The four male shampoo advertisements are: 1) Head & Shoulders, 2) Clear Cool Sport Menthol, 3) Dove Men+Care, 4) Clear Men Anti Dandruff Shampoo. The four female shampoo advertisements are: 1) Head and shoulders Conditioners, 2) Clear Scalp & Hair, 3) New Dove Nutritive Solutions, 4) Clear Zero Dandruff. The researchers analyzed only eight television advertisements because there were not so many brands produced products both for male and female.

There were some techniques performed by the researcher to analyze the data:

1. Identifying, the researcher identified and determined the data analyzed.

2. Transcribing, the researcher transcribed all the utterances produced by the artists in both male and female shampoo television advertisements.

3. Drawing percentages, the researcher drew the percentages of the use of personal pronouns.

4. Drawing conclusions, the researcher drew conclusions of the findings.

These steps of data were data reduction, data display, and conclusion drawing or verification.

4. Result and Discussion

The first step that the researcher conducted was identifying the data. The data in this study were the utterances produced by the artists in both male and female shampoo television advertisements. The data were downloaded from YouTube, observed, and then transcribed.

The utterances produced then were analyzed to draw the percentages and conclusions in order to answer the research problem. The analysis of the use of personal pronouns can be seen in the following table.

TABLE 1: The Analysis of the Use of Personal Pronouns in Male Shampoo Television Advertisements

No.	Products	Utterances	Personal pronouns			
			As Subject	f	As Object	f
1.	Head & Shoulders	For this tournament, <u>we</u> need to be prepared. And Head and Shoulders will give <u>us</u> the confidence <u>we</u> need to join together and celebrate each goal with 100% flake-free hair guaranteed. So when the time comes, nothing will get in the way, not even dandruff. With Head and Shoulders <u>we</u> can play on.	I		Me	
			You		You	
			He		Him	
			She		Her	
			It		It	
			We	3	Us	1
			You		You	
			They		Them	
2.	Clear Cool Sport Menthol	<u>I</u> like to feel cool and fresh all day but dirt, sweat, and wax build up can lead to dandruff. Not cool! That's why <u>I</u> use Clear! It has Bio-Nutrium 10 that removes dandruff and cooling menthol to keep <u>you</u> fresh! All day Unstoppable Dandruff-Free Freshness with Clear. <u>I</u> have nothing to hide!	I	3	Me	
			You		You	1
			He		Him	
			She		Her	
			It		It	
			We		Us	
			You		You	
			They		Them	
3.	Dove Men+Care	Men's hair goes through a lot so make sure <u>it</u>'s ready for anything. Dove men plus care fortifying shampoo infused with caffeine makes your hair up to five times stronger plus less hair fall dove men plus care test your strength	I		Me	
			You		You	
			He		Him	

No.	Products	Utterances	Personal pronouns			
			As Subject	f	As Object	f
			She		Her	
			It	1	It	
			We		Us	
			You		You	
			They		Them	
4.	Clear Men Anti Dandruff Shampoo	At the clear technology center, <u>we</u> understand the difference between a male and a female scalp. A male scalp is oilier, is more prone to have dandruff, and is more prone to have hair loss. That's why <u>we</u>'ve created new clear men clear first ever specialized anti dandruff shampoo range for men that gives <u>you</u> dandruff free hair. New clear men no dandruff from unilever	I		Me	
			You		You	
			He		Him	
			She		Her	
			It		It	
			We	2	Us	
			You		You	1
			They		Them	

TABLE 2: The Analysis of the Use of Personal Pronouns in Female Shampoo Television Advertisements

No.	Products	Sentences	Personal pronouns			
			As Subject	f	As Object	f
1.	Head and Shoulders Conditioners	When modeling, <u>I</u> forced from head to toe and when <u>it</u> comes to my smooth hair, guess what? <u>I</u> have a new conditioner that moisturizes from scalp to temp. Introducing new Head & Shoulders conditioners, unlike others <u>it</u> works on the scalp to keep dandruff out for hair so irresistibly smooth. Have <u>you</u> moisturized from your scalp to tip yet? New Head & Shoulders conditioners.	I	2	Me	
			You	1	You	
			He		Him	
			She		Her	
			It	2	It	
			We		Us	
			You		You	

No.	Products	Sentences	Personal pronouns			
			As Subject	**f**	**As Object**	**f**
			They		Them	
2.	Clear Scalp & Hair	I work on my call because it makes me stronger the same goes for my hair for resilient hair that feels stronger. I started my scalp I use clear scalp and hair. Clear is our first beauty hair care range with nutrium ten that deeply nourishes your scalp and also gives you resilient beautiful hair. The hair that's ten times more resilient strong and beautiful. I use clear scalp and hair.	I	4	Me	1
			You		You	1
			He		Him	
			She		Her	
			It	1	It	
			We		Us	
			You		You	
			They		Them	
3.	New Dove Nutritive Solutions	New dove intense repair gives unbeatable damage repair. Dove won't let damage hold you back. I curl it because it expresses my personality. I straighten it because it's my decision. I braid it because that's how I feel beautiful. I color it because it makes me unique. I leave it because it's my own journey because my hair is me. For you to carry on, bring you new dove intense repair, nourishes deep down and gives unbeatable damage repair because your hair expresses who you are. New dove fugitive solutions.	I	6	Me	2
			You	1	You	3
			He		Him	
			She		Her	
			It	4	It	5
			We		Us	
			You		You	
			They		Them	

No.	Products	Sentences	Personal pronouns			
			As Subject	f	As Object	f
4.	Clear Zero Dandruff	When the clear expert said I'll never see a flake of dandruff again, I was like seriously. The next minute I'm having this high tech scale test. Oh my god, my scalp is so dry and dandruff is coming back. Your dry scalp makes you more prone to dandruff. Try clear its nutrium 10, nourishes scalp deeply preventing dandruff. It works, here's proof. Clear nourish your scalp zero dandruff	I	3	Me	
			You		You	1
			He		Him	
			She		Her	
			It	1	It	
			We		Us	
			You		You	
			They		Them	

TABLE 3: The Comparison of the Use of Personal Pronouns in Male and Female Shampoo Television Advertisements

Male Advertisements	Personal Pronouns		Female Advertisements	Personal Pronouns	
	As Subject	As Object		As Subject	As Object
Head & Shoulders	3	1	Head and shoulders Conditioners	5	0
Clear Cool Sport Menthol	3	1	Clear Scalp & Hair	5	2
Dove Men+Care	1	0	New Dove Nutritive Solutions	11	10
Clear Men Anti Dandruff Shampoo	2	1	Clear Zero Dandruff	4	1

TABLE 4: The Percentages of the Use of Personal Pronouns in Male and Female Shampoo Television Advertisements

Advertisements	Personal Pronouns	
	f	%
Male Television Advertisements	12	24
Female Television Advertisements	38	76

Based on the data above, it was found that there was a difference between men and women in communicating. It is in line with some theories proposed by Lakoff and Tannen in which they illuminate the concept of women's language which highlights the existence of men and women differences in communication.

Moreover, it was found that there were more personal pronouns realized in female shampoo television advertisements (76%) than in male shampoo television advertisements (24%). Pronouns are used when the identity of the "thing" involved is known to the reader. It implied that women tend to focus on people involved in the given topics rather than the minute information about the topic (Ishikawa, 2014).

From the 16 kinds of personal pronouns (8 kinds as subject and 8 kinds as object), itis found that there are only 9 kinds of personal pronouns realized. The four kinds of personal pronouns (as subject) realized are: I, you, it, and we. The five kinds of personal pronouns (as object) realized are: me, you (singular), it, us, and you (plural).

Based on the researcher's analysis, it occurs because advertisement is used to promote a product, so that personal pronoun "it" often occurs as the reference of the product being advertised. Then personal pronouns "I, me, you, we, and us" occur as the references of the artists "the senders" and the audiences "the listeners".

5. Conclusion

The objective of this study is to analyze the use of personal pronouns in male and female shampoo television advertisements. The data of this study arethe utterances transcribed from four male shampoo television advertisements and four female shampoo television advertisements downloaded from YouTube. Based on the data analysis conducted, it is found that there is a difference between men and women in communicating in which women tend to use more personal pronouns than men. It is because women tend to focus on people involved in the given topics rather than the information about the topic The results of this study also confirm the previous theories and some related studies. So, it is necessary for other researchers to conduct a study in the same field to reveal other unique phenomena related to language and gender.

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Conference Paper

The Use of Trilingual Languages by Gayonese and Bataknese Teachers in Teaching English

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Abstract

This research investigated the use of trilingual languages by Gayonese and Bataknese teachers in teaching English. This study used the theory of the Sapir-Whorf hypothesis and applied a qualitative method. The data were obtained from videos taken in the classroom. They were analyzed by transcribing the spoken language into written form, identifying the languages used by classifying them into sentences, and calculating the sentences of each language to find out the frequency of languages used by Bataknese and Gayonese teachers in teaching English. The teachers predominately used Indonesian in teaching English (62.70%), the local language (23.81%), and English (13.49%).

Keywords: Language Use, Teaching, Culture

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1. Introduction

Language and culture are two things that have close relationships and cannot be separated. So, culture influences people in learning a language. Culture is a fuzzy set of underlying assumptions and values, orientations to life, beliefs, policies, procedures, and behavioral conventions that are shared by a group of people. Culture is an identity of someone, and it influences the way people talk, we see it from people's language, dialect, and when they pronunce something. The English classroom dominantly consists of Indigenous students. It will influence the teachers to use conventional language, and it makes the students understand the material.

Wiltse (2011) argues that many native students speak a comprehensive dialect of English that is the result of the influence of Indigenous language or mother tongue on English language. In Indonesia, English is a foreign language because the mother tongue is the traditional language and the second language is Indonesian. The status of English as a foreign language makes some institutions or schools difficult to apply English subjects for the students. Some of the teachers from several regions mix the

language style in the teaching and learning process to make the student understand. They cannot only use English in teaching because the students do not understand it. The role of language in the teaching and learning process is really important because a language is one of the elements for students. The issue of language and culture in education fields exists, and it makes the researchers interested in analyzing it. The researchers observe the languages used by the teachers in teaching English as a foreign language. Students' ability to speak English is one of the goals of teaching English. But, the factor of local languages in several regions such as dialect make the students difficult to speak English. It also makes the teachers mix the languages with local language to make the students easy to understand the material. Many teachers have not realized this; most of them still use English totally in teaching even though the students do not understand. The researchers choose Gayonese from Takengon city in this research because based on the researchers' experiences, people especially students often use the local language at schools. Then, the researchers choose Bataknese from Sidikalang because the society also communicate using traditional style in daily activities.

This research aims to investigate the trilingual languages used by Gayonese and Bataknese teachers in teaching English. This research is also information for the English teachers about the importance of language used in teaching, Teachers cannot use the same way or language when teaching in different culture. For example, teachers in Medan city use totally English in teaching or mix with Indonesian, but teachers cannot apply this way when they teach in different regions or cultures as the students rarely use Indonesian and English in their activities; they only use local languages. It is important to make the teaching and learning process effective.

2. Literature Review

2.1. Language and Culture

Sapir-Whorf hypothesis (1921) states that there is a systematic relationship between the grammatical categories of the language a person speaks and how that person both understands the world and behaves in it. There are two principles of Sapir Whorf hypothesis, they are:

2.1.1. Language Determinism (Hypothesis 1)

Language ➡ Culture ➡

In this principle, Sapir-Whorf defines if language dictates how we think, language influences the culture. The vocabulary and grammar (structure) of a language determines the way we view the world (worlds shaped by word). The more we learn the languages, and the more we view the world. Humans no need to learn all the language but at least learn more than one language.

2.1.2. Language Relativity (Hypothesis 2)
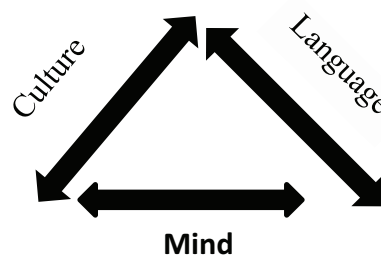
In this principle, Sapir-Whorf argues that language, culture, and mind are three things that influence each other. It is different from the first principle that believes if only a language influences perception. Sapir-Whorf explains that people have thoughts first, then put them into words then words record what is already there, all humans think the same way, but we use different words to label what we sense (language mirrors reality). It means that people have the ability in their minds. Chomsky (2002) defines that a language is a natural object, a component of the human mind, physically represented in the brain, and part of the biological endowment of the species. Chomsky argues that humans involve mind in producing language (Human Creativity).

2.2. Trilingual Language in Teaching

Language is the most important aspect in the teaching and learning process. Trilingual person refers to someone who is able to read or speak three languages and one of the three languages as a native language or mother tongue. Wardhaugh (1986) says that a language is the elements of a particular society speaks. Through a language, the teacher can convey the material to the students. It is impossible if the teaching and learning process works well without a language. Kioko (2013) argues that the use of daily language by students reduces the teacher's burden. In Indonesia, English is still a foreign language even though the status of English is international language in the world. In several regions, people rarely use English and think that English is a strange language, even a national language namely Indonesian is rarely used by the society

because they use the local language for communication. Because of this an English teacher is hard to teach English to his students. Sometimes, the original pronunciation should be changed by a teacher to make the students understand what she/he speaks. An English teacher should be able to use several languages in teaching English to make the teaching and learning process effective.

2.3. The Description of Gayonese

Affan Hasan (1980) states that the Gayonese are divided into four regions, they are; *Gayo Laut* or called *Gayo Laut Tawar* living around Lake Laut *Tawar, Gayo Deret* or *Gayo Linge* living around *Linge* area, *Gayo Lues* living around *Gayo Lues*, and *Gayo Serbejadi* living around *Serbejadi-Sembuang Lookup* area. *Gayo* language is the language used in daily activities by *Gayo* people. *Gayo* language has a relation with Karonese in North Sumatera.

2.4. The Description of Bataknese

Bataknese is one of the famous ethnics in North Sumatera. Harahap & Hotman (1987) states that Bataknese has three principles for their cultural missions; *Hagabeon* (Child), *Hamaraon* (wealth), and *Hasangapon* (dignity). Bataknese has its own custom home named *Bolon*. The philosophy of *Bolon* refers to respect given to guests by the house-holder, and should follow certain regulations.

3. Research Method

This research is of descriptive qualitative research. Emzir (2010) defines that qualitative research is multi method in focus, involving an interpretive, naturalistic approach to its subject matter.

The data of this research are the trilingual languages used by Gayonese and Bataknese teachers obtained from the two videos of the teaching process. The researchers observed the school taking the video of teaching directly in the classrooms. The use of spoken language or the transcript was then converted into the written form and classified them into sentences. The sources of data for this research were two English teachers from Gayonese and Bataknese. Gayonese teacher comes from Gayo Takengon, a young man. Bataknese teacher comes from Sidikalang, an adult woman.

4. Result and Discussion

The results of this study are presented here, the analysis of the trilingual languages used by the teachers

TABLE 1: Trilingual Languages used by Gayonese teacher

Sentences	Trilingual Used		
	English	**Indonesian**	**Gayo language**
Assalamualaikum, stand up please	√		
Greetings to our teacher	√		
Sit down, please	√		
Now we take the attendance.	√		
Today I would like to explain about daily activity.	√		
Apa Itu Daily activity		√	
Daily activity memiliki peran yang sangat		√	
Apa yang kita lakukan dirumah disekolah bersaman teman kerabat ataupun saudara lainnya		√	
Baik saya akan memberikan contoh ekspression dari daily activity		√	
Ketika Kita Bangun Tidur		√	
Berikan Satu Contohnya		√	
I get up, Benar, Apa Itu I get up?	√	√	
Disini biasanya untuk mengungkap kan kalimat bangun tidur dan saya msih mesa ada dua kalimat			
Kalimat Selanjutnya Adalah I wake up	√		
Saya Bangun		√	
Saya Uwet Nome			√
Saya Mandi		√	
Aku Niri			√
Saya Mujeluk Baju			√
Saya Memakai Baju		√	
Saya Sarapan		√	
Aku Mangan so boh			√
Aku Beluh Kusekulah			√
Saya Pergi Kesekolah		√	
Sampai Disini Sudah Mengerti Anak-Anak?		√	
Boh Ulangi Wan Bahasa Gayoe Saya Bangun Adalah Saya Uwet			√
Meh Oya Sinomor Roae Saya Mandi			√

Sentences	Trilingual Used		
	English	**Indonesian**	**Gayo language**
Dalam Bahasa Gayoe Aku Niri			√
Nauk Ulangen Siswa-Siswa Ku Be Wene			√
Saat Mangan Soboh Ara Kita Sebut Mulo			√
Kite Sebut Sarapan Mangan Soboh		√	√
Meh Kite Sarapan Kite Beluh Kesekulah		√	√
Aku Beluh Sekolah			√
Saya Membaca Sebuah Novel		√	
Aku Mubaca Sebuah Novel			√
Meh Oya Sinomor Lapan Ne			√
Saya Tidur		√	
Wan Bahasa Te Aku Nome			√
Jadi Itulah Beberapa Contohnya		√	
Disini Ada Berapa Suku		√	
Disini Saya Akan Bertanya Sama Orang Gayo		√	
Apa Bahasa Gayonya Saya Bangun Tidur		√	
Diperjelas Lagi		√	
Inilah Contoh Contoh Daily Activity Yang Bisa Kita Pelajari Dan Kita Praktekkan Dilingkungan Sekitar Kita Atau Keseharian Kita		√	
Sebelum Kita Menutup, Ulangi Sekali Lagi		√	
Seseger Deh Ulangi			
Sampai Disini Sudah Mengerti Anak Anak Ku		√	
Kalau Begitu Ini Ilmu Yang Bisa Saya Berikan Pada Hari Ini.		√	
Total	**7**	**26**	**16**

The total trilingual languages used by Gayonese teachers: sentences 46; 7 in English, 26 in Indonesian, and 16 in Local language (Gayo).

Table 2: Trilingual used by Bataknese teacher

Clauses/Sentences	Trilingual Use		
	English	**Indonesian**	***Batak Dairi***
Good morning Students	√		
How are you today?	√		
I am fine, ok	√		
I have a promise that you will have an examination.	√		
Kita Ujian Ya Tapi Hari Kamis		√	

Clauses/Sentences	Trilingual Use		
	English	**Indonesian**	*Batak Dairi*
Hari Kamis itu Tes		√	
Berarti Kamu Jadi Broadcaster		√	
Dan Kau Harus Hapal		√	
You have to memorize	√		
Halaman Berapa		√	
Who wants to practice first?	√		
Istilahnya Mempraktekkan Saja Dulu		√	
Hanya Yang Itu Saja		√	
Gakusah Ikutin Yang Apanya Yang Panjang Itu		√	
Hanya Ini Saja Dulu Dek		√	
Ya Iyalah, Kan Ku Bilang Dihafal		√	
Ya Iyalah Dek Gak Dibaca Lagi		√	
Siapa Yang Bisa Praktekkan		√	
Isi Na Boi Mempraktekhon			√
Ditempat Mi Maho Jonjong			√
Disi Mahojonjong Dokkon Matuau			√
Yang Penting Kata-Kata Nya Di replace.		√	
Naomi, *Coba Praktekan*		√	
Gogo Baen Babami			√
Ok, Tepuk Tangan! Siapa Lagi Barisan Ini		√	
Siapa Lagi, Tera Kali Ya		√	
Tadi Dia Ketawak- Ketawak		√	
Tapi Dia Bisa Praktek		√	
Tapi Nanti Saya Balik Ke Tera Ya		√	
Siapa Lagi, Rud Cobak Dulu?		√	
Coba Kamu Bayangkan		√	
Can you imagine *kalok misalkan itu* broadcaster *kita kan kek mana cobak*	√	√	
Tapi Tidak Apa Apa, Paling Tidak Kamu Sudah Mencoba		√	
Satu Lagi Dari Barisan Sini		√	
Oke Winda Jangan Takut		√	
Oke, Pertanyaan Saya		√	
Apa Itu News?		√	
Par Barita Do			√
Apa Itu Berita			√

Clauses/Sentences	Trilingual Use		
	English	**Indonesian**	*Batak Dairi*
Par Barita Do Si Vera'un			√
Sahtu Hutana Dabu Jio			√
Kabar Itu Ada Dua Makna Dia, Positif Dan Negative		√	
Dari Yang Ketiga Ini Siapa Yang Paling Mudah Kalian Pahami Suaranya		√	
Gak Usah Dulu Nengok Kebelakang Orangnya		√	
Kenapa Kau Bisa Bilang Naomi		√	
Cara Pengucapannya Jelas		√	
Apalagi Dek		√	
Sebenarnya Ada Rumus Untuk Hari Kamis Ujian		√	
Jelas Suara, Mimik Wajah, Intonasi, Percaya Diri		√	
Jadi Hari Kamis Lakukan Yang Terbaik		√	
Yang Penting Kamu Percaya Diri		√	
Tadi Kamu Bisa Tapi Kurang Pede Aja		√	
Coba Ambil Buku Sbm Nya Dek		√	
Bukak Halaman Sixteen	√	√	
Enam Belas, Lodong		√	√
Look at number one giving instructions.	√		
Siapa Yang Mau Baca Instruksi		√	
Ahado Mam			√
Apa Ini Mam Gitu Ya		√	
Kira-Kira Apa Kata Kunci Yang Kau Dapat Dari Semua Ini Dek		√	
Naidia Ma'i Disi			√
Apanya, Makin Kutanyak Kan Makin Gak Ada Suaranya		√	
Apa Dulu Dalam Pikiranmu		√	
Sekarang Bukak Halaman Delapan Belas		√	
Baca Duu Evita		√	
Na On Bo			√
Oke Silahkan		√	
Apa Itu Invitation	√	√	
Matudia Bo			√
Jangan Liat Mukak Ku Kalau Gaktau Lihat Kamus Mu		√	
Undangan Misal Undangan Pernikahan		√	
Gokkon Dohot Jou-Jou			√

Clauses/Sentences	Trilingual Use		
	English	**Indonesian**	***Batak Dairi***
Lalu kemudian dibuat disitu bahasanya dengan senang hati kan gitu dek		√	
Total	**10**	**53**	**14**

The total of trilingual languages used by Bataknese teacher: 77 sentences, 10 in English, 53 Indonesian, and 14 Local language (Batak Dairi).

The percentages of trilingual languages used by Gayonese and Bataknese teachers is in the table below:

TABLE 3: The Percentages of Trilingual Languages Used by Gayonese and Bataknese teachers

No.	Trilingual Used by Teachers in Sentences	Total	Percentage (%)
1.	Indonesian	79	62.70%
2.	Local Language (Gayo and Batak)	30	23.81%
3.	English	17	13.49%
	Total	**126**	**100%**

Table 4.3 shows that both the teachers use Indonesian dominantly in teaching English. There are 126 sentences spoken by the teachers, 79 sentences in Indonesian, 30 in Local language, and 17 in English. The percentages are 62.70% Indonesian, 23.81% Local language, and 13.49% English. It means that both of the teachers use very little English in teaching, both of them mostly use Indonesian and local languages. When the teachers try to use more English than other languages, the students feel confused and do not understand. The teachers try to make the students more active and eager to learn English by using the trilingual languages in teaching English. The students find hard to understand English because they use local languages every day for daily activities and rarely practice English even at school. Their dialect make them hard to speak English such as the pronunciation. So, trilingual languages are important to be applied to make teaching English more effective and the students can accept it well. The teachers from Gayonese and Bataknese use the trilingual in teaching English.

5. Discussion

Both teachers from Gayonese and Bataknese have the same way of language use in teaching even though they are from different cultures, and they mix three languages to make the student understand. The processes of teaching are beginning from opening, discussing, and closing. The teacher of Gayonese starts the process by greetings

"*Assalamualaikum*," he asks the students to stand up and say greetings to him, then the students have to sit. Then he asks the students' condition in using English, such as "How are you today? Good morning students." Then the teacher checks the students' attendance. The teacher of Bataknese also start the teaching and learning process by greetings such as "Good morning student, How are you today." The teacher of Gayonese tells the students about the topic. During the discussing, he uses Indonesian dominantly and mixes it with *Gayo* language to explain the material, only a little English is used. He gives the examples in *Gayo* language related to the topic.

The teacher of Bataknese mixes three languages in discussion. It aims to make the students understand the material in the teaching and learning process. In Closing, the teacher of Gayonese uses Indonesian dominantly and mixes it with the *Gayo* language. He does not use English in closing. The teacher of Bataknese does not end formally like a teacher from *Gayo*. She explains several topics in one meeting until the time is over. She uses Indonesian and Batak languages at the same frequency and uses a little bit of English. The teachers use trilingual languages to make students enjoy and easy in learning English because the students rarely use English in daily activities.

The teachers of Gayonese and Bataknese use three languages in the teaching process in their regions (*Gayo* and *Batak Sidikalang*). The most dominant language used by them is Indonesian (62.70%), the second is local language (23.81%), and the third is English (13.49%). This findings are related to the theory of Sapir-Whorf Hypothesis (1921).

6. Conclusion

A language is the most crucial aspect of the teaching and learning process. It is a tool of communication between teachers and students. Based on the findings, the researchers find that Gayonese and Bataknese teachers use trilingual in teaching English even though they are from different regions and ethnics. They frequently use Indonesian, the second one is local languages (*Gayo* and *Batak*), and the last one is English. There are 126 sentences used: 79 in Indonesian (62.70%), 30 in local language (23.81%), and 17 in English (13.49%). The students find hard to understand English because they use local language every day and rarely practice English even at school. Their dialects make them hard to speak English such as the pronunciation.

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Conference Paper

Juvenile Delinquency in Nicholas Sparks' Novel *The Last Song*

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Abstract

The objective of this research was to identify the portrait of juvenile delinquency in the novel *The Last Song* by Nicholas Sparks. Some related theories in the form of juvenile delinquency were applied in this research, one of which was that proposed by Steinhart (1996), an expert lawyer in the juvenile justice system, stating that offenses status is behavior that is unlawful for children. This research was conducted using qualitative descriptive methods proposed by Kothari (2004) with the goal of a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. The research results showed that there are three forms of juvenile delinquency: drug abuse, shoplifting and violence, and all are done by the major characters, namely Veronica Miller, Blaze and Marcus. They carry out acts of juvenile delinquency without reasons, but they are accustomed to doing so, mainly for their desires and satisfaction.

Keywords: Juvenile Delinquency, Drug Abuse, Shoplifting, Violence

1. Introduction

The Last Song, written by American novelist Nicholas Sparks, describes the juvenile delinquency because juvenile delinquency is a serious problem in the society nowadays and done by the main characters: Veronnica Miller, Marcus, and Megan Blakelee. It is a novel published in 2009.

According to Steinberg (1990), "Adolescence is a transitional period of development from childhood to adulthood with evident biological and emotional changes. These changes bring transformation and reorganization in family relationships." Gold and Petronio as quoted by Sarwono (2012) define juvenile delinquency as an action by an immature person who deliberately violates the law and he may be punished by the law officer.

According to Durkheim (2002) juvenile delinquency is caused by the malfunction of one social organization which in this case is a family organization. From some of the definitions, above it can be deduced that juvenile delinquency is the act of some teenagers which is contrary to law, religion, and community norms so consequently can harm others, and disrupt general peace and also self-destructive.

2. Literature Review

2.1. Juvenile Delinquency

Juvenile delinquency is one of the most serious problems of modern society with multiple negative effects on health, educational, financial, vocational, and judicial systems. Over the past decade, trends have shown drastic increases in several countries. Gold and Petronio as quoted by Sarwono (2012) define juvenile delinquency as an action by an immature person who deliberately violates the law and he may be punished by the law officer. Blos (in Sarwono, 1991: 24 -25) adherents of psychoanalysis argues that development is essentially a business of self-adjustment (coping), which is to actively cope with stress and seek new solutions to problems.

Experts have different age limits in adolescence, because adolescence is not only seen from one aspect, but from several aspects at once. But it can be concluded that adolescence is a period when human being undergoes a transition, from childhood into adulthood. It starts at the age of 11, and ends in the beginning of college. At this time, there are significant changes to the physical, cognitive, emotional, and social adjustments. From some of the definitions above it can be deduced that juvenile delinquency is the act of some teenagers which is contrary to law, religion, and community norms so consequently can harm others, and disrupt general peace and also self-destructive.

2.2. Form of Juvenile Delinquency

Based on the theories proposed by Steinhart (1996), it can be inferred that there are many forms of juvenile delinquency: violence against people and violence against goods/property, they are: murder, rape, shoplifting, assault, robbery, arson, being engaged in alcohol and other drug abuses, sexual/physical abuse, hereditary factors, and exposure to violence at home. However, the writer will only focus on the dominant forms of juvenile delinquency found in the novel namely drugs abuse, shoplifting, and violence are forms of juvenile delinquency.

2.2.1. Drug Abuse

Drug abuse refers to frequency of use of the following drugs: alcohol, marijuana, cocaine, inhalants, heroin, stimulants, and hallucinogens. Arseneault et al., (2000) stated that subjects with drug abuse (alcohol and marihuana) were significantly more likely to commit violent crimes. Furthermore, 50% of all subjects meeting the criteria for a mental disorder had at least one other disorder. Possession and use of alcohol and other drugs are indeed illegal for all youth. Because substance abuse and delinquency are inextricably linked, arrest, adjudication, and intervention by the juvenile justice system are eventual consequences for many young people engaged in such behavior. Substance abuse and delinquency often share the common factors of school and family problems, negative peer groups, lack of neighborhood social controls, and a history of physical or sexual abuse. Substance abuse is also associated with violent and income generating crime by youth, which increases community residents' level of fear and the demand for juvenile and criminal justice services, thereby further increasing the burden on these resources. Gangs, drug trafficking, prostitution, and youth homicides are other related social and criminal justice problems often linked to adolescent substance abuse.

2.2.2. Shoplifting

Shoplifting defined as a theft from the selling floor while a store is open for business is one of the most prevalent crimes in our society. It has been estimated that 1 in every 12 shoppers shoplift, and that as many as 60% of consumers have shoplifted at some point in their lives. Among adolescents, 30 to 40% commit this crime repeatedly. Juvenile delinquency can be viewed as a reflection of the interplay between two major sets of countervailing factors: conditions favoring to committing crimes and conditions controlling the emergence of illegal behavior. Shoplifting behavior is definitely a sub-type of delinquency. It is common among adolescents and often begins in early ages due to a variety of factors (Buckle and Farrington, 1994).

2.2.1.1 Classifications of Shoplifters

Moore (1984) extended five dimensions to determine patterns of shoplifting: (a) frequency; (b) primary precipitating factor(s); (c) attitude toward shoplifting as a crime; (d) use of stolen goods; and (e) reaction to detection, prosecution, and conviction. Moore delineated five types of shoplifters through the analysis of this material. The first type

described by Moore was the "impulse shoplifter," comprising 15.4% of his sample. These individuals had limited shoplifting activity, often only once or twice. Their shoplifting had not been planned, and they typically took one inexpensive, yet tempting, item. When stopped by security personnel, their reaction was one of surprise, confusion, or shock. An intense emotional reaction of embarrassment, guilt, and shame followed. Feelings of guilt continued for several weeks after their apprehension as well. For this group of people, detection was found to be such a traumatic event that they were unlikely to shoplift again.

The second grouping was that of the "occasional shoplifter," comprising 15% of his sample. They reported having taken items 3 to 10 times during the previous year. Economic motives were secondary to that of carrying out a challenging act or complying with peer pressures. When apprehended, they readily admitted to stealing, and tended to react either in an aloof fashion or with mild embarrassment. Although acknowledging that shoplifting was illegal and morally wrong, occasional shoplifters minimized the seriousness of the offense. The third type was that of the "episodic shoplifter," comprising 1.7% of Moore's sample. These individuals engaged in periodic episodes of shoplifting, at which time they stole specific goods as part of a bizarre personal ritual, the nature of which was to satisfy intense needs for self-punishment. Severe emotional and psychological problems were present in these individuals. The fourth and largest category, comprising 56.4% of the sample, was defined as "amateur shoplifters." These individuals had developed a regular, often weekly, pattern of shoplifting, and found it profitable. They made conscious decisions to steal and were aware of its illegality. They tended to steal small items that were easy to conceal; shoplifting techniques were simple and carried out regularly based on realistic assessments of relative risks and benefits. When apprehended, they usually claimed only minimal involvement in prior shoplifting activity and would engage in various manipulative strategies to avoid punishment. Moore believed that various business and public awareness strategies could successfully deter shoplifting among this group, but that the majority would continue to steal goods until caught.

The remaining 11.7% of the subjects were identified as "semi-professional shoplifters." Shoplifting had become a part of their life-style, and they engaged in this activity at least weekly. They employed more skilled techniques in their shoplifting. They were also the only group to engage in some reselling of merchandise. Financial benefit and compensation were considered the primary motivational factors for shoplifting in this group. It enabled them not only to obtain some personal luxuries, but also to save money for some other purpose.

2.3. Violence

Baumeister and Vohs (2004) propose that violence is utilized in four ways: (1) as a means to an end; (2) in response to threatened egotism; (3) in a misguided effort to do what is right; and (4) as a means for achieving sadistic pleasure (Baumeister & Vohs, 2004). In instrumentalism (a means to an end), the focus is on gratification of immediate needs, including resources, power, sex, or influence, with little concern for the long-term utility of such methods. Threatened egotism refers to a response to wounded pride or violated honor, in which the image of self is at risk. High and unstable self-esteem (rather than low self-esteem) is at the core of this idea. Idealism, as misguided attempts to "do good," is sometimes perceived by the perpetrator as a moral imperative in which "the ends justify the means," regardless of how evil or immoral the belief system or action appears to others.

Violence is indeed the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation. The rate of juvenile violence in United States particularly in the urban centers has increased tremendously in the last decade.

3. Research Method

This paper is a qualitative descriptive research which describes characteristics of a population or phenomenon being studied (Kothari, 2004). It addresses the 'what' question and what are the characteristics used to describe the situation or population. They are usually some kinds of categorical schemes also known as descriptive categories. This study also used qualitative descriptive method whose objective is to describe, summarize various conditions and phenomena of social reality that exist in the society that becomes the object of research and this study is an attempt to draw the reality to the surface as a characteristic, character, nature, or model of certain situations or phenomena.

As this is a library research, most of the data were obtained from libraries. There are some ways to collect the research data. Based on the prescribed procedures, the following steps to collect the data were conducted: (1) reading the novel and trying to comprehend the whole story, (2) identifying some passages and dialogues related to the aspects of Juvenile Delinquency, (3) collecting the passages and dialogues related to the analysis, and (4) Observing Juvenile Delinquency in Novel *The Last Song* by

Nicholas Sparks. The analysis of the data was conducted by focusing on the forms of juvenile delinquency in the novel.

4. Result and Discussion

In this research, the analysis is focused on the data available in the novel *The Last Song* by Nicholas Sparks. The data taken from the novel are mostly about the juvenile delinquency discussed in this research: drug abuse, shoplifting, and violence.

4.1. Drug Abuse

Adolescence is a period of experimentation, exploration, and curiosity. In the society, drug use has become one aspect of this natural process to the extent that a teenager is deviant (from a normative perspective) if he or she has not tried alcohol, cigarettes, or marijuana by the completion of high school. The typical teenager who experiments with beer or shares a joint at a party is unlikely to be the one who will have severe problems with drugs later in life. Labeling this person as a "druggy," sick, screwed up, or in need of treatment is liable to be more destructive than the use of the drug itself. In the novel, of the three main characters under the discussion named Veronnica "Ronnie" Miller, Blaze or Galadriel, and Marcus, two of them named Blaze and Marcus are addicted to drinking alcohol. Different from her friends, Ronnie is someone who does not like those things. They like to drink to get drunk, and also take drugs, as below:

> "She wasn't naive about drugs. Some of her friends smoke pot, a few did cocaine or ecstasy, and one even had a nasty meth habit. Everyone but her drank on the weekends. Every club and party she went to offered easy access to all of it."(Sparks, 2010:35)

The quotation above shows that Ronnie's friendship environment is bad because all her friends consume drugs that will surely have an impact on herself. Although she does not consume drugs such friends are not good friends to her because one day, she would be invited to do it. People who get into drugs get it from a friend's friend, who also got it from his friend's friend... and so on.

It is interesting that aside from the lethal toxicity of certain drugs such as crack, relatively little attention has been given to the two drugs with the most proven record of abuse in terms of the population affected and the magnitude of the consequences; these are, of course, alcohol and cigarettes. Although efforts are made, in schools,

for example, to provide a balanced picture, youngsters too often are provided with the mixed message that marijuana and cocaine are bad, destructive, and will rot their brains while seeing media idols holding a drink in one hand and a cigarette in the other.

> "Surprising her, Blaze was learning against the side of the booth, smoking a cigarette.". (Sparks, 2010:96)

Substance use and abuse during adolescence are strongly associate with other problem behaviors such as delinquency, precocious sexual behavior, deviant attitudes, or school dropout. Experimental use of tobacco products has the widest prevalence during preadolescence. A substantial portion of children at least experiment with puffing cigarettes by age nine, and in a new and disturbing trend, a small but significant portion (13% of third-grade boys in one Oklahoma survey) use smokeless tobacco. A child's first drink lags somewhat; occurring typically around age 12 for boys and a bit later for girls.

The United States is a drug culture. Drugs are used commonly and acceptably to wake up in the morning (coffee or tea), get through the stresses of the day (cigarettes), and relax in the evening (alcohol). Adolescence is a period of experimentation, exploration, and curiosity. In this society, drug use has become one aspect of this natural process to the extent that a teenager is deviant (from a normative perspective) if he or she has not tried alcohol, cigarettes, or marijuana by the completion of high school. Although it is important to delay the onset of regular drug use as long as possible, to allow time for the development of adaptive and effective personal and interpersonal skills, it may be less important to prevent the use of drugs than the abuse, misuse, and problem use of drugs (which place a tremendous burden on the individual and society).

> "Besides, the party was going to be something. Booze and drugs and music. And girls. Drunk girls." (Sparks, 2010:575)

Most children and teenagers will become drug users in their lives, whether limited to alcohol, caffeine, and cigarettes or extended to marijuana, cocaine, hard drugs, and prescription medications. The age at which initiation and, in particular, regular use occur is quite crucial. Childhood and adolescence are critical periods for the development of both personal and interpersonal competence, coping skills, and responsible decision making. Drug use is a manner of coping that can interfere with or preclude the necessary development of these other critical skills if it is engaged in regularly at a young age. For instance, if a young teenager learns to use alcohol as a way to reduce distress, he or she may never learn other coping skills to ameliorate distress. Thus, teenage drug use may truncate, interfere with, or circumvent essential maturational processes and development that typically occur during adolescence.

4.2. Shoplifting

Shoplifting, one of the most prevalent crimes in our society, and on the increase in recent years, has received relatively little attention in research literature. Shoplifting is considered as juvenile delinquency and in line with Steinhart (1996), claims that shoplifting is a form of juvenile delinquency. Shoplifting is a common of delinquent behavior that most children participate in at least once. For the majority of juveniles, it is merely an isolated incident. Shoplifting is a central part of a developing criminal lifestyle, and may continue to steal or commit other illegal activities as adults. Many of these delinquents will end up in jail or prison.

Pattern of shoplifting was described using five dimensions: (1) frequency; (2) primary precipitating factor(s); (3) attitude toward shoplifting as a crime; (4) use of stolen goods; and (5) reaction to detection, prosecution and conviction. Some teens shoplift occasionally to gain peer approval, either as a kind of game to relieve boredom or as part of a delinquency-prone lifestyle. Some college students stole school supplies or decorations for a social fraternity activity. 24 per cent had been drinking and were probably intoxicated when caught, e.g., picked up food and planned to hurry back to a party; stole food for a latenight snack on the way home from a bar. Many adult shoplifters appear to be somewhat immature and lonely people who add some excitement to an otherwise drab life by stealing. It is called as Occasional shoplifters. They reported stealing from three to ten times during the previous year. Most stolen items were inexpensive and used for personal benefit. Financial benefit was not the primary motive. These actions done by one of the main characters named Veronnica Miller.

> "I used to shoplift," she said, subdued. "A lot. Nothing big, just more for the thrill of doing it." (Sparks, 2010:85).

When detected, occasional shoplifters readily admit stealing. They believe shoplifting is both morally wrong and illegal but typically do not regard the problem as being very serious. Initial reactions to detection are either a cavalier aloofness or moderate embarrassment. Prosecution and sentencing produce an intense emotional reaction, especially for embarrassment caused to the family. A short period of resentment occurs among some occasional shoplifters, such as a youth who was convicted of stealing a 35c candy bar and ended up with a criminal record. For some persons, the event serves to provide meaningful feedback that a life change is necessary. Most persons are so shocked by the experience that they are unlikely to shoplift again.

"And that's all of it. As for the shoplifting I did back in New York, I don't even know why I took that stuff. It wasn't like I needed it. It was just something to do because my friends were doing it. When I went to court, I admitted everything because I knew I was wrong and that I wasn't ever going to do it again." (Sparks, 2010: 253).

Most shoplifting was premeditated, purposeful, habitual, and conscious goal-directed behavior. Also was committed by persons who are predisposed to behavior which tends to be self-serving, self-indulgent, manipulative, and oriented toward personal gain with little regard for the needs or rights of others.

4.3. Violence

Violent behavior is associated with destructive aggression and with regard to children and juveniles it is usually classified as social conduct disorder. For adult criminals, however the respective diagnosis would be antisocial personality disorder. Although according to classification criteria the diagnosis antisocial personality disorder should not be assigned before the age of 18, studies have reported overlapping characteristics between adolescent conduct disorder and adult antisocial personality disorder.

One of the most notable concerns for these offenders is their very high level of involvement in violent delinquency. The participants appear less involved in burglary/theft and minor property offenses, but if these two property offenses are combined about 42%. Correlations show that gang members were more likely to be adjudicated of minor property offenses than for other types of delinquency and that girls with prior records were more likely to have an adjudication for burglary/theft or public order offenses. Thus, indicators of more extensive involvement in delinquent activity, such as having a prior adjudication or being a gang member, are associated with property and public order offenses. These actions done by one of the main characters named Marcus.

"Three days later, Marcus set the boat on fire and watched it burn from behind the magnolia tree on the six-teenth green." (Sparks, 2010: 115).

Arson is a crime with an enormous impact. Worldwide, it leads to major financial damage, serious injury, or even death. Juvenile fire setting is a community problem. All fires set by juveniles need to be taken seriously. The size of the fire and the amount of damage are not good indicators of risk. Very often, juveniles who set fires start with small insignificant fires, then graduate to bigger, more daring blazes as they acquire

confidence and experience. Fire investigators should address today's small fires as though they could become tomorrow's fatal, multiple alarm fires.

> "He remembered setting fire to a barn when he was twelve and watching it for hours, thinking he'd never seen anything more increadible." (Sparks, 2010: 575)

> "The buildings he'd burned and the people he'd hurt meant absolutely nothing to him, but the thought of prison made him... sick." (Sparks, 2010: 721)

The cause of fire setting among the study youth involved delinquent activity, usually carried out in groups in response to peer pressure and/or gang activity. While many of the dynamics involved in attention-seeking behavior are relevant to this group, very often the act of starting a fire is arbitrary. If incendiary materials are handy, they start a fire, and if a rock is handy, they throw it through a window. The motive may involve revenge. In some communities, territorial disputes between gangs over drug trafficking encourage fire setting behavior. There is no doubt that in the United States there is a crisis involving youth aggression and violence. Pressure is being placed on the juvenile justice system to respond to this problem, and to enlist resources from the community.

5. Conclusion

After the topic is analyzed, it can be inferred that juvenile delinquency of the main characters covers drug abuse, shoplifting, and violence. The main characters named Veronnica "Ronnie" Miller, Galadriel or Blaze, and Marcus conduct juvenile delinquency with no exact reasons but they are accustomed to doing their juvenile delinquency mainly for their desires and satisfaction. Juveniles spend more time with peers and less with families during their transition into adulthood; peers have the most important influence on their day-to-day behaviors. Both parents and peers, however, have been found to contribute to adolescent development but in different ways. Predominant peer's effects actually reflect earlier processes in childhood, and stress the importance of processes linking to different social organizations across time.

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Conference Paper

Semantic Emotion in COVID-19 Online News

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Abstract

This research aimed to determine the dominant semantic emotion in the online news about COVID-19. The study's data included 28 sentences from five news sources by two publishers – CNN News and Jakarta Post. This study used qualitative research method and Shaver's theory in the analysis of the data. It was found that the news sentences were rich in semantic emotions. 12 sentences (43%) contained fear, five sentences (18%) contained sadness, and four sentences (14%) contained joy. Seven sentences did not contain basic emotions because they only provided information. So, it can be concluded that the dominant emotions used in COVID-19 online news are fear emotions. By knowing the semantics emotions in the news, people can fully understand the purpose of the news.

Keywords: semantic, emotion, COVID-19, online news

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1. Introduction

Semantic emotions can be interpreted as how we interpret emotions in accordance with sentences, thoughts, situations, conditions, or circumstances. Emotions intertwine with the nervous system and affect the thoughts, language, circumstances, feelings, responses, and a degree of pleasure or displeasure. Emotion commonly cannot be separated from situation, personality, disposition, mood, creativity, motivation, and temperament. Emotion also has a strong relation with words or language. Personal emotions can be seen from the word or expression they told. The unknown language will raise problems for everyone who communicates translating or interpreting it.

Myers (2010) states that human emotions are complex psychological states that consist of mental arousal, expressive behaviors, conscious thoughts, and feelings. There are many theories of basic emotion, such as Smith (2015), which represents 154 human emotions or other lists of basic emotion; Shaver et al. (2001), who represent 135 distinct emotions. Emotion would be easier to learn by relating it or creating a model that can encompass the larger emotions field, but it needs to understand what sentence or

language contains before making it clear, whether the dominant emotion expressed is love, anger, sadness, joy, hate or frustration. Word emotion may cause problems to a person who cannot translate or interpret the language. The lexicon of emotion can be seen from various cultures, languages, or social groups. The problem of emotions arises from understanding language function or emotions in the process of communication. Language in one way is to expand the social experience, and absolutely helps people to express or perceive emotions in conveying the meaning.

Online News is an electronic newspaper, which aims to convey the news to the public. It can be reused by obtaining electronic information. Online News aims to expand knowledge and understanding of news disseminated through electronic media platforms. Electronic News provides a platform for people to be able to publish and read applied research and includes research articles, essays, or book reviews relevant to electronic news that is constantly evolving and dynamic. As we know in the mid-1990s, the internet has been firmly incorporated into the daily habits of an increasingly large population. Therefore, it is not surprising that online news sites are increasingly developing in the media system in almost all countries in the world. As Cassidy (2007) states, online news receives a higher credibility rating from online journalists than from its print counterparts. However, online news producers "only regard online news information as a fairly credible whole." then it can be interpreted that online news gets good response for the community as a trusted media.

News about COVID - 19 is a world phenomenon that makes the world stop all activities temporarily. It was discovered in 2019 and caused respiratory disease. There are many casualties caused across the globe. Mortality rates are increasing every day. This virus also shows symptoms such as fever, cough, sore throat, and shortness of breath. This coronavirus can spread from person to person quickly. This coronavirus, or popularly known as COVID-19, was first detected in Wuhan, China, and has now become a major public health challenge for countries around the world. The coronavirus was originally named 2019-nCoV and was officially referred to as a coronavirus with acute respiratory syndrome (SARS-CoV-2).

There are many studies conducted on semantic emotions in song lyrics. Preliminary data from this study are whether there are semantic emotions in online News about COVID-19 and what is the dominant semantic emotion used in COVID-19 online news.

2. Literature Review

2.1. Description of Emotion

The term 'emotion' is still debated about what constitutes a definition of 'emotion.' Despite the variety in descriptions, all theoretical approaches are that emotions are expressed in a variety of ways. The emotion of words such as anger, joy, love, sadness, and fear plays a central role in human life. Based on emotion words, humans recognize and communicate emotions by representing many varieties of basic emotion.

James (1890) states that emotions are nothing but the proprioception of our bodily symptoms, a claim that is currently being revived in the form of various constructionist accounts of emotion.

Emotions are psychological conditions, but not all psych conditions such as exhaustion nor confusion. Emotions sometimes expressed facially, but they need to know that not all facial expressions indicate emotions. Emotions can be interpreted as how we interpret emotions in accordance with sentences, thoughts, situations, conditions, or circumstances. Myers (2010) states that Human emotions are complex psychological states that consist of psychological arousal, expressive behaviors, conscious thoughts, and feelings.

Some researchers have displayed concern about interest, such as Ortony & Turner (1990), in the basic emotions list. As both have been listed by other theorists, they are included in the table below.

This research is conducted to analyze the semantic emotion proposed by shaver et al. (2001) from from CNN and Jakarta Post.

Shaver et al. (2001) state that the idea of categorizing human emotions and trying to find relationships between emotions is not new. Shaver et al. (2001) have done tremendous work, and they group 135 human emotions under the six categories of love, joy, anger, sadness, fear, and surprise, although they are skeptical about surprise being a separate emotional category.

In addition, Shaver et al. (2001) claim that basic emotions are a subset of the human emotions that most theorists believe basic in all human beings. 135 human emotions under the six categories of love, joy, anger, sadness, fear, and surprise can be seen in the table below:

2.2. The Description of Online News

Online News is an online version of a newspaper that aims to publish information electronically. Online News can broadcast the update news fastly. Good online media

<p style="text-align:center">T<small>ABLE</small> 1: Basic Emotions List by Ortony & Turner (1990)</p>

Theorist	Basic emotions
Arnold	Anger, aversion, courage, dejection, desire, despair, fear, hate, hope, love, sadness (11)
Ekman, Friesen & Ellsworth	Anger, disgust, fear, joy, sadness, surprise (6)
Frijda	Anger, disgust, fear, joy, sadness, surprise (6)
Gray	Anger and terror, anxiety, joy (3)
Izard	Anger, contempt, disgust, anxiety, fear, guilt, interest, joy, shame, surprise (10)
Jack, Garrod & Schyns	joy, sadness, fear, surprise, disgust, anger (6)
James	Fear, sadness, love, anger (4)
McDougall	Anger, disgust, joy, fear, acceptance, tender-emotion, wonder (7)
Mowrer	Pain, joy (2)
Oatley & Johnson-Laird	Anger, disgust, anxiety, joy, sadness (5)
Panksepp	Anticipation, fear, anger, panic (4)
Plutchik	Acceptance, anger, anticipation, disgust, joy, fear, sadness, surprise (8)
Shaver et al.	love, joy, anger, sadness, fear, surprise (6)
Tomkins	Anger, interest, contempt, disgust, anxiety, fear, joy, shame, surprise (9)
Watson	Fear, love, anger (3)
Weiner & Graham	joy, sadness (2)

credibility and recognition also increase public confidence in the accuracy of the news. Online health news is news that sees news that informs health electronically by exploring articles about fitness, diet, nutrition, and disease.

So in the other hand, it can be interpreted that online news gets the good response for the community as a trusted media Online news articles also have legal force regarding defamation, privacy, and copyright and that applies to all online media throughout the world. It is regulated in the Data Protection Act for online newspapers and news pages. News reporters are tasked with finding the latest news by recording videos and writing briefly what is needed for a news page. Nowadays, much online news is trying to integrate the internet into their operations. This is due to human needs for the internet and intertwines each other's technology. In this study, the researchers concern about finding the data from online health news related to the COVID-19.

2.3. Online News Used in This Study

_{TABLE} 2: Human Emotions by Shaver et al. (2001)

Primary emotion	Secondary emotion	Tertiary emotions
Love	Affection	Adoration, affection, love, fondness, liking, attraction, caring, tenderness, compassion, sentimentality
	Lust	Arousal, desire, lust, passion, infatuation
	Longing	Longing
Joy	Cheerfulness	Amusement, bliss, cheerfulness, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness, happiness, jubilation, elation, satisfaction, ecstasy, euphoria
	Zest	Enthusiasm, zeal, zest, excitement, thrill, exhilaration
	Contentment	Contentment, pleasure
	Pride	Pride, triumph
	Optimism	Eagerness, hope, optimism
	Enthrallment	Enthrallment, rapture
	Relief	Relief
Surprise	Surprise	Amazement, astonishment surprise,
Anger	Irritation	Aggravation, irritation, agitation, annoyance, grouchiness, grumpiness
	Exasperation	Exasperation, frustration
	Rage	Anger, rage, outrage, fury, wrath, hostility, ferocity, bitterness, hate, loathing, scorn, spite, vengefulness, dislike, resentment
	Disgust	Disgust, revulsion, contempt
	Envy	Envy, jealousy
	Torment	Torment
Sadness	Suffering	Agony, suffering, hurt, anguish
	Sadness	Depression, despair, hopelessness, gloom, glumness, sadness, unhappiness, grief, sorrow, woe, misery, melancholy
	Disappointment	Dismay, disappointment, displeasure
	Shame	Guilt, shame, regret, remorse
	Negligence	Alienation, isolation, neglect, loneliness, rejection, homesickness, defeat, dejection, insecurity, embarrassment, humiliation, insult
	Sympathy	Pity, sympathy
Fear	Horror	Alarm, shock, fear, fright, horror, terror, panic, hysteria, mortification
	Nervousness	Anxiety, nervousness, tenseness, uneasiness, apprehension, worry, distress, dread

2.3.1. CNN News

CNN News is one of the online news that presents the updated news directly through your mobile or laptop. There are several headlines in CNN Online News such as health, food, fitness, wellness, parenting, vital signs. The researchers take three update news from CNN News as the data in this study they are: Italy records the lowest increase in coronavirus infections since the end of February, Brazil reports more than 12,000 new coronavirus cases and Coronavirus cases in DC Spike.

2.3.2. Jakarta Post

Same with CNN News, the Jakarta Post is also a media that informs news electronically. This online news has several headlines such as news, business, seAsia, lifestyle, Travel, Multimedia, Deep lock, etc. For the data in this study, the researchers take two titles from this online news they are: Family-friendly policies crucial to help parents bear the brunt of COVID-19, experts say, and Indonesia's record of unprecedented daily spike in COVID-19 cases as 'new normal' commences.

2.4. The Description of COVID-19

COVID-19 is an infectious disease caused by the coronavirus and results in acute respiratory syndrome. Wuhan, the capital of China's Hubei province, is the place where the disease was first identified in December 2019 and then spread globally. COVID-19 also caused a viral pandemic and continues to this day. Common symptoms in COVID-19 patients such as fever, coughing, and shortness of breath. But this disease also shows other symptoms such as fatigue, muscle aches, diarrhea, sore throat, loss of odor, and abdominal pain. The time from infection with a virus is usually around five days but can range from two to fourteen days. While most cases of COVID-19 show mild symptoms, and a few others develop very acute symptoms such as pneumonia and multi-organ failure. This virus spreads quickly among people without physical distancing and is transmitted through small droplets produced by coughing, sneezing, or talking. People can also be infected by being close to or touching something that has been contaminated and then touching their eyes, nose, or mouth. This virus can survive on the surface of objects for up to 72 hours and can be contagious for three days.

According to Mahase (2020), On 30 January 2020, the World Health Organization (WHO) announced that this outbreak was a public health emergency of international concern.

Until today, there is no specific vaccine or antiviral treatment that has been found for COVID-19. COVID-19 prevention is done by physical distancing, maintaining health, and self-quarantine. Several countries in the world do a lockdown system to inhibit the spread of this virus. The World Health Organization (WHO) declared the 2019 COVID outbreak as International Public Health Concern Emergency (PHEIC) on 30 January 2020 and a pandemic on 11 March 2020.

3. Research Method

This study was conducted by using a descriptive qualitative method in which the purpose is to find out the dominant semantic emotion in online news articles related to covid-19. Qualitative research was related to describing the common elements of the various forms of qualitative methods. Nazir (2014) says that descriptive qualitative is one that is used to make descriptive of situation, event, or accumulate the basic data. It means that this research is not intended to find a new theory but to find new evidence through the truth of a particular theory. The researchers investigated the semantic emotion types in online health news of covid-19. In this study, the data were the texts in health online news articles about covid-19. This method was carried out by selecting the theories, sources from relevant books, and journals that supported the analysis.

3.1. Data and Data Source

The data of this research were the texts from online health news about covid-19. The data source was online news from the internet about covid-19. The observation was conducted by the researchers to analyze the semantic emotion in health online news article of covid-19

3.2. Variable and Indicator

The researchers only used one variable that was Semantic emotion in the online news of covid-19; while the indicators of this research were the semantic emotion types in the texts.

3.3. Technique of Analyzing Data

The data were analyzed by using descriptive qualitative method. The steps of the analysis included:

1. Downloading some articles in online news about covid-19

2. Deciding which texts to be analyzed randomly

3. Searching the newest articles and journals to support the study

4. Identifying the texts based on the semantic emotion

5. Classifying the words and the sentences showing the semantic emotion

6. Describing the dominant types of semantic emotion

7. Analyzing the semantic emotion in online news about covid-19

8. Counting the percentages of each type of semantic emotion

4. Result and Discussion

In this part, the results of data analysis are presented. The fundamental goal of this study is to analyze the semantic emotion of the online News of Covid-19.

4.1. Data Analysis

There was five online news analyzed in this study. The two online news contains five news reports on the issue of COVID-19. They were, Italy records the lowest increase in coronavirus infections since the end of February, Brazil reports more than 12,000 new coronavirus cases and Coronavirus cases in DC Spike" from CNN News and "Family-friendly policies crucial to help parents bear the brunt of COVID-19, expert say and Indonesia's record of unprecedented daily spike in COVID-19 cases as 'new normal' commences published by Jakarta Post.

There are five sentences in the online news entitled Italy records the lowest increase in coronavirus infections since the end of February, there are seven sentences in the article by title Brazil reports more than 12,000 new coronavirus cases, and there are five sentences from online news entitle Coronavirus cases in DC Spike, there are five sentences from online news entitle "Family-friendly policies crucial to help parents bear the brunt of COVID-19, expert say and there are six sentences from online news entitled

Indonesia's record of unprecedented daily spike in COVID-19 cases as 'new normal' commences published by Jakarta Post. It means there were 28 sentences analyzed in relation to the word emotions from Shaver's theory. The findings of the types of emotion will then be discussed in the findings section. In this data analysis, the first problem posed was answered.

1. What is the dominant semantic emotion used in Online News of COVID-19

Table 3: Analysis of Basic Emotion from Online News

No	Title	Online News	Shaver's Basic Emotion					
			Love	Joy	Anger	Sadness	Fear	Surprise
1.	Italy records the lowest increase in coronavirus infections since the end of February	CNN News	0	4	0	1	0	0
2.	Brazil reports more than 12,000 new coronavirus cases.	CNN News	0	0	0	0	3	0
3.	Coronavirus cases in DC Spike	CNN News	0	0	0	0	4	0
4.	Family-friendly policies crucial to help parents bear the brunt of COVID-19, expert say	Jakarta Post	0	0	0	3	2	0
5.	Indonesia's record of unprecedented daily spike in COVID-19 cases as 'new normal' commences published by Jakarta Post.	Jakarta Post				1	3	
	Total		**0**	**4**	**0**	**5**	**12**	**0**

From the 28 sentences written in the five news from two sources online news, it was found that no sentence is in the type of love, anger, and surprise, four sentences are in the type of joy, five sentences are in the type of sadness, and twelve sentences are found in the type of fear.

4.2. Results

The emotions of fear are mostly found in two online stories that contain five stories compared to other emotions (12 sentences out of 28 sentences). That is because of the reported news topic. The articles talk about Covid-19, which is a frightening phenomenon of science, raising fear, anxiety, and worry with the increasing of new cases of the spike in death that can attack anyone anytime.

The first news entitled, "Italy records the lowest increase in coronavirus infections since the end of February," published by CNN News. There are four sentences containing Joy emotions, which are classified into tertiary emotion; they are optimism, hope, and zest. That is because the news informs the data from the Italian Civil Protection Service that there was a decrease in cases of coronavirus infection after more than a month gradually reducing lockdown system; infection in Italy, there was also a decrease in mortality, and the number of those treated intensively was 424, a decrease in 11 cases. The sentence contains hope for Italy to be better than before, and also gives emotion optimism that the lockdown system shows good results for the people of Italy.

The second News entitled, "Brazil reports more than 12,000 new coronavirus cases" published by CNN News, there are four sentences containing fear emotions. Emotional fear can be analyzed from sentences containing fear due to death during the past 24 hours, which increases the total number of deaths to 29,937, and the existence of that label, Brazil is second only to the United States in the number of coronavirus cases.

The third news entitled "Coronavirus cases in DC Spike" published by CNN News; there are three sentences containing fear emotions. Emotional fear can be analyzed from sentences that inform that Washington, DC, on Monday reported a surge in coronavirus cases. In a statement, the DC Department of Health confirmed a new peak in the case of the recorded positive coronavirus; DC Health confirms the surge in the case of restarting the first phase, The DC Department of Health reported 56 new positive coronavirus cases and two coronavirus deaths confirmed on Sunday, increasing the total number of cases to 8,857, and the total number of coronavirus deaths to 468. The entire news contains fear, uneasiness, apprehension, worry, distress, dread.

The forth news entitled "Family-friendly policies crucial to help parents bear brunt of COVID-19, expert say" published by Jakarta Post; there are two sentences that contain fear emotions, and three sentences contain sadness emotions. The sentence can be analyzed from the sentence that informs a Midwife named Yati Maryati, 37, who was worried about interacting with her children every time she returned from the Puskesmas. During the COVID-19 pandemic, she wore a mask wherever she went, even at home. But Yati and her husband must continue to work to pay off loans and living expenses for their families while keeping their three children entertained at home when school closes. The fast-developing situation of COVID-19 has forced many parents like Yati to do anything to meet the needs of their families during the pandemic. This news sentence contains sadness and fear. Yati must keep working to meet her needs in difficult conditions.

And from the last news entitled Indonesia's record of unprecedented daily spike in COVID-19 cases as 'new normal' commences published by Jakarta Post. There are three sentences containing fear emotions, and a sentence sadness emotions. The sentence can be analyzed from the sentence that informs about the news delivered by The Indonesian Ministry of Health confirming 993 new COVID-19 cases on Saturday, the highest increase of one day in official counts to date. COVID-19 national task force spokesman Achmad Yurianto said 286 new cases had been recorded in East Java; the epicenter of the new COVID-19 earthquake in the country. Earlier, authorities declared the provincial capital of Surabaya as a "black zone" because more than 3,000 cases had been confirmed in the city. This sentence contains emotions of fear, worry, and sadness due to the increasing COVID-19 case and the determination of the black zone for Surabaya with a high number of cases.

The percentages of the dominant emotion in each article can be seen in the table below.

TABLE 4: The Percentages of the Dominant Emotion

No	Online News Title	Number of sentences	Emotion					
			Love	Joy	Anger	Sadness	Fear	Surprise
1	Italy records the lowest increase in coronavirus infections since the end of 5 February.		0	4 (80%)	0	1 (20%)	0	0
2	Brazil reports more than 12,000 new coronavirus cases	7	0	0	0	0	3 (43%)	0
3	Coronavirus cases in DC Spike	5	0	0	0	0	4 (80%)	0
4	Family-friendly policies crucial to help parents bear the brunt of COVID-19, expert say	5	0	0	0	3 (60%)	2(40%)	0
5	Indonesia's record of unprecedented daily spike in COVID-19 cases as 'new normal' commences	6	0	0	0	1(7%)	3 (50%)	0
	Total	28	0	4(14%)	0	5 (18%)	12 (43%)	0

Based on the table above, it can be concluded that the five online news from two publishers is rich in semantic emotions. From the 28 sentences analyzed, it was found that 12 sentences (43%) contained emotion fear, five sentences (18%) were in sadness emotions and four sentences (14%) were in joy emotion while seven sentences were

not found containing basic emotion because they only provide information without containing basic emotions of Shaver's (2001) theory list.

This percentage is not stable. It was found that more percentages of sentences were in emotional fear. It was also found so because the News of COVID-19 gave a frightening, anxious, and all the people around the world wanted COVID-19 to finish immediately and cause no more casualties.

4.3. Discussion

Based on the data analysis conducted, it is found that the texts mostly contain a fear of emotion. In other words, the texts are rich in semantic emotion.

The results of this study are to show that the five online news from two publishers is rich in semantic emotions. From the 28 sentences analyzed, it was found that 12 sentences (43%) contained fear emotion, five sentences (18%) were in sadness emotions and four sentences (14%) were in joy emotion while seven sentences were not found containing basic emotion because they only provide information without containing basic emotions. So, this study supports the respective theory.

5. Conclusion

Based on the findings above, it can be concluded that from the five news from two publishers. From the 28 sentences written in the five news from two publishers, it was found that out of the 28 sentences written in the five news, there is no sentence in the types of love emotion, anger emotion, and surprise emotion, while four sentences are in joy emotion; five sentences are in sadness emotion, and twelve sentences are found in fear emotion.

So, it can be concluded that the dominant emotions used in COVID-19 online news is fear emotion. By knowing the semantics emotions of the news, people understand more that communication could go through semantic emotions and at the present time, most of the communications are done via electronic devices and this is also caused by the pandemic.

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Conference Paper

Teacher's and Students' Interaction in an EFL Classroom

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Abstract

This study aimed to investigate how often the English teacher uses explicit and implicit meanings during the teaching-learning process in primary school, and its impact on the students' understanding of the English material. This study was a conversation analysis study that involved one class of grade four in a primary school in a city in Indonesia. This study employed qualitative methods, and used observations to collect data, namely by recording the teaching-learning interaction. The data were analyzed by interpreting the recorded script. The study revealed that the teacher used explicit meaning in the entire teaching-learning process, and these explicit meanings made the students understand the English material easily.

Keywords: explicit, implicit, children's cognitive development, EFL classroom

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1. Introduction

Speech act becomes the spotlight since Austin gave a series of lectures at Harvard and printed his lectures in 1962. Then, many researchers have discussed speech acts, especially classroom interaction, such as the interaction between teacher and students in the science classroom (Scott & Fisher, 2004), the role of teacher and students' interaction in acquiring text comprehension (Santamaria & De La Mata, 2002), a teacher-student interaction in doing project work (Quek et al., 2007), teacher-students' in mathematical interaction (Nührenbörger & Steinbring, 2009; Leder, 1987; Heinze & Erhad, 2006), and teacher-students' interaction in technology class (Slattter & France, 2011; Esjeholm & Bungum, 2013). However, only a few researches discuss the teacher and students' interaction in the English classroom in primary school, especially using explicit and implicit meaning in locution, illocution, and perlocution by considering the students' cognitive level. Therefore, this research was attempted to analyze the teacher and students' interaction in locution, illocution, and perlocution by considering the students' cognitive level with the research questions: (1) How many times explicit and

implicit meanings are used by the teacher during explaining English material? (2) What are the impacts of teacher's explicit and implicit meanings during explaining English material on students' understanding?

The scopes of this research are how often the teacher uses explicit and implicit meanings in explaining the English material in the classroom and the impacts of teachers' explicit and implicit meanings on students' understanding. The research sample was the interactions between one English teacher and the students in one class of grade fourth Primary School in one of Indonesia's cities. This research's significance is as information and reflection of the teacher in using explicit and implicit meanings during explaining the English material in the classroom, whether explicit and implicit meaning can help the students understand the material by considering the students' cognitive level.

2. Literature Review

2.1. Speech act

The human's daily life cannot be separated from the communication that involves speech act as a vital part of communication. Speech act refers to the way of saying something to the other that has 'force' and content (Grundy, 2008). The speech act discusses the performative utterance. A performative utterance is an utterance that needs action, and the action is done by the utterer, such as 'I pay it for you' need the performance of paying by the speaker (Austin, 1962). Austin mentions that performative utterance should be done by uttering and made by the appropriate person, object, names, or things; if not or not fulfill it, the utterance is infelicity. For instance, 'I name this baby Muhammad'; however, the utterer has no right to this, then this is called infelicity. The other example is a saint baptizes a frog. It is infelicity because baptize only can be done for the human. Then, performative utterance does not discuss the false or true statement, but doing something and remains understandable and meaningful (Searle, 1969, p. 6). Many aspects can be discussed in speech act. However, Austin focuses on explaining explicit performative. Explicit performative is the utterance that does not contain ambiguities and has significant expression, such as 'I bet,' 'I promise.' Then, the explicit performative does not mean that the speaker explains or describes what he is doing.

In a speech act, there are the speaker and interlocutor. The speaker is the person who gives the massage, while the interlocutor is the person who receives the message or the listener. The speech act deals with the interaction between the speaker and the

interlocutor. The speaker commonly begins the utterance with the word 'I.' The utterance 'I' that is named as the original first person singular present indicative active form or *peculiar and particular use* by Austin is one of the features of explicit performative. Explicit performative can also be seen from the verb, namely performative verbs such as promise, pronounce, find. Then, the performative utterance cannot use the present continuous tense. Take the case of 'I bet' changes to be 'I betted' and 'He bets,' these utterances are not performative again, but description utterance, and the speaker cannot say 'I am betting.' Another mark is the asymmetry of a systematic kind between the speaker and the other person and tense (Austin, 1962, p. 63).

Identifying explicit performative is not easy. Therefore, Austin provides six devices of explicit performative (1962). The first is an imperative mood; for example, the command utterance 'You may shut it' means the speaker permits the interlocutor to shut it. The second is the tone of voice, cadence, and emphasis. The third is adverbs and adverbial phrases that are used in written language. The fourth is connecting participle by using words still, therefore, although, whereas, hereby, and moreover. Next are the accompaniments of the utterance, such as gestures. The last is the circumstances of the utterance. However, these devices cannot remove the unclear meaning and doubt the interlocutor's perception.

The utterance is not only performative utterances, but also a constative utterance. The constative utterance is an utterance that deals with a true and false statement (Austin, 2000), such as descriptive statements, statements of fact, report utterance, inform utterance, state utterance, and definition (Searle, 1971:31). To distinguish performative utterance from constative utterance, Austin provides locution, illocution, and perlocution (or called speech act) to see sense to say something is to do something, *in* saying something is doing something, and *by* saying something is doing something.

Locution is the head of the speech act. Locution refers to 'the action of saying something' (Austin, 1962, p. 94). Further, Austin mentions that in performing locution, the speaker exactly does illocutionary too. Illocution refers to the meaning of the speaker's utterance that brings force, such as ordering, informing, warning, and undertaking. In explicit performative, the utterer makes the illocutionary explicit, while in implicit performative, the utterer makes the illocutionary implicit. The massage in illocution will be succeeding if the interlocutor gives a response. The perlocutionary act is the response in emotion or action form as the effect of the illocutionary. For instance (Austin, 1962, p. 102):

Locution: He said to me, "You can't do that."

Illocution: He protests against my doing it.

Perlocution: He pulled me up, checked me.

He stopped me; he brought me to my senses, &c.

He annoyed me.

Further, Austin divides the locution acts into three kinds. The first is the phonetic act. The phonetic act is a performance of uttering certain noises, and the utterance of the phonetic act is called the phone. The second is a phatic act. A phatic act is a performance of uttering certain words related to vocabularies and grammar, such as 'She said, "I shall go home",' and the utterance of the phatic act is called pheme. The last is rhetic. Rhetic is the performance of using the vocabularies from phatic with considering the more or less definite meaning and reference (p. 95), such as 'she said that she would go home' and the utterance of rhetic is called rheme. Rhetic is also called indirect speech.

Next, Austin divides illocution to be five classes, namely verdictives, exercitives, commissives, behabitives, and expositives. 'One can exercise judgment (verdictive), exert influence or exercise power (exercitive), assume obligation or declare intention (commissive), adopt attitude or express feeling (behabitive), and clarify reasons, argument, or communication (expositive)' (Oishi, 2006, p.4). Then, Austin also divides perlocution into five acts, namely, achieving to inform, convince, warn, persuade, and mislead (Austin, 1962, p. 108).

2.2. Children's Cognitive Development

Children's cognitive develop concomitant of the children's age. Then, Piaget argues that the critical transition of children's cognitive is started at age seven, where the children's cognitive develops from preoperational to be concrete operational thought (DeHart, Sroufe, & Cooper, 2004). Concrete operation in children's cognitive development refers to the children's ability to think about concrete or real-world objects and events (Turner, 1984, p. 109).

During these ages, many things happen. The children's cognitive improve in 'capacity for logical, systematic thinking using multiple pieces of information, due in part to a marked decline in centration; ability to perceive underlying reality despite superficial appearance; domain-specific knowledge or expertise; information-processing capacity and control over attention and memory; and metacognition, the ability to think effectively about their knowledge and processes of thought' (DeHart, Sroufe, & Cooper, 2004,

p. 381). Further, in this age, the children's cognitive development also develops in space and causality, categorization, transitive inference, class inclusion, deductive and inductive reasoning, and conservation (Papalia, Olds, & Feldman, 2008).

The children's literacy also develops as to how their cognitive development. The children understand and interpret oral and written communication (Papalia, Olds, & Feldman, 2008). Further, Papalia, Olds & Feldman explain that during childhood, the children's language ability will increase, namely in vocabularies, choosing, and using vocabularies. At age six, children commonly use simple sentences. However, in the next age until age nine or more, the children's cognitive in syntax will be more complicated. Besides syntax capacity, children's pragmatic capacity will improve too. Pragmatic capacity relates to conversation ability. The children in the first grade commonly use a short and simple answer when they talk with the adults, but speak more to their friends. Then, the children who are 9 years old or more, have a more complex sentence to explain something and the children commonly ask what they do not know directly.

In children's cognitive development, metacognition is one of the aspects that also develop. Metacognition 'describes children's growing ability to pay attention to their mental state and to use this information to more efficiently solve problems' (Oswalt, 2015). Metacognition needs the language because there is a mental state; for example, know, think, believe, remember, and guess (Larkin, 2010).

Some investigations of children's cognitive have been conducted. For instance, Wellman and Johnson's (1979) investigated children's understanding of remembering and forgetting by telling a short story in different variations and giving them some questions. Their study showed that children between five and seven years old could link their background knowledge and understand more about remembering than forgetting. However, for the children three and four years old, they guess the answer. Lockl and Schneider (2006) found in their study that comprehension of mental state words is necessary for children's cognitive and knowledge development. Besides, metacognitive also influence the children in understanding what they read and develop the strategy to understand the text more (Papalia, Olds, & Feldman, 2008). Rickards and Fisher (2005) found that in their study that involved 3.215 students from 158 secondary schools, the teacher and students' interaction significantly correlated with students' attitude scores. However, there was no strong correlation between interpersonal behavior and cognitive achievement, but there was a positive association between cognitive achievement and cooperative achievement and negative with oppositional behavior. Then, Heinze & Erhad (2006) found in their investigation about how much time the students think about the teacher's question that the students need 2,5 seconds to answer or respond to

the teacher's question. It was also found in working the new content or repeating the content, and comparing homework. This study involved a grade eight class.

Then, it can be synthesized that the speech act deals with performative utterance. The performative utterance is an utterance that contents an action. To distinguish performative utterance from constative utterance, Austin suggests by seeing the senses of the utterances. Then, Austin produces locution, illocution, and perlocution. Locution deals with uttering, illocution deals with the message of the utterance, and perlocution deals with the utterance's effect. Children's cognitive improve to be concrete when the children are at age seven-years-old. In this phase, children's language proficiency and literacy also improve. Then, at the age of nine, children's ability in syntax and pragmatic becomes complex. Previous research showed that children start to remember at age seven years old and try to link their background knowledge with the current circumstance. Then, good interaction between teacher and students affect the students' attitude score.

3. Research Method

The research sample was one meeting of an English teacher and the students' inter-action in the English classroom. The students were in one class of grade forth primary school in one of Indonesia's cities. This research was a conversation analysis study. The conversation analysis study is different from the discourse analysis study. The discourse analysis study analyzes both spoken and written language categorically as the type of analysis, while the conversation analysis study focuses on analyzing spoken language with interpreted as the type of analysis (Nunan, 1992). Further, Nunan explains that the conversation analysis study investigates 'the management of turn-taking, repair strategies, the resolution of ambiguity, speaker selection, and topical relevance. It also investigates how certain speech acts, such as question-answer and offer-decline, combine as adjacency pairs' (1992: 160). However, this study focused on analyzing speech acts, especially explicit and implicit meaning in locution, illocution, and perlocution of teacher-students' interaction in the English classroom.

These research variables were the use of explicit and implicit meaning in locution, illocution, and perlocution by the teacher in explaining English material and the impacts of explicit and implicit meaning on the students' understanding. Because of the limited time, this study was only used observation as the technique of collecting data. Then, the classroom interaction was recorded in an audio record. The procedures of collecting data were: (1) The researcher chose the sample; (2) The researcher informed the English

teacher about the classroom observation; (3) The classroom interaction was recorded during observing on 25 May 2015; (4) The researcher transcribed and analyzed the audio record.

The data would be analyzed by data reduction, data display, and drawing conclusions (Alwasilah, 2009). The audio record would be transcribed first. Therefore, the data of this research is in the recorded transcript form. Inappropriate data would be reduced. Next, the data would be displayed in the paper and its analysis, namely, interpretive analysis. Then, the last was concluding the interpretation.

4. Result and Discussion

There was some data found in the teaching learning interaction process. The data was seen from teacher's utterances and students' understanding. The brief explanation about the data as follow:

4.1. Teacher's utterances

Based on the data, the teacher used explicit meaning in his utterance and explanations during the teaching-learning process, and there was no implicit meaning. Here are some examples of the utterances:

1#

1. T: Oke klas, follou mi. Fud en dring!

2. Fud en dring!

3. S: Fud en dring!

The locution was a teacher's action of saying 'Ok, class follow me. Food and drink!' The illocution was the teacher orders the students to repeat his utterances. The perlocution was that the students repeat their teacher's words. The teacher used explicit meaning that could be seen from his explicit utterance.

2#

1. T: *Nah coba sir buat nih. Sinta like spaghetti.*

2. S: *Sinta suka spaghetti.*

3. T: *Hmm… kalo buat yang gak suka gimana dia?*

4. S: Sinta don't like spaghetti.

5. T: *Bukan* don't.

6. S: I don't.

7. T: *tetapi*?

8. S: doesn't.

The locution was a teacher's action of saying '*Nah coba sir buat nih*. Sinta like spaghetti'. The illocution was that the teacher orders the students to translate the sentence. The perlocution was the students translate the sentence. In this interaction, the teacher did not say his illocution explicitly. However, this may be the culture in their class-as commonly also happen in the other classroom's culture- when the teacher wrote or mentioned a sentence, then the students translated the sentence without any direction.

3#

1. T: Open page forty six!

2. (Students open their book)

3. T: Vocabulary.

4. S: Vocabulary (the students pronounce it together without any command)

The locution was a teacher's action of uttering "Open page forty six!" and 'Teacher's action of saying "vocabulary." The illocution was that the teacher ordered the students to open the book and to repeat the word. The perlocution was that the students opened their books and the students repeated the word. The teacher did not say or give any direction to the students to repeat the word. This speech was felicity because this is their habitual learning; when the teacher askes to open the page that discusses vocabulary, it means that the students need to repeat the words without waiting for the teacher's command.

4#

1. T: *untuk kita. Wi ken it tugeder*.

2. *Kita bisa makan bersama-sama*.

3. *Jadi gini. Kalau di mesjid*.

4. *Kalau di mesjid,*

5. *ada istilah itu bubar,*

6. *apa itu bubar?*

7. S: *kabur* (one of the students)

8. T: *buka bareng.*

The locution was the teacher's action of uttering '*apa itu bubar*?'. The illocution was the teacher orders the students to abbreviate the word '*bubar*'. The perlocution was the student's answer the question, but not fulfill the illocution. In this part, only one of the students answered the teacher's question and gave the other meaning of the word '*bubar*', not to give the abbreviation of the word '*bubar*' as what the teacher's illocutionary was.

5#

1. T: *Ser mau kalian pertama menterjemahkan Ramadan.*

2. *Lingkari Ramadan. Udah?*

3. *Ramadan dilingkari.*

4. *Ha.. itu kamu terjemahkan,*

5. *bagian b ah,*

6. *halaman empat puluh Sembilan ya*

7. S: *bagian c ga usah?* (one of the students)

8. T: *bagian d ga usah, bagian b sama d sama itu*

9. S: *c!* (one of the students)

10. T: *lain. Udah.. bagian b kamu terjemahkan*

11. S: *b?*

12. T: *iyah. Bagian c kamu jawab. Enser de kuesyen bes on tek*s.

The locution was the student's action of saying '*bagian c ga usah?*'. The illocution was that the student confirmed whether part c also must be done. The perlocution was that the teacher confirmed it; however, the answer did not answer the student's illocution, and the student made the next locution as the perlocution of the teacher's perlocution, namely sentence number 9.

4.2. Children's Understanding

The teacher's explicit meanings make the students easily understand what the teacher's expected. It also helps the students to be easier in understanding the material. It could be seen from their perlocutions during the classroom interaction. For instance:

1#

1. T: Oke klas, follou mi.

2. Fud en dring!

3. S: Fud en dring!

The teacher used explicit meaning that could be seen from the word 'follow.' Using this word made the teacher's instruction or order clear for the students. Then, the students directly did what the teacher expected by repeating the teacher's utterance that could be seen from the third sentence. Therefore, this conversation was successful or felicity.

2#

1. T: *Nah coba sir buat nih. Sinta like spaghetti.*

2. S: *Sinta suka spaghetti.*

3. T: *Hmm… kalo buat yang gak suka gimana dia?*

4. S: Sinta don't like spaghetti.

5. T: *Bukan* don't.

6. S: I don't.

7. T: *tetapi*?

8. S: doesn't.

The teacher said that '*Nah coba sir buat nih*. Sinta like spaghetti'. These utterances seemed to be not the imperative sentences. However, the students had the reference, namely the class culture. When the teacher said or wrote a sentence on the whiteboard meant that the students needed to translate it. Therefore, these utterances were explicit meaning. Then, the students could respond to the teacher's order precisely as what the teacher expected.

3#

1. T: Open page forty six!

2. (Students open their book)

3. T: Vocabulary.

4. S: Vocabulary (the students pronounce it together without any command)

The teacher's utterance was very explicit in the word 'Open' that directly impacted the students to open their books. Then, the teacher said' Vocabulary', the students repeated this word, even though no command from the teacher. This situation was similar to the second example, where the students had the reference, namely the class culture.

4#

1. T: *untuk kita. Wi ken it tugeder*.

2. *Kita bisa makan bersama-sama*.

3. *Jadi gini. Kalau di mesjid.*

4. *Kalau di mesjid,*

5. *ada istilah itu bubar,*

6. *apa itu bubar?*

7. S: *kabur* (one of the students)

8. T: *buka bareng*.

In this conversation, the teacher used the utterance very explicitly, namely asking the students about *bubar*. However, the students misunderstood what the teacher meant. The teacher expected that the students gave the abbreviation of the word '*bubar*'. However, the students gave their meaning. This situation occurred because the students did not have any reference or background knowledge about the word 'bubar' abbreviation.

Commonly, children prefer to ask something new and something they do not know. Papalia, Olds, & Feldman (2008) argue that children will directly ask what they do not know. It was also found in this research, namely:

1. S: *Saya suka fred ciken dan opor sayur*.

2. T: *Saya suka ayam goreng dan?*

3. S: *Opor sayur*

4. T: *Opor sayur*

5. S: *Opor sayur apa ser?* (one of the students)

6. T: *Nah, opor sayur kayak sayur*

7. S: *Sayur dimasak* (the one of other students)

8. T: *Yang disantenin*

In this conversation, the teacher explained the reading text. When the teacher said, *"opor sayur,"* one of the students directly asked the teacher what *opor sayur* is (sentence number 5).

The children prefer to repeat the word that they know and answer the question based on their knowledge. Wellman and Johnson's (1979) found in their research that five and seven years old can link their background knowledge with the current circumstance. This research also found that the students were trying to answer their teacher's question about the word '*bubar'*, even though their answers were not what the teacher expected.

5. Conclusion

The teacher used explicit meaning during the teaching-learning process, and his explicit perlocutions made the students understood the material quickly. This research only used observation to collect data, namely by audio recording the learning process. Therefore, the researcher could not record the teacher's and students' gestures to get more meaning of the utterance. Besides, this research was only conducted in one meeting. Thus, it will be better for the next researcher if the research also uses interviews and audio-visual records to collect data and involve more meetings to get more valid data.

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Conference Paper

Text Writing Using Motion Picture

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Abstract

This research aimed to determine whether the use of motion picture as media has a significant effect on students' abilities in writing text. The research design was quantitative. The sample consisted of students in 12th grade at 11 Medan, a state senior high school, in the 2019/2020 study year. It was based on the basic competency of the 2013 curriculum. The students were grouped into two groups (an experimental group and a control group). The groups each consisted of 36 students. The experimental group was taught by using motion pictures for text writing and the control group was taught by using the teacher's method. The data were collected by giving a pretest and posttest to both groups. The results of the students that used motion picture were higher than of those taught without motion picture. A t-test was used to analyze the data, which showed that using motion pictures had a significant effect on the students' writing ability.

Keywords: Writing, text procedure, motion pictures

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1. Introduction

Using Motion Picture in writing especially text writing procedure is the most important procedure for students' achievement of SMAN 11 Medan. By using Motion Picture in the classroom, students can feel easier in writing, and students do not feel bored in learning and the students feel interested in writing. Besides that, they can connect their prior knowledge with new information and they can apply the knowledge in their environment. Motion Picture is one kind of Media in writing. This means that teaching writing needs a media to discover new ideas and that is one of the purposes of Motion Picture.Using Motion Picture as Media in the classroom is not difficult since it can be applied in teaching writing, especially in delivering text procedure. It is related to 2013 curriculum. By using motion picture, the students can be motivated in writing since there are many media that can be used and imitated.

Using Motion picture can encourage the learners' interest. Thus, the researcher chooses this topic because

1. Every human in this world must pursue knowledge

2. Using Motion Picture is very interesting for students and the teachers

3. Motion picture helps the students in text writing procedure and discover their new ideas.

Thus, the researcher has some reasons to choose this topic about the effect of using motion picture to increase students' ability in writing procedure text. For the first, motion picture is very interesting to discuss because it involves language teaching. In teaching-learning process, motion picture can be very interesting for students to make them understand it easily.

The second, the Media are very important because speaking has function to convey ideas and it is a very important skill on a daily life. In fact, most of the students cannot speak even simple language; this activity is always avoided by the students. Before they have writing activity, some assumptions are in their mind that they will make mistakes because they are lack of vocabularies and grammar. Therefore they will produce bad writing. In short, many students get troubles in writing and some of them are even frustrated when they have to do it. In this case, it is very important for the teacher to make writing easier by encouraging and supporting the students to do it.

The third reason, language is the important part of human existence and social process that has so many functions to perform the life of human beings. Language approach integrates the four language skills of listening, speaking, reading, and writing. the researcher feels very curious to know about the effects of one of the media, especially motion picture. Then, in Indonesia, English as a foreign language must be taught to students from the elementary school up to the university level. Although English has been taught since elementary, but speaking is still hard and often frustrating the students when they are asked to do it.

The forth, actually the researcher is very interested in writing especially in text writing procedure, because based on the researcher's point of view text writing procedure is more interesting and easier to evaluate. It means that the researcher feels very curious to know if there is any effect of using motion picture in text writing procedure.

Another reason of choosing this title is because when the writer has been teaching for years many students are not able to speak, so that the purpose of teaching of English cannot be reached. Teachers must be able to create a better, interesting and

helpful teaching and learning process since teachers are guidance for the students. Many interesting media are needed to give new atmosphere to students in learning and in teaching. It is an effort that can force to construct knowledge in their mind.

2. Literature Review

In conducting this research, theories are needed to explain the concepts and terms which are applied in the research concerned. These theories are important to avoid ambiguity and misunderstanding that might occur between the writer and the reader.

2.1. Students' Ability

Ability reflects a person's existing capacity to perform various tasks needed for given job including both relevant knowledge and skills. The word ability is derived from the adjactive able, which has the similar meaning "can". The ability is the skill or competence of doing something. Thus, ability shows a performance that can be done right now, meanwhile talent needs practice so the performance can be done in the future.

Ability is defined as the capacity of the individuals to perform various tasks in a specific job that includes knowledge and skills that an induvidual currently possesses (Fitri: 2018). Ability determine the achievment of the students. The students may have ability in English that is considered to obtain the achievement. Therefore, the best achievement comes from the ability of someone. It can be said that, the students' ability in writing is something had by learning in encountering challenging of tasks with effort and focus on learning writing eventhough through some failures. The students' ability to write text procedure involves the ability in applying generic structure, lexicogrammatical features and language components of writing such as: fluency, grammar, content, vocabulary, and spelling.

2.2. Text Writing Procedure

Writing is the most difficult subject at school. It is more complicated than the other skills because writing deals with mixture of idea, vocabulary, and grammar. According to Meyers (2008:9), writing is a way to language procedure we do naturally when we speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – process of discovering and organizing our ideas, putting them on a paper and reshaping and revising them. Therefore, it can be said writing is a way of

communication by transforming observation, information, thought, or ideas into written language, so it can be shared with others.

Writing is very important to learn. Because it is one of important aspects to a success in English. It contrast from fact. Many students find difficulty to write in English. They do not know how to write supporting ideas and use icorrect English in their writing. It is caused by the fact that the students are not motivated to write in English and most of them think that writing is a difficult thing to do and thismakes them bored. So, they often make errors in English when they write, such as grammatical errors, wrong choice of vocabulary, and it is difficult for them to get and express their idea. Therefore, some strategies or media are needed to improve the students's ability in writing.

One of the texts which is studied in writing is text procedure. Derewianka (2004:23) states that text procedure is familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, direction of destination. It consists of three aspects, 1)title/goal, 2) list of materials, and 3) steps/methods/procedures.

Then, Muthmainnah (2015) states that text procedure tells how to do somethIng that shows a process in order. Its social function is to describe how something is completely done. The purpose text procedure is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. These texts are usually written in the present tense.

2.3. Motion Picture as Media

The word media is born from Latin language and the plural form of the word of medium which is meant as mediator (Harjanto, 2006:246). Media plays an important role in the process of teaching and learning. It is needed to achieve the objective of the teaching and teaming process. As a language teacher, we have to use variety of teaching aids to explain language meaning and construction, engageingstudents in a topic as the basis of whole activity.

Teachers' creativity in using media will increase the students' interest to learn more and help the knowledge retain better in their mind. There are some kinds of media that are used in teaching-learning process.There are six types of media used in learning, they are:

1. Text: Text can be displayed in any format such as book, poster, computer, and so on.

2. Audio: includes anything that can be heard by human such as music, mechanical sounds (running car engine), people's voice, noise and so on.

3. Visual: includes diagram on a poster, drawing on a chalkboard, photographs, graphics in a book, cartoon, picture and so on.

4. Motion Picture: this is the media showing motions, including video tape, animation and so on.

5. People: people as media can be teachers, students or subjectmatter experts. Students learn from teachers, other students and other adults.

From the categories above, not every media can be applied in classroom. According to Gerlach (1980:254), to choose the appropriate media, the teacher should consider the characteristics of the students directly related to the learning process, such as verbal ability, visual, audio perception skills, experience, intelligence, motivation, personality, and social skills. It can be concluded that teacher still plays the important role to guide and consider the using of media in teaching and learning process. Teachers should choose the appropriate media available and interrelate the components to the curriculum by considering the following: achievement of the objective of the lesson, perceptions by learners, entertaining materials, stimulation in thinking, diversity in inter-est abilities of the students, and being affordable, lest costly and effective co-related subjects of the curriculum.

According to Hamdani (2011:250) among educational media, images or photographs are the most commonly used media. Visual media is a medium often used by teachers to help deliver content or subject matter. There are two types of visual media namely visual project and motion picture.

Media in the form of picture is needed by teachers in delivering learning materials. Picture is one of the media that allows students to imagine and clarify objects. According to Oxford dictionary (2008) motion is an act or process of moving or the way something moves. Motion in science is the position, direction and speed of an object. Motion also means a natural event that involves a change in the position or location of something. Motion can be a stimulus for the students because it appeals for them. Furthermore, Olivia and fadhilawati (2019) say motion pictures are audiovisual works consisting of series of related images shown in succession, imparting an impression motion, together with any accompanying sounds.

Then, the researchers conclude that motion pictures are collection of images that contain explanations and can be used as a learning video. In this case, Motion pictures

are not just images but also audio. Motion pictures are typically embodied in film, videotape, or disk. Some images are combined; motion pictures can provide sounds effects and provide transcripts under the image.

3. Method

This research was conducted at SMAN 11 Medan located at Jalan Pertiwi no.93 Medan. The aim of this research is to find out whether using motion picture can be used to increase writing ability especially in text writing procedure. The population of this research was the twelfth grade students of SMAN 11 Medan of 2019/2020academic year. There were two parallel classes, X11-Science 1 and X11-Science 2. Each class consisted of 36 students. The total population was 72 students.The researchers took all of the students as the samples; 10-15% and 20-25% or more can be samples when the population is more than 100. And if the population is under 100, all the population can be taken as the samples. In this case 100% were taken out as the samples of this research.

This study was conducted using an experimental method with two groups, control (without using motion pictures) and experiment (using motion pictures). The design utilizes different classes as the samples of this study. One of the classes was assigned to be control group and the other to be experimental group. The design was applied in order to investigate the effect of using motion picture to increase writing ability in text writing procedure.

To find the data, the writers used the instrument test namely written test in the form of pre-test and post test in control and experimental groups. It is used to find out whether or not the using of pictures improve the students' ability in text writing procedure. In obtaining the data from the respondents, the reserchers used the following procedures:

1. Pre-test: In this pre-test, students were given written test before treatment with the procedure: 1)The writers explained what the students would going to do and distributes the test for respondents, to know students' prior ability in text writing procedure 2) The writers gave the score to the students' test result.

2. Treatment: After giving the pre-test, the writers treated the experimental group by giving treatment. The students were taught about text writing procedure by motion pictures.

3. Post test: (1)After giving the treatment the students were given a set of written tests. (2) The writera distributed the test to know the effect of using motion picture

in improving students' ability in text writing procedure, and (3) The writers gave the score to the students' test result.

In analyzing the data, the researchers used normality test, homogenity test, and hypothesis test (t-test).

4. Result and Discussion

4.1. Result

The data of students' ability were formed in score base on the research results that have been done by the researchers at SMA N 11 Medan about the significant study of students's ability in text writing procedure by using motion pictures. It was analyzed by using SPSS statistics 17 for Windows.

4.1.1. Normality test

Normality test is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the data distribution is normally distributed or not. If the value of significance level of the data is higher than 0,05, the implied instribution data was normal. The following tables are the normality test results of the pre-test and post-test values.

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.66732930
Most Extreme Differences	Absolute	.157
	Positive	.094
	Negative	-.157
Kolmogorov-Smirnov Z		.945
Asymp. Sig. (2-tailed)		.334

The testing process was carried out by researchers with the SPSS measurement tool version 17 (see table above). Because the sig value in the table above is 0.334> 0.05, it can be said that the students' scores in the control group and the experimental group are normally distributed. After knowing that the samples were in normal distribution, the next was counting the homogenity test.

4.1.2. Homogenity Test

The homogenity test is used to determine whether the data obtained are homogeneous or not. If the value of significance level of the data is higher than 0,05, it means the data were homogenous. But if it was lower than 0,05, the data were not homogenous. The homogenity test results can be seen in the table below:

1. The homogenity test of Pretest value

Descriptives								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Control	36	75.2778	5.72519	.95420	73.3407	77.2149	65.00	90.00
Experimental	36	78.0556	5.76663	.96110	76.1044	80.0067	65.00	90.00
Total	72	76.6667	5.87427	.69229	75.2863	78.0471	65.00	90.00

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.232	1	70	.632

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	138.889	1	138.889	4.207	.044
Within Groups	2311.111	70	33.016		
Total	2450.000	71			

Based on the table of "Test of Homogeneity Variances" above, it is known that the significance (sig) value of the pretest value variable in the control group and the experimental group is 0.632. Because the sig value> 0.05, then as the basis for decision making in the Pre value homogeneity test in the control group and the experimental group is same or homogenous.

2. The homogenity test of Post-test value

Based on the table of "Test of Homogeneity Variances" above, it is known that the significance (sig) value of the posttest value variable in the control group and the experimental group is 0.924. Because the sig value> 0.05, then as the basis for decision

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Control	36	80.2778	6.31828	1.05305	78.1400	82.4156	70.00	95.00
Exsperimental	36	84.0278	5.95452	.99242	82.0131	86.0425	75.00	95.00
Total	72	82.1528	6.38144	.75206	80.6532	83.6523	70.00	95.00

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.009	1	70	.924

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	253.125	1	253.125	6.716	.012
Within Groups	2638.194	70	37.688		
Total	2891.319	71			

making in the Post value homogeneity test in the control group and the experimental group is same or homogenous.

4.1.3. Hypothesis Test (T-test)

Hypothesis test is used to test the effect of the use of motion pictures on the students' ability to write a text. The hypothesis test used was the "t-test" formula. It can be said that hypothesis test was aimed to know alternative hypothesis, accepted or not. There was significance students' ability in text witing procedure by using motion pictures in experimental group. The t-test value can be seen in the table below:

Paired Samples of Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control pretest	75.2778	36	5.72519	.95420
	Control postest	80.2778	36	6.31828	1.05305
Pair 2	Experimental Pretest	78.0556	36	5.76663	.96110
	Experimental posttest	84.0278	36	5.95452	.99242

Because the mean score of students in the control group pretest is 75.27 <posttest 80.27, descriptively there is a difference in the mean score of students in the control

group between pretest and post-test. Likewise in the experimental group pretest 78.05 <posttest 84.02, there is a difference in the mean of students in the pretest and post-test of experimental group.

Paired Samples of Correlations				
		N	Correlation	Sig.
Pair 1	Control pretest & Control posttest	36	.768	.000
Pair 2	Experimental Pretest & Experimental posttest	36	.921	.000

Because the sig value of pretest and post-test in control and experimental group is.000, thus it can be concluded that there is a correlation between pretest and post-test in control or experimental group.

Paired Samples Test							
Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-5.00000	4.14039	.69007	-6.40091	-3.59909	-7.246	35	.000
-5.97222	2.33588	.38931	-6.76257	-5.18187	-15.340	35	.000

The above data show that the mean paired differences in the control group amounted to -5,000. This value indicates that the difference between the mean score of the pretest students and the mean score of the post-test students in the control group is 80.27 - 75.27 = 5,000. Likewise, the mean paired differences in the experimental group was -5.97. This value shows that the difference between the mean score of the pretest students and the mean score of the posttest students in the experimental group is 84.02 - 78.05 = -5. 97. Then, the sig (2-tailed) value in the control group and the experimental group respectively is 0.000 (p <0.05); it can be concluded that there is a difference in the average between the pretest and post-test of students' scores in the control group and the experimental group. Therefore, there is a significant effect of using motion pictures on students's writing ability in text writing procedure.

4.2. Discussion

The formula of "t-test" was applied in order to discover whether the hypothesis was accepted or rejected. Based on the results above, It can be elaborated that using motion pictures in text writing procedure affected students's ability. It can be seen in the

difference between the control group with the experimental group. The experimental group's skill in text writing procedure was developed.

The use of motion pictures gave effect on the students' ability of twelfth grade students; it is indicated by the Paired Sample Test. The paired t-test results obtained a significant value of 0.000 <0.05 and the result of t count -15.340 > t table -1,994 meaning it is true that there is a significant effect of using motion pictures on students's writing ability in text writing procedure at the twelfth grade students of SMA N 11 Medan. Thus, Ho is rejected and Ha is accepted.

Moreover, the correlation value of the mean paired differences in the experimental group was -5.97. This value shows that the difference between the mean score of the pretest students and the mean score of the post-test students in the experimental group is 84.02 - 78.05 = -5. 97. Then, the sig (2-tailed) value in the control group and the experimental group respectively is 0.000 (p <0.05); it can be concluded that there is a difference in the average between the pretest and post-test of students' scores in the control group and the experimental group. Therefore, there is a significant effect of using motion pictures on students's writing ability in text writing procedure. Motion picture can make students easier to learn the subject matter.

This is in accordance with the opinions of some researchers.The effectiveness of the use of motion pictures in English teaching and learning has been performed such as by Wahyuwidiati and Listriani. Wahyuwidiati (2015)proved that motion pictures was appropriate and effective to be used as learning media to teach speaking skill at SMPN 7 Tegal. In addition, Listriani (2012) proved that motion pictures was effective to increase the students' achievement in vocabulary at SDN 02 Sawahan Trenggalek. At last, the researchers found that the students' ability in English was poor before the treatment was done. The material taught to the students was how to use motion pictures in text writing procedure. Indeed, not only the media is effective, but also the time for teaching as the continuity of material will determine the students' understanding of English.

5. Conclusion

Based on theoretical and statistical findings, the researches concluded that motion pictures have significantly affected the students' ability in text writing procedure.The paired t-test results showed a significant value of 0.000 <0.05 and the result of t count was -15.340 > t table -1,994, this means Ho is rejected and Ha is accepted. The students' ability through using motion pictures (experimental group) is higher than the students' scores not using motion pictures (control group

Considering the results of the research, some suggestions are addressed to teachers and students. Teachers should use motion pictures in teachingand learning process especially in writing because it has been proven to significantly develop students' ability in writing. For the students, they should study harder and do more exercises and practices in writing. The students also should master more vocabularies and understand well about writing to help them construct good sentences in writing.

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Conference Paper

Local Wisdom of Dayok Binatur in the Simalungun Community

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Abstract

This research is concerned with the local wisdom of Dayok Binatur in the *Simalungun* community. Local wisdom is a collection of knowledge, practices and beliefs that evolved through adaptive process (adjustment) passed from generation to generation through culture, associated with the relationship between living beings (including humans) and the surrounding environment (Berkes, 1993). In the *Simalungun* community, *Dayok Binatur* is made from chicken and arranged on a plate. It is used as a symbol of intermediary to convey a message, advice and hope delivered from one side of the family to the other and usually presented at the *Simalungun* community's traditional and special events. This research was conducted using qualitative descriptive methods. The results show that there are ten parts of chicken meat called *gori,* namely the head *(ulu)*, neck *(borgok)*, breast (tuppak), left and right wing *(habong)*, base of thigh *(tulan bolon)*, thigh *(tulan parnamur),* leg *(kais-kais)*, the egg-producing organ *(tuahni)*, liver *(bilalang)*, and tail *(ihur)*. Four objects are used, such as the head *(ulu)*, neck *(borgok),* wing *(hahong)*, and leg *(kais-kais),* which carry cultural symbols and local wisdom. The head *(ulu)* refers to leadership; the neck *(borgok)* refers to problem solving*; the* wings *(habong)* refers to protection; and the leg *(kais-kais)* refers to responsibility. The local wisdoms in *Dayok Binatur* are needed to maintain the balance of life.

Keywords: Local Wisdom, *Simalungun*, *Dayok Binatur*

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1. Introduction

Culture is an important asset for each country. *Indonesia* is one of the countries which has many tribes causing different customs of the society. Culture is close to tradition. Tradition is the spirit of a culture, making the cultural system solid and if eliminated, there is a possibility that a culture will end as well. (Soekanto, 1990).

Tradition is an activity which is carried out by a group of people from generation to generation with the aim to obtain harmony either between humans with humans or harmony between humans with nature through values and norms. Every tradition is

closely related to local wisdom. Thus it can be seen that the local wisdom is an idea or wisdom inherited from previous generations and used as a reference in living social life in harmony.

Cultural tradition which has the values of local wisdom is *Dayok Binatur* from *Simalungun* ethnic. *Dayok Binatur* is made from male native chicken meat with a mixture of various kinds of spices. One of spices is *Holat*. *Holat* is from *Sikkam* tree which is presented at the *Simalungun* community's traditional and special events. Chicken meat that has been cooked (boiled or baked) then set (binature) back with part of chicken called gori regularly on ceramic plate (pasu plate) and served. In fact there are 10 ten *gori* namely head *'ulu'*, neck *'borgok'*, breast 'tuppak', left and right wing *'habong'*, base of thigh *'tulan bolon'*, chicken's thighs *'tulan parnamur'*, leg*'kais-kais'*, the chicken's organ of the egg-producing *'tuahni'*, chicken's liver *'bilalang'*, and chicken's tail *'ihur'*. Serving *Dayok Binatur* intends to convey a message, advice and hope delivered from one side of the family to the other. So *Dayok Binatur* has the peculiar and local wisdom that can be taken and developed as a worldwide culture and should be maintained.

2. Literature Review

2.1. Local Wisdom

Local wisdom is a set of ideas or policies based on the values of virtues found in a community and often applied, believed to be the guidance of life, and handed down from time to time. Manugeren (as cited in Sopa, 2018) states that local wisdom is a set of ideas or policies based on the values of virtues found in a community.

Local wisdom, from linguistics anthropology perspective, is a part of values and norms of an oral tradition inherited from one to another generation through oral ways. Some forms of local wisdom are hard work, discipline, education, health, gender standing, cultural and creative reviving, peace, mannerism, honesty, solidarity, care-free life style, conflict-solution, commitment, positive thinking and gratefulness (Sibarani in Manugeren, et. al, 2017)

The concept of local wisdom in environmental management is described by Berkes (1993) with the terminology of traditional ecological knowledge. The term means a collection of knowledge, practices and beliefs that evolve through adaptive process (adjustment) passed from generation to generation through culture, associated to the relationship between living beings (including humans) with the surrounding environment. Traditional ecological knowledge is owned collectively and can be conveyed in

the form of stories, songs, cultural values, beliefs, rituals, custom laws, local language and natural resource utilization

2.2. Simalungun Culture

Simalungun is one of six *Batak* ethnics in Simalungun regency. It has four clans, they are: *Sinaga, Saragih, Damanik, Purba* with the term *"SISADAPUR"* (Purba, 1995). The four clans are the result of *"Harungguan Bolon"* (big consultation) between the four great kings not to attack each other and not to fight each other. As with other *Batak* tribes, the Simalungun tribe also has a clan as a determinant of lineage, i.e. carrying a patrilineal or patrilineal line, causing the clan determination to be determined from the father's clan.

The philosophy of life of Simalungun ethnic is *Habonaron do bona, Hajukkaton do sapatra*, means everything must be started from the right thing (Sihotang, 2013). The motto is included in *Simalungun* Regency government symbol. This philosophy teaches people to have the right mind and act. Truth (*Habonaran*) is the source of everything in daily life. In the past there was no robbery in the village. Eventhough the village was left without any door locked, then no one would dare to steal anything. From this philosophy it can be concluded that characteristics of Simalungun ethnic are basically honest and pure at heart, soft and well mannered also not intended to hurt anyone.

Simalungun people in daily life are inseparable from customs. The traditional ceremony in the social life of the *Simalungun* community begins with the traditional ceremony; marriage, seven month of pregnancy, entering a new house,and feeding elderly parents. In traditional ceremony, Simalungun ethnic always presents culinary food *Dayok Binatur*. Another term for this type of food is *Dayok Nabinatur, Dayok Set Manggoluh, Dayok Pinarmanggoluh, Gulei Dayok Set Manggoluh, Dayok Nani Batur*. Although different names are given to the culinary all refers to *Dayok Binatur. Dayok Binatur* is made from chicken meat. *Dayok Binatur* is used as a symbol of Simalungun traditional food (Sumbayak, 2001).

2.3. Dayok Binatur

Dayok Binatur is a dish made from a mixture of various kinds of spices. One of spices is *Holat* arranged regularly on the plate presented at the *Simalungun* community's traditional and special events. *Dayok Binatur* is not only served as a side dish of food, but also as a very important function for the people of Simalungun. *Dayok binatur* is

always served at every ceremony of *Simalungun*. In the traditional ceremonies of the *Simalungun* ethnic community, whether it is related to the likes and griefs, *Dayok Binatur* is never forgotten. In every celebration of *Simalungun* ethnic, if *Dayok Binatur* is not served, it is considered less legitimate. *Dayok Binatur* is not only served in traditional ceremonies, but also in ordinary celebrations, such as: birthday celebration, entering a new house, and also as a gift.

2.4. The reason of choosing chicken

Simalungun people choose chicken as traditional culinary food because there are several characteristics and principles of chicken that are worth imitated by humans. The values of the life of chicken are good to be imitated:

1. Chicken's parent incubates her egg for twenty-one days. It means that parents are responsible for protecting and caring for their children to preserve their generation.Chickens look for food for their chicks by scratching her claws. It means that parents are responsible to meet the needs of children's life both physically and spiritually.

2. Chicken's parents peck their children to grow up. It means that parents teach their children to be independent people.

3. When drinking, chicken bows his head first and then raises his head facing up. It means that we always have to be grateful to God for giving life.

4. The rooster crows in the early hours. It means that we have to remember to use our time as effective as possible.

5. Chickens always lift their heads up when crying. It means that we have to remember to think about our future.

6. Chicken is a common food of religious people. It means that food made from chicken is not forbidden so that it can establish good relationships among religious communities.

2.5. Display of Dayok Binatur

Dayok Binatur is made from chicken whose flesh is cut into pieces and then arranged regularly on a plate of 'dishes'. The chicken meat is divided into ten parts based on the *Simalungun* ethnic: head *'ulu'*, neck *'borgok'*, breast *'tuppak'*, left and right wing

'habong', base of thigh *'tulan bolon'*, chicken's thighs *'tulan parnamur'*, claws *'kais-kais'*, the chicken's organ of the egg-producing *'tuahni'*, chicken's liver *'bilalang'*, and chicken's tail *'ihur'.* Chicken meat is arranged based on Simalungun ethnic looks like alive chicken.

Each *gori* on *Dayok Binatur* is presented in the form of its composition, firstly arranged in small pieces of meat *'tok-tok'* arranged on a plate, in the front there is a head *'ulu'* supported by a breastbone '*tuppak',* the left side and on the right side of the edge is placed on the base of thigh *'tulan bolon* then the thigh *'tulan parnamur'*, next to the thighs are wings '*habong*' that are parallel to it, then the chicken feet '*kais-kais'*, on the back is the tail *'ihur'*. In the middle there is a neck followed by the order of the head *'ulu',* then chicken's the egg-producing organ *'tuahni'*, and *rempelo 'atei-atei or dekke bagas'.* Each piece of chicken meat must be arranged according to tradition. Every part of the complete chicken body pieces is a picture or symbol that can remind humans to build relationships and in time of cooking process the meat should not be tasted, for fear of losing its philosophical meaning.

Before tasting the pieces of *Dayok Binatur,* the families gather first, then they ask, for example in this case the child to purify himself with *pangir* water, which is water from lime juice, then the child washes his face, his hair then drinks a little of that water. After the process of self-purification is done, usually the parents of the child give a prayer to the child while giving a plate containing pieces of chicken meat.

3. Research Method

The research is descriptive qualitative research. According to Kothari (2014) the major purpose of descriptive research is description of state of affairs as it exists at present. Moleong (2007: 6) reveals that qualitative research is intended to understand the

phenomenon of what is experienced by the subject of research such as behavior, perception, motivation, and action and it is described in the form of words and language on a natural special context by utilizing various natural methods.

Other techniques might include questionnaire, observation, documentation, note-taking and data analysis to obtain accurate data leading to local wisdom. Questions and interviews are done in relation to head, neck, wings, eggcell and feet and to their meaning existence, meaning substance and function. The results were documented in the forms of notes and audio-visual records. Respondents were Simalungun community and religious figures as well as youths. The key informants were the priests having mastery of knowledge of this tradition and this is initiated by Miles and Huberman (2014).

In case of reliable validity, we employed a technique of comparison, such as, comparing (i) the data of observation result with the data of interview result, (ii) the words said in public with those in privacy, (iii) what people said about the research situation with what was said all the time, (iv) the situation and perspective of a person with those of various classes, and (v) the results of interviews with the contents of related documents.

4. Discussion

There are 4 local wisdoms of *Dayok Binatur*, *Simalungun* ethnic's culinary. They are leadership, problem solving, protection and responsibility.

4.1. Head `ulu' Refering to Leadership

The head 'ulu' is one part of the *gori*. It is always positioned at the front. The head is placed with the beak facing forward. When giving *Dayok Binatur*, this chicken head is confronted to those who receive *Dayok Binatur*. On the head there is an eye that is useful to direct the path of a chicken. The location of the chicken brain is in the head as the instinctual center of the chicken. This is interpreted by the *Simalungun* people as head, part of superior leader and the position is always at the front. So it is hoped that as a leader, he must have a good leadership, giving good examples and providing the best by being responsible for his duties using a healthy mind. As a leader he must have authority, for example in terms of speaking. This means that a leader must have more values compared to his members.

4.2. Neck `borgok' Refering to Problem Solving

The neck *'borgok'* is placed close to the head that is previously placed on plate. The neck is a part that connects the head to the body of chicken. Food that is put into the chicken's mouth is distributed through neck. *Simalungun* people interpret each problem to be solved, *mamborgokkonkon,* by themselves.

4.3. Wings `habong' Refering to Protection

There are two wings '*habong'* in chicken namely the left wing and the right wing. In hens both wings are used to protect their offspring, both when the hens incubate the eggs so that the eggs are warm and protected from other dangers in any situation. As a representation, hens or cocks can supervise, pay attention and protect their chicks well. This symbolically means that parents are fully responsible for their children. Wings of a chicken can be used to fly, this is related to the going away of a child from the parents' home and the child before leaving is usually given *Dayok Binatur*. The hope is the child can be healthy, safe and successful.

4.4. Leg `kais-kais' Refers to Responsibility

Leg '*kais -kais'* is the third lowest part. Besides its function to walk, it functions is also to look for food by scavenging. *Simalungun* people see the good nature of a chicken that is to be imitated especially the once concerned with responsibility to their children. Thus a man works hard to find food for his children, namely by fulfilling physical and spiritual needs. Besides both parents can give priority to the needs of their children rather than their own needs or needs of others.

Remarks:

CF: Community Figure

RF: Religious Figure

YG: Young Generation

Research components: A. Existence consists of four cultural symbolic meanings: meat, the coconut milk, chili, spice mixture, B. Meaning Existence of five C. Meaning Substance of four D. Educational function of five E. Religious function of four.

CF 1: Informant of the first Community Figure

TABLE 1: Triangulation Analysis of Local Wisdom of *Dayok Binatur* in *Simalungun* Ethnic's Culinary

No.	Research component	Document	Interview Informant									
			CF				RF				YG	
			CF 1	CF 2	CF 3	CF4	RF 1	RF 2	RF 3	RF 4	YG 1	YG 2
1	A	√	√	√	√	√	√	√	√	√	X	X
2	B	√	√	√	√	√	√	√	√	√	X	√
3	C	√	√	√	√	√	√	√	√	√	X	X
4	D	√	√	√	√	√	√	√	√	√	X	X
5	E	√	√	√	√	√	√	√	√	√	√	X

CF 2: Informant of the second Community Figure

RF 1: Informant of the first Religious Figure

RF 2: Informant of the second Religious Figure

YG 1: Informant of the first Young Generation

YG 2: Informant of the second Young Generation

√: having answer

X: no answer or incomplete

TABLE 2: Local Wisdom of *Dayok Binatur* in *Simalungun* Ethnic's Culinary

1. Question Indicator		
No.	Indicator	Number of Question
1	Existence	4
2	Meaning Existence	4
3	Meaning Substance	4
4	Function	8
Amount		20
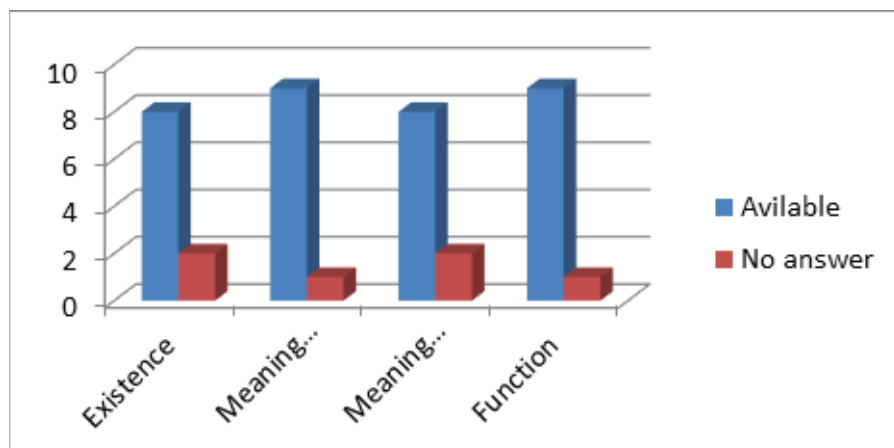
TABLE 3

2. Interview Result				
No	Question Indicator	Answer		
		Answer Result	No. of Respondent	Percentage (%)
1.	Existence: - Head - Neck - Wings - Leg	Available	8	80 %
		No Answer	2	20 %
2.	Meaning Existence: - Head - Neck - Wings - Leg	Having Meaning	9	90 %
		No Idea/No Answer	1	10%
3.	Meaning Substance: - Head - Neck - Wings - Leg	- Head is the symbol of leadership - Neck is the symbol of problem solving - Wings is the symbol of protection - Leg is the symbol of responsibility	8	80 %
		No Idea/No Answer	2	10 %
4.	Function: - Head - Neck - Wings - Leg	Educational Function: - Introducing Cultural Identity - Cultural Education - Regeneration and Cultural Preservation - Family Relation	8	80 %
		No Idea/No Answer	2	20 %
		Religious Function: - Respecting parents - Praying - Uplifting the quality of spiritual progress - Uplifting Family Harmony	9	90 %
		No Idea/No Answer	1	10 %

Note: Number of respondents: 10

5. Conclusion

In *Simalungun* ethnic, *Dayok Binatur is* made from chicken meat that is arranged regularly on the plate. It is used as a symbol of an intermediary, to convey a message, advice and hope delivered from one side of the family to the other presented at the *Simalungun* community's traditional and special events. From the study results, it is seen that *Dayok Binatur* in *Simalungun* ethnic has four points of local wisdom in each part of

chicken: Head '*ulu*' referring to leadership, neck '*borgok*' referring to problem solving, wings '*habong*' referring to protection, and leg '*kais-kais*' referring to responsibility.

Based on the analysis of the research, it can be concluded that *Dayok Binatur* is the wealth of the archipelago that deserves to be conserved and developed. Every single part of *Dayok Binatur* with the significant points of local wisdom could be used as a guideline to maintain harmony.

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Conceptual and Associative Meanings of the Word Turang in Karo Songs

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Abstract

The aim of this article is to explain the conceptual and associative meanings of the word *turang* as it is used in the Karo songs, entitled "Turang" and "Sia Sia Terang Bulan". *Turang* is the word which is usually associated with the sister or brother, or between a male and female in one family or the same clan. Direct communications between a male and female of the same clan are not allowed or taboo. In another context, they can communicate with each other which is interpreted as the relationship among the lovers. This study was conducted by analyzing the lyrics of the songs in Karo's language using a descriptive research method. Both conceptual and associative meanings were found in the songs; most of the meanings were associative, which is a part of pragmatic meanings.

Keywords: *turang*, conceptual meaning, associative meaning.

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1. Introduction

Language is very important in human life. Without language, human cannot interact one and another. In language, there are many dialects, one of them is *Karo* language, one of the dialects in *Batak* language (Barus, 2018: 50). Etymologically, *Karo* language is said as one of the dialects in *Batak* language, but if it is viewed from its geography, *Karo* land is never mentioned as *Batak Karo* land. That is why, it can be denied that *Karo* language is not a part of *Batak* language. *Karo* language belongs to the Melanesian language family (Barus„ 2018: 50).

Anyhow, language may be significant if there is the meaning, without meaning of the language expression, it cannot be said as language. Meaning is under the subject of Semantics. Semantics is the study of meaning in human language. The meaning of a word is affected by the context, background, time and cultural realities of the users of a language. In this research, the meaning of the word "*turang*" is affected by the cultural realities or contextual meaning.

In this research, there are two songs which are used as the source of data entitled ``**Turang''** and ``**Sia Sia Terang Bulan''.** It must be known by the singers the meanings of the song while they are sung. It is to avoid misunderstanding to the language users or singers as well as the hearers.

The clans in *karo* culture, can be classified into five:

1. *Karo-Karo* and its branches.

2. Ginting and its branches.

3. Tarigan and its branches.

4. Sembiring and its branches.

5. Perangin-angin and its brances.

So for the people in *Karo* tribe, there are only five types as the main clans which are mentioned above. Those who are in the same clan of different gender are not allowed to communicate directly or face to face. Their relationship is called *turang*, *turang* means taboo.

To understand the culture of *karo*nese, there must be something to know that is *Sangkep Nggeluh. Sangkep Nggeluh* is a family system in *karo*nese society, with the high light as: *senina, anak beru and kalimbubu. Senina* is the people in *karo*nese society who are of the same father and mother or the same clan. *Anak beru* is the family of brother-in-law, and automatically the family of sisters become *Anak beru. Kalimbubu* is the family belongs to the brother of mother or the parents of sister-in-law.

Types of *Turang* in *Karo* Culture:

1. *Turang Singuda*

2. *Turang sintengah*

3. *Turang sintua*

4. *Turang besan*

5. *Turang impal*

- *Turang singuda*: the youngest brother or sister of the same family, between the sister and her youngest brother is called *turang* senina.

- *Turang sintengah***:** the middle brother of the same family who have elder and younger brother and sister.

- *Turang sintua*: the eldest brother or sister of the same family.

- *Turang besan***:** the wife of our brother-in-law.

- Turang impal**:** can be divided into two:

> a). *Turang impal kempak bibi turang bapa, adi dilaki*. It means that the daughter belongs to the father's sister.
>
> b). *Turang impal kempak anak mama, adi kita diberu*. It means that the sons or sisters belong to their mothers' sisters called *turang* impal.

In this research the point of the analysis is the use of the word *turang* in the lyrics of *Karo* Songs "*Turang*" and "Sia-Sia Terang Bulan". Why the singers express *turang* or *oh turang* in their songs if it is known that between one and another of different gender of the same clan they are not allowed to communicate or contact physically. Those who are allowed to have relationship between boy and girl in *Karo*nese culture is called "*impal*". *Impal* is the daughter that belongs to the mother's brother or brother-in-law's daughter and vice verse.

2. Literature Review

2.1. Types of Meaning

2.1.1. Conceptual Meaning

Conceptual meaning is also called logical meaning or denotative meaning and literal meaning. In Semantics, there are two terms of meaning types, such as Conceptual and Associative meanings. Conceptual meaning (sometimes called denotative or cognitive meaning) is widely assumed to be the central factor in linguistic communication (Leech, 9: 1981). It can be studied in terms of contrastive features, so that the meaning of the word could be specified by using contrastive features. For example: /+/ and /-/ markers. In English the word "woman" and "boy", the first could be specified as: +human, -male, +adult, and the latter is: +human, +male, and −adult. Such kind of this example is called conceptual meaning or denotative meaning. In *karo* language, denoting female and male can be illustrated below:

Diberu ``Female":

Diberu: indicating young and adult female.

Singuda-nguda: indicating young and adult female

Dilaki `` Male''

Dilaki: indicating young and adult male.

Anak perana: indicating young male or boy but already adult.

If we classify them according to semantic meanings based on conceptual meaning, they can be illustrated below:

- *Diberu*: +human, +female, + adult and +young.

- *Singuda-nguda*: +human, +female, +adult, -married.

- *Dilaki*: + human, +male, +young, +adult.

- *Anak perana*: +human, +male, +young, -married.

2.1.2. Associative meaning

Is the idea in connection with what that specific word brings to you.

For example:

- needle "pain, doctor, illness, ...etc.

- snake "evil, danger, etc.

The word "*turang*" is apposed to the word "impal". The word *impal* referring to difference of clan between male and female, particularly the clan belonging to the female which is the same as that belongs to his/ her mother or the daughter of his mother's brother.

Non-conceptual meaning can be divided into: 1. connotative meaning, 2. social meaning, 3. affective meaning, 4. reflected meaning, and 5. collocative meaning. These five types of meaning can be said as associative meaning.

The word "*turang*" is said "*Tabu*". *Tabu* means a kind of forbiddance act that is to interact directly between male and female in *Karo* Society. But it seems contradictory between this statement and the lyrics which are always used in the songs.

The associative meaning is the meaning which is associated with the context. Context means the situation or condition when or where the language is used. Associative meaning can also be classified as connotative meaning or Non-conceptual meaning. It is basically an additional meaning that is not bound of the basic meaning, and relies on emotional sense depending on the perspective. For example:

1. *buaya* "crocodile" may mean reptile and the other means man who likes to do cheating on her wife/ girlfriend.

2. *Menci* "mouse" may mean animal and other means human who takes money with illegal way or by doing corruption.

3. *Bulan ras Matawari* "moon and sun" may mean the earth satellite which we often see in the day and night time, and in *karo* language, it means female and male.

3. Research Method

3.1. Technique of Collecting Data

In writing the research, there must be the technique of collecting the data, so that the result of research can be scientific. In this research, the data are collected from the lyrics of two Karo songs "*Turang*" and "*Sia Sia Terang Bulan*".

3.2. Technique of Analyzing Data

Sugiyono (2009:246) states that the data analysis in qualitative research can be done at the time of collecting data directly or after collecting data in a certain period. There are two ways of technique of analyzing data: 1) the data are analyzed by taking some meanings of the word from the references or noted from the informant. 2) the data are interpreted to get the meaning taken from the lyrics of the songs.

4. Discussion and Result

4.1. Conceptual and Associative Meanings

Meaning is the basic unit in language. Without meaning, the language expressed is meaningless. That is why, meaning must be there in our daily life. The data to be analyzed are taken from Two *Karo* Songs entitled "*Turang*" and "*Sia-Sia Terang Bulan*". The topic is chosen because many people are curious about the use of the word "*turang*" in the lyrics.

The word "impal" can be said more formal and is not taboo. But it is very common to hear that the singer usually uses "*turang*" in the songs. Actually, what is the meaning of *turang* in the songs? That is the questions appearing in the society particularly those who do not know the meaning of it. *Turang* (Ulina and Barus, 2017: 7) is a naming word:

• Between brother and sister in one family.

• Between male and brother or younger brother in law's wife and vice versa.

Among *turang*, they cannot directly communicate each other, there must be another person to be interrelator (Barus, Efendi, 2015: 449).

In the following, there are some words which are mentioned in the songs, such as:

In the song ``Turang'':

1. *Oh **turang turang oh turang*** (in the first line)

2. *Oh **turang turang** ningku oh **turang*** (in the fifth line)

3. *Cirem nari ukurku oh **tutang*** (in the seventh line)

4. *Sehkal ulina oh turang ningku **turang*** (in the ninth line)

5. *Oh **turang turang2*** (in the twelfth line)

6. *Begiken sorangku **turang** sorangku erlebuh erdilo* (in the thirteenth line)

7. *Maka ngenana oh **turang** oh **turang*** (in the fifteenth line)

8. *Dagena aloikal aku oh **turang turang*** (in the sixteenth line)

    In the song ``Sia-Sia Terang Bulan'':

9. *tadingkendu aku sisada nindu bangku **turang*** (in the fifth line)

10. *aku lawes labo kap ndekah **turang*** (in the eigth line)

11. *sia – sia terang bulan e **turang*** (in the eleventh line)

4.1.1. Conceptual Meaning

Conceptual meaning or denotative meaning is the actual meaning of words or sentences. It can be said also as referential meaning (the meaning of an expression is what it refers to (denotes), or stands for. (Lyons,1995: 40).

The use of words *turang* in *Karo* songs are so many as part of lexical meaning, such as:

1. *Turang* refers to human, animate, male and female, brother and sister who are in the same clan and taboo. They are not allowed to communicate directly one and another because it is against the culture of *Karo* people.

2. *Turang singuda* refers to human, animate, male or female, the youngest among the brother and sister in the family.

3. *Turang sintengah* refers to human, animate, male or female, the middle one among the brother and sister in the family.

4. *Turang sintua* refers to human, animate, male or female, the eldest one among the brother and sister in the family.

In the context of condolence, if one of the family members dies, the family or those who are still skillful in singing *karo*nese specific songs like *pemasu-masu or nuri-nuri* usually do the singing by crying; the singer usually mentions the position of the person who dies. If he or she is *turang singuda* "the youngest one", the singer will mention "*turang singuda*", "*turang sintengah*" or "*turang sintua*". *Pemasu-masu or nuri-nuri* in the context of condolence, is usually sung by a woman while crying.

4.1.2. Associative Meaning

Associative meaning or Connotative meaning can be classified into:

a. **Explanatory meaning,** is a word found in a stretch of language expression having broader meaning than its base or actual meaning. For example:

a.1 Oh **turang turang oh turang** (in the first line)

In the first line of the song there are three times mentioning the word *turang*, *turang* oh *turang*, It means to emphasize his or her expression to say his or her love to someone to whom he or she addresses loves. *Turang* means "my love or dear".

a.2 Oh **turang turang** *ningku* oh **turang** (in the fifth line).

It means that *turang* is my love, my love I *ningku* "says" my love.

a.3 *Cirem nari ukurku oh* **tutang** (in the seventh line)

Cirem means "smile" *nari* "so much", *ukurku* "my heart". The verse denotes that her/ his heart smiles so much to his or her love.

a.4 *Sehkal*"very" *ulina* "beautiful" *oh turang ningku*"I said" **turang** "my love". (in the ninth line). This verse denotes that he or she praises the beauty of his or her love.

a.5 Begiken "listen to", *sorangku* "my voice" **turang** *sorangku* "my voice" *erlebuh erdilo* "shouting and calling (in the thirteenth line). This verse denotes that she or he has been very longing to, so that she or he wishes her love can hear by shouting and calling her or his love.

b. **Pragmatic Meaning**

Pragmatic meaning is the meaning of language on the basis of context or the language user. Pragmatics is the study of speaker's meaning (Yule, 2003: 3).. Pragmatics is the study of contextual meaning (Yule, 2003: 3).

In pragmatic meaning, the word "*turang*" means love. In conceptual meaning when it is said *turang*, or commucinating with *turang*, it is taboo or it is not allowed, because they are of the same clan. To mention *turang* is usually between one boy or man to another girl or woman. They do not say *impal* "daughter of one's uncle" instead of saying *turang*. In pragmatic meaning, *turang*, particularly in the song, the composer or the singer prefers to say *turang* rather than *impal*, because by saying *turang*, it is more intimate or harmonious. So, pragmatically, the word *turang* means love.

c. **Cultural Meaning or Social Meaning**

Cultural meaning or social meaning means the meaning of language on the basis of culture or social tradition. In *karo*nese culture, the word *turang* is taboo; there is no permission between male and female who are brother and sister of the same clan to make interaction. Social Meaning is a word or a sequence of words signifying the social status of someone which is different from its actual meaning or different from the connotative-referential meaning.

d. **Lexical Meaning in the Verses of the Songs:**

   • *oh* "*aticle* expressing surprise"
   • *turang* "taboo" or "the same clan" between brother and sister.
   • *Ningku* "I said"
   • *Cirem* "as a verb means "smile".
   • *Nari* "only" adverb *ukur*-"heart" and *–ku* "possessive adjective". Of the first person.
   • *Sehkal* as an adverb" means "very"
   • *Ulina* as adjective means "beautiful"
   • *Begiken sorangku* "listen to my voice"
   • *Erlebuh erdilo* "shouting and calling"
   • *Maka ngenana* "so that falling in love"
   • *Dagena aloi kal aku* "if so, please give me your response".

The verses on lines twelve, thirteen, and fourteen of the song "***SIA-SIA TERANG BULAN"***

1. *tadingkendu aku sisada nindu bangku **turang*** (in the fifth line)

2. *aku lawes labo kap ndekah **turang*** (in the eight line)

3. *sia – sia terang bulan e **turang*** (in the eleventh line)

Translation of the verses:

- *tadingkendu aku sisada nindu bangku turang*

  left you me alone you said to me dear

  "You left me alone, you said to me dear"

- *aku lawes labo kap ndekah turang* (in the eight line)

- I went not to take along time dear

  "I went away not to take a long time dear".

- *sia-sia terang bulan e turang*

  useless beam moon article dear

  "the beam of the moon is useless dear".

In all lines, the word "*turang*" in both songs means "to show love or it may mean the expression of love" not *turang* in the sense of *rebu* or taboo". It is called in the context of pragmatic meaning or associative meaning to show his or her deep love to his or her lover. In this case, the relationship between the two lovers is not taboo. If it is categorized as taboo meaning or in the context of cultural meaning in formal context, it is called conceptual meaning or taboo. The word *turang* which is always mentioned in the songs is not addressed to his or her sister or brother of the same clan, but it must be of different clans, that is called *impal*.

5. Conclusion

On the basis of the research, the conclusion can be elaborated as follows:

1. The conceptual meaning in both songs "*Turang*" and "*Sia Sia Terang Bulan*" can be stated: *turang* means: human, male or female, animate, the same clan among brother and sister in a family or different families. It may also mean "taboo" or "forbidden". They are not allowed to interact or communicate one and another.

2. The Associative meaning can be classified into Explanatory meaning, Pragmatic Meaning and Cultural Meaning or Social Meaning. In these types of meaning, it

can be categorized as pragmatic meaning, signifying love addressed to someone and it does not mean among brother and sister of the same family or clan but to mean "love" or "love affair" upon different clans.

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Conference Paper

Cross-Cultural Communication in the Teaching Process at *SDN 18* Parhorasan in Samosir

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Abstract

This research examines cross-cultural communication between teachers and students who could not speak English well at SDN 18 Parhorasan in Samosir. There were 17 participants, who were grade five students in elementary school. The students had different social backgrounds and so found speaking English difficult. They were used to using their *Batak* dialect when they tried to speak English. The pronunciation seemed to be a joke for them. The researchers investigated the cultural and language barriers in communication among the teachers and students when they learn English in the class. This research was conducted using a descriptive qualitative method. The findings highlighted the barriers in expression, intonations and sentences. 50% of the barriers were cultural and 50% were language.

Keywords: cross-culture, communication barrier, language barrier

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1. Introduction

Communication is very important in human beings. In order, to connect with the other people, to express the idea, to make a request, to deliver a lesson in the class good communication is needed. However, dealing with communication we have to consider the source, media, content, and receiver. The quality of communication is measured from the understanding of the receiver of the information itself. If the receivers could not receive the message clearly, then communication could not run well.

Communication is the process or act of transmitting a message from a sender to a receiver, through a channel and with the interference of noise. It means that communication is a way how people can share and also get messages. Knowing the communication runs well, the speaker should have the same background, so the communication can connect to the both of participants. A speaker is a person who

delivers the information, while the listener is a person who receives the information from the speaker. So, they cannot be separated.

The backgrounds of the speaker and listener are very important to create communication. The background comes from culture, language, and country. It determines that the communication will occur between listener and speaker. It is impossible to communicate with different people who have different social and cultural backgrounds.

Culture is created from the habits of people from some areas. It develops the mindset of people who live in that area. Culture also can affect communication by geographical, social, and chronological points. Culture also makes their language convey their opinion about something. Culture will support their language. Some people sometimes do not receive the other culture that comes to their area to prevent their culture from a loss. In reality, people cannot miss their culture. Culture has its language. It is proven by their habits who bring their language everywhere. When he or she wants to communicate with other people of different languages and cultures they will have difficulty understanding the language. They have to use the local language to convey something. It applies to the local people who live in different areas. They have to try using a foreign language, while it will be difficult for them. This shows there is a barrier of communication among the speaker and listener.

Cultures have variations in the ways of thinking, rules of speaking, social values, and pragmatic principles. Therefore, the topics in the cultural barrier between people coming from different cultures have a different perspective on communication. The most common problem arising from cultural barriers is miscommunication or misunderstanding.

Culture is one of the factors in communication barriers during the teaching-learning process in the classroom context. When there is a different culture, there must be a communication barrier. It can be seen from the problem that is related to different ways of thinking, seeing, hearing, and interpreting the world. These differences can cause cross-cultural miscommunication because a person or people from one culture do not receive or understand the intended message from people from a different culture. The greater the cultural differences, the greater the barriers of communication are. Language and culture are fulfilled to each other. Therefore, the relationship between language and culture is very significant for the language teaching process. To understand the role of culture in language learning, the application of socio-cultural theories is required, more than cognitive theories.

In this case, the students who live in Samosir cannot use English well, while *Samosir* is a famous resor visited by foreign people that have different cultures with the local

people. It is proven by their pronunciation which affects their dialect. They cannot avoid using *Batak* dialect. This also happens among teachers and students at *SDN. 18 Parhorasan* in *Samosir*. The students who have a different background with English are difficult to speak English well.

2. Literature Review

Cross-cultural communication refers to direct and indirect communication and interplay across different cultures. It has been globalized as an issue in the world. Effective cross-cultural communication focuses on overcoming cultural differences across nationality, religion, borders, culture, and behavior. According to Jant (2004: 39), cross-cultural phenomena generally refer to reflection phenomena across culture. Thus, a cross-cultural study of women's roles in society would reflect what women do in various cultures. Learning cross-culture is not as easy as we see. It needs more comprehension to understand the culture, so we know the value of culture itself. The application of culture gets the result if society shows positive feedback. If there is no positive feedback, the application is failed. Therefore, the development of culture will get some benefits to people who only know their own cultures and vice versa.

Communication is the main skill people should have with different professions or occupations, especially for teachers, the relationship between teachers and students in communication in the classroom. The communication runs effectively when we use a variety of modes; it can be shown from the spoken, and visual points of students who learn a different way to convey the message among teacher-student or student-student. Body language and other non-verbal cues are important modes of communication, and we can take advantage from these to promote a positive classroom environment. The qualities for a positive relationship can be varying to set a learning experience approachable and inviting the student's interest to learn. When a teacher and students have a good way in communication with each other, they will respect each other, then the students will show interest to study in the classroom. So, communication is the basic factor in the teaching-learning process. Keyton (2011) states, that it is necessary that the process of communication is understood mutually by the teacher and the student to make the teaching-learning process effective and to avoid misunderstanding when they communicate.

Effective communication occurs when messages are not changed during the communication process and communication has a purpose for which it was planned or

designed. It means when the communication has the same purpose so the communication can be more effective. However, when it is not achieved, some factors should be explained clearly why communication will be ineffective. As we see that the knowledge is basic of the teachers which are used as a source of effective classroom interaction. It is caused by, if the source (teacher) does not have equal information about the audience (students), the interaction will not be effective (Rani, 2016). Then she says that, if the teacher's demonstration, disgust, and unattributed action during communication with the students happen, students will certainly become afraid, withdrawing from participating in-class activities, and eventually be unwilling to interact with the teacher. Johnson (2000) describes that the teacher's language is distinct. He says teachers' voice should reach the students who sit at the back of the class. The teacher should speak slowly and emphasize the important points and make the students understand the teacher's point, and then the teacher should simplify the language according to the level of students and wait at least three seconds before asking a new question, clarifying or giving a student right to speak. It means that the teacher should clarify information that the teacher shares with the students before giving a chance to interact with students.

Corballis (2002) examines some of the emotional, psychological, practical, and social factors that form barriers to communication. He concluds that dialogue between pupils and teachers form a vital part of classroom communication and effective small group activities are important in empowering pupils. It can be concluded that all theories support education for all. This means that every communication has its barrier, but we have to solve it to achieve communication effectively in the classroom.

3. Research Method

This study is conducted by using descriptive with the qualitative method purposed to find out language communication barriers. Qualitative research is related to assisting in describing the common elements of the various forms of qualitative methods. Nazir (2014:43) states that descriptive qualitative is one used to make description of situation, event, or accumulated basic data. It means this research does not intend to find a new theory but to find new evidence through the truth of a certain theory. In this study, the objects are students and teachers at grade five of elementary school. The analysis of this study is supported by the references of library research. This method is carried out by selecting the theories, sources, from relevant books and journals supporting the analysis of cross-cultural communication.

The data are collected from sentences from the dialogues between students and teachers of grade V students at *SDN.18.Parhorasan* in *Samosir* from the video recording. The researchers choose *SDN.18 Parhorasan* because it is one of the schools which has a thick culture so they feel so hard to communicate with a new way as we know that their communication is based on their language around their environment so when they communicate with a new way they think it is a strange thing for them.

Ary, et,al. (2010) states that data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted. The analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. The researcher must organize what he or she has seen, heard, and read and try to make sense of it to create explanations, developing theories, or posing new questions. The data source of this research is taken from a teacher and seventeen students of five grade students at *SDN.18 Parhorasan* in *Samosir*. The school is located in *Pangururan, Samosir* North Sumatera.

4. Result and Discussion

4.1. Result

There are seventeen students consisting of 11 boys, six girls, and a teacher. After that, the researchers first identify the types of students and teacher's language in cross-cultural communication especially in communication barriers which could be seen from the video. The researchers write the sentences of students said by the teacher and this is used to identify the barriers based on Smith (2013).

Their communication is affected by cross-cultural communication happened when they communicate in a new way with a foreign language that they never use before. It seems strange and difficult for them. The communication will not be more effective when they used different ways to convey the message or most of them should use a new way to communicate, by the case the barrier will happen in the communication. The most barrier we could find in this study is "Physical Barriers", then Language Barriers, after that Perceptual Barriers. Smith (2013) says that Physical Barriers is; easy to spot, doors that are closed, walls that are erected, and distance between people all work against the goal of effective communication. So the parameter is between teacher and students who cannot use a new language to interact with each other because it still

strange for them and it is affected by their own culture which is used as their daily communication. The parameter occurs within a person's mind, especially students who have a thought, that is a strange thing for them.

4.2. Discussion

A variety of cross-cultural communication problems can arise in school, and it is important that teachers could not blame the student or the student's family or culture directly. Problems often result from misunderstandings or value conflicts between teachers and students who have different-culture based communication rules. This is based on analysis of research data in finding the cross-cultural communication in the teaching-learning process in the classroom of grade five-eight students at SDN.18 *Parhorasan* in *Samosir* showing that it cannot be applied in the classroom because they have their own language used as their habitual language to communicate and they never used a new way to interact with each other, as Larsson et, all (1998) argue that as members of a certain society, people have to learn their language because it can show their cultural background. Moreover, people with a different cultural background seem to have a prevalent manner, fashion, or style in which they use their language. It means that they interact by their language which has a new way to convey the message then the communication is effective, but when it is against cross-cultural communication among of them in the class, the communication cannot be effective because there are some factors, such as communication barrier which can be seen from the investigation of students at *SDN.18 Parhorasan* in *Samosir*. They could not use the language because it still new or strange, and also never use the language to interact people around, so the barriers occurred too in the teaching-learning process and it can make misunderstanding among them when they communicated using the new language. Based on the research it shows that cross-cultural communication could not be applied.

There are two barriers found here: cultural barriers and language barriers, amount to 10 for each

This is seen from the video:

1. *Ehh..bukka..bukka (00.03).*

   Jadela...bukka..jadela (00.19)

   Pola mabukka jadela (00.20)

   Ageh tahe (00.21)

Here the student wants to say "open the window" but some of the students shout in *Batak* language to help their friends translating the sentence

- This is a cultural barrier. The parameter is a societal culture. It shows their own culture by using the *Batak* language. Societal culture creates a dialect of language. Here, their culture is a thick, and they cannot miss their culture when they learn English. So they try to translate every sentence into *Batak* language first, after that they do the action.

2. Klosis yo buk! (00.09)

   Oupen de window (00.17)

   Sit *don* (00.38).

Here, the student wants to give a command to his friend, "close your book!" in English.

- This is a language barrier. The parameter is: self-inherent. It shows that the pronunciation of their language is still bad. It comes from themselves, and it happens because of their habits of using *Batak* in their daily activities. The background of the students is *Batak* so they have difficulty speaking English.

TABLE 1: The Percentage of Types of Language Communication Barriers of Students and Teachier

No.		Total	Percentage
1.	Cultural Barriers	10	50.00%
2.	Language Barriers	10	50.00%
	Total	20	100%

FFrom the table above, there are cultural barriers of (50.00%), and Language Barriers (50.00 %). From the parameters we have based on Smith's theory, we find that 50.00 % of students of grade five at *SDN. 18 Parhorasan* face barriers to do English conversation in the learning process. The students have used Batak language in their class, even they know they are learning English. Then, the rest of 50.00% of students also face language barriers. For the parameter, language is self-inherent that comes from within themselves. Having different languages from other people is one of the problems to communicate in speaking English. The last is 16,7% of students of grade eight students face perceptive barriers, where they go into a situation thinking that the teacher is talking of things they cannot understand.

5. Conclusion

Based on the research, the researchers conclude that cross-cultural communication shows the variations of language or culture in communication; it means that from the data, this type of communication cannot be applied because the students only know their language which affected by their culture, so it is hard for them to interact with each other. On the other hand the barriers come from different cultures.

Two barriers are there in this research. They are cultural barriers and language barriers. From cultural barriers (50.00%) it is proven that natural cultures cannot be substituted by the new culture. And from language barriers (50.00%) it is shown that someone coming from a certain culture cannot easily accept a new one.

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Conference Paper

Semantic Meanings in "Demi Raga Yang Lain" "Semua Kan Berlalu" Songs

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Abstract

Semantics is a branch of linguistics related to the study of language in its function with regard to organizing and expressing meaning. The discussion is related to the lexical meanings in a song. By listening to songs, we can gain knowledge about literary appreciation and song background. Therefore, the researchers were interested in analyzing the types of meanings in songs that are currently popularly associated with the COVID-19 pandemic. The researchers analyzed two songs: *"Demi Raga yang Lain",* created by Eka Gustiwana, and *"Semua kan Berlalu"*, by 50 Indonesian artists and created by Maria Shandi. This research used descriptive qualitative methods. The data were obtained by gathering them from the internet, then reading and listening to the lyrics to understand the contents of the songs, and analyzing the data collected and making conclusions. Lexical and contextual meaning were found in the songs.

Keywords: song, lexical meaning, contextual meaning

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1. Introduction

Language is a symbol used by humans to establish communication and this uniqueness distinguishes humans from other creatures. That means that language plays an important role in the order of human life. Language is a sound system consisting of words used by humans to express their thoughts and feelings. Language is a system of speech in the form of arbitrary sound that is understood by its users. Based on this concept, language can be interpreted as sound produced by humans who have meanings. Language symbolizes a feeling, concept, idea, or thought conveyed in the form of sound. Symbols refer to concepts, ideas, thoughts and it can be said that language has meaning

Semantic is a discipline that can be used to find out the message of an interesting song to learn, especially when applied to literary works such as songs, poetry, and prose. Linguistic semantics analyzes how languages organize and express meaning (Kroeger,

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2010: 3). Semantics is a linguistic sub-discipline that focuses on the study of meaning. In this article the lexical meaning will be discussed including the essence of meaning which includes the meaning of denotation and connotation and the development of the meaning contained related to the relationship between words and meanings (Stringer, 2019)

The researcher chooses the song "*Demi Raga yang Lain* and *Semua kan Berlalu*" to be analyzed and described in details. In addition, the researcher has several reasons to analyze the songs such as, that the songs tell about the struggle of medical personnel. The songs give lexical meaning and contextual meanings about the message that is to respect oneself and the struggle for others. Another reason to uncover the meanings contained in the songs' lyrics and know the true meanings of the songs as this becomes an important aspect to change our views of what must be done in covid-19 pandemic.

2. Literature Review

Semantics comes from the Greek word "*sema*" which means sign or symbol. The verb "*sema*" is "*semony*". "which means to signify or symbolize". In the sense of linguistics, semantics is the study of meaning which is defined as the science of meaning, which is one of three levels of language analysis: phonological, grammatical, and semantic. The word semantics is agreed as a term used for the field of linguistics that studies the relationship between linguistic signs and the things they signify, or fields of study that study meaning or meaning in language: what should be understood with meaning in the context of a particular statement (Nurhalimah, 2018).

In semantics, there are several types that are related to many things-communication systems as a medium of thought, a vehicle for literary expression, social institutions, material for political controversy, as a catalyst for nation-building. In general, humans can speak at least one or more languages and it is difficult to imagine the absence of language due to a significant social, intellectual, or artistic relationship existing in society (Varghese & Punithavalli, 2019).

Each of us has an interest in understanding something about the nature and use of language.

1. Oral Language is all the words spoken by mouth. Computer language and sign language are spoken languages. The term spoken language is a language that is often used in contrast to written language, the most widely used language in the world. (Oktri, Frantika, Rusdi, Rosa, 2019).

2. Our ability to use language is as old as humans, and reflects accurate biological and cognitive modifications in the evolutionary history of our species. Writing language, the representation of graphic signs or symbols is a development of existing cultures. The contrast between speech and intelligence comes into sharper focus when we consider that spoken language is acquired without special formal instruction, whereas writing must be taught and learned through deliberate effort (Trisnantasari, 2011).

3. Sign Language or non-verbal communication is an important part of human communication in general and is very helpful for recognizing and classifying nonverbal signals, especially those related to the interpretation of hidden attitudes consisting of icons and symbols.

3. Research Method

In this study, the researcher uses a qualitative descriptive method. Qualitative method is a method with research procedures that produce descriptive data in the forms of written and spoken words and the purpose of research comes from the views of the community and books. The researcher studies the lexical and contextual meanings of the songs by describing the data in the form of words and using the lyric texts for analysis. Therefore, this is descriptive qualitative research because it relies heavily on the narrations of the song. A qualitative approach is taken because this study is a discussion.

The researcher collects data in the following steps. First, the researcher reads all data sources, then secondly choosing the words to be identified. After this, the researcher chooses lyrics that are included in the songs. Finally, she arranges the data systematically according to the focus of the research. Furthermore, to compile the data, the researcher defines the lexical meaning, and the contextual meaning.

4. Result and Discussion

After collecting the data from the lyrics of the two songs, the researcher analyzes them according to the focus of the study. In this analysis, the researcher uses one word to explain the contents of the terms in song lyrics by Eka Gustiawan and Maria Shandi. There are words or combinations of words used in the lyrics to show their feelings. There are many terms that have different lexical and contextual meanings. This research has a code about one word and another word that we want to analyze. For example, the researcher gives the code for the first stanza as S1. For around the lines in the stanza,

the researcher gives the code for the first line as L1. Then, the next word continues for the code. Thus, the readers understand to read this literary work. Data are presented and analyzed based on lexical and contextual meaning theories. The following are presented below.

The first data are the first song "*Demi Raga Yang Lain*" created by Eka Gustiwana (2019), a single album.

No	Words	Stanza & Line	Lexical	Contextual
	Demi Raga Yang Lain **created by Eka G.**			
1	*Menjaga*	S1/L2	Having or retaining possession of, continuity or cause to continue in a specified condition, position, course, etc..	Treating patients for Life
2	*Bertaruh*	S3/L2	an act of risking a sum of money on the outcome of a future event.	no matter the conditions and effects
3	*Pedulikan*	S3/L3	displaying kindness and concern for others.	not worrying about the conditions that will be experienced
4	*Ternilai*	S4/L3	so precious that its value cannot be determined.	without ulterior motives, not expecting anything in return
5	*Menghela*	S5/L2	lifting or hauling (a heavy thing) with great effort.	rest, stop working

The second song entitled "*Semua Kan Berlalu*" by 50 Indonesian artists and created by Maria Shandi.

No	Words	Stanza & Line	Lexical	Contextual
	Semua Kan Berlalu **Created By 50 Indonesian Artists**			
1	*Untuknya*	**S1/L1**	given to them, given something they intend	interpreted as giving aimed at medical personnel
2	*Mereka*	**S1/L2**	third person plural (he is with another)	covid patient
3	*Kamu*	**S1/L3**	you / *ka · mu* / plural pronoun spoken to; who is called (in familiar or crude terms);	Indonesian Public
4	*Terjaga*	**S1/L4**	Stop sleeping; awaken from sleep.	staying healthy and protected from disease
5	*Badai*	**S2/L3**	a violent disturbance of the atmosphere with strong winds and usually rain, thunder, lightning, or snow.	intended for current conditions affected by covid-19 disease
6	*Tersenyumlah*	**S2/L4**	forming one's features into a pleased, kind, or amusing expression, typically with the corners of the mouth turned up and the front teeth exposed.	remaining optimistic and enthusiastic against covid-19
7	*Ibu Pertiwi*	**S6/L12**	one's native country, homeland	all people in the country

5. Conclusion

We can easily understand the meaning by using semantic theory in lexical analysis. Based on lexical analysis of the songs "*Demi Raga Yang Lain* and *Semua Kan Berlalu*" the researcher finds lexical meanings such as synonyms, antonyms, polysemy, hyponymy, denotation, and connotation in the songs. An analysis of the classification of lexical and contextual meanings is provided by finding all the words including lexical meanings. The lexical meaning used in the song lyrics does not have any specific meaning that is generally explained in the dictionary.

The researcher explains things in accordance with what is written in the general dictionary. The researcher wants to show that the meaning of the terms used in song lyrics is different from the meaning in the context, different from the lexical meaning. Contextual meaning is a term that explains the actual meaning according to the situation in which they are used. In this case, the situation referred to above is that the terms in the lyrics tending to be nuanced about the conditions in the Covid-19 pandemic situation.

Contextual meaning is usually unclear, implied and has no specific explanation, with additional meanings related to feelings and flares in conveying ideas to the listener. After analyzing all the data, the researcher concludes that both the songs have contextual meanings, using positive connotative meanings with unique characteristics, such as, valuing life, life struggle for someone, endless love, no strings attached, and loyalty to others and sacrifices. The songs also convey a massage that we as humans must have the strength and high motivation to deal with life's problems, especially for covid-19 fighters. Humans must strive to achieve a better life through mutual cooperation dismissing the ego and maintaining total surrender. The researcher finds that the lexical and contextual meanings used in the song lyrics should be understood not only lexically but also in a clear contextual context. In addition, the researcher also finds that the sense of patriotism can be found in the contextual meanings of the song lyrics.

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Conference Paper

Social Condition Reflected in Samuel Beckett's *Waiting for Godot*

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Abstract

This paper discusses the absurd character types that exist in Samuel Beckett's play, *Waiting for Godot.* Vladimir, Estragon, Pozzo and Lucky are the four contradictory yet dependent characters in the play. The absurd characters reflect the social condition of the time, post – World War II. The characters are pictured waiting for the completion of the war in the hope that it will come. Their fate can be changed instantly, the same as the state of war. Besides discussing the characters in the drama, this paper also discusses the characteristics of the language used by the characters. The language used is unreasonable, not in accordance with what is said or how they act; it is called "verbal nonsense". The interpretations of the dialogue among the characters in the play will give a better picture of each character and how they can be related to societal conditions.

Keywords: Theater of Absurd, Character Types, Post-War, Social Condition.

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1. Introduction

Literature is an honest mirror of the world because it comes from people who live in the period and is the expression of their mind and emotion, conscious or unconscious. Literature is identical with the words: the expression of human feeling, imaginative process and creativity. People may express their mind and emotion through many ways and literature expresses them through words. According to Wellek and Warren "literature is said to be creative, an art, what an author has produced." (Wellek, 1971: What makes a literary works an art is the creativity in the author and where an art needs interpretation. Meanwhile, Taylor in his book *Understanding the Element of Literature* (1981:13) states that "Literature is often said to be school of life in that authors tend to comment on the conduct of the society and of individuals in society." This definition seemingly tends to view literature from its nature in case of the relationship between individual and society. Individual and society, doubtlessly, are material which has two sides, so they cannot be separated. Individual learns from society and society itself is established by individuals.

According to Taylor's definition above, literature can be said as the medium to comment about the conduct of society and also the conduct of individuals in society.

Drama has several movements; one of the movements is theater of absurd. Esslin in *The Theatre of the Absurd* (1961: xviii) states that "Absurd originally means 'out of harmony', in a musical context. Hence its dictionary definition: "out of harmony with reason or propriety; incongruous, unreasonable, illogical". This statement indicates that 'absurd' deals with something out of harmony, out of context and beyond the limit. Absurd serves unconventional perspectives which can lead to nowhere and meaning-less. Every single thing in 'absurd' is illogical and yet unreasonable, so it will remain big question mark and have many interpretations all the time. The characteristics of the Theatre of the Absurd by Martin Esslin are those characteristics encompassing plotless, no recognizable characters and the theme is never fully explained or resolved, reflects dreams and nightmares and also serves incoherent and incomprehension dialogue (Esslin, 1961: XVII).

These absurd phenomena are reflected in the play and are pictured in the absurdity of the characters. Plays falling into the theater of the Absurd category expresses the ideas articulated by Camus and others like him. In one way or another they convey a sense of alienation and of people having lost their bearings in an illogical, unjust, and ridiculous world. This is intriguing because dramatic characters are symbols of people. Absurd characters are symbols of absurd society. Besides the absurdity of the character's types, the language is also absurd. These both; characters and dialogue cannot be separated. In the absurd play, we could find verbal nonsense; where sentences do not follow in sequence and words do not mean what we expect them to mean. One example of the reflection in the language (dialogue) is when one character in *Waiting For Godot* tells the other "Shall we go?" and the other says "Let's go". However, nobody is moving from where they are. This absurd dialogue is reflected in society as example: some teachers who tell the student "Don't litter" but what they do outside is littering. The phenomenon above moves the writers to analyze the absurdity of the characters' types as well as the verbal nonsense in the play *Waiting For Godot*.

Waiting for Godot is an absurdist play by Samuel Beckett , in which two characters, Vladimir and Estragon , wait endlessly and in vain for the arrival of someone named Godot. Godot's absence, as well as numerous other aspects of the play, have led to many different interpretations since the play's premiere. *Waiting for Godot* is Beckett's translation of his own original French version, *En attendant Godot*, and is subtitled (in English only) "a tragicomedy in two acts".

Samuel Beckett's *Waiting for Godot* presents many personalities and types of people in the play which has only 4 characters. *Waiting for Godot* is a play where you could see the absurdity of the conversation between the characters, their acts, the repetition, and the personalities.

Waiting for Godot is an absurd play, in Martin Esslin's book *The Theater of the Absurd (1961)*, in which he maintains that these dramatists write from a sense of metaphysical anguish at the absurdity of human condition. So, it is a quite clear that, this play is a representative of human condition. In this case, Beckett shows the human condition in a very hopeless one and he shows characteristics polarities as sight versus blindness, life – death, present – past, waiting – not waiting, going – not going, etc.

The characters in Beckett's works are tied together, fear of being left alone and therefore they make some kind of communication to pass the time. In *Waiting for Godot,* they are waiting for Godot, an unclear, never-defined being who will bring them something, nobody knows what actually it is, something like hope, way of life, homeland or maybe identity.

Problems of communication among characters and lack of individualism in the play may criticize the society. Many people nowadays have no direction, aim, or ambition, however these people exist and drive to live and wait for an unknown "hope". Characters, especially in plays guide readers through their stories, helping them to understand plots and ponder themes. The study of a character requires an analysis of its relations with all of the other characters in the work.

2. Literature Review

Throughout *Waiting for Godot*, the reader or viewer may encounter religious, philosophical, classical, psychoanalytical and biographical – especially wartime – references. There are ritualistic aspects and elements and there is a danger in making more of these than what they are: that is, merely structural conveniences, avatars into which the writer places his fictional characters. The play exploits several archetypal forms and situations, all of which lend themselves to both comedy and pathos.

Because *Waiting For Godot* is so stripped down, so elemental, it invites all kinds of social and political and religious interpretation, with Beckett himself placed in different schools of thought, different movements and 'ism's. The attempts to pin him down have not been successful, but the desire to do so is natural when we encounter a writer whose minimalist art reaches for bedrock reality. 'Less' forces us to look for 'more,' and

the need to talk about *Godot* and about Beckett has resulted in a steady outpouring of books and articles.

Beckett tired quickly of "the endless misunderstanding". As far back as 1955, he remarked, "Why people have to complicate a thing so simple I can't make out." He was not forthcoming with anything more than cryptic clues, however: "Peter Woodthrope [who played Estragon] remembered asking him one day in a taxi what the play was really about: 'It's all symbiosis, Peter; it's symbiosis,' answered Beckett.

> It is a game, everything is a game. When all four of them are lying on the ground, that cannot be handled naturalistically. That has got to be done arti-ficially, balletically. Otherwise everything becomes an imitation, an imitation of reality. It should become clear and transparent, not dry. It is a game in order to survive." (Wilson, 1976)

Beckett (1956) gives a political interpretation of the play. It is seen as an allegory of the cold waror of French resistance to the Germans. "The intrusion of Pozzo and Lucky seems like nothing more than a metaphor for Ireland's view of mainland Britain, where society has ever been blighted by a greedy ruling élite keeping the working classes passive and ignorant by whatever means."

The pair is often played with Irish accents, as in film project. This, some feel, is an inevitable consequence of Beckett's rhythms and phraseology, but it is not stipulated in the text. At any rate, they are not of English stock: at one point early in the play, Estragon mocks the English pronunciation of "calm" and has fun with "the story of the Englishman in the brothel".

There is also another psychological interpretation by the Jungian. "The four archety-pal personalities or the four aspects of the soul are grouped in two pairs: the ego and the shadow, the persona and the soul's image (animus or anima). The shadow is the container of all our despised emotions repressed by the ego. Lucky, the shadow, serves as the polar opposite of the egocentric Pozzo, prototype of prosperous mediocrity, who incessantly controls and persecutes his subordinate, thus symbolizing the oppression of the unconscious shadow by the despotic ego. Lucky's monologue in Act I appears as a manifestation of a stream of repressed unconsciousness, as he is allowed to "think" for his master. Estragon's name has another connotation, besides that of the aromatic herb, tarragon: "estragon" is a cognate of estrogen, the female hormone. This prompts us to identify him with the anima, the feminine image of Vladimir's soul. It explains Estragon's propensity for poetry, his sensitivity and dreams, his irrational

moods. Vladimir appears as the complementary masculine principle, or perhaps the rational persona of the contemplative type."

Philosophical interpretation comes from the existentialists. Broadly speaking, existentialists hold that there are certain fundamental questions that every human being must come to terms with if they are to take their subjective existences seriously and with intrinsic value. Questions such as death, the meaning of human existence and the place of (or lack of) God in that existence are among them. By and large, the theories of existentialism assert that conscious reality is very complex and without an "objective" or universally known value: the individual must create value by affirming it and living it, not by simply talking about it or philosophizing it in the mind. The play may be seen to touch on all of these issues.

Fisher (1980) gives another view of the play. The play calls on only male actors, with scarcely a reference to women, has caused some to look upon Vladimir and Estragon's relationship as quasi-marital: "they bicker, they embrace each other, they depend upon each other. They might be thought of as a married couple." In Act One, Estragon speaks gently to his friend, approaching him slowly and laying a hand on his shoulder. After asking for his hand in turn and telling him not to be stubborn, he suddenly embraces him but backs off just as quickly, complaining, "You stink of garlic!" When Estragon reminisces about his occasional glances at the Bible and remembers how prettily coloured were the maps of the Dead Sea, he remarks, "That's where we'll go, I used to say, that's where we'll go for our honeymoon. We'll swim. We'll be happy." Furthermore, the temptation to achieve post-mortem erections arises in the context of a world without females. Estragon in particular is "highly excited", in contrast with Vladimir, who chooses this moment to talk about shrieking mandrakes. His apparent indifference to his friend's arousal may be viewed as a sort of playful teasing. Another possible instance of homoeroticism has been discerned in the segment in which Estragon "sucks the end of it [his carrot]", although Beckett describes this as a meditative action.

3. Research Method

The research done through *Waiting for Godot* play is a descriptive qualitative research, focusing on refuting or supporting theories that explain how certain things can occur. There are seven steps in the doing this process of research (Neuman, 2006:9):

- Selecting Topic, the topic might be general studies or issues in society, e.g. Fictional Character Study.

- Focus Question, narrowing the topic which is going to be discussed by focusing on the topic through questions and developing possible theories and answers, e.g. Absurd Character, Verbal Nonsense.

- Design Study, deciding method that is going to be used, it can be either quantitative method or qualitative method, e.g. Qualitative Method is used since it is a play which is studied.

- Data Collection, collecting the data based on the method which is used as well as the topic, e.g. Since the Qualitative Method is being used; the data are collected from books, reports, journals, etc.

- Data Interpretation, data are put in order to get the understanding of what or how something happens, e.g. When Lucky is cleverer than the Master, Pozzo. It happens because the essence of absurd is a nonsense itself.

- Data Analysis, analyzing the data which have been gathered based on the theory that is used, e.g. analyzing quotations based on the theory of The Theatre of Absurd by Martin Esslin

- Informing others; reporting the result of the research using writing, e.g. writing the finding of the analysis as an article.

Therefore, using the steps which have been explained above, the method which is going to be used in analyzing *Waiting for Godot* is qualitative method. This method is being used in order to understand how something happens, not only what, when, or where something occurs. Moreover, library research and internet research are also being applied to support and to widen the ideas of the researchers as well as to get materials and insights that are needed. Those ideas and concepts are then going to be selected and interpreted before being analyzed so as to get the conclusion of the studying.

Descriptive qualitative research provides an answer to the questions of how something happens and who is involved, but not why something happens or why someone is involved (explanatory research). Descriptive research provides a detailed profile of an event, condition or situation using either quantitative, qualitative or a combination of methods. Data gathering techniques such as field research and case studies are for qualitative descriptive research.

In this case, the researchers are using case studies which will study the cases (read: dialogues) in the play, *Waiting for Godot.*

Primarily, the researchers choose a literary work which is going to be analyzed. Among poetry, play, and novel, the play *Waiting for Godot* written by Samuel Beckett

(1956) is selected. First, the play is read and watched for several times to find out problems which are faced by the characters at that time. There are several topics which are found and are interesting to be discussed, such as absurd characters and verbal nonsense. Since absurd characters and verbal nonsense are the topic which are going to be discussed, next thing that needs to do is to find and to know what kind of approaches and principles that are suitable to be used. As the topic is dealing with the Theatre of Absurd, the theory itself is a suitable approach as well as textual approaches are going to be applied in the analysis. By using the textual approach and the theory of The Theatre of Absurd, the data which consist of quotations will be selected before being interpreted and analyzed. By doing that, the conclusion of the data will be made to support the ideas of the researcher.

4. Result and Discussion

4.1. Vladimir's Character

Vladimir is one of the two main characters who is waiting for someone called Godot that never comes. He waits with his friend, Estragon and meets other two men in the middle of each act. He is always disappointed in the end of the two acts because Godot is not coming, but he still waits. So, throughout the drama, he makes any kind of occupation to pass the time.

On one story line, we can see that he is disappointed of his expectation but oddly he still waits for the uncertainty. The incongruence of this character shows us the absurdity and then during the waiting he makes any kind of occupations for nothing, without meaning. They are all done just to pass the time; this shows that the no-purpose occupations are absurd.

Vladimir is somebody who claims that nothing can be done in giving up on hope. Vladimir is found hopeless in the very beginning of the drama. Besides, he is also found lost, abandoned when he talks about his life in the past. He is also described exiled and lonely throughout the drama, he needs to be felt needed and kept accompanied by Estragon. He is hopeless as well when he has the idea of repentance of being born because he has problems with his part of body where he has to urinate every time he laughs.

Throughout the drama, Vladimir is known to have a good memory and wiser than Estragon. However, he can also be seen doubtful denying what he knows or remembers

simply because nobody else remembers. It tortures him, it makes him desperate and hopeless. But, he continues waiting.

4.2. Estragon's Character

Estragon is the other main character in the drama; he is so attached to Vladimir, one of the reasons is because Estragon cannot remember anything, and he needs Vladimir to tell him his history. It is as if Vladimir is establishing Estragon's identity by remembering for him. Estragon also sometimes serves as a reminder for Vladimir of all the things they have done together. Thus both men serve to remind each other for their very existence. This is necessary since no one else in the drama ever remembers them.

Identity is to be known and recognized by people. If no one remembers you then your existence and identity are nothing. Estragon seems to be a man who is lost and lives without purpose or at least forgets the purpose. He often has no idea of what to do and always asks it from Vladimir. He seems to depend on Vladimir much. Estragon is much simpler than Vladimir in utterances. His problems are basic problems such as eating and sleeping. He is also having the idea of hanging himself, but he does not do it.

Suicide is a desperate action, when one feels want to die, he has no use living anymore. Estragon is suggesting to hang himself; it is quite clear that he has no spirit to live any more and always gives up and says that nothing is to be done and this shows that he is hopeless.

Besides having no purpose in life, Estragon also has no proper home to sleep in. It is no wonder he hardly exists. Proper house is one of the main needs for humans before that person thinks of something else and pursues the ambition.

4.3. Pozzo's Character

Pozzo is a character from another pair in the drama. He is in one pair with Lucky who is known as his slave. They are found traveling somewhere together and they meet Vladimir and Estragon in the middle of the play. Pozzo changes in the first act and the second. The change is his ability to give big effect in his own character. In the first act, he is vain, proud and cruel; he also has the idea of abandoning Lucky. However, in the second act when he is blind, he is desperate and depends on Lucky to go on the journey.

Pozzo is also a forgetful character like Estragon. He has a problem with his temper as well. He can be assumed to be lonely and in need of an accompaniment as he decides to stay with Gogo and Didi for some time in the play. It is odd how a person can know of what happens tomorrow, even though he is a forgetful person. In the quotation above, it seems that he purposely tries not to remember anybody he meets. It is absurd how a person chooses to forget.

He is vain, very rude to Lucky and looking down on Vladimir and Estragon. However oddly, he wants to stay with them to take a rest. This is absurd, when one does not like or look down on others, they will not to stay with them anymore. By this absurdity, we may also conclude that he feels lonely during the journey.

Besides his vanity, he is also a character who looks for sympathy. He wants to be asked to sit down and he does not want to look bad in Vladimir's eyes because of his behaviors towards Lucky. He pretends to get the attention from both Vladimir and Lucky.

When one needs an attention, he will blame anybody to be the victim. This is what happens to Pozzo. He tries to make Lucky look bad so that Gogo and Didi have pity on Pozzo and despise Lucky.

Pozzo as well like Estragon has no purpose or destination in life. He speaks with long sentences and phrases but in the end he will forget. He is on a journey with Lucky, however he has no destination. He has no idea where the journey is leading him.

In both of the acts when Pozzo and Lucky are moving on with their journey, it is absurd that they do not know where they are going. Vladimir is the one who remembers to tell the readers something about it. When one decides to go on a journey then there will be a destination to go to, so it is funny that Pozzo does not know where he is going. This shows that he has no purpose in life.

Pozzo appears to be blind in the second act of the play and by this physical disability he also seems to be helpless and desperate. He could not even get up when he falls down. He is however very dependent on Lucky now because he is blind and lucky is the one who leads his way. Nevertheless, his temper remains the same as the first act, he is easily angry.

4.4. Lucky's Character

Lucky is Pozzo's slave in the drama. He carries his master's coat, heavy bag, stool and a basket. He carries all the stuffs with a long rope attached round his neck. He obeys whatever his master tells him to do. He does not speak throughout the drama, only

once when he is asked to "think" by his master. His only long speech however is also nonsense. He sleeps when he stops. He is also rude to a stranger; Gogo is kicked when trying to wipe Lucky's tears. He is older than his master.

It does not make sense how a person does not speak at all in his social relationships. Lucky's character is all told by Pozzo. He is so loyal and obedient to what Pozzo tells him to do while Pozzo treats him badly. It is just absurd that there is a person who wants to follow a person who is cruel to him.

5. Conclusion

5.1. Absurd Character Interpretation

Through the analysis of Absurd Characters which have been conducted on the drama *Waiting for Godot*, it can be concluded that:

- Vladimir's character type is floating with doubts. He is lonely when he remembers everything but no one else does so he contradicts himself with what he believes.

- Estragon's character type is to have no purpose in life, lost and exiled. He is lonely and in need of an accompaniment who can tell him what he is going to do with his life.

- Pozzo's character types is inconsistent, illogical and changeable. He changes from vain to helplessness, from the first to the second act. He is inconsistent with most of his speeches and illogical at the same time.

- Lucky's character type is irrational and nonsense. His only speech in the play is nonsense as well as his dance. It is quite irrational for someone to follow someone else like an animal as what he does in the play.

- The two pairs of characters in this drama are found contradicting one another. However, they are always in one pair because they are in need of each other because of each other's weaknesses.

- Absurd characters are socially lost and exiled, floating with doubts, having no purpose in life, talking of nonsense, acting of nonsense, very changeable, inconsistent, illogical, and irrational.

5.2. Social Condition Reflected in the Characters

Beckett is believed to have said that the name Godot comes from the French "godillot" meaning a military boot. Beckett fights in the war and so spending long periods of time waiting for messages to arrive. The more common interpretation is the name might mean "God" but again this must also be wrong.

The concept of the passage of time leads to a general irony. Each minute spent waiting brings death to the characters and makes the arrival of Godot uncertain. The passage of time is evidenced by the tree which has grown leaves, possibly indicating a change of seasons. Pozzo and Lucky are also transformed by time since Pozzo goes blind and Lucky mute.

Therefore, Beckett tries to make a reflection of the society during the era of second world war. The conditions are chaotic and everyone is waiting, waiting for something uncertain. Peace is much hoped but the existence is unknown. Waiting finally becomes an obligation for everyone involved in that era. They are accustomed to waiting, though they do not know what they are waiting for.

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Conference Paper

Conflicts in Arafat Nur's Novel Tanah Surga Merah: Freud's Psychological Approach

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Abstract

This study focuses on revealing the conflicts in the novel *Tanah Surga Merah* written by Arafat Nur. The research uses the conflict theory proposed by Cascio (2005). The conflict theory consists of internal conflict and external conflict. In analyzing the conflict, the author uses a psychological approach proposed by Sigmund Freud. This research is conducted by applying the descriptive approach proposed by Khotari (2004). The data are solely derived from the novel *Tanah Surga Merah*. The research findings show that there are three quotations of internal conflict and four of the external conflict. Two quotations consist of man vs man, and two quotations consist of man vs society conflicts. Concerning Freud's psychological criticism, *ego* dominates the personality of the protagonist, which causes internal conflict. Moreover, in the external conflict, *id* dominates the personality of the protagonist, which causes external conflict. Based on the findings, the id causes conflict in internal conflict and external conflict in the novel.

Keywords: conflicts, psychoanalytic criticism, internal conflict, external conflict.

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1. Introduction

The novel is one of three major forms in English literature. A successful novel is a novel that brings the readers to enjoy the events that are depicted by the writer. The readers will enjoy the novel if the novel is successful in delivering the events. The events in the novel will be energetically alive if the characters in the novel play naturally. The characters, especially the protagonist characters, are the essential elements in the novel. The protagonist depicts what acts should be done, how and why to feel, and to decide something. For example, social problems, abuse of power, and individual deviation are added as additional elements that may influence the main characters in the novel. These are the basic elements that may produce conflicts in the main characters. Pane (2018: 404) states that conflict in literature refers to the different drives of the characters or forces involved. Conflict may be internal or external—that is, it may

occur within characters' minds or between a character and exterior forces. Conflict in literature aims to convey the feeling, the sacrifice, and the tension that occu in the story.

Based on the above condition, this research tries to reveal the protagonist's conflicts in the *Arafat Nur's* novel *Tanah Surga Merah*, by the name of Murad. He is the essential character in the novel and he plays the leading part of the story. *Murad* is a fugitive; he always worries about himself. He grows long goatee on his face to hide his identity from red party members. Besides, the protagonist changes his name as *Muaz* and moves from one place to another place as the way of defending himself since his enemies are looking for him and try to murder him. The conflict arises when he shoots a man, one of the chairmen in red party members. He is also the founder of an orange party, one of the competitors in the political field in *Aceh*. However, in the past, he is one of the founders of the red party members that are established by the Aceh Freedom Movement (GAM). The reason for establishing an orange party is the red party has gone a long way from the main goals, to support and to develop the economic and social life of Acehnese society.

The conflict experienced by Murad is an important issue in the novel *Tanah Surga Merah*. In literature, conflict constitutes the central issue that becomes the core elements seen by the readers. The conflict happens because literature depicts the problems indirectly in social life. The social problems usually happen due to abuse of power and social deviances. Cascio (2005:1) also states that conflict in the narrative is divided into two types: internal and external conflict. Internal conflict consists of man vs self. Meanwhile, external conflict consists of man vs man, man vs society, man vs nature, man vs machine, and man vs fate or supernatural element.

The conflicts that arise in the novel will be analyzed by Sigmund Freud's psychological approach (1856 – 1939). The reason for using the psychological theory is that the researcher wants to know what conflict is, how and why the conflict occurs in the novel from the psychological perspective. Freud's theory is the psychological approach that is always used to analyze psychological problems in literary works. This theory is divided into three sections, namely: id, ego, and superego.

2. Literature Review

2.1. Conflicts

Cascio (2005: 1) states that conflict in a narrative is created when the main character wants something. When something else gets into the protagonist's way, a conflict arises.

All stories contain conflict, and some people disagree about how many types of conflict there are. These discrepancies depend on individual narrative circumstances, but there are cases in which you should recognize a total of seven different types of narrative conflict.

2.1.1. Internal Conflicts

Man vs Self

Man vs Self is the only correct version of internal conflict you will find in literature. In this mode, the conflict takes place within the mind of the main character and often involves the character making a decision between right and wrong, or other mixed emotions. However, this struggle also exists in the form of a character battling mental illness.

2.1.2. External Conflict

A. Man vs Man

Man vs Man is probably the most common form of external conflict and is also known as interpersonal conflict. This model lies at the heart of all dramatic arts and places the struggle directly between the protagonist and the antagonist; otherwise, it is known as the good guy and the bad guy. In a man vs man conflict, the protagonist wants something, and the antagonist obstructs the protagonist from getting what he wants.

B. Man vs Society

This mode of external conflict occurs when the protagonist is placed at odds with a government or cultural tradition. This type of conflict applies to societal norms, as well. For example, if a child gets in trouble with his parents for sneaking out of the house at night, he is in conflict with the societal tradition that children are expected to obey their parents.

C. Man vs Nature

Man vs Nature pits the main character against the forces of nature - in the form of a natural disaster or a similarly dangerous situation - and is often associated with literary naturalism, which hinges on the idea that nature is indifferent to humanity.

D. Man vs Machine

Man vs Machine means that a person is in direct combat with robots in the context of science activities, or it could mean that technology stands in the way of the protagonist getting what he wants. In the science-action version, the same attributes of a man vs man conflict apply. However, if a person struggles to keep a job that a new machine can do better, the physical struggle is against the machine, but the emotional struggle is against the society that breeds technology.

E. Man vs Fate

Man vs Fate exists in any story in which the protagonist is struggling against a god or gods. It is sometimes considered as part of Man vs Self when focuses on an internal, moral struggle, but should be considered separate in the context of epics.

2.2. Sigmund Freud's Theory: The Structure of The Human Personality

According to Freud in Guerin (2005: 153), the mental process of the human is divided into three psychic zones, namely: the id, the ego, and the superego.

1. ***The id*** is the reservoir of libido, the primary source of all psychic energy. It functions to fulfill the primordial life principle, which Freud considers to be the pleasure principle. Without consciousness or semblance of rational order, the id is characterized by a tremendous and amorphous vitality. Speaking metaphorically, Freud explains this obscure, inaccessible part of our personality as chaos, a cauldron of seething excitement with no organization and no unified will, only an impulsion to obtain satisfaction for the instinctual needs, following the pleasure principle. He further stresses that the "laws of logic-above all, the law of contradiction do not hold for processes of the id. Contradictory impulses exist side by side without neutralizing each other or drawing apart. Naturally, the *id* knows no values, no good, and evil, no morality.

The id is, in short, the source of all our aggressions and desires. It is lawless, asocial, and amoral. Its function is to gratify our instincts for pleasure without regard for social conventions, legal ethics, or moral restraint. Unchecked, it would lead us to any lengths-to destruction, and even self-destruction satisfies its impulses for pleasure. Safety for the self and others does not lie within the province of the id: its concern is purely for instinctual gratification, heedless of consequence

2. Because of the *id* dangerous potentialities, other psychic agencies must protect the individual and society. The first of these regulating agencies, which protects the individual, is ***the ego***. It is the rational governing agent of the psyche. Though the ego lacks the strong vitality of the id, it regulates the instinctual drives of the id so that they may be released in nondestructive behavioral patterns, and though a large portion of the ego is unconscious, the ego nevertheless comprises what we ordinarily think of as the conscious mind.

3. The other regulating agent, which primarily functions to protect society, is the superego. Mostly unconscious, ***the superego*** is the moral censoring agency, the repository of conscience and pride. It is, as Freud says in *The Anatomy of the Mental Personality*, the representative of all moral restrictions, the advocate of the impulse toward perfection, in short, it is as much as we have been able to apprehend psychologically of what people call the higher things in human life. Acting either directly or through the ego, the superego serves to repress or inhibit the drives of the id, to block off and thrust back into the unconscious those impulses toward pleasure that society regards as unacceptable, such as overt aggression, sexual passions, and the Oedipal instinct.

The id is dominated by the pleasure principle and the ego by the reality principle; the morality principle dominates the superego. We might say that the id would make us devils, that the superego would have us behave as angels (or worse, as creatures of absolute social conformity), and that it remains for the ego to keep us healthy human beings by maintaining a balance between these two opposing forces. It is this balance that Freud advocates not a complete removal of inhibiting factors.

3. Research Method

This research is library research proposed by Khotari (2004). The design of the research is descriptive qualitative research. Khotari (2004:7) states that "descriptive research includes surveys and fact-finding inquiries of different kinds." In this research, the data are the utterances and quotations in the novel *Tanah Surga Merah* written by *Arafat Nur*. The data concern the types of conflict experienced by the protagonist of the novel, namely: internal and external conflicts. To analyze the quotation in the novel, the researcher should prepare the steps to analyze the quotation. The first is that the researcher has to read the novel. After reading the novel, the researcher classifies the utterances and quotations into two sections: internal conflict and external conflict. After collecting the data, the researcher is starting to analyze the data, especially the utterances. The researcher uses content analysis as a technique for analyzing the

data. Ratna (2004:48) states that "content-analysis consists of analyzing the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed."

4. Result and Discussion

4.1. Analysis of Internal Conflicts

4.1.1. Man vs Self

1. The Self Disguise

> As a fugitive, I accused a murderer certainly made me unable to calm down. Even though the sideburns and beard have already been loaded with a few cheap-thresher-hairdressing creams that I bought at a Riau, I took full effort for the past three months; I am still worried that the person hanging around this terminal still recognizes me. There is no way I am going to knock out all my eyebrows and mustaches, and I can not change the shape of my hard jaws. (Nur, 2016: 10)

The above quotation shows the internal conflict of the protagonist. The internal conflict happens because the protagonist wants to show himself to the others (the id), but he admits if the people who know him as a murderer (superego) and, therefore, he tries to disguise himself by shaving his goatee. It is a way to disguise himself from the others (ego). However, he is already cutting his goatee, but he worries if the people still know him. If the people know him, they will kill him because he will be the potential to create the condition of Aceh getting chaos because he is accused as a murderer. Police and enemy do not let him stay in Aceh. In conclusion, the ego defeats the id and the superego because he is disguising from the others by changing his appearance and shaving his goatee.

2. The Decreasing of Faith

> I realized, ever since I was a fugitive, my faith has decreased. I am always overwhelmed with despair, sadness, and profound disappointment in this world. My great love for the land of birth is a very messy one. However, I still love my land with all of my life and soul. (Nur, 2016:21)

The above quotation shows the internal conflict of the protagonist. The internal conflict happens because since the protagonist is a fugitive, his faith has decreased. He is in sadness and deep disappointment, especially in his hometown, Aceh. He gives all of his life to struggle for the land of his birth (the id). However, he only gets misery. The people accuse him as a murderer, and they want to kill him. He faces all of the obstacles, he admits if he still loves his land of birth (the ego). In conclusion, the id defeats the ego because he still loves his land of birth; however, he faces many obstacles, and he feels deeply disappointed with the land of his birth.

3. The Return of The Protagonist

> This is my home, this is my village, and this is my country, how can I not come back? I can not live anywhere else. I can not live in another place. Always remembered here, and my soul is so tormented. (Nur, 2016:27)

The above quotation shows the internal conflict of the protagonist. The internal conflict happens because he realizes that he always remembers his home, Aceh. He loves his home. He realizes if he cannot live in another place, and his soul is tortured while he remembers his home (the id). However, he knows if there are many people, especially the red party members who want to kill him if he returns to his home (the ego). Finally, he decides to return home full of obstacles and risks. In conclusion, the id defeats the ego because the protagonist decides to return home. However, he knows there are obstacles to be faced, and the enemy wants to kill him.

4.2. Analysis of External Conflicts

4.2.1. Man vs Man

1. Suardin

> It is very difficult to believe that this city is now led by *Suardin*, a fellow soldier who had previously raped a girl in the village. The problem ended with peace, the victim's family forced to remain silent, and if only dare to reveal this case or report it to the police, of course, their heads are hollowed out by bullets. *Suardin* became mayor for the full support of the Red Party, which always won elections after the rebels reconciled with the government. *Suardin* and red party people, besides occupying almost all the important positions in

local government, they are also everywhere, like pests of *walang sangit* surrounding the fruitful rice plant. That is why I force to flee far from this land I love. (Nur, 2016: 12)

The above quotation shows the external conflict of the protagonist. The external conflict happens the protagonist is difficult to believe if Suardin now leads the city. *Suardin* is a former soldier of *gam* members. *Suardin* has ever raped the young girl in his village. The problem ends with peace because the victim's family is forced to be silent. If the victim's family reports the case to the police, they would be ended with bullets. (the ego). In contrast, *Suardin* can be a major in the city because he receives the full support of the red party. After the agreement between the rebels and the government, the red party is the representative of the rebels; they control and all of the local government in *Aceh*, including the city, which is led by *Suardin*. The red party also controls society. The red party claims if they are the party of God (Superego). It is a condition that influences the protagonist to leave his hometown. If *Suardin* and his friend know the protagonist stays in the city, they will kill him. In this utterance, the superego defeats the ego because the protagonist's character is forced to leave his hometown.

2. Shooting the Rapist

However, the reason why I murder *jumadil* is when one night he wants to rape *Fitri*, a girl who was a close relative with my family. *Fitri* has repeatedly complained that a man who has had three wives and still likes to take a trip to *Medan* forces him to marry. Every time he came, he brought millions of money, even promised to make a house. *Jumadil* threatens and frightens the *Fitri* man by putting his gun on the table, even though he acts as if it were not intended to be shown. I, who had long held back, began to carry an old Belgian old gun that I did not share when a peace agreement with the government first. The weapon I tucked at the waist just in case, and really did not think I would immediately find a man about to rape *Fitri* as soon as I arrived at his house before Isha prayer. Incidentally, both parents of the girl are not at home; all residents are visiting a neighbor's house that will hold a party celebration. Upon hearing the screams from within, my blood was instantly on. I broke through the door and instantly threw a shot at *Jumadil's* body that looked at me in terror - until five bullets were left out, all on target. I deliberately pointed to her genitals so that the essential tool was shattered,

as I learned later through the talk of the people because the newspaper news did not explain to that point, except to mention only the wound in the groin. (Nur, 2016:24-26)

The above quotation shows the external conflict of the protagonist. The external conflict happens while the protagonist is visiting *Fitri's* house; he hears if there is screaming coming from the *Fitri's* house. He comes to the screaming, and he breaks the door. He looks that Jumadil wants to rape *Fitri,* and *Jumadil* is surprised when the protagonist is looking at him. The protagonist directly shoots at *Jumadil*; five bullets are all out, all on target. The protagonist also shoots at the genital of *Jumadil* (the id). In this utterance, the id defeats the ego because the protagonist directly shoots at *Jumadil* (the id) without asking or arresting *Jumadil* (the ego). Besides, because of the shooting, the local newspaper releases news which judges the protagonist as a murderer (the superego).

4.2.2. Man vs Society

3. The Pressuring of The Government

My country has been ruined by the hands of colonizers and stupid leaders so that no matter how hard the peasants work, they will never be able to prosper. The controllers of power continue to harass the people, riot for the sake of political tactics and intrigue, no effort is made by the government for the prosperity of the people, all for their interest.

(Nur, 2016: 123)

The above quotation shows the external conflict of the protagonist. The external conflict happens because the protagonist realizes if the condition of Acehnese is lacking of prosperity. They will never change their condition because of the stupid leaders controlling them (the id). In contrast, al the leaders only think about themselves. They also make political tactics and intrigues. All of the efforts are held by the leaders as a way to keep their power in that region (the superego). This is a condition that insults the protagonist to fight against the leaders of the region. Through his eyes, he sees that the leaders only think about themselves without thinking about how to increase the prosperity of the Acehnese (the ego).

4. The Fake Promise

> I will reveal the govervor's promises during the general election about two
> years ago, that if Saini and Sakir are elected, they will take care of orphans
> and the *duafa*, dispatch pilgrims to cruise ships and provide pilgrim fees
> for Acehnese children who have matured, and natural resources, re-mining,
> making Aceh as Brunei Darussalam and Singapore. They also promise to
> provide free education for Acehnese children from elementary school to
> university, to give a million rupiah every month to every family, to improve the
> welfare of the people, to create new jobs, to overcome poverty - all of which
> is nothing more than mere nonsense. (Nur, 2016: 271)

The above quotation shows the external conflict of the protagonist. The external con-
flict happens because the protagonist is disappointed with the government, especially
the governor. He reveals all of the governor's promises during the campaign about two
years ago. If the governor is elected, he will make *Aceh* like *Brunei Darussalam* and
Singapore. He will take care of orphans, listing the natural resources of Aceh (the id).
Nevertheless, the promises are nonsense. The government does not keep its promises.
He gives fake promises to Acehnese society without thinking about the condition of
society. He only thinks about himslef (the superego). It is a condition which insults the
ego of the protagonist.

The above quotation shows the gap between the id and the superego. The id deals
with the pleasure principle is contrary to the superego that deals with the moral principle
in the society. However, the government as the representatives of society, is immoral
and only thinks about their interest.

The research findings are depicted in the following tables

The Conflicts	Theme	The physical zone (id, ego and superego
Internal Conflict Man vs Self	The Self Disguise	Ego
	The Decreasing of Faith	Id
	The Return of The Protagonist	Id
External Conflicts Man vs Man	*Suardin*	Superego
	Shooting the Rapist	Id
Man vs Society	The Pressuring of The Government	Ego
	The Fake Promise	Id

Based on the findings of the internal conflict, there are three themes and the id
dominates two themes, and one theme is the ego. In the external conflict, there are

four themes and the id dominates two themes, one theme is the ego, and another theme is the superego. In conclusion, the id dominates the personality of the protagonist in the novel.

5. Conclusion

Based on the above findings in the *Arafat Nur's* Novel, *Tanah Surga Merah*, the conclusion is the conflicts that occur in the novel consist of two major parts, internal conflict and external conflict. The internal conflict consists of three themes, namely: the self -disguise, the decreasing of faith and the return of the protagonist. Concerning the Freud Psychological approach, the id dominates two themes of conflict, and the ego one theme of conflict. The influence of id makes the protagonist hardly to control himself without thinking logically. For example, the protagonist decides to return to his hometown, the police and the enemies would try to murder him.

In the external conflict, there are four themes of conflict in two major parts, namely: man vs man and man vs society. Man vs man consists of two themes, namely: *Suardin* and shooting the rapist. The id and the superego influence the physical zone of the protagonist in relation to the Freud Psychological Approach. Shooting the rapist is one of the top events that is influenced by the id while the protagonist is angry and directly shoots at the rapist.

Man vs society consists of two themes, namely: the pressuring of the government and the fake promise. Concerning the Freud Psychological approach, the ego and the id influence the physical zone of the protagonist. The fake promise is an example that is influenced by the id and the protagonist is disappointed with the government.

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Conference Paper

Hate Speech on Social Media: A Pragmatic Approach

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Abstract

This research is based on people's behavior in communicating on social media, especially Facebook, which is currently developing without boundaries. In expressing their thoughts, a person often does not maintain ethics and provisions in communicating on social media. For personal gain, individuals or groups of people use language for the purpose of humiliating, insulting, degrading and defaming other individuals or groups of society they dislike. This phenomenon is widely known as hate speech. In line with the Pragmatic Approach, referring to the study of language use with its actual usage aspects, the utterances produced by language users have an effect that could influence the listener to grasp the meaning conveyed and take action as a result of the utterance. This study aims to reveal the types of hate speech on social media based on the criteria developed by Austin, and the meaning of hate speech spoken by individuals to other individuals on Facebook social media, using qualitative descriptive methods. The results show that hate speech on social media can be classified based on illocutionary acts developed by Austin, into verdictive, behabitives, and expositive.

Keywords: Pragmatics, social media, illocutionary acts, hate speech

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1. Introduction

At the present time, communication is developing very fast to keep pace with the speed of voice supported by the freedom of individuals to voice thoughts and feelings that sometimes slide indefinitely through social media. We witness individuals or groups of people using language for the purpose of humiliating, insulting, degrading, and slandering other individuals or groups of society that they do not like. This phenomenon is widely known as hate speech. Social media such as *Twitter, Facebook, Youtube* and others play a very big role in spreading hate speech. This research is motivated by the increasing number of hate speech phenomena occurring in society through social media which, if not controlled, could lead to intolerant, aggressive and hateful behaviors towards others resulting in social conflicts in Indonesian multicultural society, further

resulting in the occurrence of disintegration in state life. Certain individuals or groups committing acts of hate speech come from various circles, from high-ranking people such as politicians, government officials, community leaders, to common people from various walks of life.

From the various relevant literature reviews there is not yet a single fully accepted definition of what hate speech actually means. An important aspect that needs to be considered in understanding hate speech is that it is not always in the same sense and in the same level of intensity but depends on the level of threatening of hate speech poses to individuals and society. The level of threat from hate speech can appear in loud, medium, and soft forms (Neshkovska & Trajkova, 2017).

The study of hate speech in recent years has attracted the attention of a number of researchers from various fields of science, including linguists, sociologists, philosophers, historians, anthropologists, lawyers and political scientists. The thing that makes these scholars focus on this issue is the fact that humans live in a world that continues to change dynamically then polarized into various different facets of life such as ethnicity, religion, culture, politics, etc., which ultimately makes them vulnerable against hatred which has a very detrimental effect on human life itself.

Hate speech is defined as any speech or utterance offending other parties. More broadly, words or utterances denigrating particular gender, religion, ethnicity, race, and sexual orientation (Neshkovska & Trajkova, 2017). According to the National Human Rights Commission of the Republic of Indonesia (2016), hate speech is any action and effort either directly or indirectly based on hatred against ethnicity, religion, religious sect, beliefs, race, classes, skin color, ethnicity, gender, disability, and sexual orientation inciting individuals and groups to discriminate, violence, loss of life and, or social conflict through various means.

Based on the data from the Indonesian National Police, there are 255 criminal cases of hate speech on social media throughout 2018, and in January-June 2019 period there are 101 cases of hate speech crimes on social media. To anticipate and overcome acts of hate speech so as not to continue to increase, the government of the Republic of Indonesia issued laws and circulars on hate speech through Article 27 paragraph (3) of the ITE Law, article 45 paragraph (1) of the ITE Law, and Circular (SE) Kapolri number SE / 6 / X / 2015.

Percentage of social media use and the average time spent accessing data by social media users all over the world:

From table 1 data, it can be seen that throughout 2018 *Facebook* was the most accessed social media after *Youtube* which was ranked first in terms of the percentage

TABLE 1: Data on the percentage of social media most actively accessed by Indonesian social media users in January 2018

Social Media Forums	Percentage of Users	Chat Application	Percentage of Users
Youtube	43%	Line	33%
Facebook	41%	Bbm	28%
Instagram	38%	Whatsapp	40%
Twitter	27%	Facebook Messenger	24%
Google+	25%	Skype	15%
Linkedin	16%	Wechat	14%

(Indonesian Digital Report, 2019)

level of users. Meanwhile, from table 2, it can be seen that the average time the Indonesians use social media is the highest in the world after Brazil. This opens up great openings for the increasing number of hate speech on social media.

According to Kaplan and Haenlein in Putri (2016), social media is a group of internet-based applications that are built on the basis of Web 2.0 ideology and technology, and enabling the creation and exchange of user-generated content. Meanwhile, social networking is a site where everyone can create a personal web page, then connect with other people to share information and communicate. If traditional media uses print media and broadcast media, then social media uses the internet. Social media invites anyone who is interested to participate by contributing and feedback openly, giving comments, and sharing information in a fast and unlimited time.

The study discusses the relationship between hate speech on social media with speech act theory in a linguistic perspective, especially pragmatics, developed by Austin (1962), and speech acts with hate speech obtained from the *Facebook* page become the source of data for this study parts of the incidents of speech acts related to forms of hate speech on social media pertaining to utterances can influence other people, provoke, become the public spotlight and even cause division simply caused by speeches from these social media users.

In his study of speech acts in Pragmatics, Austin (1962) then classifies illocutionary acts into 5 types,: verdict, exercitive, commissive, behabitive, and expositive.

2. Literature Review

The possession of language, perhaps more than any other attribute, distinguishes humans from animals. To understand our humanity, one must understand the nature of language that makes us human. According to the philosophy expressed in the myths and religions of many peoples, language is the source of human life and power (Fromklin

TABLE 2: Data on average social media users spending their time accessing social media

No	Negara	Durasi Penggunaan
21	Singapore	2 Hours 6 Minutes
22	Taiwan	2 Hours 3 Minutes
23	Hong Kong	2 Hours 1 Minute
24	United States	2 Hours 1 Minute
25	China	2 Hours
26	Sweden	1 Hour 56 Minutes
27	Great Britain	1 Hour 54 Minutes
28	New Zealand	1 Hour 53 Minutes
29	Italy	1 Hour 53 Minutes
30	Canada	1 Hour 48 Minutes
31	Ireland	1 Hour 47 Minutes
32	Poland	1 Hour 42 Minutes
33	Australia	1 Hour 39 Minutes
34	Spain	1 Hour 38 Minutes
35	Belgium	1 Hour 34 Minutes
36	France	1 Hour 22 Minutes
37	Holland	1 Hour 20 Minutes
38	German	1 Hour 13 Minutes
39	South Korea	1 Hour 12 Minutes
40	Japan	48 Minutes
41	Philippines	3 Hours 57 Minutes
42	Brazil	3 Hours 39 Minutes
43	Indonesia	3 Hours 23 Minutes
44	Thailand	3 Hours 10 Minutes
45	Argentina	3 Hours 9 Minutes
46	Egypt	3 Hours 9 Minutes
47	Mexico	3 Hours 7 Minutes
48	Nigeria	3 Hours 2 Minutes
49	Malaysia	3 Jam
50	United Arab Emirates	2 Hours 56 Minutes
51	Ghana	2 Hours 56 Minutes
52	Kenya	2 Hours 54 Minutes
53	Turkey	2 Hours 48 Minutes
54	South Africa	2 Hours 48 Minutes
55	Vietnam	2 Hours 37 Minutes
56	Saudi Arabia	2 Hours 34 Minutes
57	India	2 Hours 26 Minutes
58	Maroko	2 Hours 24 Minutes
59	Russia	2 Hours 19 Minutes
60	Portugal	2 Hours 10 Minutes

TABLE 3: Austin's Classification of Speech (Stanford Encyclopedia of Philosophy, 2014)

Types of Speech Acts	Direction of Fit	S = Speaker X = Situation
Verdictive: judging, diagnosing, calculating, predicting	Words fit the world	S trust X
Exercitives using power, right or influence (ordering, praying for, recommending)	World fit the words	S wishes X
Commissive: committing, promising, swearing	World fits the words	S means X
Behabitives social attitudes and behavior, apologies, thanks, congratulations	Words fit the world	S feels X
Expositive: postulating, defining, agreeing	Words change the world	S causes X

in Wijaya, et.al: 2018). By this it is clear that everyone should use polite language to maintain harmony in social relationship; any form of words or sentences tending to provoke hatred is to be avoided. This is related to the study of speech act.

In the field of Linguistics, one of the focuses of study in Pragmatics is the Speech Act theory, examining language with its actual use aspects. In a speech act developed by John Langshaw Austin in 1962 and also his student Searle in 1969, it is said that in every word situation, the utterances produced by language users have an effect that can influence the listener to perceive the meaning conveyed and take action as a result of the utterance. According to Austin, there are three types of speech acts: locutionary act, illocutionary act and perlocutionary acts. Locutionary act is the act of saying something with a word or sentence according to the conventional meaning and its syntactic rules. Illocutionary acts are speech acts that contain intent, relating to who is speaking, to whom, when and where the speech act is performed. Perlocutionary acts are speech acts whose utterance is intended to influence the speech partner. Perlocutionary acts occur when the interlocutor does something due to locutionary and illocutionary. Meanwhile, according to Searle, communication is not just a symbol, word, or sentence but it would be more appropriate to call it a product resulting from a symbol, word, or sentence in the form of speech act behavior (Levinson, 2004; Cumming, 2007). Of the three types of speech acts discussed in pragmatics, illocutionary acts are the most dominant part.

Austin distinguishes illocutionary actions into five categories: 1. Verdictive, an illocutionary act which is the delivery of the results of an assessment or decision based on certain reasons or facts. Examples of this action are assessing, diagnosing, calculating, predicting, and so on; 2. Exercitives, the speaker uses power, rights or influence, such as exclusion and resignation; 3. Commissive is the act of the speaker committed to a cause or action, for example promises and stakes; 4. Behabitives is the expression of a speaker's reaction to the attitudes and behavior of people, whether past, present

or future. Examples, are sorry, thank you, congratulations, and others; 5. Expositive is the act of exposition which involves the elaboration of views, executing arguments, and clarifying uses and references. Speakers explain how their utterances fit into the line of reasoning, for example, postulating and defining, agreeing, and so on (Stanford Encyclopedia of Philosophy, 2014).

Meanwhile, Searle in (Rohmadi, 2004; Rangkuti, 2019) classifies speech acts into five types: representative, commissive, directive, declarative, and expressive acts. 1. Representative is a speech act that binds the speaker to the truth of what he says. This type of speech act is also known as assertive speech act. Included in this type of speech act are speeches stating, demanding, confessing, showing, reporting, giving testimony, mentioning, speculating. It is the responsibility of the speaker that the utterances spoken are indeed facts and can be proven; 2. Commissive is a speech act that binds the speaker to carry out all the things stated in his utterance, for example swearing, promising, threatening, declaring commitment, making vows. Those utterances bind the speakers to carry out the mandate as well as possible; 3. A directive is a speech act intended by the speaker so that the speech partner takes action according to what is stated in the speech. A directive speech act is also called an impositive speech act. Included in this type of speech acts are asking, inviting, compelling, suggesting, urging, ordering, collecting, urging, pleading, challenging, giving cues; 4. Declarative is a speech act intended by the speaker to create new things (status, circumstances, etc.). Included in this type of speech is speech with the intention of impressing, deciding, canceling, prohibiting, granting, permitting, classifying, lifting, forgiving; 5. Expressive is a speech act which is meant by the speaker so that the speech is interpreted as an evaluation of the things mentioned in the speech, including utterances of gratitude, complaining, congratulations, flattering, praising, blaming, and criticizing.

In speech act theory, there is also a discussion about the direction of fit of a produced speech act. Saying or expressing an utterance, does not always attend to the direction of someone's speech when the person concerned gives a statement, prediction and an order. Every time someone expresses an utterance, his speech will adjust to the situation. When a person expresses an utterance in the form of a statement, it can be said that he has a word-to-world direction. In other words he adapts words to circumstances. Meanwhile, when a person expresses a speech in the form of a command, the direction of its suitability is world-to-word, that is, he adjusts the situation to his words. However, there are times when an utterance has no direction at all, for example when someone says, "Hooray..." (Stanford Encyclopedia of Philosophy, 2014).

3. Research Method

This research is conducted by means of a qualitative descriptive method that focusing on the library research proposed by Haughman (2009) using the Pragmatic approach.

The data source of this research is collected from utterances containing hate speech in the forms of words, phrases, or sentences spoken by *Facebook* social media users, taken randomly from *Facebook* pages with data collection techniques using note-taking and documentation. The data are then classified based on the types of illocutionary acts, such as verdictive, exersitive, commissive, behabitive, and expositive acts

The data collected are further classified based on the references submitted by Sudaryanto (2015). To explain the meaning of hate speech that is expressed by one individual towards another individual as opposed to another, the descriptive method is used to obtain a detailed explanation from the qualitative side. The words and sentences on the *Facebook* social media page are a form of spoken speech written in the comment column as well as personal account status using spoken language that does not need any grammatical elements. Finally, the data are presented in the research results.

4. Result and Discussion

In this section the data in the form of words, phrases, or sentences obtained from data sources, namely the personal accounts of *Facebook* social media users that contain illocutionary acts classified based on illocutionary acts developed by Austin (1962) are presented. These speech acts are utterances expressed by social media users containing hate speech.

In accordance with the explanation above, there are two things presented, 1) classifying the types of hate speech on *Facebook* social media based on the criteria developed by Austin; 2) Analyzing the meanings of hate speech found in *Facebook* social media accounts.

Data (1) ``*Anjirrrr.... Asli ngakak abis....... nemu nih foto sang legendaris kodok betina*" is an act of hate speech from a private account owner working as a housewife expressing illocutionary acts by judging someone with an insulting tone towards a female mayor by likening the mayor to one of the types of animals having no beauty value. The act of illocutionary utterance is **verdictive**: the user of the account delivers the results of an assessment based on facts, which she believes are true. Besides that, the utterance expressed clearly contains hate speech because she likens a human to a kind of animal causing other people to feel humiliated.

Table 4: List of hate speech found in Facebook social media accounts.

No	Hate Speech	Illocutionary speech acts
1	*"Anjirrrr.... Asli ngakak abis....... nemu nih foto sang legendaris kodok betina".* (Anjirr is slang word for dog. Totally laughing, finding the legendary photo of the female frog)	Verdictive
2	*"Ingat bang @anies baswedan, kita ini keturunan Arab, tahu dirilah! Jangan pernah menghidupkan kembali politik busuk primordialisme kakekmu di bumi NKRI. Jangan pernah jadikan Kantor Gubernur DKI JKT sebagai markas politik intoleran HTI & PKS!"* ("Remember @anies baswedan, we are of Arab descent, you know! Don't ever revive your grandfather's rotten primordial politics in the Homeland of the Republic of Indonesia. Don't ever make the DKI JKT Governor's Office the headquarters for the intolerant politics of HTI & PKS!")	Behabitive
3	*"Mahfud percaya aja pengakuan 14 orang yang ditangkap ngapus berita.. ha ha, jadi ingat ketololan dia saat kalah polling menuduh polling twitter bisa divote oleh satu akun sekali pencet 20 x sampe ribuan kali. Loe beneran Prof kan pak @mohmahfudmd?"* ("Mahfud simply believed the confessions of 14 people, erased the news... ha ha, so remember his stupidity when he lost the polling, accusing Twitter polling of being voted into by one account once pressed 20 times to thousands of times. You're really true, Prof, sir @mohmafudmd?"	Verdictive
4	*"Bahkan CINA CACAT MAU MATI DI KURSI RODA dan PAKAI PEMPERS pun ikut Nyoblos juga. Semua DEMI menguasai NKRI".* ("Even a CHINESE, DYING AND DISABLED ON WHEEL CHAIRS and USING PEMPERS also joined the voting. All FOR possessing the Republic of Indonesia".)	Verdictive
5	*"D ajari dandan donk buuk... Biar cantik dlht. Sprti Aurel Hermansyah dlu kn jlek bngeet kek gak terurus. Tp krn bljr dandan jdi gk malu2 in dfto uuups"* (Teach how to groom mam, to be pretty. Like Aurel Hermansyah formerly very ugly, like not taken care of. But owing to learning to groom, not making a shy in photo).	Expositive

Data (2) ``***Ingat bang @anies baswedan, kita ini keturunan Arab, tahu dirilah! Jangan pernah menghidupkan kembali politik busuk primordialisme kakekmu di bumi NKRI. Jangan pernah jadikan Kantor Gubernur DKI JKT sebagai markas politik intoleran HTI & PKS!",*** is an illocutionary act of the **behabitive** type conveyed by a person who comes from the common society by showing a reaction to one of the elected governors because he feels that the governor is not acting as he wants. The reaction of the owner of the personal account on social media expresses hate speech because his actions can provoke other people by giving arguments in an incendiary tone that is not necessarily true.

Data (3) ``***Mahfud percaya aja pengakuan 14 orang yang ditangkap ngapus berita.. ha ha, jadi ingat ketololan dia sat kalah polling menuduh polling twitter bisa divote oleh satu akun sekali pencet 20 x sampe ribuan kali. Loe beneran Prof kan pak @mohmahfudmd?"***, is an act of **verdictive** illocutionary act containing hate speech by someone from the public against a government official. The owner of the account

expresses illocutionary act by giving a conviction-based judgment on the fact that a Professor cannot misrepresent anything.

Data (4) ``**Bahkan CINA CACAT MAU MATI DI KURSI RODA dan PAKAI PEMPERS pun ikut Nyoblos juga. Semua DEMI menguasai NKRI"**, this clearly expresses an act of illocutionary containing hate speech. The speaker in this case expresses hatred towards one of the ethnic groups through illocutionary act meaning he has predicted that the ethnic group he mentions will dominate the Republic of Indonesia in the future. The predictions that he convey in the resulting utterances are a type of **verdictive** illocutionary act because in his utterance the speaker has predicted something in the future. In addition, the illocutionary action could provoke others to do the same things, showing hatred towards one of the ethnic descendants.

Data (5) ``**D ajari dandan donk buuk… Biar cantik dlht. Sprti Aurel Hermansyah dlu kn jlek bngeet kek gak terurus. Tp krn bljr dandan jdi gk malu2 in dfto uuups"**. This utterance is expressed by a user of a private account from among the common society addressed to a public figure he does not like. The act of illocutionary speech expressed is an act of **expositive** type of illocutionary act because in her utterance the speaker describes her views and provides a reference to the personal account she is aiming for because she is sure what she is arguing is in accordance with the reasoning she conveys. The speech act he conveys also clearly contains hate speech because the target party feels offended by the speech.

5. Conclusion

Based on the explanation of the data analysis above, it can be concluded that the hate speech found on *Facebook* social media carried out by personal accounts against other personal accounts are classified into the forms of verdictive, behabitive, and expositive which are expressed by assessing, diagnosing, predicting and reacting to people's attitudes from the negative side. The expressions of illocutionary acts are insulting, inciting, degrading, and provoking based on a sense of antipathy and hatred towards others different circles of society. Hate speeches contained in the five data are classified linguistically into the Pragmatics field based on the classification of Austin illocutionary acts in the form of verdictive, behabitive and expositive.

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Conference Paper

Denotation and Connotation in Korean Drama Titles of 2019-2020

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Abstract

The research aimed to analyze the denotative and connotative meanings in Korean drama titles. The titles were chosen from the popular dramas of 2019-2020 based on Netflix and Forbes Magazine. This study was focused on finding the real meanings behind the titles. The study was done qualitatively by randomly selecting 20 Korean drama titles of 2019-2020. Connotation and denotation are parts of describing the meanings of words. Connotation refers to the implied meaning of a certain word, while denotation refers to the real meaning of a word or, simply said, is the dictionary meaning. The titles of the Korean dramas were not presented in the real sense, but there were other references or implied meanings behind all of the titles. This was so because a title is designed to be eye-catching, a term that is usually used in marketing. Furthermore, those implied meanings in the titles of the dramas were presented in such a way as to arouse emotion.

Keywords: *Denotation, Connotation, Titles.*

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1. Introduction

Connotation and denotation are parts of describing the meanings of words. They are two principal methods in getting meaning in language, and language itself is symbolic that is used to represent ideas, objects, and feelings, meaning that there is always an interpretation of meaning in all elements of language. Learning language is not simply a matter of learning words. It is a matter of correctly relating our words to the things and happenings for which they stand. It is the need of knowing how meanings of words vary from one cultural context into another. We can interpret any given statement in more than one way. Most of the words do not simply express a thought, but also express feelings beyond the word's literal meaning. Denotation and connotation are two ways that we need to interpret the words into their meanings.

Word is a form of expressions that has meaning. People sometimes have their own words to express something special for them, they create several words with particular meanings. There are two types of word meaning, the first type is conceptual or denotative meaning and the second one is connotative meaning. Denotative meaning is a meaning that does not contain any other meanings or values and it is based on dictionary meaning. On the other hand, connotative meaning is meaning with additional value or sense which is indirect and unreal (Saifuddin, 2018). In addition, denotation is the literal meaning or linguistic meaning of the expression, and connotation is the contrast of denotation which means about social and affective meaning. Therefore, a word may have more than one meaning in its limitation that express people's thought and feeling beyond the literal meaning (Rao, 2017).

2. Literature Review

The denotation refers to the most basic or specific meaning of a word. On the other hand, a connotation is an idea that is suggested by or associated with a word. In literature, connotation paves way for creativity by using figures of speech like metaphor, simile, symbolism, personification. Connotation and denotation are not two separate things/signs. They are two aspects/ elements of a sign, and the connotative meanings of a word exist together with the denotative meanings. Connotation represents the various social overtones, cultural implications, or emotional meanings associated with a sign. Denotation represents the explicit or referential meaning of a sign. Denotation refers to the literal meaning of a word, the 'dictionary definition.' Generally words can be used for positive or negative connotations depending on the contextual situation. The usage of words may be good or bad sense, impression, experience, and feeling. For example, politicians and advertisers may prefer words with positive connotations in view of expressing their message attractively. In case of unpleasant feeling, a word with negative connotations may be used to describe them. The denotation of a word is its primary signification or reference; its connotation is the range of secondary or associated significations and feelings which it commonly suggests or implies. Thus "home" denotes the house where one lives, but connotes privacy, intimacy, and coziness; that is the reason real estate agents like to use "home" instead of "house" in their advertisements. "Horse" and "steed" denote the same quadruped, but "steed" has a different connotation that derives from the chivalric or romantic narratives in which this word was often used.

Shobur in Saifuddin (2018) states that there are some levels of the relation between signifier and signified called 'staggered systems. The two of levels are denotation and

connotation. Denotation is a level of sign explaining the correlation between signifier and signified in which the sign produce the explicit, direct, and real meaning. Whereas, Connotation is a level of sign explaining the correlation between signifier and signified in which it is explained an implicit, indirect, unreal meaning. Denotative meaning is the first order meaning which is objective that can be given to symbols. It is by linking directly between the symbols with a reality or the designated phenomenon. Then the meaning of connotation is the second order meaning that can be given to symbols with reference to cultural values that are therefore on the second level.

Denotation is the dictionary definition, a word's literal meaning only. Not emotions or feelings are associated with the word. For example, "the teacher walked into the classroom". This example does not have any hidden meaning. A teacher simply walked into a classroom. Connotation is a word's emotional meaning, suggestions and associations that are connected to a word. Words can be positive, negative, or neutral. Words can also connote specific feelings or emotions. For example, "The smiling educator strolled into the peaceful classroom". All words connote a kind, happy teacher and environment.

Denotation and connotation are terms describing the relationship between the signifier and its signified, and an analytic distinction is made between two types of signified: a denotative signified and a connotative signified. Denotation tends to be described as the definitional, literal, obvious or common-sense meaning of a sign, meaning that denotative meaning is what the dictionary attempts to provide. Separating grammatical denotation from connotation is important because while one might assume that a word's denotation is fully intended, whether a word's connotations are intended is much more difficult to determine. Connotations are often emotional in nature, and thus if they are intended, it may be for the purpose of swaying a person's emotional reactions rather than the logical evaluation of an argument. In the denotation meaning, it will be found the meaning of the title based on dictionary, while the connotation meaning it will be found a word's emotional meaning, suggestions and associations that are connected to a word.

Relevant studies are used as the references to conduct the research. First, a study conducted by Rao, (2017), "A Brief Study of Words Used in Denotation and Connotation". He conducts the study to explains how denotative and connotative meanings of words used in English. Connotation and denotation play a vital role in learning language and comprehending literature. Words can be used for positive or negative connotations based on the context and need.

Second, a study conducted by Sakina, Fauzah (2020), "The denotative and connotative meaning in Sheila on 7 song lyrics "Film Favorit". They conduct the study to give

some theories and knowledge specifically in meaning of the signified and signifier using Roland Barthes Semiotics theory.

Third, a study conducted by Ariyadi (2014), "Denotative and Connotative Analysis on the Advertisement of New Axe Provoke Even Goddesses Will Fall Version." He conducts the study to analyze the advertisement with Mythology.

Fourth, a study conducted by Saifuddin (2018), "Denotative and Connotative Meaning of Signs in Lombok Musical Instrument (Gendang Beleq)". He conducts the study to describe and analyze connotative meaning of of signs in Lombok Musical Instrument (*Gendang beleq*). The researcher divides the data into two parts which are primary and secondary data. The primary data consists of magazines, books guide, and the data from internet and the result of interview. The method used in this study is qualitative.

Fifth, a study conducted by Zuhdah (2019), "An Analysis of Denotation and Connotation in Chairil Anwar's Poem." He conducts the study to investigate denotative and connotative meaning in words. Both of denotation and connotation are helpful for readers of poetry to find the interpretations and implied meaning. This analysis focuses on meaning of words taken randomly from a poem. The data are analyzed descriptively using Griffith's concept about three stages of interpretation, there are literal meaning, explicature and implicature (Griffith, 2006).

In this study, the writer identifies and analyzes the denotation and connotation meaning in Korean drama's titles. The titles of dramas can be in words or sentences. Every title has its meaning to deliver to the audiences. From the title there is a message to be conveyed, but to get the message we have to find the meanings. In this study, the writer will search the denotation and connotation. A drama title paints a picture worth a thousand words. Seriously, the name of a drama should sum up everything we need to know about a drama. There are some dramas, however, where the titles are not so clear cut. Whether it is a single word or an entire sentence, these dramas come with names that are subtle references or have deep meaning. We are not here to judge a drama by its name, but instead, we are shedding light on the real meaning behind these drama titles.

3. Research Method

This study were conducted by using descriptive qualitative method in which the purpose is to find out the denotation and connotation meaning in Korean drama titles. Qualitative research was related to assist in describing the common elements of the various forms of qualitative methods. Nazir (2014) says that descriptive qualitative is one which is used

to make descriptive of situation, event or accumulate the basic data. It means that this research did not intend to find a new theory but to find new evidence through the truth of certain theory. The researcher investigates the denotation and connotation meaning in Korean drama titles, then to see how the title draws attention of the audiences who see and read it, then want to watch it.

The data of this research are the titles of Korean Drama that are popular during 2019-2020 based on ranker of Netflix and Forbes site com. The data source are 20 titles of Korean dramas. Netflix is one of a famous streaming services that allows our members to watch a wide variety of award-winning TV shows, movies, documentaries, and more on thousands of internet-connected devices. Forbes is an American business magazine. It features original articles on finance, industry, investing, and marketing topics.

The data are analyzed by using descriptive qualitative method. The steps of the analysis include; downloading Korean Dramas Films that are popular during 2019-2020„ deciding which titles are to be analyzed randomly, after that searching the newest articles and journals to support the study; next, identifying the titles based on the denotative and connotative meanings. Finally, this study classifies the titles into denotative and connotative meanings

4. Result and Discussion

The fundamental goal of this study is identifying and analyzing the denotation and connotation meanings in Korean drama titles.

4.1. Analysis of Denotation and Connotation in Korean Drama Titles:

Hotel del Luna (2019) is a drama released on July 2019. This drama is starred by Lee Ji-eun and Yeo Jin-goo. It tells about a hotel but the guests are ghosts, and the ghosts want to set themselves free from the hotel. **Denotation:** the dictionary meaning is *An establishment providing accommodation, meals, and other services for travelers and tourists.* But in this title Hotel has a hidden meaning, it does not denote the real hotel to stay in. Del Luna: *Name of a hotel*. Hotel del Luna, *a hotel, provides accommodation for travelers and tourists*. **Connotation:** there is a hidden meaning from the title. Hotel del Luna connotes emotional feeling that is a place to stay in for the ghosts, not for us as human.

Crash Landing on You (2019), released on December 2019. This drama is starred by Hyun Bin, Son Ye Jin, Seo Ji Hye, Kim Jung Hyun. It tells about a woman whose father is a very rich man in south Korea and lost in north Korea, and saved by a soldier from north Korea. **Denotation:** the dictionary meaning is *an accident of vehicle bringing an aircraft down to the ground after a journey*, but there is a hidden meaning in this title. **Connotation:** Crash landing connotes an emotional feeling; a rich woman from south Korea falls in love with a soldier from north Korea.

When The Camellia Blooms (2019), released on September 2019. This drama is starred by Gong Hyo-Jin and Kang Ha-Neul. It tells about a single mom struggling for his son alone. **Denotation:** the dictionary meaning is *a beautiful flower camellia growing in East Asian.* There is a hidden meaning. **Connotation:** *When the Camellia Blooms* connotes a situation where *a single mom is like Camellia flower who is blooming/shining even though in her struggling to grow up her son alone.*

Her Private Life (2019), released on January 2019. This drama is starred by Park Min Young dan Kim Jae Wook. It tells about a fan of a band in Korea, really fascinating to the singer and creates a web for the band. **Denotation**: the dictionary meaning is fully intended to show the ability to grow belongings to a particular person, not for public use. **Connotation**: *Her Private Life* connotes an emotional feeling, where a fan who really wants to know and to be involved with his favorite's band life.

Sky Castle (2019), released on April 2019. This drama is starred by Yum Jung Ah and Jung Joon Ho. It tells about wives who stay in an elite area that is Sky Castle. All of them are getting obsessed to compete to be the best among them in their richness and success. **Denotation:** the dictionary meaning is *a large strong building with thick, high walls and towers in the space above the earth that you can see when you look up.* It is fully intended as a name of a location/building. There is hidden meaning in it. **Connotation:** *Sky Castle* connotes a *name of an elite area or resident, there is no hidden meaning.*

Children of Nobody (2019), released on January 2019. This drama is starred by Kim Sun Ah and Lee Yi Kyung. It tells about a violence upon children. Then they are saved by a detective and a young lady who is like a crazy woman but not. **Denotation:** *A person of no importance or authority on a young human being below the age of puberty or below the legal age of majority. There is hidden meaning.* **Connotation:** *Children of Nobody* connotes a feeling where *human beings below the age of puberty always get violence from their parents, and are not given attention by their parents.*

The Kingdom (2019), released on January 2019. This drama is starred by Kim Hye-Jun and Ryoo Seung-Ryong. It tells about a King collapsed from an illness and no one

is let to see the king even his daughter; it is like a mystery for the people, because they see a ghost like a monster in the palace. **Denotation:** The Kingdom: a country, *state, or territory ruled by a King or a Queen.* There is a hidden meaning. It is not fully intended to show a kingdom. **Connotation:** The Kingdom connotes a palace attacked by a monstrous ghost.

Doctor Prisoner (2019), released on March 2019. This drama is starred by Nam Goong Min and Kim Byung Chul. It tells about a genius doctor but he gets accident, then he gets fired from the hospital. After that he moves to be a doctor in a prison to help people in jail. **Denotation:** dictionary meaning is *a person who is qualified to treat people who are ill in prison.* **Connotation:** Doctor Prisoner connotes an emotional feeling; *a genius doctor who is working in a prison to help the people in crime but he is limited by his former doctor there, so he feels the real prison with his intelligence in medical.*

The Last Empress (2019), released on February 2019. This drama is starred by Jang Na-Ra and Choi Jin-Hyuk. It tells about an actress who gets married with a Caesar, then she faces lots of conflicts in family with the royal family. Then she gets trapped in an incident of murdering her husband's grandmother. **Denotation:** dictionary meaning is *A woman who is a sovereign ruler of great power and rank, especially one ruling an empire, coming after all others in time or orde.* There is no hidden meaning. **Connotation:** The Last Empress; connotes a situation of a *coming of a woman into a royal family to become a wife of Caesar in Korea and ended in a mystery.*

Romance is a Bonus Book (2019), released on January 2019. This drama is starred by Lee Na-Young and Lee Jong-Suk. It tells about a young editor in a publisher company who falls in love with a new staff in that company. **Denotation:** it is not fully intended a romance, but there is hidden meaning. **Connotation:** Romance is a bonus book that connotes *an editor in a publishing company finding his love in that publisher company, meaning that he works as an editor but he also finds his love there.*

Romantic Doctor (2020), released on January 2020. This drama is starred by Han Suk-kyu and Yoo Yeon-seok. It tells about a genius surgeon who works in famous hospital. Then he gets a traumatic incident that makes him disappear and moves into a small city then practices in a small hospital by training two junior doctors there to struggle for the patients having no money. And they get involved in a love story. **Denotation.** *a person who is qualified to treat people who are ill, then connected with or about love to someone. The dictionary meaning is the same with connotation.* **Connotation:** Doctor Romantic connotes a an emotional feeling about *a love story of a practitioner/doctor in the midst of his work and he gets involved in love.*

VIP (2020), released on January 2020. This drama is starred by Jang Na-ra and Lee Sang-Yoon. It tells about a woman who works for a team that deals with VIP customers of a department store. She is married to her workmate, who works on the same team. The couple face an unexpected case, which causes their lives to fall apart. **Denotation:** VIP: *it is an abbreviation of "very important person", meaning a person who has great significance or value, but it is not fully intended as the real meaning.* **Connotation:** VIP connotes emotional feeling of a *love story from a couple who works to the very important persons as customers in their company, where her husband getting affair to a woman she does not expect at all, and that the woman is her husband's affair. She thinks that she is only a staff like others, while she is the daughter of the owner of their company.*

The World of the Married (2020), released on March 2020. This drama is starred by Kim Hee-ae and Park Hae-Joon. It tells about a female doctor whose husband gets an affair with a young lady, younger than she, and then she tries to revenge to her husband. **Denotation:** *the earth of couple (husband and wife). It is intended as the real meaning.* **Connotation:** *The World of the Married* connotes lives of *husband and wife with all the problems and phenomena.*

Itaewon Class (2020), released on January 2020. This drama is starred by Park Seo-Joon and Kim Da-Mi. It tells about a boy who gets dropped out from his school and his life becomes complicated. After that, he gets a turning point in his life and he changes and struggles to get success in Itaewon city. **Denotation:** the dictionary meaning is *category of things having some property or attribute in common in a famous city with tourist resorts in South Korea.* **Connotation:** Itaewon Class connotes *a community of people who have ever got failed then they change into success in a big city Itaewon.*

Hi Bye, Mama (2020), released on January 2020. This drama is starred by Kim Tae-hee dan Lee Kyu-hyung. It tells about a mom who gets tragic accident and passed away, but then she reincarnates and has 49 days as a ghost to meet her daughter and husband. **Denotation:** the dictionary meaning is a *mother who greets and says bye to her child*. There is a hidden meaning from the title. **Connotation:** Hi Bye, Mama connotes a situation of *a mom who has passed away then has a second chance to see her family, then has to say good bye after 49 days.*

The King: Eternal Monarch (2020), released on April 2020. This drama is starred by Lee Min-ho and Kim Go-eun. It tells about a Caesar in Korea who is trying to defeat devils that want to break and destroy humans and also his girlfriend. **Denotation:** a king *of an independent state, especially one who inherits the position by right of birth*

that is lasting or existing forever without end. **Connotation:** The King Eternal Monarch connotes *a struggling of a king to stand his state from destruction of devils.*

Chocolate (2020), released on January 2020. This drama is starred by Yoon Kye-sang and Ha Ji-won. It tells about a man who wants to be a chef but in fact he becomes a doctor, then he meets a lady as a chef and falls in love. Both of them love eating chocolate to get relaxing facing all their problems. **Denotation:** Chocolate: a food in the form of a paste or solid block made from roasted and ground cacao seeds. Chocolate; a paste or solid to eat. It is not fully intended as the real meaning. **Connotation:** Chocolate connotes an emotional feeling in the way of a couple to meet and face their problems in life.

Hospital Playlist (2020), released on March 2020. This drama is starred by Jo Jung-suk and Yoo Yeon-seok. It tells about a friendship of five doctors since they are in university. Then they meet again and work in the same hospital. They meet their love story in that hospital. **Denotation:** a list of *an institution providing medical and surgical treatment and nursing care for sick or injured people.* There is a hidden meaning inside. **Connotation:** *Hospital Playlist* connotes a situation about *life and condition of working of five doctors in the same hospital.*

A Piece of Your Mind (2020), released on March 2020. This drama is starred by Jung Hae-in and Chae Soo-bin. It tells about a love story between a programmer and a technician of music. They have different perspectives but they love each other. **Denotation:** *breaking the whole element of a person that enables them to be aware of the world and their experiences, to think, and to feel; the faculty of consciousness and thought.* It is not fully intended the real meaning. **Connotation:** A piece of mind connotes an emotional feeling of *two different persons with their own perspective trying to read and influence their couple mind and thought.*

Forest (2020), released on January 2020. This drama is starred by Park Hae-Jin and Jo Bo-Ah. It tells about a couple who meets at a mysterious forest. Even though they do not want to, they must live together in the mysterious forest. Living there, they discover small pleasures. Kang San-Hyeok and Jung Young-Jae soon uncover a secret about themselves and the forest. **Denotation:** a large area covered chiefly with trees and undergrowth. It is fully intended as the real meaning. **Connotation:** Forest connotes *an adventure of a couple covered by many intrigues and problems to be solved by both of them secretly.*

5. Conclusion

Denotation meaning of the titles of Korean drama is dictionary meaning and in this study the writer uses oxford dictionary to find the meaning. The results show that denotation meanings in the titles are not fully intended as the real meaning of the words. Connotation is additional meaning or sense value contained in the titles of the drama. The writer uses the synopsis and short scripts of the Korean drama to find the connotation meanings. Based on connotation meanings, it can be concluded that all the titles connote and describe emotional feeling.

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Conference Paper

Ecolexicone and Morphology in Mandailing Agriculture Community

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Abstract

This study aimed to analyze the ecolexicon and morphology by typology in the community of *Mandailing* (BM) agriculture. Qualitative methods were used. Data were collected using several stages such as interviews, self-examination, documenting and note-taking. The study was carried out in areas where income was dominated by farming, precisely in South Tapanuli Regency. The results showed that the biotic environment in the lexicon was 36 or around 70.5%, and the abiotic environment was 15 or around 29.5%. The typology of words was dominated by nominal (39), verbs (7), and adjectives (2). Based on the exposure to ecolexicon forms and typologies found in the Mandailing language, several conclusions can be drawn: the lexicon found in BM has affixations such as prefixes (*si-*); there are other prefixes (*ma-, mam-, mar-, mang-*); and the suffix form (*-on*) is often used to express farming activities, when associated with nouns, which is an activity that is carried out to indicate the type of rice and banana. The main reason for the loss of the lexicon is that many traditional activities have been replaced by modern means.

Keywords: Ecolinguistic, Mandailing, Community Agriculture,

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1. Introduction

Environmental changes that affect language can be reflected in the language of the speaker. As a real example, it is indicated from the following abbreviated social phenomena in the Mandailing language (BM). The younger generations of BM no longer know some types of local plants such as local rice types in their local language. Technological advances or the development of new civilizations have contributed to the emergence of modern agricultural projects. All of them are replaced with modern tools which are traditional before. This of course makes the younger generation forget the old vocabulary. In addition, the production of agricultural products is no longer the same as it used to be where the planting process is still held once or twice a year, especially rice. Of course this causes the expansion of land that is managed only for businessmen and no longer for farming communities in particular.

From linguistic point of view, all forms of lexicon and morphology in farmer tools and activities can be traced through a specific approach with the community. Ecolinguistics exists to solve problems for the environment that looks at the historical and cultural languages that exist in the human ecosystem. According Chen (2015: 13) ecolinguistics is the interaction of language with the environment. Chen prefers the term ecology of language from other terms related to this study. The choice is due to its wide coverage, in which language experts can collaborate with various other types of social science in understanding the interactions between languages.

2. Literature Review

Ecolinguistics is a field of linguistic studies that looks at language from the perspective of its environment. The language environment referred to in ecolinguistic studies is the physical and social environment in which a language lives and develops. Furthermore, ecolinguistics observes human and cultural resources related to the natural environment which are symbolized verbally in the local language. This clarifies and reinforces a language relationship with the environment, both the social and natural environment, including language and cultural symbols that describe the verbal symbolic relationship between humans and humans, humans and their creators, and humans and their natural surroundings. According to Haugen (1972), there are three basic components in dissecting ecolinguistics, namely (1) ideology: language exists only in the minds of its speakers, and will function if the speakers relate to one another naturally as in their social and natural environment, (2)) psychological: the relationship with other languages in the minds of bilingual or multilingual speakers, and (3) sociological: the relationship with the community as a communication medium.

Haugen also suggests three parameters that can be used in ecolinguistic research (Haugen, 1972), further strengthened by Mbete (2011), namely (1) interrelationships (language and environment interrelation), (2) environment (physical and social environment), (3) diversity (language and environmental diversity). The three parameters of this ecolinguistic research were compiled by Warami (2013: 6) as shown in Figure 2 below.

One thing that is interesting to observe and study is the lexicons of the language environment. The language environment is a dimension of the environment, namely the physical, physical, and geographical aspects of which all languages and their speakers live (Mbete 2003: 2). To understand deeply the language relationship between language and environment, an ecolinguistic study is needed. Ecolinguistics, an interdisciplinary science, is an umbrella for all research on language (and languages) that is related in
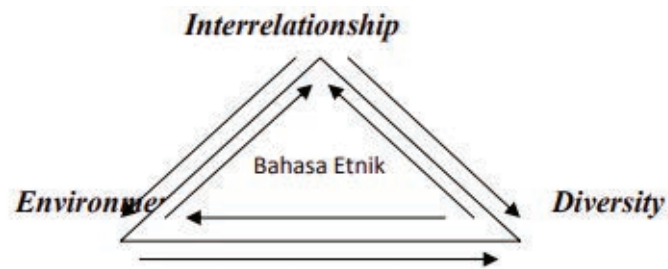
Figure 1: Haugen Triangle Parametres (1972)

such a way to the ecology stated by Fill (2001-126), namely an approach that studies language and relates it to the environment. Ecolinguistics has three parameters, namely (1) parameters of interrelation, interaction, and interdependence (2) environment (3) diversity. The three ecolinguistic parameters, in particular the existence and presence of languages which must be present with and with humans, humans who are also highly interdependent, interact, and interact with everything in their environment, make ecolinguistics a life-science, the science of life and life, and of course a socioecological healthy life, maintained in harmony and sustainability (Mbete, 2013: 27-28).

Suktiningsih (2016) in his journal entitled Fauna Lexicon of Sundanese Society: Ecolinguistic Studies discusses the reciprocal relationship between humans and humans, humans and the natural surroundings that produce a variety of languages, including in ecolinguistic studies.

In addition, to know the shape and typology of the lexicon, it is necessary to review it from a morphological typology point of view. The affixation process shows the form of word classes in every lexicon. Typology comes from two words, namely morph: form of language and logos: knowledge. So the notion of typology is the study of the smallest form of language that can distinguish meaning (morpheme). Affixes / affixes can be divided as follows:

- Prefix / prefix: ber, se, me, di, to, pe, per, tar.

- Infix / insert: el, em, er, in.

- Suffix / suffix: i, right, an.

- Confixes are affixes that are compounds attached to the basic form and support one meaning / meaning. Affixes including confix: Pe..an, Per..an, etc.

- Simulfix is a combination of affixes that are not simultaneously attached to the formbasic. Affixes that include simulfiks such as; di -kan, di- / peer / -kan, mem- / per / -kan, di-per- / i, mem- / per-i, me-men.

3. Research Method

This study uses a qualitative method. Moleong (2006: 6) says that qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc., holistically and by means of descriptions in the form of words and language. in a specific context which is natural and by making use of various scientific methods. Qualitative methods are very appropriate to be used to find data, analyze data, and observe understanding of the ecolexicons and typology of the Mandailing Language.

Data collection was carried out in the Batangtoru sub-district, where the majority of the population in the past were rice and banana farming. However, many have been replaced by other livelihoods such as trading and mining.

4. Result and Discussion

In an ecolinguistic perspective, environmental parameters are the sources of language that give birth to variations in the form and meaning of the lexicon. The lexicons are categorized as nouns that describe diversity, also represent the interaction, interrelation, and interdependence parameters between BM and diversity in the environment. There is also a difference between the farming environment and the rice field environment. The following is the lexicon set known and understood by BM which is divided into three tables, namely Rice and Banana. Based on the results of the analysis that has been carried out from data collection, it was found that there were 36 lexicons of Biotic types and 15 lexicons of Abiotic types (29.5%). Meanwhile, there are 39 lexicons for the noun form, 7 lexicons for Verb and 2 lexicons for the adjective.

No.	Lexicones	Environement		Class Category			Meaning
		Biotic	Abiotic	Nom.	Verb	Adj	
1	*Eme*	+	-	+	-	-	rice
2	*Lupak*	-	+	+	-	-	Square land
3	*Rodang*	-	+	+	-	-	Wet rice fields
4	*Gadu*	-	+	+	-	-	Rice periphery
5	*Sibatange*	-	+	+	-	-	Rice periphery
6	*Babo*	+	-	-	+	-	Cut the grass using a small hoe
7	*Ordang*	+	-	-	+	-	Break through the ground to grow rice
8	*Suan*	+	-	-	+	-	Planting
9	*Sasabi*	+	-	+	-	-	Rice cutting tool

No.	Lexicones	Environement		Class Category			Meaning
		Biotic	Abiotic	Nom.	Verb	Adj	
10	Tajak	-	+	+	-	-	Long hoe
11	Pakkur	-	+	+	-	-	Hoe
12	Goklan	-	+	-	-	+	
13	Keong	+	-	+	-	-	Conch
14	Samporot	-	+	+	-	-	Spray
15	Gottil	-	+	-	+	-	Rice cutter
16	Batting	-	+	-	+	-	Hit the rice
17	Dege	-	+	-	+	-	Step
18	Lapung dok-dok	+	-	+	-	-	Heavy grain
19	Lapung kiang	+	-	+	-	-	Light grain
20	Sarang buaya	+	-	+	-	-	Paddy grass
21	Genjer	+	-	+	-	-	Genjer
22	Simare eme	+	-	+	-	-	Types of rice
23	Ria-ria	+	-	-	-	-	Types of rice
24	Mangomo	-	+	-	+	-	(V) working
25	Marsialap ari	-	+	-	-	+	Worked together
26	Si gombung	+	-	+	-	-	Types of bananas
27	Si olot	+	-	+	-	-	Types of bananas
28	Si ombun kolang	+	-	+	-	-	Types of bananas
29	Si manisan	+	-	+	-	-	Types of bananas
30	Sitambatu	+	-	+	-	-	Types of bananas
31	Sibarangan	+	-	+	-	-	Types of bananas
32	Siraja sare	+	-	+	-	-	Types of bananas
33	Sibattan	+	-	+	-	-	Types of bananas
34	Tabar begu	+	-	+	-	-	Types of bananas
35	Si tanduk	+	-	+	-	-	Types of bananas
36	Si awa	+	-	+	-	-	Types of bananas
37	Si jattan	+	-	+	-	-	Types of bananas
38	Si onomopat	+	-	+	-	-	Types of rice
39	Sierang	+	-	+	-	-	Types of rice
40	Sipulo	+	-	+	-	-	Types of rice
41	Si pulomangis	+	-	+	-	-	Types of rice
42	Si redep	+	-	+	-	-	Types of rice
43	Sigudang	+	-	+	-	-	Types of rice
44	Sitopas	+	-	+	-	-	Types of rice
45	Si sanggar dewi	+	-	+	-	-	Types of rice
46	Si opatdua	+	-	+	-	-	Types of rice
47	Pulopandan	+	-	+	-	-	Types of rice

No.	Lexicones	Environement		Class Category			Meaning
		Biotic	Abiotic	Nom.	Verb	Adj	
48	*Simeru*	+	-	+	-	-	Types of rice
49	*Cantik manis*	+	-	+	-	-	Types of rice

The table above shows that the verbal treasures in the form of lexicons that are semantically related to the rice field environment include elements classified as biotic and abiotic. Linguistically, the lexicon set includes the categories of nouns, verbs, and adjectives, and the semantic aspects of lexicons with animate and inanimate semantic features. The lexicon set with noun categories refers directly to things that are real in the environment of agriculture and rice fields. The diversity of the lexicon with the noun category above specifically describes the biodiversity that exists in the environment for cultivation and rice fields which are lingually coded and used by BM.

4.1. Lexicon categories of nouns affixed si-

Noun is a category of nouns, both countable objects and uncountable nouns, animate or inanimate, with specific or generic meanings. The use of nouns in morphological linguistic constructions results in derivative forms in BW, it can be seen in the following sample data.

Data (1) **si** + *erang*

Prefix + Nom

'Rice type'

(2) **si** + *raja-sare*

Prefix + nom

'Banana type'

(3) **si** + *tabar begu*

Prefix + nom

'Kind of banana'

The data above shows that the noun has a prefix which functions to complete the noun. This function is to indicate the type of noun itself. However, the prefix si function will continue to stick. It should be emphasized that the function of si here is not as an article or (determiner) but rather an affirmation of the type of the noun. The prefix si is often attached to the lexicon of peisang plants and the names of rice plants. Nowadays,

the types of nouns that are contained in each use of the prefix si are not widely known by the public. There are only three types of banana that are very well known and widely used as a market, namely the *sibarangan* banana and *si tambatu*. These two bananas are very close to society today.

4.2. Lexicon categories of nouns with the affixes ma-, mar-, mam-, mang-

Furthermore, in the BM agricultural lexicon, there are also prefixes that are often used in the class of nouns to become verbs in the following:

Data (4) **ma** + *makkur*

    Prefix + noun

    'Excavate using a Hoe'

    (5) **mar** + *babo*

    Prefix + noun

    'Excavate using a Hoe with a little hoe'

    (6) **mam** + *batting*

    Prefix + verb

    'Shed rice seeds'

    (7) **mang** + *gottil*

    Prefix + gottil

    'Harvest rice using bamboo blades'

The data above shows the typology form of the affixation of the prefix BM which has class words from nouns to verbs. This happens when a prefix such as ma, mar, mang, mam is connected to a noun or lexicon in BM then it becomes a verb or an activity carried out in field farming activities. Apart from the verb form above, the affixation position contained in each lexicon can be formed into verbs, adjectives, and adverbs which can be seen as below:

    - *Babo* (one morpheme / noun): A small hoe

    - **Par**-*babo* (Noun): a person who is chopping a face

    - **Mar**-*babo* (Verb): hoe using a small hoe

    - *Babo*-**an** (Adverb): a place that says the activity is carried out

Based on the characteristics of the morphological form of the lexicon above, it can be understood that every use of affixes in the existing lexicon can be found when the speaker uses the lexicon. However, these data in the modern era have been largely abandoned due to technological advances. Of course, humans cannot avoid advances in civilization, especially technology. However, it is necessary to know what agricultural system can be maintained from various market perspectives or human welfare so that we can monitor the existence of a capitalist system in massive agricultural land exploitation activities with the presence of sophisticated technology.

4.3. Lexicon categories of nouns with the affixes ma-, mar-, mam-, mang-

The second form of the BM lexicon typology is a suffix or suffix. This form is almost the same as the example above. However, if the suffix is associated with a class of nouns, it is not necessarily a verb but the noun itself can be seen in the following example:

Data (8) *Suan* + ***on***

> Verb + suffix

> 'Rice or rice fields to be planted'

> (10) *ordang* + ***on***

> Noun + suffix

> 'Planting rice by making small holes to put rice seeds'

In the data above is a form of suffix that indicates an activity or place where rice planting is held. The suffix on functions to complete the noun class so that an activity will be carried out or discussed. The suffix mandailing often appears as a suffic on BM agricultural activities.

4.4. Lexicon forms of missing paddy fields

Some of the vocabulary contained in BM can be lost due to advances in agro-technology in rice field activities. Such is the case with BM in the ecolexicon form of the rice field structure. As said:

The lexicon above will experience extinction where the next generation of farmers will no longer recognize the word. The modern rice field system has formed the land under one name only. Meanwhile, the conversational activity between farmers is definitely related to the lexicon.

Lupak, (place / box where rice is planted))
gadu, (rice dike)
rodang, (low land and watery)
sibatange, (small paddy fields
gadu bondar (rice dike for irrigation)

saba bolak (large fields due to agrotechnological processes
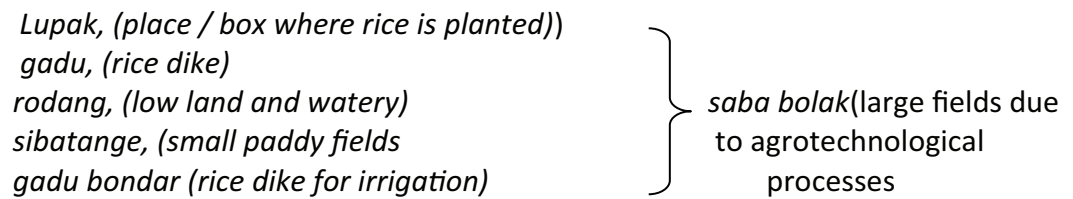
Figure 2

5. Conclusion

Based on the descriptions of the ecolexic and typology forms found in the Mandailing language, several conclusions can be drawn. First, the lexicon contained in BM has an affixation such as the prefix (*si-*) which often appears to indicate the types of rice and banana. Of course, many of these lexical types of rice and bananas have been lost because the modern society only knows a little bit name. Second, there are prefixes (*ma-, mam-, mar-, mang-*) in the agricultural lexicon BM. This shows that there is a prefix that turns the noun into a verb or farming activity for BM. Third, the use of the suffix on is often used to denote farming activities where the suffix on, when associated with a noun, will become an activity to be carried out.

There are many typologies that can be described in order to see the form of the lexicon in farming activities in the Mandailing language. The main reason for the loss of the lexicon is that many traditional activities have been replaced by modern means. The farmers do not know what agricultural system can be maintained from various market perspectives or human welfare so that we can monitor the existence of a capitalist system in massive agricultural land exploitation activities with the presence of sophisticated technology. From the point of view of economic value, of course it will make work easier. However, it should also be seen that modern and sophisticated equipment does not necessarily invite capitalist activities in the world of agriculture

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Conference Paper

Morphological Structure in Jason Mraz's Songs

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Abstract

This research focused on the morphological structure in Jason Mraz's songs. This study used the theory of the Rochelle hypothesis (2009) and examined the morphemes found in Jason Mraz's songs and their morphological structure. The songs were obtained directly from Google. This research applied a qualitative method. The data were analyzed by reading the lyrics of the Jason Mraz's songs, underlining word by word, identifying the words by classing them into morphemes, and calculating the morphemes of each word to find out the frequency of the morphological structure. Jason Mraz's songs used free morphemes (87.8%) dominantly in the songs, and also used bound morphemes, namely inflectional morphemes (8.5%) and derivational morphemes (3.7%).

Keywords: Morphological Structure, Jason Mraz, Songs

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1. Introduction

English becomes a familiar language for many people in the world. It can be seen that English is easy to be found anywhere. It can be found at schools, product, newspaper, cassetts, films, and even songs. Let us see, in education, goverments include the language in curriculums and make it as an international examination. It is also found out of education. We can find most of product use English. It has been success to take people' interesting. In entertainment is also popular. Let us see, many English songs can be got in youtube, films or advertisement. Then it can increase and more popular as long as the time.

English songs are easy to be got. It can be in youtube, films or advertisement. One of the most popular English songs is Jason Mraz's songs. In 2008, songs titled' I'm yours' is the most popular at the time. Why not. It can be easily got by buying the casset in DVD shop, or can be downloaded in internet. Jason Mraz's songs have unique characteristics. Jason Mraz's songs are always characinsticed by fast lyrics and it is quite difficult to

follow it. Yes, on the other hand, it can help foreign language students' pronunciation which they can practice it to improve their speaking especially for pronunciation. As we know that pronunciation is the most difficult one in learning English, Jason Mraz's songs may help their difficulties.

Morphology is also one of Englsih subject when people continue and study in at university level. It discusses about how the text is constructed and create meaning. It tells how words are built to have meanings. It means that morphology can help students understand language easily. With morphology, the students know and understand the stucture of the language itself. Students are able to listen, read, write and speak English are the goals of teaching English. But in fact, although the students are university students and even under graduated, they are still difficult to practice their English, especially understanding songs. Why not, they are still difficult to cheat the songs, how can they understand it? But, by knowing morphological structure in the songs, the students will be easier to understand the songs.

Based on the background of the research, the writer is interested in investigating morphological structure in Jason Mraz's songs. The researcher chooses Jason Mraz's songs because the songs are the most famous songs in that time. In this case, the researcher analyzes five songs, namely title ' I'm yours, lucky, have it all, I won't give up, let's see what the night can do'. It is interesting to know what morphemes are found in Jason Mraz's songs and how morphological structure in Jason Mraz's songs is. Thus the result can be as a reference for English teacher to introduce morphology in understanding songs, and can also use the songs as a material for morphological practice.

2. Literature

2.1. Morphological Structure

Morphology is one of linguistic field which studies about how word is formed (Rochelle: 2009). It shows how the word is contructed and created based on the function in a sentence. Morpheme is the smallest unit of a word (Andrew: 2002). It is the basic of the word. Morpheme is the smallest meaningful unit that is used to form a word (Rochelle: 2009). It is the unit that creates a word. Some of morphemes can stand alone such as book, go, there, etc, and some of morphemes cannot stand alone such as –un, -ive, -tion, -ly, -im, -ness. The morphemes that can stand alone are called as free morphemes, while the morphemes that cannot stand alone are called as bound

morphemes (Rochelle: 2009). Bound morphemes can come from prefixes and suffixes. Prefixes are morphemes that come before the word root, and suffixes are morphemes that come after the word root. Prefixes and suffixes can come together called as affixes. (Rochelle: 2009). Morphology is divided into two parts, they are inflectional and derivational word contructions. Inflectional is word formation which does not change category and create new a lexeme, but it just changes the grammtical context, while derivational is word formation which changes category and also creates a new lexeme (Rochelle: 2009).

2.2. Song

Song is one of literary works. Song is a short piece of music with words that you sing (Bull: 2008). Song contains language exposition used by a compuser to express her/ his feeling, thought, and willing. By listening or singing songs, people can be relaxed because it can affect human's brain. Song is a short poem set to music and it is rhymed in stanzas, poetry and verse (Fowler: 1951). It means that song is a sequences of word formed in a poem set to music. That is why, song becomes popular for human to enjoy themselves.

2.3. Relevant Studies

Based on semantics, prefix and particle verbs consistently control form (Eva Smolka: 2019). It means that morphological structure has big function to form a language. Adults, children and adolescents are sensitive to morphological structure in visual word processing, but at some cases can be changed over the adolescence course (Nicola: 2017). In this case, the writer was interested in analyzing morphological structure in songs, those are Jason Mraz's songs.

3. Research Method

This study used descriptive qualitative research to find out the result. Qualitative research is a scientific activity which aims to examine descriptive data, it is about a narration of a phenomenon (Gay: 2009). It tries to find out about how to get a chart of the phenomenon.

The data of the research was morphological structure in Jason Mraz's songs that obtained from google. There are five songs, namely title ' I'm yours, lucky, have it all, I

won't give up, and Let's see what the night can do'. The researcher analyzed the lyrics of the songs then separate each word by underlining and then identified the words by classifying them into morphemes, then calculate the morphemes of each word to find out the frequency morphological structure used in Jason Mraz's songs as morphological structure is how the word is constructed to construct a language based on its function in a sentence (Rochelle: 2009). The result then is analyzed by making percentages of each morpheme to know what morphemes are found in the songs and how the morphological structure is in the songs. The sources of data for this research are Jason Mraz's songs. The songs were found in internet, that is geogle. The song was sung by Jason Mraz.

Technique for collecting data were observing five songs of Jason Mraz in the internet directly.

Technique for analyzing data, this data of this research used a descriptive qualitative technique. The techniques for analyzing data were as follows: searching the five songs of Jason Mraz in the internet, analyze songs by separating word by word by underlining, then identified the words by classing them into morphemes, and calculated the morphemes of each word to find out the frequency morphological structure used in Jason Mraz's songs

4. Result and Discussion

4.1. Result

The result of this research were presented to answer the two questions in section one. To analyze the morphemes were found in Jason Mraz's songs, the researcher separate word by word by underlining the words and then classing the words into morphemes. The results are in the below;

The total of morphemes found in the five songs of Jason Mraz were 1636 free morphemes, 160 inflectional morphemes and 68 derivational morphemes.

The percentage of morphemes found in the five songs of Jason Mraz is in the table below:

Based on the data analysis, it shows that free morpheme is the most usual found in the songs, that is 87.8 %. It means that the songs still hold the nature of the language or we can say the songs still use word root to describe and tell their story in the songs. Then it makes the songs are quite long and of course it makes quite difficult for listeners or readers to follow the songs. It shows that the songs use just a bit bound morphemes.

TABLE 1: The Morphemes found in Five Songs of Jason Mraz

No	Title of Songs	Kinds of Morpheme		
		Free Morpheme	Bound Morpheme	
			Inflectional	Derivational
1	I'm yours	291	32	17
2	Lucky	244	32	19
3	Have it all	520	44	20
4	I won't give up	287	38	8
5	Let's see what the night can do	294	14	4
	Total	1636	160	68

TABLE 2: The Percentage of Morphemes found in the Five Songs of Jason Mraz.

No	Title of Songs	Kinds of Morpheme		
		Free Morpheme	Bound Morpheme	
			Inflectional	Derivational
1	I'm yours	291	32	17
2	Lucky	244	32	19
3	Have it all	520	44	20
4	I won't give up	287	38	8
5	Let's see what the night can do	294	14	4
	Total	1636	160	68
	Percentage	87.8%	8.5%	3.7%

The songs just use a bit derivational morpheme, that is 3.7 %, and inflectional morpheme is 8.5%. It means that Jason Mraz's songs prefer to use word root, or free morpheme than bound morpheme. Then it makes Jason Mraz's songs' characteristics, that is a bit long and fast to be read.

4.2. Discussion

The five songs of Jason Mraz have free morphemes and bound morphemes even though they have different title, and then they have both of bound morphemes, namely, inflectional morphemes and derivational morphemes. The most dominant morpheme found in the five songs of Jason Mraz is free morpheme (87.8%), the second is inflectional morpheme (8.5%) and the third is derivational morpheme (3.7 %). It means that Jason the five songs of Jason Mraz dominantly used free morpheme or word root. It means that the songs like to use more base word than bound morpheme. The free morphemes made the songs sought long and difficult to follow. In addition, the songs had fast tone that made the songs were difficult to follow by people.

Based on the result, it shows that the five songs of Jason Mraz used free morphemes and bound morphemes. The bound morphemes were inflectional morphemes and derivational morphemes. It means than Jason Mraz's songs have used morphological structure in the songs, and the dominat morpheme used in the song was free morpheme.

5. Conclusion

Based on the result, it concludes that Jason Mraz's songs used free morphemes and bound morphemes. The bound morphemes were devided by two, namely inflectional morphemes, and derivational morphemes. But the most dominant morpheme used was free morpheme. There were free morphemes (87.8%), inflectional morphemes (8.5%) and derivational morphemes (3.7%). It means that Jason Mraz's songs prefer to use word root or free morpheme than bound morpheme. It can be seen that the Jason Mraz's songs is found most of free morpheme. Bound morphemes are also found, but just a bit. It means that Jason Mraz's songs's way of describing the song story by using word root. The songs still use nature of the language. It can be concluded that Jason Mraz's songs have morphological structure.

Acknowledgements

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Conference Paper

Gender-Based Character Improvement of Listening Study With Social Media in Schools

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Abstract

The purpose of this study was to determine whether there is an influence of gender in the use of social media for listening learning in students of SMK Dharma Analitika. This was field research. This research used a descriptive method because the researchers wanted to describe the condition of students in gender-based learning that takes place at SMK Dharma Analitika as a whole, broadly, and deeply, in classroom learning activities, the use of social media, student learning behavior, and the methods and media used in learning. There was an effect of gender on the listening study of the students in SMK Dharma Analitika, shown by the significant difference in assignment results between the male and female students. Female students used social media more often than male students so female students were more confident in completing their assignments. The research found an improvement in gender-based character: male students were willing to give the role of female students to show themselves and their greatness, because they thought that female students would be better if they were given the confidence to do the task in front of the screen, whereas a male student prefers to complete the task behind-the scenes in doing video assignments for listening subjects.

Keywords: Gender, Character, Listening, Social Media.

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1. Introduction

The main goal of education to be achieved, definitely, also includes equal rights of education for all citizens, with no respect of persons to either gender. The achievement of this goal depends on the seriousness of the roles of every level of society and individuals. Education has an essential function for the next generation of the nation. Potential can be developed through learning activities at school so that learning goal can be achieved. Learning achievements are an essential indicator of success for both teacher and student. The ability to develop student learning achievement is very important for

a teacher. Teachers are required to be professional in order to create better human resources in the future.

In achieving this matter, the researchers involved students in the learning process that leads to the achievement of the goal. Modest human resources are created from a generation with good achievements. Based on the learning process in schools involving male and female students, many opinions say that female students are not successful enough in learning science compared to boys. Fakih (2008: 8) defines that gender as a trait inherent in both men and women that is socially and culturally constructed.

Syamsiah (2016: 344) states that the gender issue is not a new problem in studies of social, legal, religious, or otherwise. However, a study of gender still remains actual and interesting, considering many people, especially in Indonesia and Middle East countries surrounding region, who cannot accept this issue and still have a lot of imbalances in the application of gender that leads to the occurrence of gender injustice. Understanding gender issues is not easy, but it is a necessary study that can deliver on a true understanding of gender.

English competency is absolutely necessary for every student in school, including listening studies. Listening is one of the skills in learning English including speaking, reading and writing. It is important because every year listening is included in the National Examination, usually consisting of 20 questions. If students' listening skills are low, it will certainly have an effect on their passing grade. Pulungan (2019: 1-2) states that listening is closely related to oral language communication. Submission of oral language communication can be done through technological media such as TV and radio which contain information about economic, political, educational, sports, social and cultural developments.

Teachers can use language laboratories and other teaching materials to improve the quality of students, but in fact the material for listening studies is difficult to find. Researchers even had time to do research in several bookstores looking for listening books for vocational students. It turned out that it had not been found anywhere. Some English teachers who taught listening also shared their difficulties in finding teaching materials or handouts for listening. Therefore, teachers often have to do the development by themselves without guidance.

Books are actually a medium that helps students learn. The book contains an explanation of learning material that can be studied individually and in groups. In addition, the book contains learning steps that can guide teachers or students in the learning process which is arranged systematically and regularly so that they can work correctly and in sequence as expected by the teacher. Throughout books, it is expected to achieve

learning objectives. Books are a medium as a bridge between teachers and students, as a means of communication between teachers and students, and between fellow students. With the existence of books, the learning process will be more different, and students can also study independently with existing guides so that they have a good impression of the material presented.

The development of science and technology increasingly encourages renewal efforts in the use of technological results in the learning process. Computer-based learning programs are effective in maintaining students' interest because they are able to combine various types of media, moving images are like printed information. However, in this case, there are many teachers in the world of education who make good use of smartphones and social media as the effort to support better education and development of student character.

Reflecting on the number of students who use smartphones, especially in urban areas, this research is very well targeted if it is held at SMK Dharma Analitika in addition to this vocational school in the city center as well as the students look very familiar with technology or ICT. Of course, this can be used well if it is taught according to the needs and right on target. The ability to access, analyze, retain and share information continues to improve over time. With social media, teachers can form a network of collaborative study groups online that can save time and effort of many people.

From all of the social media that students can use to support their learning, they want to know about how it affects gender in social media-based of listening study for students of Dharma Analitika. Male students are better known for their indifference to social media stuff. However, to find out whether these presumptions are true, further research is needed. This is why this research is important to do so that we know if that claim has weight.

2. Literature Review

The previous researches that are relevant to this can be indicated by the following results:

1. Yalailati Kusnia, in 2017 conducted a research on *The Influence of Gender Characteristics and Learning Motivation toward Mathematics Learning Achievement of Class X IPA 1 Students in MAN 2 Semarang*, with the result that the gender characteristics of students did not have a significant effect on mathematics learning achievement, but there were significant results between the male and

female students because the female students are more diligent, studious and more motivated.

2. Ariputri, Galuh Puspita in 2015 conducted a research on *Android Application Development to Support English Listening Study for Class XI SMA* with the results that the listening skill test still did not meet the KKM 75, due to the low level of English listening study because the activities in the classroom were still using the lecture method and conventional media.

3. Research Method

The type of this research is field research with research procedures that aim to extract data from the field and then observe and conclude. The core of this research is qualitative or naturalistic. This research used the critical paradigm in which the researcher is meant to be a person who sees the reality and what happens in society in the mass media they produce. According to Eriyanto (2007: 82) this paradigm is active not only passive because it accepts the meaning of its role. In this paradigm, the researcher's subjectivity becomes the basis so that there may be differences of meaning with other researchers. In that way, the researcher is connected to the object so that he can see the wider social reality and see what has happened. This research used a descriptive method because the researcher wants to describe the condition of students in gender-based learning that takes place at SMK Dharma Analitika as a whole, broadly, and deeply in classroom learning activities, the use of social media, student learning behavior, as well as the methods and media used in learning. The approach in this research is a qualitative research approach using descriptive research methods because the explanation of the research results does not use statistics and numbers.

4. Result and Discussion

4.1. The Influence of Gender in Learning Listening to Students of SMK Dharma Analitika

During the pandemic that is happening in this country, teaching and learning activities are also changed; some schools continued to hold meetings at schools by paying attention to the health protocols, while in other schools they were still learning by using online media. The Dharma Analitika Vocational School uses both methods, some students who want to study at school with the conditions that only made in the form

of a study group consisting of a maximum of 15 students per class, while for students whose parents did not want their children to come to school will be taught using virtual learning.

The research planning phase started in January 2020, the researchers conducted observations and interviews with English teachers and principals at SMK Dharma Analitika. The informants told about the learning activities during the pandemic. Schools strictly enforce all health protocols. From the interviews and observations, the researchers found that with all the limitations of the school from teachers and students, learning activities are carried out as much as possible.

Listening study which has used a lot of social media from the start, such as Facebook, Instagram, Tiktok and video maker applications as the learning media, did not experience significant improvement during the pandemic because learning activities can still be done with some additional creative assignments for the students. The assignment was to make a video.

From the many videos made by class XI students of SMK Dharma Analitika, it is clear that there are significant differences between the assignments of male and female students, due to the fact that the female students use social media more often to channel their creativity.

Most of the assignments were received from the female students', while only some of the male sent their assignments. Female students are considered to be more responsive in responding to learn using social media, they are more likely confident about making videos in English as an assignment from the teacher. This shows that gender has a major influence on listening study in students of SMK Dharma Analitika.

From this information, it was found that the initial hypothesis was not true with the final result, if it was said that male students had more privileges to get access to education and were prioritized, it was not true and did not apply in the SMK Dharma Analitika Medan school, because everyone had access and information equally, however, male students are more likely to be lazy, care less about the assignment and lack of creativity in making assignments through social media than female students.

4.2. The improvement of gender-based character in listening studies using social media

As a character building, the Dharma Analitika Vocational High School applies various methods including respecting the gender of fellow students and educators in the school

environment. This has an outstanding impact on students so that each subject must prioritize gender equality without taking sides with certain genders.

In listening studies, both male and female students get the same opportunity, the same assignment and the same obligation for all assigned tasks. Even sometimes in group assignments male students prefer to stay behind the scenes in making videos, because usually they will be more likely to ask female students to talk and the male are generally more reliable in matters of video editing and other assignments. From the way students complete the tasks that are usually given, it can be concluded that the way male students perceive the female is no longer in a different position, meaning that male students also want to acknowledge the courage, intelligence and confidence of female students in terms of appearing and providing equal opportunities for them.

There is an improvement in gender-based character that can be found in this case, that male students also want to give female students the role of them to show themselves and their "greatness", because they think female students will be better if given the confidence to do the task in front of the screen while they are prefer to complete behind-the-scenes tasks in doing video assignments for listening studies.

4.3. Character Learning Method

Fitriasari (2011: 594) states that there are three stages to indicate the characters of students who excel, namely Moral Knowing, Moral Loving and Moral doing.

1. Moral Knowing shows that the students in SMK Dharma Analitika are able to distinguish the noble moral values and moral character; understand logically and rationally (not doctrinal or dogmatic) the importance of moral values and the danger of logical character; male and female students understand that gender is not something that will differentiate their ability to learn and achieve their goals.

2. Moral Loving intended to foster a sense of love and takes the value of noble character. Target student teacher in SMK Dharma Analitika is an emotional dimension, the heart, the soul, not the ratio or logic. Teachers touch the emotions of students that growing awareness, noble desires and needs. Students in SMK Dharma Analitika showed that they never differentiate between male or female friendships, they can protect and love each other not because of their gender but because they are human beings and must respect each other.

3. Moral Doing is a moral value in everyday behavior such as, polite, friendly, honest, compassionate, and so on. Students in SMK Dharma Analitika showed that they respect their friends, teachers and everyone.

5. Conclusion

From the research that had been carried out through observation, interviews and literature study, the results of this study can be concluded as follows:

1. The pandemic that has hit presently did not really affect the listening learning activities of students at SMK Dharma Analitika because they still could do it online.

2. Students at SMK Dharma Analitika accomplished three stages of character learning method.

3. There was an improvement of gender-based character in the listening studies using social media for male and female students which were given equal opportunity to perform and be creative to create assignments using social media.

4. From the number of assignments submitted, it turns out that female students were more active than male students in listening studies.

5. Most of the female students were given the role to be in front of the screen as the host of the video they were assigned to work on, while the male students were mostly the people behind the scenes, meaning that they preferred to work as an editor or director.

6. Female students were more confident to perform than male students, however, they still need help from male students for making videos.

7. The equal opportunity provided by the school and teachers made students more confident to perform and express their opinions in public, and of course applied to both male and female.

8. Male students were also willing to share roles and not underestimate their opposite gender.

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Disclosing Deceitful Behavior in Aladdin (2019): The Characters' Violation of Grice's Maxims

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Abstract

In spite of the fact that Grice's maxims direct the dyad talk exchange to glide gently, some people disobey for certain rational grounds or motives: one of them is hiding a lie. *Aladdin (2019)* was the remake of the 1992 American musical fantasy film which described a kind-hearted street urchin (Aladdin) and a power-hungry grand vizier (Jafar) who were vying for a magic lamp that had the power to make their deepest wishes come true. Princess Jasmine's introduction enlivened the story because her beauty was so tempting that Aladdin, whose social stratification was different, fell passionately in love with her. Jafar's ambitious appetency to take over the kingdom fired the conflicts among the characters. All enthusiasms drove these fictitious characters to do anything, including entailing lies. Unriddling the violation of Grice's (1975) maxims and detailing Ekman's (1992) Detecting Deceit theory, comprising word, voice and body, this investigation was designed qualitatively to disclose the characters' deceitful behavior and find out the reasons behind it. Some of the reasons for telling a lie, according to Turner, Edgley and Olmstead (1975) are covering to save face, to maintain/terminate a relationship, to avoid tension/conflict, and to control the situation; these were operated in the study. It was found that there were groups who 1) violated the maxims of quantity, quality and manner; 2) violated the maxims of quantity, quality and relevant; and 3) violated the maxims of quality, manner and relevant. The most frequently found reasons for why they violated the maxims were to save face, to exploit others and to terminate the interaction. The results show that people tend to deceive others in order to save face in social situations and to gain power over others by violating multiple maxims.

Keywords: *deceitful behavior, reasons of deception, violated maxims*

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1. Introduction

Finegan (2008:6) saw language as a system of expression or a vehicle of thought mediating the transfer of message, thought or idea from one person to another person. It summarized that language is an important part in the process of communication as a tool to mediate the transmission of thought. Furthermore, the process of communication commonly happens in the daily life. People tend to communicate with others in order

to exchange their thought. To make the communication runs smoothly, people need to follow the rules well-knowing as cooperative principles. According to Grice (1975:45), the cooperative principles were divided into four maxims. They are maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. Additionally, Grice (1975:45) enunciated that these four maxims are suggested principles for the speaker and the interlocutors to make their conversation as it is required. If people cannot fulfill the rules, they break the cooperative principle.

Thomas (1955: 64) states that the five terms of breaking the maxims are flouted maxims, violated maxims, infringed maxims, opted out maxims, and suspended maxims. Flouted maxims occur when the speaker blatantly fails the maxims and the speaker has no intention of misleading or deceit. Then, violated maxims happen when the speaker may consciously and unconsciously violate a maxim, but in some cases, he tends to mislead the maxims. The infringed maxims are very contrast with the violated maxims, because the speaker has not enough knowledge of language or performance so they break the maxims unconsciously. Next, opted out maxims occur when the speaker cannot answer the given question in the way the interlocutor's expected. Last, suspended maxims happen when the speaker does not expect that the maxim will be fulfilled. Among those five terms of breaking the maxims, the violated maxims are chosen in this research to analyze the deceitful behavior.

Ekman (1992: 80) explained that deceit can be detected by word, voice, and body. If those three propositions of detecting deceit are fulfilled, the deceitful behavior is proved. Then, deceitful behavior was defined clearly by Christoffersen (2005). He defined that lying or deceit is a human natural tool to survive and to avoid them from everything which may put them in inappropriate or disadvantage situation. It indicates that deceit is related closely with people's daily activity. Because deceit helps people to comfort their life or to survive, they decide to deceit naturally. These statements are also supported by DePaulo, Kashy, Kirendol, Wyer, and Epstein (1996). They observed the lying done in daily activity. Their study proved that most people had lied at last 2 lies a day for colleges and the community lied in 1. Furthermore, lying also happens in each sex. The man relatively more self-oriented lies, but the woman tended to be other-oriented lies. It means that lying or deceit mostly happens in daily activity.

Wei and Xu (2012: 1458) uttered that movies are not only used as an entertainment, but movies also reflect the cultures and influence many aspects of the world. It is concluded that movies are the reflection of real life or social phenomenon. In social phenomenon, people sometimes deceive others by violated the maxims, because the interlocutor only understands the surface meaning of the given utterances. Corresponding with

the formerly explanation, movies contain some conversations which consist of violated maxims in order to deceive others. Then, this is pictured in the *Aladdin (2019)* movie. Aladdin who is a kindhearted street urchin and Jafar who is a power-hungry grand vizier have deepest wishes. Driven by their ambitions, they behaved deceitfully by violated the maxims frequently. Therefore, this chosen movie fits the goals of the research, namely to see how violated maxims reveal the deceitful behavior and the reasons of doing so.

Consequently, some studies have used the violated maxims as a tool of doing research and the reasons of doing a lie, such as Waget (2016), Tupan and Natalia (2008), and Fadhilla, Anam, and Wahyuningsih (2019). Besides, those previous studies give valuable contribution to this current research. All previous studies depict the way how to apply cooperative principles. The second and the third previous study contribute the way how to reveal reasons of doing deceit based on the some reasons of telling a lie and to uncover deceitful behavior employing the Ekman's Detecting Deceit theory. Thus, this current research is newly novel from the previous ones.

2. Literature Review

2.1. Cooperative Principles

Grice (1975:45) stated that the four cooperative principles are the suggested principles or rules for the speakers and the interlocutors in order to make the conversation go well as required. These four cooperative principles are known as maxims. They are maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. Grice (1975: 45) explained that "the category of quantity related to the quantity of information to be provides". It means that maxim of quantity is focused on the giving information as informative as it is required. Then, the speakers should not say more informative or less informative but the information should be helpful for the interlocutors. The second maxim is maxim of quality. Grice (1975: 46) stated that "under the category of quality falls a supermaxim – 'try to make your contribution one that is true'-". It means that the speakers should tell the truth and know well about the giving information. The third maxim is maxim of relevant. Grice (1975: 46) explained that the maxim of relation should be relevant. It means that the speaker's utterances should be relevant with the interlocutor's utterances. The last maxim is maxim of manner. Grice (1975: 46) explained that "...as relating not (like the previous categories) to what is said but, rather, to how what is said to be said". It means that the speakers should say clearly about the giving information.

2.2. Violating Maxims

Grice (1975: 49) stated that the speakers may consciously or unconsciously violate a maxim, but in some cases, the speakers will tend to mislead. The further explanation about violated maxims is also explained by Cutting. He (2002: 40) stated that "a speaker can be said to 'violate' a maxim when they know that the hearer will not know the truth and will only understand the surface meaning of the words". Tupan and Natalia (2008: 68) explained clearly the violated maxims as written on the table below.

TABLE 1: Criteria of Violated Maxims

Maxims	Violated Maxims
Quantity	• If the speaker does circumlocution or not to the point. • If the speaker is uninformative. • If the speaker talks too short. • If the speaker talks too much.
Quality	• If the speaker lies or says something that is believed to be false. • If the speaker does irony or makes ironic and sarcastic statement. • If the speaker denies something. • If the speaker distorts something.
Relevant	• If the speaker makes the conversation unmatched with the topic. • If the speaker changes conversation topic abruptly. • If the speaker avoids talking about something. • If the speaker hides something or a hide a fact. • If the speaker does the wrong causality.
Manner	• If the speaker uses ambiguous language. • If the speaker exaggerates thing. • If the speaker uses slang in front of people who do not understand it. • If the speaker's voice is loud enough.

2.3. Ekman's Detecting Deceit Theory

Detecting Deceit theory is used to relate the words and the deceitful behavior. Ekman (1992:80) stated that deceit is detected from the way how emotion is registered in word, voice, and body. The words are the written language which is used to state whether the given information or the thing is true or false. In detecting deceit, Ekman (1992:92) explained that deceit can be detected by the errors occur in the words: careless errors, slips, tirades, and circumlocutions or indirect speech. Those characteristics can be used as a tool for detecting deceit from the utterances which was done by the characters in *Aladdin (2019)* movie. Then, the voice also supports the way how detecting deceit is. Ekman (1992:92) stated that vocal deception clues are pause, pitch and speech errors: non-words (such as, "ah", "aaa", and "uhh"), repetitions (such as, "I, I, I mean I really…"), and partial words (such as, "I rea-really liked it"). These clues can occur together at the same time and deceit can be revealed by detecting these clues. While most people

believe that the voice shows whether people are emotional or not. The last detected deceit is from the body. Ekman (1992:103) stated that the clues of detecting deceit from body are the speaker's body movement: emblematic slips, illustrators, and posture. Even there was not much scientific evidence to prove whether body movements accurately detect deceit, those clues can be applied to detect deceit from the body. Furthermore, people tend to elaborate word, voice, and body to make their deceitful behavior go as they want.

2.4. Some Reasons of Telling a Lie

Turner, Edgley, and Olmstead research talks about controlling information in dyad conversations. It shows that response is not always 100% honest, but in some contexts, it displays a lie or deceit. Turner, Edgley, and Olmstead (1975:70) stated that "information control is a verbal expression which restricts and/or distorts communication to the audience and is seen as an actor's saying something other than what he would have said if, in his judgment, he had been completely honest". The responses given by interlocutors are controlled through several forms, and one of them is "lie". A lie or deceit is revealed when the speaker had said is totally contradictory to what the speaker had said when he has been honest. The reasons of telling a lie will be elaborated bellow.

2.4.1. Face

Face is interpreted as "the positive social value a person effectively claims for himself by the line others assume he has taken during particular contact" (Goffman, 1976:5). It means that face refers to the positive value of person in his society or how people want to see as a good person or personality by the others. In this case, the deception reasons have three subtypes, they are (1) saving the speaker's face, (2) saving the interlocutor's face, and (3) saving another's face. The first subtype example is "I shaded it with a few of the right words to make sure she knew it wasn't my fault" (Turner, Edgley, and Olmstead, 1975:78). It means that people tend to care about their personality or feeling than others. Then, the second subtype example is, "I didn't want to offend her by referring to her tight ness with money" (Turner, Edgley, and Olmstead, 1975:78). In this case, people prefer to care about other feeling in the conversation or the encounter feeling. The last subtype example is "I didn't give my honest feelings because I didn't want to offend his roommate" (Turner, Edgley, and Olmstead, 1975:78). In this example, the speaker tends to care about the other feeling which is not in the conversation.

2.4.2. Relationship

Turner, Edgley, and Olmstead (1975:79) stated that relationship is related closely with the amount of social distance or degree of intimacy between the speaker with the interlocutor. It means that the speaker focuses on his relationship with the interlocutor. Relationship has two subtypes, they are (1) maintaining the relationship and (2) terminating the relationship. The example of the first type is "she is a sensitive person, so honesty certainly wouldn't help our friendship" (Turner, Edgley, and Olmstead, 1975:80). In this case, the speaker tends to deceive others in order to make their social distance closer than before. The second subtype example is "I didn't like him much so I thought if I told him that I was engaged, he wouldn't bother me so much and keep calling" (Turner, Edgley, and Olmstead, 1975:80). In terminating relationship, the speaker deceives the interlocutor in order to end the relationship.

2.4.3. Exploitation

Turner, Edgley, and Olmstead (1975:80) statement about exploitation, namely "exploitation, as a motive for controlling information, refers to the actor's attempt to gain power and control over other, that is, to manipulate other's action in accordance with actor's own desires". It means that the speaker has a power over the interlocutor to make the interlocutor's action as the speaker's willing. For instance, "I said what I said to make him get on his knees and beg me to stay" (Turner, Edgley, and Olmstead, 1975:80). In the example before, exploitation is used to make the interlocutor's action as the speaker willing or get on knees.

2.4.4. Avoid Tension/Conflict

Turner, Edgley, and Olmstead (1975:81) explained that "the actor was concerned with manipulating his conversations to avoid topics which might trigger arguments or tensions in the encounter". It means that information control is used to help the speaker avoiding the situation which may take them in disadvantage situation and makes them into an argument with the interlocutor. For instance, "because if I said what I thought was one-hundred percent honest, it would have been a bad scene" (Turner, Edgley, and Olmstead, 1975:81).

2.4.5. Situational Control

Situational control is different from the relationship between the speaker and the interlocutor. In situational control, Turner, Edgley, and Olmstead (1975:81) stated that the situational control is more related with the maintenance of the encounter or the occurring conversation. There are three subtypes of the situational control. They are (1) to facilitate the conversation, (2) to redirect the conversation, and (3) to terminate the conversation. The example of the first subtype is "she was really interested in education so I expressed a so-called interest to keep the conversation going. I really wasn't interested, but I didn't want to disrupt the conversation with her" (Turner, Edgley, and Olmstead, 1975:81). In facilitating the conversation, the information control is used to keep the conversation going well, even the speaker does not interest in talking about the conversation topic. The illustration of the second type is "I didn't want to talk about something I felt inferior about so I simply ignored him and change the subject" (Turner, Edgley, and Olmstead, 1975:82). In this illustration, it can be seen that the deceitful behavior is used to move the topic to another topic. The illustration of the last type is "I felt uncomfortable and wanted her to leave me alone. So I told her that I had to study in order to end our discussion." (Turner, Edgley, and Olmstead, 1975:82). In this case, the information control or deceit is used to finish the conversation.

3. Research Method

The data of this research are the utterances suspected having violated maxims and deceitful behavior which are produced by the characters in *Aladdin (2019)* movie. The utterances are obtained from the Spring Field website page <https://springfieldspringf ield.co.uk/movie_script.php?movie=aladdin-2019>. As a result, there are only about 31 utterances out of 923 utterances and some capturing scenes (if it is needed) which will be processed. These 31 utterances are selected as they represent violated maxims and deceitful behavior. Then, Ekman's Detecting Deceit theory is used to prove whether the given utterances deceive or not. Further, some reasons of telling a lie is used to reveal the reasons of doing so.

4. Result and Discussion

The finding of this research shows that there are 3 groups of speakers who are violating some maxims and having different reasons. The investigation results in the following table.

TABLE 2: Criteria of Violated Maxims

Multiple Violated Maxims	Violated Maxims	Reasons of Deceitful Behavior	Frequency
3	a. Quality, Quantity, Manner b. Quality, Quantity, Relevant c. Quality, Relevant, Manner	Save the speaker's face (3), save the interlocutor face (1), save another face (-), maintain relationship (1), terminating relationship (-), exploitation (3), avoid tension (-), facilitate interaction (-), redirect interaction (1), terminating interaction (4)	13
2	a. Quality, Manner b. Quality, Relevant c. Quality, Quantity	Save the speaker's face (10), save the interlocutor face (-), save another face (-), maintain relationship (1), terminating relationship (-), exploitation (1), avoid tension (-), facilitate interaction (-), redirect interaction (1), terminating interaction (2)	15
1	a. Quality b. Relevant	Save the speaker's face (2), save the interlocutor face (-), save another face (-), maintain relationship (-), terminating relationship (-), exploitation (-), avoid tension (-), facilitate interaction (-), redirect interaction (-), terminating interaction (1)	3

The table above presents the multiple violated maxims having the reasons of deceitful behavior and the frequency for each multiple violated maxim. Not all multiple violated maxims have the reasons. Some multiple violated maxims do not provide one or more reason of deceitful behavior. For analyzes of each multiple violated maxim elaborates below.

4.1. Violating Three Maxims

The main reason of doing deceit is to save the speaker's face, to exploit other, and to terminate interaction, because this reason is frequently done by the characters, it is 3, 3, and 4 times out of 13 utterances. It proves that the characters want to construct a positive face at the first time they met, so they can tell a lie in the future. As Goffman (1967:5) explanation about face, people tend to make a positive value about their identity in their social situation, especially in the first time they meet the others. It is corresponding with

the main problem in *Aladdin (2019)* movie. Additionally, the other reason is to save the interlocutor face, to maintain relationship, and to redirect interaction. Further, the other reasons are also done in order to amuse the interlocutor by giving a little gesture in their utterance, to save others' feeling, especially the interlocutor's feeling, and to save them in disadvantage situation. Besides, there are three groups of speakers violating the three maxims, that is, violating maxim of quantity, violating maxim of quality, and violating maxims of manner; violating maxim of quantity, violating maxim of quality, and violating maxim of relevant; and the last, violating maxim of quality, violating maxim of manner, and violating maxim of relevant.

4.1.1. Violating Maxim of Quantity, Violating Maxim of Quality, and Violating Maxim of Manner

In this group, there are 4 utterances uttered by the characters. The analysis only takes one example of 4 utterances consisting the reason figured the most in the data.

> Jafar: "Aladdin. People like us must be realistic if..."
>
> Aladdin: "Us?"
>
> Jafar: "*You see, I was one like you. A common thief. Only I thought bigger. Steal an apple and you are a thief, steal a kingdom and you're a statesman. Only weak men stop there. You're either the most powerful man in the room, or you're nothing. You, you stumbled upon an opportunity. I can make you rich. Rich enough to impress a princess. But nothing comes for free.*"
>
> (Minutes 31:35 - 32:12, line 287 - 289)

Jafar statement above is considered as violating the three maxims. The first, the statement is violating maxim of quantity, because the given utterance is only circumlocution and too much information. Then, the given utterance is less informative. The second, the statement is violating maxim of quality, because Jafar makes an irony in his statement about thief and he hides the fact that he was a thief. In fact, he is a thief because he wants to steal Agrabah's kingdom. The last, the statement is violating maxim of manner, because Jafar exaggerates anything which are related with a thief and his promise to make Aladdin a rich person. This multiple violated maxim contains deceitful behavior, because Jafar deceived that he was a thief. As in the previous scene at minutes 25:22-25:28, Jafar stated "...*then I shall sit on his throne.*". That utterance indicates that Jafar is a thief who wants to steal the Agrabah's kingdom. Therefore, Jafar

deceives Aladdin in order to exploit Aladdin. Because Jafar wants Aladdin to help him to get the magic lamp.

4.1.2. Violating Maxim of Quantity, Violating Maxim of Quality, and Violating Maxim of Relevant

Jasmine: "Are we in trouble?"

Aladdin: "*Only if you get caught.*"

(Minutes 07:45 - 07:47, line 63 - 64)

Aladdin's utterance violates the multiple maxims, namely violating maxim of quantity, violating maxim of quality, and violating maxim of relevant. The given utterance is too short and uninformative, so it violates the maxim of quantity. Then, it also hides the fact that Aladdin and Jasmine are not in trouble. In fact, they are in trouble because Jasmine gives two bread to the child without paying as in the previous scene at minutes 6:43-6:56. Additionally, it is proved that the multiple violated maxims also consists of deceitful behavior. The utterance also violates the maxim of relevant, because Aladdin does not answer clearly Jasmine's question by saying "*yes, we are*". Besides, Aladdin deceives Jasmine in order to terminate the situation because Aladdin want to end his conversation with Aladdin.

4.1.3. Violating Maxim of Quality, Violating Maxim of Manner, and Violating Maxim of Relevant

Aladdin: "Are you saying that was the princess? I was talking to the…"

Jafar: "*She was toying you. It amuses her to meet commoners. Did you actually think she liked you? What do they call you?*"

(Minutes 31:14 - 31:32, line 284 - 285)

The given utterance violates three maxims, because Jafar talks the contradiction idea with the fact. He said that Jasmine was toying Aladdin by hiding her true identity, but in fact, Jasmine wants to marry a clever and a good man and she does not want to marry a useless prince as in the previous scene at minutes 26:13-27:02. Therefore, it shows that the violated maxim also contains the deceitful behavior. Further, the given utterance also exaggerates that Jasmine is amused by meeting the commoners and Jafar changes the topic by asking Aladdin's name. It violates the maxim of manner and

maxim of relevant. Besides, the reasons of doing deceit is to exploit Aladdin, because Jafar takes power to Aladdin, so Aladdin will think as what he wants.

4.2. Violating Two Maxims

In the 15 utterances of the group who violates the two maxims, the main reason is to save face. Because it is frequently found in this group that it is about 10 times out of 15 utterances violating the maxims. It evidences that people tend to care more about their feeling than the others. Then, the other reasons are to maintain relationship, to exploit other, to redirect interaction, and to terminate interaction. In addition, the 15 utterances that violated the two maxims are divided into three group. They violate the maxim of quality and the maxim of manner (2 utterances); the maxim of quality and the maxim of relevant (8 utterances); and the maxim of quality and the maxim of quantity (5 utterances).

4.2.1. Violating Maxim of Quality and Violating Maxim of Manner

In this group, there are 2 utterances found out of 15 utterances which are violating two maxims.

> Shopkeeper: "Stop right there, Aladdin. Whatever it is you stole today, I don't want it."
>
> Aladdin: "*Whoa, whoa. I didn't steal anything. it's a family heirloom that's worth a lot.*"
>
> (Minute 05:41 - 05:50, line 27 - 28)

The shopkeeper stopped Aladdin because she knows that Aladdin wants to sell his stolen thing. As Agrabah people, the shopkeeper knows that Aladdin is a street rat who lives as a thief because everyone already knows about it. In the previous scene at minute 04:55-05:15, it shows that Aladdin is a thief teaming up with Abu, his monkey. After getting the woman's necklace, Aladdin goes to the shop where he will sell the necklace. When Aladdin arrives in the shop, the shopkeeper suddenly stopped Aladdin by saying that she does not want Aladdin's thing. Aladdin's utterance "*Whoa, whoa. I didn't steal anything. It's a family heirloom that's worth a lot.*" violates two maxims. They are maxim of quality and maxim of manner. In violating maxim of quality, Aladdin denies the shopkeeper's statement about stealing a thing. Aladdin deceives that he does not steal anything, but, in fact, he has already stolen

the woman's necklace. Further, he also violates maxim of manner. He exaggerates that the necklace is worth a lot because the necklace is his family heirloom. Thus, by violating these two maxims, it is proved that Aladdin deceives the shopkeeper. In doing deceit, Aladdin has a reason, that is, to save his face. It proved that Aladdin cares about his feeling more than the shopkeeper's feeling because he wants to make a positive value in his society.

4.2.2. Violating Maxim of Quality and Violating Maxim of Relevant

> Jafar: "If I throw you off of that balcony, and you are who you say you are...you will die a water death. If you survive, it can only be because of the lamp. In which case, I will have my answer. For the last time...where is the lamp?"
>
> Aladdin: "*Listen to me. I don't know who you think I am.*"
>
> (Minutes 01:23:02 - 01:23:36, line 709 - 710)

The given utterance violates two maxims. Aladdin's utterance "...*I don't know who you think about.*" hides the fact that he already knows what Jafar talks about. Because in that situation, Aladdin pretends to be Prince Ali and Jafar figures it out. It proves that Aladdin deceives the interlocutors. Besides, the utterance is not relevant with Jafar's question, because Aladdin does not answer Jafar's question and he avoids to answer the question. Further, the reason of doing deceive is to save Aladdin's face as the speaker, it is the disadvantaged situation of revealing his true identity and it has a possibility to make Aladdin becoming a negative person in Jafar's eye.

4.2.3. Violating Maxim of Quality and Violating Maxim of Quantity

In this group, there are 5 utterances out 15 utterances violating the maxims.

> Jasmine: "So, how many names do you have, Prince Aladdin?"
>
> Aladdin: "No, no, I..."
>
> Jasmine: "So who is Prince Ali?"
>
> Aladdin: "*I am Prince Ali.*"
>
> (Minutes 01:19:02 - 01:19:11, line 655 - 658)

Aladdin's utterances violated two maxims. They violated the maxim of quality and the maxim of quantity. In his utterance, Aladdin talks too short so it makes his utterance becoming uninformative. Then he also hides the fact that he is Aladdin.
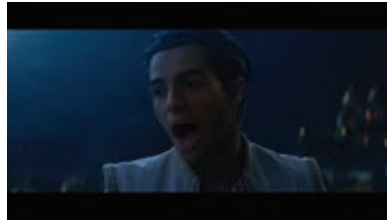
Figure 1: Deceitful Behavior

In the given utterance above, Aladdin deceives that he is Prince Ali. It is proved by the images above. In that picture, Aladdin is gazing downward his eyes to avoid the eyes contact with Jasmine. Then, he also repeats his speech by saying "*no, no, I...*". It proves that Aladdin deceives Jasmine. Furthermore, the reason of doing deceit is to save Aladdin's face, because he does not want Jasmine revealing his true identity.

4.3. Violating a Maxim

In this case, the given utterance only violates a maxim. They violate the maxim of quality and the maxim of relevant. There are 2 utterances out of 3 utterances violating maxim of quality. Further, the violated maxim of relevant is only found in 1 utterance. Additionally, the reason of doing deceit i is to save the speaker's face and to terminate interaction.

4.3.1. Violating Maxim of Quality

Genie: "What are you doing?"

Aladdin: "*I'm just making sure the water is a good temperature.*"

(Minutes 01:04:56 - 01:05:00, line 549 - 550)

Aladdin's utterance violates the maxim of quality, because it contrasts with the fact. In fact, Aladdin is hesitant to come close to Jasmine as Prince Anders has already made the conversation with Jasmine first. It is seen in the previous scene at time 1:04:32-1:04:35, that Genie asks Aladdin to make a conversation with Jasmine. Further, Aladdin is doing deceit, because he wants to save his face from Genie.

4.3.2. Violating Maxim of Relevant

Aladdin: "But, don't cats clean themselves?"

Jasmine: "*You have to go now.*"

(Minutes 29:38 - 29:42, line 272 - 273)

Jasmine's utterance violates the maxim of relevant, because she does not answer clearly and avoids to answer Aladdin's question. Jasmine deceives Aladdin by asking him to get out her room, because she is afraid to be figured out that she is the princess. Further, Jasmine's reason of doing deceit is to terminate the interaction with Aladdin.

5. Conclusion

This research sets up to investigate the violation of Grice's maxim as the strategy of deceitful behavior and to reveal the reason of doing so, especially in *Aladdin (2019)* movie. Laid on the cooperative principle, Ekman's Detecting Deceit theory, and some reasons of telling a lie by Turner, Edgley, and Olmstead (1975), this current research shows some findings. The first is all the characters violated the maxims. Additionally, this research finds the multiple violated maxim in the same utterance and it also consists the deceitful behavior. Every multiple violated maxim consisting deceitful behavior has some reasons of doing so. Further, the violating three maxims have some reasons to save the speaker's face, to save the interlocutor's face, to maintain relationship, to exploit others, to redirect interaction, and to terminate the interaction. Violating two maxims are to save the speaker face, to maintain relationship, to exploit, to redirect interaction, and to terminate interaction. The last, violating a maxim is to save the speaker face and to terminate interaction. It shows that the reasons which are the most frequently found are to save the speaker face, to exploit others, and to terminate the interaction. Hence, it indicates that people tend to deceive other in order to save their face in social situation and to gain power of the others by doing multiple violating maxims.

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Conference Paper

Sourcing the Academic Works for English References: An Analysis of Students' Perceptions

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Abstract

The role of English as the major language in the world has been impacting language policy in non-English speaking countries, including policy on scientific publication. Scholars are urged to access English sources. This study aimed to qualitatively explore Islamic economic students' perceptions about referencing their academic works with sources written in English. The data were obtained through interviewing the students and were analyzed descriptively. The majority of students did not refer to English-written sources. There are several factors which limit them in doing so, despite its importance and even though most of the participants have access to the sources.

Keywords: Academic works. English, Islamic economic, references, scientific works.

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1. Introduction

Globalization gives impact to many spectrums of human life, including the use of language (Kirkgöz, 2008; Tsui & Tollefson, 2007). English as the most spoken language of interaction (Chang, 2006) is much used by people of different mother tongues and countries of origin (Fithriani, 2018). The dominant use of English has resulted in the change of language policy in a number of countries where English is not dominantly spoken, including publication. English has also been used in major countries as well as international publication (Ferguson, 2011; Hamel, 2007). Scimago Journal & Country Rank (2020) have listed a number of high-ranked journals from certain field of interest and those are written in English. Hamel (2007) noted that 75% of international publication in the field of social science and humanities are written in English in compare to 90% in hard science written within the same language.

That also affects the field of Islamic Economic as it is getting popular (Karim, 2010). Despite having strong connection to Arabic, the most recent academic articles in Islamic

Economic published in many prominent journal publishers are written in English. The experts of the field, as well Arabic, used English as the language of delivery in their works. As an example, Muhammad Abdul Mannan with his *Islamic Economics: Theory and Practice* (1986). Syed Nawab Haedir Naqvi in *Ethics and Economics: An Islamic Synthesis* (1981). Umer Chapra dengan antara lain *Toward a Just Monetary System* (1985) and *Islam and Economic Challenge* (1992) as well Masudul Alam Choudhury with his work on Islamic Economic dominantly published in highly-reputable journal publishers.

These works strongly support to construct theoretical and thinking framework for the students working on the academic writings, starting from brief articles to long final assignments. Scholars uphold their opinion strongly with the support of academic references and collecting information for their studies (Marlina & Kusumaningrum, 2017). Furthermore, internationalizing scientific works should have support from background data and accessible previous studies. However, Huang (2010) asserted that non-English-speaker PhD students treat English as secondary language of delivery which discourages them in improving English language skills for scientific publication purpose.

There are a number of studies highlight on the use of references for scientific research. Dewi (2015) concluded that postgraduate management science students at Faculty of Economic and Business of Airlangga University revealed that *Journal of Marketing* (19,34%) is the most referenced representing English journals as the most cited (71,5% citation). The study conducted by Fasae (2012) and Eckel (2009) showed that journal articles are the most referenced. Likewise, Zakiyah (2013) also found that a number of PhD thesis in Airlangga University used English sources as the main reference for academic articles including *Journal of Marketing, International Journal of Islamic Financial Service,* dan *Journal of The Academy of Marketing Science.*

In this writing, the writers will explore Islamic economic students' perception in referencing their works to English sources as well their ability in searching them. Moreover, the writers will investigate factors affecting students in accommodating English sources for their academic works.

2. Literature Review

2.1. Development of recent Islamic economic source texts

The emergence of Islamic economic is strongly tied to the period of uprising of Islam in 1970's marked by the Mecca Conference (Ibrahim & Alam, 2018). Since, the field

of Islamic economic significantly grew simultaneously with the rise of popularity of Islamic economic and finance in the world (Karim, 2010). There are wide-range studies on economic unexceptionally on classical texts on Islamic economic such as on *Kitab al-Kharaj,* authored by Abu Yusuf, *Kitab al-Kasb* by Muhammad al-Syaibani, ideas of Yahya bin Adam al-Qurasyi on tax and other financial responsibilities, *Kitab al-Amwal* written by Abu 'Ubaid al-Qasim bin Sallam and with the same light—his contemporary Ibn Zanjawayh, book of *Ishlah al-Mal* by Ibn Abi al-Dunya, the thought of Abu Bakr al-Khallal on general business and economic, and *al-Mahasin Isharah ila al-Tijarah* by al-Dimasyqi (Islahi, 2014).

In the aftermath, Islamic economic corpus was found significantly on the works of Shah Walilullah Dahlawi (1762 AC), Muhammad bin Abdul Wahab (1787 AC), Jamalud-din Al Afghani (1897 AC), Mufti Muhammad Abduh (1905 AC), Muhammad Iqbal (1938 AC), Ibnu Nujaym (1562 AC), Ibnu Abidin (1836), and Syeh Ahmad Sirhindi (1524 AC). Muhammad Abdul Mannan has authored plenty of pieces of works on Islamic economic from *Islamic Economics: Theory and Practice* (1986), *Islamic Economics as a social science: Some methodological issues* (1983), and to *The Making of an Islamic Economic Society* (1984). Syed Nawab Haedir Naqvi worked on *Ethics and Economics: An Islamic Synthesis* (1981), *Development economics: A new paradigm* (1993), and *Perspectives on morality and human well-being: A contribution to Islamic economics* (2003). Umer Chapra wrote *Toward a Just Monetary System* (1985) and *Islam and Economic Challenge* (1992), among other works. Also, Masudul Alam Choudhury published series of Islamic economic articles on internationally-recognized journals including *Contributions to Islamic economic theory: A study in social economics* (1986). There are also some other prominent names who worked on the same matters among them are Muhammad Najatullah Siddiqi (1931 AC), Monzer Kahf, Sayyid Mahmud Taleghani, and Muhammad Baqir as Sadr.

The studies on Islamic economic gained its popularity since Salih in 1933 published his worked in Arabic *"Arab Economic Thought in the Fifteenth Century"*, outlining the thought of Ibn Khaldun, al-Maqrizi, and al-Dulaji on economic followed by al-Hashimi in 1937 published an article *"Economic Views of al-Biruni"* as well Rif'at with his *"Ibn Khaldun's Views on Economic"* in Persian. Abdul Qadir in 1941 also wrote *"The Social and Political Ideas of Ibn Khaldun"* in English. In 1944, Nash'at wrote dissertation titled *"Economic Thought in the Prolegomena of Ibn Khaldun"* for his PhD in Cairo University (Islahi, 2014).

2.2. Globalization and English among Scientific Works

Extensive reading relates to skills of academic writing (Safitri, 2018). Quality of reading source determines quality of writing. An academic piece of work which is based on reliable sources will be referred. To get it more updated, a researcher should refer to most recent studies. In the present time, technology allows people to browse academic journals of many fields of expertise. Fasae (2012) and Eckel (2009) presented an analysis of citation used in range of journals noted that most academic writers refer to journal articles. It is considerably true that the most of high-ranked journal publishers used English in the writing (Scimago Journal & Country Rank, 2020). In economic, there are *Quarterly Journal of Economics, Journal of Political Economy, Journal of Finance,* dan *Review of Economic Studies.*

As mentioned earlier, the impact of globalization puts English as the main spoken language in the world. This also gives an impact on academic publication which used English as the major language of delivery regarding to its dominance (Chang, 2006; Ferguson, 2011; Hamel, 2007). Reviewing to the study by Hamel (2007), he contended that 75% of academic articles in social science and humanities as well 90% in natural science are written in English. Thus, it will be a great loss and backward if academics cannot access those corpuses.

The importance of English reference texts is beyond the importance of its topic of interest such as economic, politics, laws, engineering, health, and social science. Furthermore, the development of research methodologies is also dependable to those texts. With language capability, those source texts could assist academics or students in developing their studies.

3. Research Method

The participants of this study are Islamic economic students who have finished their study in 2020 in Faculty of Economic and Business at State Islamic University of North Sumatra. The participants were selected by *purposive sampling* method under certain criteria. There are 9 responders out of 20 targeted participants consisting of 2 men and 7 women with age range 21 to 23-year-old.

To obtain the data, the writers conducted in-depth interview about the use Islamic economic source texts in English on their academic writing product as their perception of them.

The data, thus, were analyzed through thematic content analysis (Fullana, Pallisera, Colomer, Pena & Perez-Buriel, 2016). The analysis was done by reading the interview transcript repetitively targeting to decode meaning and discourse. Later, it was numbered accordingly to theme, subtheme, and expanding theme. The data were interpreted afterwhile through critical discourse analysis to figure out exact meaning meant by the participants.

4. Result and Discussion

This study reported: 1) The students' knowledge of Islamic economic text written in English and their ability to access, 2) the students' interest and perception in incorporating those texts to their academic work, and 3) the limiting and contributing factors in using those texts.

4.1. Knowledge and Skill

Knowledge improves greatly with interest (Carrell & Wise, 1998). Widely saying, "No affection without knowing" (Out of sight, out of mind). An individual's interest to execute is inextricably related to his knowledge of it. The writers inquired the participants whether they are informed or not the English source texts. There were 7 participants are informed and the rest 2 are uninformed. There were also at least 5 participants are informed of major journal article search engines such as Emerald Insight, Taylor and Francis, or Springer, Sage Publication. The, the students are perceivably informed of the English texts and how to access the texts.

A large number of participants are good in understanding the English texts while 3 others are less. It, however, does not avoid them to hone their English language skills. Participant IV mentioned, "My language (English) capability is limited but I attempt to improve as it is a must to open me access to the English source texts." It does not correspond to Huang (2010) who stated that non-English speaker of PhD students are unwilling to improve their language skill for international publication.

4.2. Interest and Perception

Interest are central in the process of selecting and persisting in processing certain information among the other one (Hidi, 1990). Individual's interest may intervene his judgment on something he will do. To this aspect, many of participant were interested

in the English texts. 6 among them sought the text via university library and 8 other participants browse on the internet search engine. The result shows that there is single participant who included the texts into his final assignment, apart from Dewi (2015) and Zakiyah (2013) who reported that the English texts are mainly cited in the academic writings.

A great deal of participants regarded the texts advantageous to the writing product. Those text will promote more extensive information and context (Participant III). The study will be more global (Participant I) as it refers to internationally-known subject not the domestic one, making it more relevant to local context and promotes universality (Participant IV and Participant V). Still, Participant VI believed that those texts will put more scientific impression on a scientific article as well as it is more convincing. Participant IV and IX added among the most characteristic of a reliable academic article is its accessibility, thus, they recognized that those texts are not too significant.

4.3. Limiting and Contributing Factors

Majority of participants do not include the English reference into their final assignment despite they are knowledgeable and accessible to those texts such as in books and articles on the internet. They are remarkably interested in and perceive positively toward of it. Thus, the least citation of the English reference for the writing is not contributed by knowledgeability, but barely capability and interest. Hence, what are the limiting factors?

Participant IX admitted that he has less ability in interacting in English and consequently had him extra time for processing the translation of the source text. The translation skill became Participants VI's issue. He also added that many students avoid using it as it may be a burden to them. This is parallel to Huang (2010) who presented that non-English-speaking students treat English as complimentary in academic study so they do not want to waste their time to learn it.

Participant VII also added that lecturers and supervisors do not oblige them to include it. It is equivalent to Participant II's. Each participant agreed that none of lecturers asked them to do it. There are just 3 of them believed that it is merely suggested by the lecturer, not to require it. On the other hand, Participant VII opined that most students are less aware of its importance and urgency to include it into their thesis. This requires emphasis and encouragement from related stakeholders or lecturers to include those texts rather than organize local texts only.

Also, Participant III is interested in including those texts despite he is limited to find relevant texts to his thesis. Participant II, III, IV, V, VI, VIII also admitted that they have tried to find those texts in the library while Participant II, IV, and VI did not find what they had looked for. As a result, there 6 participants attempted to find the source texts in the library but a half of them could not find it. The availability of the source text in the library is a significant issue in the quality of citation of students' academic works. This remains a problem in many universities as Dewi (2015) reported that the available references in the reading room at Faculty of Economic and Business in Airlangga University reached 47,06% out the unavailable ones. This issue could be tackled by finding relevant source texts in many online journals.

5. Conclusion

The use of English references in Islamic economic to academic works is significant. Students are required to be capable and accessible to those texts such as in books or online articles. Also, students are remarkably interested in including those texts and have a positive perception about them despite excluding those texts from their writings. There are a number of limiting factors, such as proficiency in understanding English which requires them an extra time to translate, no policy of institution or lecturer to mandatorily include the texts so they are not forced to do it, less knowledgeable of its urgency, less availability of those texts in the library databases, and less accessible to the available journals on the internet.

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Conference Paper

Symbolic Meanings of Tepak Sirih in Malay Ethnic Weddings Conducted at Desa Mahato Kecamatan Tambusai Utara Kabupaten Rokan Hulu Provinsi Riau

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Abstract

This study aimed to analyze the symbolic meanings of *Tepak Sirih* in weddings conducted at Desa Mahato Kecamatan Tambusai Utara Kabupaten Rokan Hulu Provinsi Riau, predominantly by the Malay community. Descriptive qualitative methods were applied in the study. Social phenomena occurring naturally were described, with the aim of helping us to understand the world in which we live. The main theory to support this study is the theory of Semiotics. Data collection was through observation, interviews, questionnaires and documentation with 20 key informants consisting of community leaders, scholars and community members. There are seven forms of symbolic meanings in *Tepak Sirih*: *pinang* (areca nut), which symbolizes good offspring of good character, honesty and a high degree; *kapur* (lime), which symbolizes kindness and sincerity, but when in a predicament one will turn aggressive and angry; g*ambir* (gambier), which symbolizes determination; *tembakau* (tobacco), which symbolizes a steadfast heart and a readiness to sacrifice for all things; c*engkih* (cloves), which symbolizes the ability to maintain a reputation; sirih (betel Leaves), which symbolizes patience, brotherhood and unity; and k*acip* (scoop used primarily for gouging areca nut), which symbolizes a mutual agreement in making good decisions. The seven forms of *Tepak Sirih* are compulsory in the wedding with the main objective being to achieve a happy, harmonious and peaceful life for the bride and bridegroom and their offspring, which is in line with the general concept of marriage.

Keywords: honesty, kindness, self-determination, steadfast, reputation, patience

1. Introduction

Humans are creatures of meaning, who live in a natural and symbolic environment; then objects around humans do not have their own meanings, it is because they get their meanings from humans. (Aksan, Kisac, Aydin, & Demirbuken, 2009). Humans use symbols in communication so that messages can be understood by the recipient of the message. The ability to think using symbols is a great achievement in individual

cognitive development, and anyone who interacts with cultural learning (White, Carlson & David Zelazo, 2019). The differences of cultural backgrounds make a symbol with different meanings. The interpretation of a symbol is related to the context, sub-context and history of the symbol in a cultural environment.

The study is Symbolic Meanings of *Tepak Sirih* in Malay Ethnic Wedding at Desa Mahato Kecamatan Tambusai Utara Kabupaten Rokan Hulu Provinsi Riau. There are seven symbolic meanings to be analyzed under this title: symbols of honesty, kindness, self determination, steadfast, reputation, patience, and agreement.

Tepak Sirih is an object which has symbols and meanings. Tepak sirih is a place to store the ingredients used for the tradition of eating betel. *Tepak Sirih* is not only a decoration or a souvenir given by someone, but in eating betel tradition, one will find that every ingredient has meaning for the Malay community. To start the coming of engagement and marriage, the Malay community use Tepak Sirih as an opening word. *Tepak Sirih* is used as a device that should not be forgotten in official Malay traditional ceremonies. Since Tepak Sirih is a symbol that has an important meaning, its use should not be arbitrary. (Mahyudin Al Mudra, 2006:3).

Inside *Tepak Sirih*, there is a *combol* which is used to store betel nut ingredients. *Combol* is a component of *tepak* betel, amounting to four or five pieces. *Combol* is round and covered, and at the bottom it is flat, so that things can be placed properly. *Combol* is made of metal such as copper, silver or gold. These *Combols* are arranged according to predetermined rules. The *Tepak Sirih* part is divided into two parts. At the top are placed four *combols* with a certain arrangement, namely areca nut, lime, *gambier*, and tobacco. At the bottom are arranged cloves, betel leaves and scoop.

Betel is arranged in such a way as to indicate the sequences when eating the betel, which comes first and then later. The betel leaves are arranged in a *Tepak Sirih* folded into one another and the stalk is equalized, arranged as many as five or six strands in a row. One *Tepak Sirih* usually contains four or five stacks of betel. This betel is folded in such a way so that the betel tail is not visible. The betel tail should not be shown because it is considered impolite and not respecting guests.

2. Literature Review

The study is concerned with symbolic meanings. Then semiotics becomes the base of interpreting the objects of research. Semiotics is the study of sign process (semiosis), which is any form of activity, conduct, or any process that involves signs, including the production of meaning. In the beginning, the meaning does not exist prior to interaction.

For each meaning, a symbol is needed to be interpreted together in a communication process. After that, an object or a 'symbol' becomes a certain symbol and has meaning. Through repeated acts of interaction, individuals as actors in relation to social groups share symbolic meanings (Del Casino & Thien, 2009).

Communication is an exchange of symbols. Communication will be effective if communicators and communicants have the same perception of symbols. Mulyana (2006: 83-120) suggests communication as a symbolic process. Symbols are used as expressions of thoughts, feelings of an individual, cultural group or a community. Knowledge of symbols will support the effectiveness of communication. Symbolic interactionism does not deny uniqueness; it is directly related to how different meanings are adapted and interpreted through social practices (Del Casino & Thien, 2009)

Symbols are thought processes. This is in line with John Dewey's pragmatism philosophy in Firmanto (2019) which has the view that thought is not a matter or a structure, but a process that goes through various stages. The human mind exists as a result of the activities of man himself. Symbols are the product of thought. Communication in symbolic interaction theory is the exchange of symbols to give meaning. The meaning of symbols in a culture is the result of social interaction which is then interpreted together. Symbolic interactionism is a distinct sociological perspective that emphasizes analytic centrality in investigating the meaning that people give to their activities (Dennis & Smith, 2015).

The symbolic interaction theory developed by Blumer (1986: 2) rests on three premises: First, humans act on something based on the meaning that the objects. Second, meaning arises because of one's social interactions with other people. Third, meaning is modified through an interpretive process in its involvement with the objects and signs used. Furthermore, Blumer (1986: 15) says that in symbolic interactions, the meanings that objects have are very important. The study between symbols and culture, ignoring the meaning of a cultural symbol is seen as ambiguity and also falsification of the behavior of the people being studied.

Symbolic interaction theory recognizes the principle of meaning as central to human behavior. Language gives meaning to humans through symbols. A symbol distinguishes human social relations from the level of animal communication. Humans give meaning to symbols and they express these things through language. Therefore, symbols form the basis of communication (Aksan et al., 2009).

All forms of communication are symbols that depend on the interaction and meaning of these symbols. In human communication behavior, language and thoughts have important roles.

3. Research Method

The research was conducted by means of descriptive qualitative method. Qualitative Descriptive Research is a research method based on the philosophy of positivism which is used to examine the conditions of natural objects where the researcher is the key instrument (Sugiyono, 2008:15). Descriptive qualitative method is commonly used in social sciences to describe the existing phenomenon and in this matter is concerned to find out Symbolic Meanings of *Tepak Sirih* in Malay Ethnic Wedding. Data collection techniques include questionnaire, observation, documentation, notetaking and data analysis to obtain accurate data leading to symbolic meanings. Interviews were conducted with 20 key informants consisting of government officials, community leaders, scholars and members.

Hancock (as cited in Panjaitan, 2019) states that qualitative research is concerned with the opinions, experiences and feeling of individuals producing subjective data. It describes social phenomena as they occur naturally. No attempt is made to manipulate the situation under the study as is the case with experimental qualitative research.

Triangulation technique was used to crosscheck the data validity, such as, (i) comparing the data of observation result with the data of interview result, (ii) comparing the words said in public with those in privacy, (iii) comparing what people said about the research situation with what was said all the time, (iv) comparing the situation and perspective of a person with those of various classes, and (v) comparing the results of interviews with the contents of related documents.

4. Result and Discussion

For the Malay community in Mahato Village, marriage is an expression of tradition as well as fulfilling religious orders. Therefore, there are several conditions that must be fulfilled such as: similar faith, maturity, physically and mentally health, responsibility and views of marriage as something sacred. There are several stages of wedding preparation that must be carried out by the prospective Malay groom and bride, namely proposal, engagement and marriage.

From the preparation stage until the wedding is held, the man arrives with a set of tools in the form of *Tepak Sirih* and its contents. *Tepak Sirih* is a very important tool in marriage because every ingredient has meaning for the Malay community.

There are seven forms of symbolic meanings in *Tepak Sirih*:

4.1. Pinang (Areca Nut), symbolizing a good offspring of good character, honesty, and a high degree

According to Mustari (2014: 11) being honest is behavior based on efforts to make a person have a high dignity in society. In *Tepak Sirih, Pinang* (Areca Nut) symbolizes a good offspring of good character, honesty, and a high degree, willing to do work with an open heart and earnestness. This meaning is drawn from the nature of the areca tree which is tall straight up and has dense fruits in bunches. All parents want their children to have honest behavior. With the *Pinang* (Areca nut) as a part of *Tepak sirih*, it is hoped that the bride and groom will get offspring who have honest behavior.

4.2. Kapur (Lime), symbolizing kindness and sincerity, but when in predicament turning to aggressive and angry

All forms of human actions refer to goodness or badness. The values of goodness or badness will always be a source of reference in carrying out various actions in life. Aristotle states that in all actions, humans pursue something good. Therefore, the definition of goodness is something that is pursued or aimed at which is essentially divided into two kinds of values, namely: goodness as a tool and goodness as a separate value (Burhanudin: 2000).

Kapur (Lime) is white, tough like cream produced from the shells of sea snails that have been burned. The powder of the shell is mixed with water so that it is easy to rub on the betel leaf. It symbolizes kindness and sincerity, but when in predicament one will turn aggressive and angry. This meaning is taken from chalk obtained from processing shellfish, physically white and clean, but the chemical reaction can destroy.

4.3. Gambir (Gambier), symbolizing self determination

Self determination is the ability to determine options based on consideration of the needs of autonomous, competent social relations, so that it can function optimally. Aspects of self-determination can be a predictor of optimal human function in various spheres of life (Broeck, Vansteenkiste, Witte, Soenensm Lens, 2010).

Gambir (Gambier) has a slightly bitter taste, symbolizing self determination. This meaning is taken from the yellowish color of the *gambier* leaves, and to obtain the juice it must be processed first so that it can be eaten with betel. This is what it means that before achieving something we must be patient through the process.

4.4. Tembakau (Tobacco), symbolizing a steadfast heart and readiness to sacrifice for all things

Tembakau (Tobacco), symbolizes a steadfast heart and readiness to sacrifice for all things. This meaning is taken from tobacco leaves, which taste bitter and intoxicating when finely sliced, and are durable when stored.

Steadfastness is strength in facing trials, dangers, tests, difficulties (Ali, 1991). Steadfastness also means an individual's resilience in the face of something that hinders and displeases, so how an individual responds to and deal with a situation that is unpleasant or displeasing is to be learned. Resilience includes endurance, fighting power, tolerance for frustration, ability to learn from failure, and willingness to accept feedback to improve oneself.

With the existence of this tobacco ingredient in *Tepak Sirih*, the bride and groom are expected to endure trials in the household to achieve a happy life.

4.5. Cengkih (Cloves), symbolizing the ability to maintain a reputation

Cengkeh, symbolizes the ability to maintain a reputation. Cloves give off a distinctive aroma, used as a spice in several dishes, also eaten with betel leaves to add sweet and delicious taste. Clove oil is used in the manufacture of medicine and perfume. It is hoped that the bride and groom will imitate the nature of the cloves in order to maintain their honor and avoid things that are prohibited by religion. Ideally, in a household prioritizing principles, mutual care and fame for partners is a must.

The bride and groom are expected to be accustomed to telling the goodness of their partner. Husband and wife are like one body. If one is in trouble, the other must feel. That is the function of marriage. In addition to preserving human life, marriage is also intended to provide a sense of security, comfort and peace. Therefore, it is the obligation of the couple to help each other to get rid of distress and create happiness together.

4.6. Sirih (Betel Leaves), symbolizing patience, brotherhood, and unity

Sirih (*Betel Leaves),* symbolizes patience, brotherhood, and unity, The betel leaves from the groom are arranged face down, meaning to be humble and to surrender. Meanwhile,

on the part of the bride, the betel leaf is arranged on her back which means acceptance and surrender. This meaning is based on the ease with which the betel leaf grows on the trunk of a tree without damaging the trunk or anything where it lives and has medicinal properties. The dense and lush betel leaves provide shade in the surrounding.

4.7. Kacip (scoop used primarily for gouging areca nut), symbolizing a mutual agreement in making good decision

Kacip, is a tool for cleaving betel nut or making areca nut into pieces, made of iron, but it can also be used to peel betel nut skin. *Kacip* symbolizes a mutual agreement in making good decisions.

Everyone wants a happy family, which is able to give love and affection to the family members, so that they have a sense of security, serenity, peace and happiness in striving for the welfare of life in the world and the hereafter. To realize this wish, the bride and groom are expected to be able to agree on making decisions well.

TABLE 1: Triangulation Symbolic Meanings of *Tepak Sirih* in Malay Ethnic Wedding at Desa Mahato Kecamatan Tambusai Utara Kabupaten Rokan Hulu Provinsi Riau

| No.	Research component	Document	Interview Informant																				
			CF								RF								YG			
			1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4
1	A	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	X	√	X
2	B	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	X	X	√	√
3	C	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	X	X
4	D	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	X	X	X	X
5	E	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	X	X	√	√

Research components:

1. Existence of *Tepak Sirih* consisting of the seven symbolic meanings: Pinang (Areca Nut), *Kapur* (Lime), *Gambir* (Gambier), *Tembakau* (Tobacco), *Cengkeh* (Cloves), *Sirih* (Betel Leaves), *Kacip* (scoop).

2. Meaning existence of the seven symbolic meanings in each of the ingredients,

3. Meaning substance of the seven symbolic meanings in each of the ingredients,

4. Educational function of the seven symbolic meanings in each of the ingredients,

5. Religious function of the seven symbolic meanings in each of the ingredients

CF 1: Informant of the first Community Figure

CF 2: Informant of the second Community Figure

RF 1: Informant of the first Religious Figure

RF 2: Informant of the second Religious Figure

YG 1: Informant of the first Young Generation

YG 2: Informant of the second Young Generation

$\sqrt{}$: existing, answered, and can be used

X: not answered or not complete

Remarks:

CF: Community Figure

RF: Religious Figure

YG: Young Generation

TABLE 2: Symbolic Meanings of *Tepak Sirih* in Malay Ethnic Wedding at Desa Mahato Kecamatan Tambusai Utara Kabupaten Rokan Hulu Provinsi Riau

1. Question Indicator		
No.	Indicator	Number of Question
1	Existence	5
2	Meaning Existence	5
3	Meaning Substance	5
4	Function	5
Amount		20

2. Interview Result				
No	Question Indicator	Answer		
		Answer Result	No. of Respondent	Percentage (%)
1	Existence: - *Pinang* (Areca Nut) - *Kapur* (Lime) - *Gambir* (Gambier) - *Tembakau* (Tobacco) - *Cengkeh* (Cloves) - *Sirih* (Betel Leaves) - *Kacip* (scoop)	Available	18	90%
		No Answer	2	10%
2	Meaning Existence: - *Pinang* (Areca Nut) - *Kapur* (Lime) - *Gambir* (Gambier) - *Tembakau* (Tobacco) - *Cengkeh* (Cloves) - *Sirih* (Betel Leaves) - *Kacip* (scoop)	Having Meaning	18	90%

No	Question Indicator	Answer		
		Answer Result	No. of Respondent	Percentage (%)
		No Idea/No Answer	2	10%
3	Meaning Substance: - *Pinang* (Areca Nut) - *Kapur* (Lime) - *Gambir* (Gambier) - *Tembakau* (Tobacco) - *Cengkeh* (Cloves) - *Sirih* (Betel Leaves) - *Kacip* (scoop)	- *Pinang (*Areca Nut*)*, symbolizing a good offspring of good character, honesty, and a high degree; - *Kapur* (Lime*)*, symbolizing kindness and sincerity, but when in predicament one will turn aggressive and angry; - *Gambir (*Gambier*)*, symbolizing self determination; - *Tembakau (*Tobacco*)*, symbolizing a steadfast heart and readiness to sacrifice for all things; - *Cengkih (*Cloves*)*, symbolizing the ability to maintain a reputation; - Sirih (Betel Leaves), symbolizing patience, brotherhood, and unity; - *Kacip (*scoop), symbolizing a mutual agreement in making good decisions.	18	90%
		No Idea/No Answer	2	10%
4	Function: - *Pinang* (Areca Nut) - *Kapur* (Lime) - *Gambir* (Gambier) - *Tembakau* (Tobacco) - *Cengkeh* (Cloves) - *Sirih* (Betel Leaves) - *Kacip* (scoop)	Educational Function: - Introducing Cultural Identity - Cultural Education - Cultural Existence - Regeneration and Cultural Preservation	17	85%
		No Idea/No Answer	3	15%
		Religious Function: - Respecting and appreciating anyone - Respecting Islamic law by increasing knowledge of the religion and piety towards Allah SWT.	17	85%
		No Idea/No Answer	3	15%

Note: Number of respondents: 20

Symbolic Meanings of Tepak Sirih in Malay Ethnic Wedding at Desa Mahato Kecamatan Tambusai Utara Kabupaten Rokan Hulu Provinsi Riau
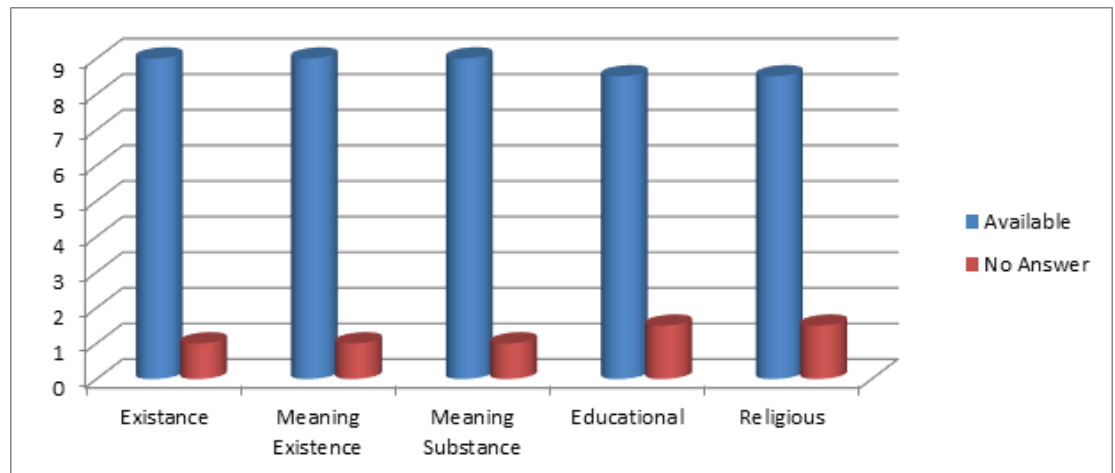
5. Conclusion

Marriage is a tie carried out by two people with the intention of formalizing the marriage bond according to religious, legal and social norms. The wedding is an expression of tradition as well as fulfilling religious orders. Marriage has a very noble purpose, namely to form a happy family and marriage is related to physical and mental ties.

Legal validation of a marriage usually occurs when a written document that records the marriage is signed. The wedding itself is an event held to carry out a ceremony based on prevailing customs, and an opportunity to celebrate with friends and family. Women and men who are married are called brides, and after the ceremony is finished, they are called husband and wife in the marriage bond.

To achieve the goal of marriage in the form of happiness and good descent, the use of certain customs or rules is part of the wedding, as done in Malay Ethnic Wedding at Mahato Village, North Tambusai District, Rokan Hulu Regency, Riau Province, using *Tepak Sirih* as a device.

The research results show that *Tepak Sirih* has got some symbolic meanings: *Pinang (*Areca Nut*)*, symbolizing a good offspring of good character, honesty, and a high degree; *Kapur* (Lime*)*, symbolizing kindness and sincerity, but when in predicament one will turn aggressive and angry; *Gambir (*Gambier*)*, symbolizing self determination; *Tembakau* (Tobacco), symbolizing a steadfast heart and readiness to sacrifice for all things; *Cengkih* (Cloves), symbolizing the ability to maintain a reputation; *Sirih* (Betel Leaves), symbolizing patience, brotherhood, and unity; *Kacip (*Scoop), symbolizing a mutual agreement in making good decisions.

Through this study, it is hoped that the revitalization of *Tepak Sirih* can be carried out and with the use of *Tepak Sirih* the Mahato Malay wedding tradition can be preserved.

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Diglossic Situation in Rainbow Rowell's Novel *Eleanor & Park*

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Abstract

This study concerned the diglossic situation in Rainbow Rowell's *Eleanor & Park,* written in 2016. It aimed to describe the use of two different varieties of English in the novel, that is, **H** (high*)* variety and **L** (low) variety of the language. These varieties were found in terms of function, prestige, lexicon (vocabulary) and grammar used by some of the characters in the novel when speaking to each other. The results showed that, in terms of function, the recitation or reading of a poem by one of the characters was conducted in **H** (high) variety. The **H** (high) variety used was more prestigious. In terms of grammar, the **H** (high) variety was also used by a teacher when appreciating his female student who had just recited or read the poem. Some of the words or lexicons used by some of the other characters of the novel were in the form of **L** (low) varieties. The analysis was conducted through the qualitative research methods proposed by Creswell (2009: 4) who explained that this type of research method is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

Keywords: diglossic situation, high variety, low variety

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1. Introduction

All social creatures must speak to each other in their daily life. Each of them must belong to a certain speech community in order to be able to do that. Their activities to speak can be at homes, at work places, at schools or universities, in markets, in ritual places, in a bus/ bus stations, in a plane/ airports, on the seashores, and so on. At the time they are speaking to each other, they normally use the language they know in their community. Say, for example, they use Indonesian language to speak and to understand each other because they belong to Indonesian speech community. They speak, of course, depending on a situation and a place where and when they are at that moment. It can be in a formal or informal places or situation. It cannot be denied that they will use **H** (High) variety or a formal form of Indonesian language when, for example,

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they are speaking to their teachers or lecturers at schools or universities, when they are speaking to each other in a formal meeting, and when they are delivering a speech in a seminar, etc. However, when each of them is at home, they will use **L** (Low) variety or an informal form of Indonesian language when they are speaking to their parents, brothers and sisters. Every educated person usually knows when and where they will use the **H** variety and **L** variety of their own language.

2. Literature Review

Diglossia constitutes a linguistic phenomenon found in many multilingual speech communities. It describes a particular type of sociolinguistic situation in which there is a clear differentiation in function between the languages or language varieties used in a bilingual/ multilingual community. This term may be said to refer to a situation in which two different or distinct varieties of a language are spoken within the same speech community. It can also be described as the coexistence of language codes that are either two varieties of one language or two distinct languages.

A diglossic situation exists in a society when it has two distinct codes which show clear functional separation; that is, one is employed in one set of circumstances and the other one in an entirely different set (Wardhaugh, 1986: 87).

This term was first introduced into English from French by an American linguist, Charles Albert Ferguson, in his article entitled "Diglossia" in the journal "Word" in 1959, to refer to "one particular kind of standardization where two varieties of a language exist side by side throughout the community, with each having a definite role to play". Since the publication of the article, it has attracted wide attention of linguists. He is credited to be the first linguist using the term "diglossia" and later it becomes famous. According to him, the two varieties of a language, that is, high variety (**H**-variety) and low variety (**L**-variety), have to be two divergent forms of the same language which are above the level of a standard-with-dialects distinction, but which stay below the level of two separate (related or unrelated) languages. Characteristically, the H-variety is never used for everyday conversation and in this respect a diglossic situation differs from a standard-with-dialects situation in which the standard may also be used for everyday conversation.

The original description of the term "diglossia", according to Ferguson (1959: 336), is "a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the

vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation."

The definition of "diglossia" given by Ferguson is quite specific on several points. For example, he requires that the High and Low varieties should belong to the same language, e.g. Standard (or Classical) and Colloquial Arabic. In an Arabic-speaking diglossic community, for example, the language used at home is a local version of Arabic (there may be very great differences between one "dialect" of Arabic and another, to the point of mutual incomprehensibility), with little variation between the most educated and the least educated speaker. However, if someone needs to give lecture at a university or a sermon in a mosque, he is expected to use Standard Arabic, a variety different at all levels from the local vernacular, and felt to be so different from the vernacular that it is taught in school in the way that foreign languages bare taught in English speaking societies. Likewise, when children learn to read and write, it is standard language, and not to the local vernacular, which they are taught.

The most obvious difference between diglossic and normal English speaking societies is that no one in the former has advantage of learning the High variety (as used on formal occasions and in education) as his first language, since every one speaks the Low variety at home. Consequently, the way to acquire a High variety in such a society is not by being born into the right kind of family, but by going to school. Of course, there are still differences between families in their ability to effort education; therefore, diglossia does not guarantee linguistic equality between poor and rich, but the differences emerge only in formal situations requiring the High variety, rather than as soon as a speaker opens his mouth.

Varshney (1998: 291) explains that the use of two widely divergent forms of the same language by all members of the community under different conditions is called diglossia. He adds that in such a situation, a 'high' or a 'classical' literary language is used for formal occasions and in written texts, and a 'low' or vernacular form is used in colloquial conversation. Thus, within the same speech community, one form is used for specialized activities—official work, religion, education, law, press, radio, television, literature, etc. The other form is used for non-specialized daily activities. Perhaps the most familiar example is the standard language and regional dialect as used, say, in Italian or Persian, where many speakers speak their local dialect at home or among family or friends of the same dialect area but use the standard language in communicating with speakers of other dialects or on public occasions. A similar situation exists in the Arabic world, where

classical Arabic is used for specialized purposes by speakers of all dialects of Arabic. An example from India would be 'high' and 'low' Tamil. These forms vary considerable at all levels of language—sounds, words, grammar and meaning. Holmes (2001: 27) added that in the narrow and original sense of the term, diglossia has three crucial features, that is, (1) two distinct varieties of the same language are used in the community, with one regarded as a high (or **H**) variety and the other a low (or **L**) variety (2) each variety is used for quite distinct functions; **H** and **L** complement each other, and (3) no one uses the **H** variety in everyday conversation.

Another linguist, Fishman (1967), however, presents a modification of Ferguson's (1959) original concept and rather strict definition of diglossia. He proposes an expansion of Ferguson's definition of diglossia in two aspects. These two aspects that are described by him explain that (1) a diglossic speech community is not characterized by the use of two language varieties only. There may be more than two language varieties used within a diglossic community, and (2) according to him, diglossia refers to all kinds of language varieties which show functional distribution in a speech community. Then, diglossia, as a consequence, describes a number of sociolinguistic situations, from stylistic differences within one language or the use of separate dialects (Ferguson's 'standard-with-dialects' distinction) to the use of (related or unrelated) separate languages.

Diglossia has characteristic features, and the characteristic features of diglossia has already been explained by Ferguson through the nine topics which are important to know, that is, function, prestige, literary heritage, acquisition, standardization, stability, grammar, lexicon, and phonology. Each of the topics which constitute the characteristic features of diglossia that really need to be known can be explained below.

2.1. Function

One of the most important features of diglossia is the specialization of function for **H** (high) variety and **L** (low) variety. In a certain situation, it is only **H** (high) variety which is appropriate while in another situation it is only **L** (low) variety which is regarded appropriate. **H** (high) variety and **L** (low) variety are used for different purposes, and native speakers of a speech community would find it odd or strange (even ridiculous or deserving to be laughed at and outrageous or very shocking and unacceptable) if there is anyone who used **H** (high) variety in an **L** (low) variety domain, or **L** (low) variety in an **H** (high) variety domain.

Examples:

a. Sermon in mosque or church (**H**)

b. Speech in parliament, political speech (**H**)

c. Newspaper editorials (**H**)

d. Radio "soap opera"(**L**)

e. Conversation with colleagues, friends and family members (**L**)

f. Poetry (**H**)

g. Conversation or instruction to workmen, waiters, servant clerks (**L**)

h. University lecture (**H**)

i. News broadcast (**H**)

j. Personal letters (**L**)

k. Business letter (**H**)

2.2. Prestige

The **H** (high) variety is the prestigious variety; the **L** (low) variety lacks prestige. In a diglossic society, the speakers regard the **H** (high) variety as more prestigious or superior to the **L** (low) variety. The **L** (low) variety is regarded inferior; moreover, there are a number of people who refuse its existence. In other words, one does not use an **H** (high) variety in circumstances calling for an **L** (low) variety, e.g., for addressing a servant; nor does one usually use an **H** (high) variety when an **L** (low) variety is called for, e.g., for writing a 'serious' work of literature (Wardhaugh, 1986: 88).

In Indonesian speaking society, the variety which is standard (standard Indonesian language) is regarded more prestigious than the variety which is not standard.

2.3. Literary Heritage

It is only the **H** (high) variety which must be used in any literary works. Wardhaugh (1986: 89) adds that the natural superiority of the H variety is undoubtedly reinforced by the fact that a considerable body of literature will be found to exist in that variety and almost none in other.

2.4. Acquisition

The **L** (low) variety is the variety which is learned first, whereas the **H** (high) variety is chiefly obtained or accomplished by the means of formal education. It is added that

the **L** (low) variety is obtained from daily conversation with all of family members, close friends, etc.

Ferguson (1959) describes that adults usually use the **L** (low) variety in speaking to children and children use the **L** (low) variety in speaking to one another. Consequently, the **L** (low) variety is learned by children in what may be regarded as the "normal" way of learning one's mother tongue. The **H** (high) variety is taught whereas the **L** variety is learned.

2.5. Standardization

The **H** (high) variety is regarded as a prestigious one. Therefore, it is quite possible to standardize this variety through formal codification.

Dictionaries, grammars, treatises on pronunciation, etc. are written in the **H** (high) variety. There are established norms for grammar, pronunciation and vocabulary which allow variation only within certain limits. On the contrary, descriptive and normative studies of the **L** (low) variety are either non-existent or relatively recent and slight in quantity. Studies concerning this variety, if any, are usually carried out first of chiefly by scholars from other speech communities and are written in other languages.

As the chosen and standardized variety, the **H** (high) variety will certainly be a more respected one.

2.6. Stability

It is not right to suppose that diglossia is highly unstable. Diglossia typically persists at least several centuries, and evidence in some cases seems to show that it can last well over a thousand years. The communicative tensions arising in the diglossia situation may be resolved by the used of relatively un-codified, unstable, intermediate forms of the language and repeated borrowing of the vocabulary items from the **H** (high) variety to the **L** (low) variety.

2.7. Grammar

According to Ferguson, the **H** (high) variety and the **L** (low) variety constitute forms of the same language; however, there are differences in grammar. In other words, the **H** (high) variety has grammatical categories which are not present in the **L** (low) variety and has an inflectional system of nouns and verbs which is much reduced or totally

absent in **L** (low) variety. For example, Classical Arabic has three cases in the nouns, marked by endings; colloquial dialects have none. Standard German has four cases in the nouns and two non-periphrastic indicative tenses in the verbs; Swiss German has three cases in the nouns and only one simple indicative tense.

It is not likely to cause disagreement (**H** (high) variety is certainly safe) to say in diglossia there are always extensive differences between the grammatical structures of the **H** (high) variety and the **L** (low) variety.

2.8. Lexicon

Generally speaking, the bulk of the vocabulary of **H** (high) variety and **L** (low) variety is shared, of course with variations in form and with differences of use the meaning. It is hardly surprising, however, that **H** (high) variety should include in its total lexicon technical terms and learned expressions which have no regular **L** (low) variety equivalents since the subject involved are rarely if ever discussed in pure **L** (low) variety. Also, it is not surprising that the **L** (low) varieties should include in their total lexicons popular expressions and the names of very homely objects or objects of very localized distribution which have no regular **H** (high) variety. However, a striking feature of diglossia is the existence of many paired items, one **H** (high) variety one **L** (low) variety, referring to fairly common concepts frequently used in both **H** (high) variety and **L** (low) variety, where the range of meaning of the two items is roughly the same, and the use of one or the other immediately stamps the utterance or written sequence as **H** (high) variety or **L** (low) variety.

2.9. Phonology

It may seem difficult to offer any generalization on the relationship between the phonology of **H** (high) variety and **L** (low) variety in diglossia in view of the diversity of the data. **H** (high) variety and **L** (low) variety phonologies may be quite close, as in Greek; moderately different, as in Arabic or Haitian Creole; or strikingly divergent, as in Swiss German. Closer examination, however, shows to statements to be justified (Perhaps these will turn out to be unnecessary when the preceding features are stated so precisely that the statements about phonology can be deduced directly from them);

a. The sound systems of **H** (high) variety and **L** (low) variety constitute a single phonological structure of which the **L** (low) variety phonology is the basic system and the divergent features of **H** (high) variety phonology are either a subsystem or a parasystem.

Given the mixed forms mentioned above and the corresponding difficulty of identifying a given word in a given utterance as being definitely **H** (high) variety or definitely **L** (low) variety, it seems necessary to assume that the speaker has a single inventory of distinctive oppositions for the whole **H** (high) variety - **L** (low) variety complex and that there is extensive interference in both directions in terms of the distribution of phonemes in specific lexical items.

b. If "pure" **H** (high) variety items have phonemes not found in "pure" **L** (low) variety items, **L** (low) variety phonemes frequently substitute for these in oral of **H** (high) variety and regularly replace them in *tatsamas*. For example, French has a high front rounded vowel phoneme /ü/; "pure" Haitian Creole has no such phoneme. Educated speakers of Creole use this vowel in *tatsamas* such as Luk (/lük/ for the Gospel of St. Luke), while they, like uneducated speakers, may sometimes use /i/ for it when speaking French. On the other hand, /l/ is the regular vowel in such tatsamas in Creole as linet 'glasses'.

In cases where **H** (high) variety represents in large part an earlier stage of **L** (low) variety, it is possible that a three-way correspondence will appear. For example, Syirian and Egyptian Arabic frequently use /s/ for / ø / in oral use of Classical Arabic, and have /s/ in *tatsamas,* but have /t/ in words regularly descended from earlier Arabic not borrowed from the Classical.

3. Research Method

It cannot be denied that there must be a method used in a research. In this research, a qualitative one is used. It is the research which involves collecting and analyzing non-numerical data (e.g. text) to understand concepts, opinions, or experiences. In other words, the qualitative research is framed in terms of using words. The method which is used in this research is a qualitative research method that is proposed by Creswell (2009: 4). According to him, this type of research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

4. Discussion and Result

There are only four topics of diglossia which will be analyzed here. They are function, prestige, grammar and lexicon. Though there are many things concerning each of them that are found in the novel, the writer only discusses some of them which are regarded important to be discussed here.

4.1. Function and Prestige

It is found that one of the main characters of the novel, Eleanor, is asked by her teacher, Mr. Stessman, to recite or read a poem. Then, she tries her best to read or recite the poem. In other words, she does not refuse what her teacher has just asked her to do. The title of the poem she reads or recites is "I had been hungry all the years." The reading of the poem can be described through the quotations below.

> My noon had come, to dine, I, trembling, drew the table near, and touched
> the curious wine. I was this on tables I had seen, when turning, hungry, lone,
> I looked in windows, for the wealth, I could not hope to own.
>
> (Rowell, 2013: 15)

It can be seen that in the above poem Eleanor has used **H** (high) variety of English. It means that it can be seen that in reciting or reading a poem, it is only an **H** (high) variety of a language that must be functioned or used. Mr. Stessman even appreciates her after she reads the poem in such a beautiful way by stating that her poem is something wonderful. Because it is recited or written in an **H** (high) variety of English, it can, of course, be, regarded as a prestigious one in a literary work.

4.2. Grammar

The grammatical structures or **H** (high) varieties of English sentences are used by some characters of the novel. The sentences which are used grammatically by them can be found at the moment Mr. Stessman asks his student, Eleanor, to read a poem. After Eleanor reads the poem, he appreciates her. The use of the grammatical sentences mentioned by him can be described through the quotation below.

> Mr. Stessman didn't stop her, so she read the whole poem in cool, defiant
> voice. The same voice she'd used on Tina. "That was wonderful," Mr. Stess-
> man said when she was done. He was beaming. "Just wonderful. I hope you'll

stay with us, Eleanor, at least until we do *Medea*. That's a voice that arrives on a chariot drawn by dragons."

(Rowell, 2013: 15)

The sentences mentioned by Mr. Stessman in the above quotation, that is, (1) "That's was wonderful." and (2) "Just wonderful. I hope you'll stay with us, Eleanor, at least until we do Medea. That's a voice that arrives on a chariot drawn by dragons." are standard forms of English sentences. The sentence in (1) is the standard form of a simple sentence in positive statement and in simple past tense. In (2), there are standard complex sentences containing a noun clause *you'll stay with us, Elianor,* whose function is as the object of the transitive verb *hope,* an adverb clause of time *until we do Medea,* and two adjective clauses *that arrives on a chariot* and *(which is) drawn by dragons.*

The situation in the above conversation is formal because it happens in a classroom. As a teacher, Mr. Stessman asks his female student, Eleanor, to read a poem. In this situation, it is, of course, suitable for him to use the **H** (high) variety of English or the standard forms of the above English sentences.

In the conversation between Mr. Stessman and his students, he asks them all for memorizing a poem they like. They seem to respect what he tells them. He asks them using some grammatical complex sentences. The conversation in which he uses the grammatical sentences can be described through the quotation below.

Mr. Stessman was making them all memorize a poem, whatever they wanted. Well, whatever poem they picked. "You're going to forget everything else I teach you," Mr Stessman said, petting his mustache. "..... Maybe you'll remember that fought a monster. Maybe you'll remember that 'To be or Not to be' is Hamlet, ... "

(Rowell, 2013: 21)

In the above quotation, it can be seen that the sentences used by Mr. Stessman when speaking to his students in the classroom are grammatical complex sentences. The first grammatical complex sentence used is "You're going to forget everything else I teach you." This complex sentence contains the main clause *You're going to forget everything else* and the subordinate clause *I teach you.* The subordinate clause used is in the form of adjective clause modifying the words *everything else.* The second and the third grammatical complex sentence used are "..... Maybe you'll remember that Beowulf fought a monster. Maybe you'll remember that 'To be or Not to be' is Hamlet, ... "In these two complex sentences, the main clauses are the same, that is, *Maybe*

you'll remember, whereas each of the subordinate clauses is *that Bewoulf fought a monster* and *that 'To be or Not to be' is Hamlet.* The subordinate clauses used here are both in the forms of noun clauses as the objects of the transitive verb *remember.*

The grammatical sentences can also be seen in the novel at the moment there is a conversation in the classroom between Mr. Stessman and one of his female students. They are discussing about a play named *Romeo and Juliet* written by William Shakespeare. The discussion can be seen through the quotation below.

> She rolled her eyes again. She knew Mr, Stessman's game by now. "Romeo and Juliet are just two rich kids who've always gotten every little thing they want. And now, they think they want each other." "They're in love ….. "Mr. Stessman said, clutching his heart. "They don't even know each other," she said. "It was love at first sight."
>
> (Rowell, 2013: 44)

The quotation written above contains sentences which are in the grammatical forms. Mr. Stessman and his female student use the **H** (high) varieties of English in their discussion. The sentences are "Romeo and Juliet are just two rich kids who've always gotten every little thing they want. And now, they want each other.", "They are in love.", "They don't even know each other.", and "It was love at first sight." It is reasonable for them to use the grammatical simple and complex sentences because the place where they are discussing the play is the classroom where Park and Eleanor study together.

4.3. Lexicon

It can clearly be seen that some characters of the novel use the **L** (low) variety of lexicons or vocabularies which constitute very informal words and expressions. They use them in the spoken form of the language which are not thought suitable for a formal situation and place. The uses of these **L** (low) varieties of the lexicons or vocabularies can be described through the quotations below.

> Park managed another smile and slunk back into his seat, putting his headphones back on and cranking up the volume. He could still hear Steve and Mikey, four seats behind him. "But what the *fucking* point?" Mikey asked. "*Dude*, would you want to fight a drunken monkey? They are fucking huge. Like *Every Which Way But Loose*, man. Imagine that *bastard* losing his shit on you." (Rowell, 2013: 7)

It is found in the above quotation that there are the uses of the words *fucking*, *dude* and *bastard.* The previous word, *fucking,* in the words *fucking poin*t and *fucking huge,* is used by Mikey to express his anger and annoyance to one of his friends who is not intimate to him. The next word, that is, *dude,* is a slang which can be meant *man*. In other words, the word *dude* is the low variety of the word *man*. It is mentioned by Steve instead of *Mikey* because the situation of their conversation is very informal. The other word, that is, *bastard* is also a slang which shows a derogatory expression. This word can be meant as an unpleasant or despicable person. This low variety is used by Steve, one of the characters of the novel, to show his critical attitude to one of the other characters' reputation and his insult to him.

The other word or lexicon that is in the form of **L** (low) variety can be seen in the novel at the time Park is angry with her sister, Tina. The girl has just told their mom that Park already has a girl friend whose name is Eleanor. Park, however, does not like his sister to tell her mother about his girl-friend, Eleanor. He says to his mother that she is not his girl fiend, and then his mother asks Tina to the kitchen in order that she will not tell about Eleanor anymore. Nevertheless, Park is still angry with Tina. He still forces himself to argue with his sister. Then he slams the door of the garage and goes into the kitchen. There, he slams the oven, the cabinet, the trash, and some other things. Hearing this, his father gets angry with him and comes into the kitchen to stops Park to do it. This incident can be seen through a conversation in the quotation below.

> "What *the hell* is wrong with you?" his dad said, walking into the kitchen. Park froze. He could not get into trouble tonight. "Nothing," he said. "Sorry. I'm sorry." "Jesus, Park, take it out on the bag ….. "There was an old-school punching bag in the garage, hanging way out of Park's reach.
>
> (Rowell, 2013: 100)

In the above quotation, it can be seen that Park's father is angry with him. His father is angry with him after knowing that he argues with Tina. Besides, his father hears that he has just slammed the door of the garage and other things. The combination of the words *the hell* in *What the hell is wrong with you?* constitutes an **L** (low) variety of English. When the combination of the words *the hell* are used in the Emphatic Colloquial Interrogative, it means that somebody who mentions such a sentence is showing his or her anger or annoyance with somebody else.

In the other moment, it can be seen that Richie, Eleanor's father, is angry with her. This happens at the time he hears Eleanor is typing song lyrics upstairs of her house.

Richie who wants quietness feels that the typing sounds made by Eleanor really disturb his ears. The anger of Richie can be described below.

> So Eleanor was upstairs, typing song lyrics. "Scarborough Fair." She heard Richie complaining. "What *the fuck* is that noise?" And, "Fuck, Sabrina, can't you shut her up?" Her mom tiptoed up the stairs and ducked her head into Eleanor's room.
>
> (Rowell, 2013: 152)

In the above quotation, the words *the fuck* are used. These words which are used in the Emphatic Colloquial Interrogative *What the fuck is that noise?* inform that Eleanor's father, Richie, is very angry with her who is making a noise. His father even uses the word *fuck,* the **L** (low) variety of English, to show his anger to her mother, Sabrina. She then asks Eleanor to stop typing on the stairs.

The use of **L** (low) variety in the novel can also be found at the moment Eleanor, Tina, and Steve are having a serious conversation together. Tina and Steve tell Eleanor that her stepfather, Richie, is looking for her to do something bad to her. What has been said by Steve and Tina really disturbs her mind. She realizes that her father is always angry with her. She knows that her father does not like her very much. Steve tries to say that she does need to be afraid of her father. Eleanor listens to him and later she tells them that she has to leave them. This moment can be seen below.

> Eleanor listened to Steve sing song after song over the wet hammer of heartbeat. The beer can went warm in her hand. She stood up. "I've got to get out of here." "God," Tina said. "Relax. He won't find you here. He's probably already at the Rail drinking it off." "No," Eleanor said. "He's going to kill me." It was true, she realized, even if it wasn't. Tina's face was hard. "So, where you *gonna* go?" "Away ..... I have to tell Park."
>
> (Rowell, 2013: 284)

In the above quotation, it can be seen that Eleanor tells Steve and Tina that she has to leave them in a hurry. She is afraid that Richie, her stepfather, will find her if she does not go away soon. She decides to leave them in hurry because she thinks that it is very possible that stepfather will kill him if she is found by him in that place. Tina asks her where she will go. This can be described through the sentence "So, where you *gonna* go?" The word *gonna* which constitutes informal colloquial English is used by Tina instead of *are going to*. The situation at that time is very possible for Tina to use the **L** (low) variety of English.

In the other conversation in Steve's house, the **L** (low) variety of English is used by Steve, another character of the novel. He is Park's friend who likes to consume alcoholic drinks and smokes marijuana. Steve offers him to smoke it but he refuses to do it. Park directly meets Eleanor who is there together with Tina. He does not understand why Eleanor can be at Steve's house. He even suspects that Steve and Tina have kidnapped her. He ask Eleanor what has actually happened. She does not answer him, but Tina and Steve speak to him.

> "Her stepdad is looking for her," Tina said. Tina was sitting on the arm the couch with her legs in Steve's lap. She took the joints from him. "Is that true?" Park asked Eleanor. She nodded into his chest. She wouldn't let him pull far enough away that he could look at her. "*Fucking* stepdads," Steve said. "*Motherfuckers,* all of them." He burst into laughter.
>
> (Rowell, 2013: 286)

Through the conversation above, it can be seen that Steve uses words which are in the forms of **L** (low) varieties of English. They are actually not polite to be used in any condition or situation; however, Steve pronounces them because he does not like bad characters of many stepfathers. He does not like to see Eleanor's stepfather who does not like her and is trying to hurt her and makes her hide in his house. His hatred to see the characters of any stepfathers is shown by him through the uses of the words *Fucking* and *Motherfuckers* in *Fucking stepdads* and *Motherfuckers, all of them*. The uses of each of such taboo words are really impolite, and somebody who uses them means to show that he or she really does not like those to whom he or she mentions the words. In the quotation above, the hatred of Steve is aimed at Mr. Richie, Eleanor's father, and also all other stepfathers.

The other lexicons or words in the forms of **L** (low) varieties are found in the conversation between Park and his father. It happens early in the morning at about two a. m. He opens the door and is about to step out when his father calls his name and stops him. His father asks him where he wants to go. He says something honestly that he has to help Eleanor who plans to run away. He is just going to give her a ride to her uncle's house in Minnesota. He also tells his father that Eleanor's stepfather will hurt her. His father gets surprised to hear the address of her uncle's house. According to his father, Minnesota is far from their house. Therefore, his father gives him some amount of money and lends his truck to deliver or accompany her to go to Minnesota. Some parts of the conversation between Park and his father can be described through the quotation below.

"Where does her uncle live?" "Minnesota." "Jesus F. Christ, Park," his dad said in his normal voice, "are you serious?" "Dad," Park stepped toward him, pleading. "She has to go. It is her stepdad. He's ....." "Did he touch her? Because if he touched her, we're calling the police." "He writes her these notes." "What kind of notes?" Park rubbed his forehead. He didn't like to think about the notes....

"That little *fucker*......"His dad looked down at the gun, then looked back at Park, rubbing his chin. "So you're going to drive Eleanor to her uncle's house. Will he take her in?" "She thinks so." "I *gotta* tell you, Park, this doesn't sound like much of a plan."

(Rowell, 2013: 296)

In the above quotation, it can be seen that when hearing the explanation given by Park, his father becomes very emotional. He does not like to know such a treatment from Eleanor's stepfather to her. His anger can be seen from the lexicon or word he uses to Park. The lexicon in the **L** (low) variety of English, that is, *fucker,* in the phrase *That little fucker* is used by Park's father to show his anger to Eleanor's stepfather. He even sees his gun but he does not touch it. Then, he thinks that he has to say something important because there will be something not good that will possibly happen to Eleanor. This can be described through the use of informal lexicon *gotta* in the sentence *I gotta tell you, Park, this doesn't sound like much of a plan.* This can be meant that Park must be serious in overcoming Eleanor's problem.

5. Conclusion

It can be concluded that, in the novel, the four topics discussed above, that is, function, prestige, grammar, and lexicon, are really used by some characters of the novel. They are used in different places and situations. In terms of *function*, the **H** (high) variety of English is functioned or used when one of the characters of the novel recites or reads a poem in front of the other students in the classroom. Because it is read in the H (high) variety, it is, of course, regarded something prestigious. Sentences used by a teacher, another character of the novel when speaking to his students, are grammatical English sentences. In other words, they are in the forms of **H** (high) variety of English. Nevertheless, in terms of *lexicons* or words, some of the characters of the novel use the **L** (low) varieties of English. Some of the forms of the lexicons used are very informal

and they are not polite to be used in formal places and situations. Their main purpose to use them is to show their anger or annoyance.

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Conference Paper

Towards Shangri-La Marriage Through Louisa Alcott's Novel *Good Wives*

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Abstract

The marriage vows spoken out through the wedding have existed for a long time. Even the first expression of love should always be remembered. The married couple, when undergoing problems in the household, must always remember the beautiful moments during the loving relationship to relieve conflicts between them. This is because people cannot erase mistakes, either intentionally done or not. This is the essence of this research, which focused on the ways to the Shangri-La marriage. Qualitative descriptive research methods were applied in this study by analyzing words, phrases and sentences in the novel *Good Wives*. The research found that the elements that must be owned by the couple are: phlegmatic attitude and anti-violence; responsibility and awareness of realizing their obligation; forgiving, implemented on the basis of the consideration that every human makes mistakes; and a sense of humor, an effort to cheer up life with the thought that there must be a balance in life, between tragedy and comedy, or sadness and happiness.

Keywords: *Shangri-La*, Phlegmatic Attitude, Responsibility, Forgiving, Humor.

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1. Introduction

Marriage has social, cultural and also legal ties so that each partner has the rights and obligations to carry out a household life. These bonds then form a kinship relationship and become an institution in the local culture. Legalization of marriage must of course be adjusted to conventional norms and values which then refer to the purpose of the marriage itself and this purpose is again adjusted to the local culture. This is in line with Hidayati (2018) stating that marriage is a series of ceremonies conducted by two human beings to justify all deeds that have to do with the life of husband and wife, aiming to create a family and also continue the lineage. In general, marriage in Javanese ethnic starts from the consideration of social, cultural and educational background of the bride and groom to be. (Hidayati: 2018)

According to the marriage law of Republic of Indonesia, Number 1, 1974, marriage is a physical and spiritual bond between a man and a woman, happy and eternal based on

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the belief in the only one God. From this provision, it needs to be clarified that. marriage consists of three important elements: physical and spiritual bond between a man and a woman; unification as husband and wife; and a sacred design to form a happy and eternal family. (Marriage Law: 2019)

Physical bonds are formal, binding the husband and wife to the marriage institution that has been ratified. Spiritual bonds are abstract and can only be felt by husband and wife through their daily relationships. Marriage, especially in Indonesia, can only occur between a man and woman. Husband and wife ties include internal and external conditions. Internal conditions include those directly related to the institution of marriage, such as the willingness to be husband and wife and the absence of coercion from any party. External conditions include legal formalities, such as age and status. Creating a happy and everlasting family is not only related to married couple, but also related to all family members, which means that the institution of marriage already ratified does not have any bad impact on all parties; it is then expected that that the marriage will run well, without significant obstacles. Awareness of the Almighty God is also required, meaning that marriage must be based on religion as a guide in life so that its sacredness can be felt by all parties.

As a marriage, based on the law must be based on religion in which there is love, the purposes of marriage in general are:

1. Developing and spreading love and affection.

2. Having posterity.

3. Fulfilling human desire to channel lust and shed affection.

4. Fulfilling religious vocation, and getting rid of evil deeds.

5. Fostering sincerity and responsibility as well as fulfilling obligation and implementing rights

6. Establishing a happy family as a contribution to form a peaceful society. (Ghozali: 2015)

Through a simple summary, the illustration above shows that love is the main pillar towards a harmonious marriage, a marriage happiness and mutual understanding. Love meant here is the true love, love that does not expect rewards, love based on the attitude of sacrifice for the sake of the couple's happiness. Husband and wife must understand that love and affection are a choice. Therefore, they have to give the best for their partner, not by waiting for the presence of love in them. Love which is interpreted in the frame of choice, becomes active love. In this way, a marriage does not experience significant obstacles.

Let me not to the marriage of true minds

Admit impediments. Love is not love

Which alters when it alteration finds,

Or bends with the remover to remove:

O no! it is an ever-fixed mark

That looks on tempests and is never shaken. (Shakespeare: 2015)

The flames ignited at the time of marriage, on the basis of sincerity and sincerity continue to light, illuminating the couple's journey in navigating the ark of their marriage. They do not meet any obstacles in their marriage because all obstacles disappear with the power of love. All problems can be solved properly if there is love. True love does not decay with time and true love never changes with time and age. True love survives and becomes an eternal compass. Love is not affected by the pounding waves of life. This is the power of love needed in running a married life.

This research deals with how to obtain a marriage that is truly ideal and the term used is *Shangri-la* marriage. The term *Shangri-la* was first used by James Hilton (1930) in his novel entitled *Lost Horizon*. *Shangri-La* is the name of a lost valley in Tibet that previously inhabited by a group of monks separating themselves from the hustle and bustle of the world. They live peacefully. This book is so well known and has had great success because of its booming sales. This proves that humans actually yearn for a quiet place like heaven on earth. James Hilton gets inspired writing *Shangri-La* from the myth of *Shambala* originated from Tibet. In the Tibetan Buddhist tradition, Shambala is a secret kingdom hidden behind the ice peaks of the Himalayan Mountains. The location of *Shambala* remains a big question mark and is still being debated, including an understanding of *Shambala* as a place without physical form but can only be reached by a pure mind. The word *Shangri-La* is then increasingly popular until now and has the meaning of a state or place of peace and happiness. (Normand: 2007). *Shangri-La* marriage is certainly a heavenly marriage and the people involved in it always live in great happiness and gratitude. Through a clear mind, a *Shangri-La* marriage can be obtained.

This study aims to obtain a picture of how to obtain a *Shangri-La* marriage through the novel *Good Wives* by Louisa May Alcott (2000), a female writer from America. Alcott comes from a simple family and at a young age, she must work to help his family's finances and this in turn inspires her that a daughter must have a good personality to be a good wife; like the old saying, stating, *A good daughter will make a good wife.*

Alcott writes a lot about stories for children. Alcott's success as a writer emerged when his novel *Little Women* was published in 1866. The four main characters in *Little Women*: Meg, Jo, Beth and Amy are members of the March family and this book is considered a representation of Alcott's childhood; or it can be said that *Little Women* is a semi autobiography of Alcott living happily with her three sisters in Concord, Massachusetts and the novel *Good Wives* is a continuation of *Little Women*.

In this novel the four sisters have become adults and they are formidable women, the product of their mother's training, Mrs. March, who has a good personality and wise mindset. After all this time living together with their parents, the four sisters now begin to live their own lives. Meg is getting married soon and she is trying hard to become a good wife and mother; Jo is working hard to start her career in literature; Amy is preparing for her departure for Europe and only Beth is no so lucky owing to her illness. The journey of the four sisters is full of joys and sorrows and their various sad events inspire the reader that life is not a bed of roses, where all that is desired is not necessarily obtainable. But in all things or events they experience, they are always tough, and of course all this is obtained from the lifestyle of their mother, modest and grateful for whatever she has obtained and this personality is certainly an epitome of goddess-like mother.

Five points of discussion in this research leading to *Shangri-La* marriage are: Phlegmatic Attitude, Responsibility, Forgiving, and Sense of Humor and all of these points are focused on two main characters in the novel,: John Brooke and Meg March.

2. Literature Review

2.1. Phlegmatic Attitude

Attitude is a person's feeling or thought in behaving towards something liked or disliked with three basic components: emotions, behavior and cognition. In other words attitude is a reaction to something and this attitude can be learned and adjusted to the needs. Attitude is also a bridge connecting an individual with other individuals, an individual with society and an individual with nature. Through attitude a person can control himself when interacting with other parties. (Chaiklin: 2011)

The word *phlegmatic* generally means ability to be calm in a dangerous or frightening situation. (Rundell: 2002). Someone who is calm in facing an unstable situation is said to have a phlegmatic attitude. However, the term *phlegmatic* originates from a terminology in the study of personality in the realm of temperament.

Temperament refers to the characteristic phenomena of an individual's emotional nature, including his susceptibility to emotional stimulation, his customary strength and speed of response, the quality of his prevailing mood and all the peculiarities of fluctuation and intensity of mood, these phenomena being regarded as dependent upon constitutional make-up and therefore largely hereditary in origin. (Allport in Clark: 2005)

Temperament is a characteristic symptom of an individual's emotional nature, covering the susceptibility to emotional stimulation, the strength and speed of his reaction, the quality of his mood strength, and all the means, rather than fluctuations and intensity of mood. These symptoms depend on constitutional factors. Temperament is also related to character and humans have different and unique characters. Human characters or personalities can be learned, and human personality sometimes has similarities with one another. Human personality has been studied and summarized into four types. All the four are in proto-psychological theories, and they are further divided into four basic types of temperament: *Sanguine* (impulsive and pleasure-seeking); *Choleric* (ambitious and leader-like); *Melancholic* (introverted and thoughtful); *Phlegmatic* (relaxed and quiet).

Owing to having a pacifist attitude, someone with a Phlegmatic attitude is also:

1. Wise: able to be an intermediary in the problem or a consultant in solving problems.

2. A good listener: a good friend to share.

3. Not open: smart in closing feelings and free of complaint.

4. Quiet: in all respects so that all problems resolved properly.

5. Consistent: especially in appointments or keeping secrets.

6. Conservative: out of drastic changes.

7. A good observer: sensitive to a situation. (Okal: 2012)

2.2. Responsibility

Responsibility by definition is a human awareness of behavior or acts both intentional and unintentional. Responsibility also means acting as an expression of awareness of the obligation. Responsibility is natural, which means that responsibility has become part of human life that every human being must have a responsibility.

Responsibility is a characteristic of civilized humans because every individual is aware of the consequences of a good or a bad deed so that to get good result, a person

requires a responsibility. Although responsibility is natural, awareness of responsibility must be increased through moral education both formally and informally so that a person understands the form of responsibility that he has to play, such as responsibility to God, oneself, family, community, nation and state. Thus conflict can be avoided. (Wisneski, et. Al: 2016)

Regarding family responsibilities, the couple must understand the duties and obligations to be be carried out. In general, a husband must make a living and be responsible for the family financial problems so that his wife and children are out of troubles; likewise, a wife also has responsibilities that are not smaller than those of a husband. Education, welfare and personality development of children generally lie in the responsibility of a wife. Then the best thing is the responsibility towards the family must be borne by husband and wife together.

2.3. Forgiving

In the interaction of everyday life, humans are sometimes faced with a trial that can make feelings become upset and angry. Responding to someone's behavior that makes annoyance and anger by expressing emotions is a natural expression for every human being. In fact, in life no human is perfect. Mistakes can be made by anyone, whether consciously or not.

The nature of forgiving is indeed difficult, especially to people who have hurt, done unjustly, harassed, broken down trust, committed violence and various other cruel treatments that cause injuries in the whole body and soul; moreover if the mistake is made intentionally and has a negative impact on one's mental and future development. But apparently, it is far more difficult if someone does not forgive, because the person concerned will continue to be eroded by his own feelings of revenge and can adversely affect his mental stability and subsequently can have a negative impact on his health.

But whatever the problems are, as a human being who is aware of imperfections, one must give forgiveness to anyone who has done wrong to himself. Forgiving is a decision that is consciously taken to release feelings that are hurt by the actions of others. Forgiving is usually given to someone who is basically unfit for forgiveness, but someone with a big heart does not see that worthiness; To forgive is to give, that is all. This needs to be made clear that forgiving is not only limited to the mouth, forgiving must be done sincerely so that all negative feelings about those who have hurt us are completely erased. (McCullough and Witvliet: 2001)

2.4. Sense of Humor

A person with a sense of humor usually sees things from a funny angle, so how bad someone's treatment to him, or no matter how severe the problem faced, he is not easily offended and not easily gives up.. People who have good sense of humor are also easier to get along with so they always have a broad circle of friends and this sense of humor is also very useful in married life.

Humor can be the best asset for someone. This skill can make a person easier to interact with others, improve health, and even help alleviate difficult situations. One thing that needs to be understood is that a person does not need to be a funny person to have a sense of humor, he just needs to look at the situation from a lighter perspective. Humor is an emotional reaction when something happens unexpectedly and the reaction does not go hand in hand with disappointment, instead it goes hand in hand with funs so that happiness is not interrupted. So in short it can be defined that humor is something funny and humor is a trigger for laughter. (Martin in Suyasa: 2010)

This is in line with Freud's theory of humor stating that humor is like a dream; both are a means to inhibit obstacles from outside or obstacles that already exist in a person. In dreams ideas that are not in line with expectations can be manipulated while in humor the same thing happens, namely the manipulation of a reality. (Christoff, and Dauphin: 2017)

3. Research Method

This research is conducted by means of qualitative descriptive method, observing, understanding and analyzing social phenomena reflected in the novel, *Good Wives* (Alcott: 2004). Qualitative research aims to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, actio holistically, and by means of descriptions in the form of words, in a special natural context and by utilizing various natural methods. (Moleong: 2012).

This research is also supported by a library research in the form of documentary techniques, collecting data from various sources as a complete data analysis process. The data are obtained from the novel while the sources of the data obtained from the novel are in the forms of words, phrases and sentences refering to the realization of *Shangri-La* marriage. The data analysis technique is a qualitative analysis of interactive models, proposed by Miles and Huberman consisting of four main steps: data collection, data reduction, data presentation and conclusions. (Miles and Hubberman: 2014)

4. Results and Discussion

The novel provides a clear picture of the importance of character building as a forerunner to living a calm and harmonious life, especially in carrying out family life. Character building must start at home; home is the first educational institution for children and through this novel it is seen that the role of a mother is very significant in forming a good personality. Mrs. March in this novel has proven that a good attitude is necessary for someone to get peace in life; she manages to educate her children to be good and this picture is clearly seen from Meg who has an attitude that deserves to be emulated and coincidently Meg meets John Brooke who also has a good personality, so they do not get significant obstacles in their togetherness.

4.1. Phlegmatic Attitude

On one occasion, Meg is standing at the side of a road and John sees her and asks where Meg is going. Meg tells John that she will go shopping for home needs and at the same time offers John if John wants to be bought something. John refuses her gently but John also offers a lift to Meg. (Alcott, 2004: 21)

This conversation seems normal, someone meeting a friend and greeting each other; but behind this conversation a good personality is hidden. John and Meg, sincerely, want to help each other, creating a harmonious atmosphere. They have the moral awareness not to harm any party. This is called the phlegmatic attitude. For John, Meg is a kind, friendly and impressive girl.

In a soliloquy, John says that he knows a lot of girls and they are all good; but he feels something different when being together with Meg. Meg has a personality not owned by other girls; Meg has a personal power that really catches John's attention. Besides that Meg is also a beautiful girl and good at everything. John feels powerless against Meg, even he could not say much when facing Meg; and all this makes John fall in love with Meg. (Alcott, 2004: 31)

John confesses the significance of Meg's attitude making him infatuated. Every man certainly craves a girl with a good personality because a girl who has a phlegmatic attitude can certainly be a reliable wife; likewise a man who has a phlegmatic attitude can also be a good husband. A wife or husband is not just a wife or husband; a good wife or husband should be a friend to consult and can also be a teacher giving some moral teachings or inputs.

4.2. Responsibility

Responsibility is the realization of one's awareness to carry out his obligations. John and Meg are responsible people. From their friendship so far, they realize that they have fallen in love with each other and later they show their responsibility for their feelings in the forms of verbal clarification.

With a full sense of responsibility, John says directly to Meg that he loves Meg and previously he also apologizes to Meg, if he is considered presumptuous in expressing his heart; he hopes Meg is not offended by his statement. John goes on to say that he does not have anything fancy to give to Meg; he only has sincere love and with that sincere love John promises to make Meg happy. Meg also says the same thing, as a realization of her responsibility, that she accepts John's love because Meg also loves John. Meg also says that she is worried if she deserves to be John's wife. (Alcott, 2014: 42)

It is clearly illustrated here that John and Meg are people who have strong moral responsibilities and they are always modest. People who have a modest attitude are people who are responsible and those who are responsible always try as much as possible not to disappoint others. Their sense of responsibility is then conveyed officially when they get married. John, with full confidence, says that he is ready to be Meg's husband and promises to stay with Meg in both joy and sorrow and he would always love Meg. Meg also says the same thing, that she is ready to become John's wife and would remain with John in joy and sorrow. (Alcott, 2004, 54) Through this marriage vows they officially show that they have responsibility to care and love each other.

4.3. Forgiving

Apologizing or forgiving is not a bad act. The good thing of forgiving is to give a way for someone to do good and also improve relationships and communication. Forgiving is a noble act of freeing others from mistakes or feelings of guilt. Forgiving always increases self-esteem and respect from other parties.

Meg goes shopping one day without being accompanied by John. After shopping, Meg realizes that she has spent money beyond reasonable limits and she feels very sorry and guilty for being a wasteful person. She immediately goes home and asks for forgiveness from John for his negligence using money and John at the same time forgives Meg. (Alcott, 2004: 76)

This attitude of forgiving is also seen on another occasion. Meg goes to her friend's birthday party, and John does not accompany her because John feels Meg needs to be entertained by hanging out with her friends. After the party, Meg comes to know that she has lost the necklace John gives her when they are married. Meg feels very guilty and she is also afraid that John would be angry with her. Arriving at home Meg immediately says that he is not worthy of being a good wife because she could not take care of the items given by her husband. Meg apologizes and at that time John forgives Meg saying that what he worries about is not losing the necklace, but losing Meg. (Alcott, 2004: 121)

Mutual forgiving is a very important thing to be preserved in a marital relationship. Everyone makes mistakes, and as a couple who have made a commitment to live in joy and sorrow, forgiving must always be implemented. Forgiving gives bright colors and lighting to a marriage.

4.4. Sense of Humor

Laughter is the most pleasant thing and tied to this, the role of humor is very big to make people laugh. Humorous people will see things from funny viewpoints, including mistakes, so that their lives will be calm and not easily offended. Humor is also important in married life to get rid of boredom and to improve love. John and Meg, in addition to having good attitudes to emulate, also have a high sense of humor so that their togetherness is always tinged with joy.

Once, Meg tells John about her resentment with David, the milk boy, but her resentment is changed into joy. David is late in delivering milk and Meg asks on the reason for the delay. David simply answers that the cows get up late, so they are also late for milking and they laugh together. Meg also tells John that they have to learn a lot from David, as David does not know the meaning of sadness and David's life is always full of joy. (Alcott, 2004: 143)

John does not want to be defeated by Meg either in terms of making jokes. He tells Meg that he has guests, three men with big and strong bodies, thick mustaches, in short their faces are scary. John feels disheartened about them. But how surprised John is when they speak because they speak like a grandmother in 70s, full of gentleness and politeness. (Alcott, 2004: 143) John and Meg finally laugh and they always do this to balance the various problems in their togetherness. Humorous attitude makes a healthy relationship.

5. Conclusion

A *Shangri-La* marriage is a heavenly marriage, a marriage full of love, happiness, quietness and free from violence. This marriage is certainly a dream of every couple because the road to the *Shangri-La* marriage is very difficult and also steep with various obstacles coming in turns; but this does not mean that such a marriage is only an illusion or delusion. Everyone can succeed as long as they have high trust, tenacious effort and also patience. Nothing is impossible as long as the destination is still under the sky.

Through this novel the reader can understand and learn and find ways to *Shangri-La* marriage. There are four things to be possessed as provisions for *Shangri-La* marriage: Phlegmatic Attitude, Responsibility, Forgiving and Sense of Humor. These four points of discussion are found in the novel and have been possessed and also carried out by the two main characters of the novel, John Brooke and Meg March. They are the epitome of the *Shangri-La* couple. However, behind their success as a Shangrila-La couple, there stand a mother, Mrs. March, as an exemplary teacher in their family educational institution, keeping on providing character building to her children.

Phlegmatic attitude makes a couple free from domestic violence; responsibility, strengthening marital institution; forgiving, providing a religious nuance making all the family members always f eel grateful for all the blessings received; and a sense of humor livening up or refreshing the atmosphere. All of this depicted in the novel, is the key to the success of a *Shangri-La* marriage.

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Vlogs in University EFL Speaking: Student-Teachers' Perceptions

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Abstract

Vlogs increase significantly in the contexts of English learning especially in the context of English as a Foreign Language education. Yet, little has been reported how university EFL students perceive vlogs for their English learning, e.g. speaking activities. Thus, this paper is aimed at investigating student-teachers perception toward vlog-mediated English speaking activities. From 99 EFL student-teachers, 49 students of English department of a private university were recruited and they willingly participated in this study. After a week classroom project of vloging in speaking activities was implemented, questionnaires were distributed. After the results of the questionnaire had been tabulated, a semi-structured interview was conducted to explore further students' perception of vloging activities. The findings show that vlog-mediated EFL speaking successfully stimulates students for speaking English in the out-class activities. Students enjoyed vloging activities. Students' learning motivation was also improved. Some implication of the vlog-mediated EFL speaking activities were presented and discussed. Students' speaking engagement and challenges were also sought to elaborate.

Keywords: *EFL speaking, learning motivation, self-directed learning, vlog-mediated speaking*

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1. Introduction

In the last five years, there is a massive growth of information and technology application as tools for education (Aldukhayel, 2019; Hsu, 2016). Video blogging, in this case, is perceived still new things for student-teachers as they have been already familiar with YouTube. However, as life style changes, easy-go application is getting customized. The student-teachers are addicted for being social-media for showing their existences. Thus, video blogging is recently well-known as the third generation for having blogged.

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The student-teachers are easily presenting their arguments and thought in video ways of blogs instead of writting and listening blogs.

In the context of English as A Foreign Language, student-teachers have to acquire several skills for enhancing their speaking skills. They have to optimize resources they have, instead of having fun only with them. Having smartphone with them, they like to edit and share their video for public channels, e.g. YouTube, Instagram, website, and other channels. To this, editing and sharing video for public spaces or social media will be beneficial for them as they are directed in such ways, e.g. given fruitful and measurable instruction—how to edit, post and evaluate. This is important to provide them as student-teachers, they can learn and have fun on the other hand.

In the university settings, speaking courses were offered in each semester from year 1 to year 2 during their studies. Vlogs have been well-recognized practices to provide the student-teachers' experiences for improving their speaking abilities, not only in the courses related matters but also in the space of public speaking practices. However, in spite of all these practices, research-undertaken vlogs as media for speaking enhancement is still rarely reported. Thus, this current research is aimed at discovering how student-teachers perceive English vlogging as a tool for their speaking enhancement.

2. Literature Review

A number of studies related to blogging as English learning media have been reported, in listening activities (Aldukhayel, 2019), writing class (Vurdien, 2013), and also speaking activities (Hsu, 2016). Aldukhayel (2019) investigated how the impact of using voice vlogs for listening practice in the contexts of higher education. The results show that using voice blogs facilitate students to have friendly listening sources as well as listening tools. Different from Aldukhayel, Vurdien (2013) conducted another research related to blogs. In this research, written blogs were explored to promote students' ability in English writing. This research succesfully demonstrates how English department students used blogs-mediated English writing for developing their writing skills. The results show that the students not only improve their English writing skills but also build their writing motivation.

In the area of speaking, the initiated study was conducted by Hsu (2016). Even though this research was undertaken in the area of English speaking voice, only blogging was implemented. By recruiting the students of English department of the university, Hsu shows that voice blogging succesfully promotes students' speaking skills, e.g.

fluency and accuracy. This research fruitfully provides enlightment that by doing regular recording activities, the students can learn what weaknesses of their speaking ability.

Overall, the previous studies give an outline that vlogging is a potential language use and exposure to develop both listening and speaking abilities. The reported studies have also show different media for blogging—from audio texts to voice text blogging. Hence, it shows that video blogging (vlogging) is still a burden. Therefore, this research is addressed to shed light on the impact of video blogging on students of English department in the higher education.

3. Research Method

A case study was employed to carry out current research to describe how vlog activities are perceived by the student-teachers for speaking practices. This project was taken place in an English department of a private university in Indonesia. From 99 EFL student-teachers recruited, 49 students of English department of a private university willingly participated and involved in this study. All students—aging from 19-20 year old, sat in the second year, which had already completed basic speaking courses. After a-two week classroom project of vlogging was implemented, questionnaires were distributed. After the results of the questionnaire had been tabulated, a semi-structured interview was conducted to explore further students' perception of vloging activities.

3.1. Procedure

The participants were grouped into 16 different targeted places. They had been tutored how to make live vlogging. In this project, they had to observe and find 5-10 interesting phenomena to be lively reported. The recording was about 3-10 minute length. This limit was set up due to the easy of uploading processes. After two weeks, all students were invited to participate in the alive survey through edmodo—their learning management system. Having completed filling the online questionnaires, selected participants were interviewed to have a point of views how their perception after joining this project, vlogging-mediated English speaking projects.

4. Results and Discussion

4.1. Vlogs as tool for empowering EFL student-teachers

Using vlogs in speaking activities is perceived positively by the student-teachers. Vlog activities are perceived as empowering strategies to foster their speaking abilities and other subskills to be good language learners. Relating to empowering and empowered learners, diagram 1 is presented.
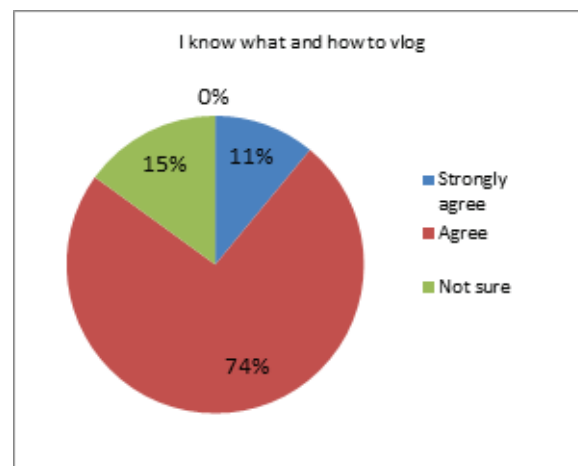
Figure 1: vlogs and student empowerment

The results of the student-teachers' show 74% of the student-teachers know what and how to vlog activities. This is important to know as they have to clearly comprehend the instruction of their tasks. In short, the student-teachers are getting empowered learners who realize their capacity for performing the task (Misdi, Rozak, Mahaputri, & Rozak, 2019).

4.2. Promoting English speaking enhancement

The impact of vlog activities in promoting the student-teachers' speaking skill is presented in the following diagram 2.

Vlogs activities positively perceive 86% improving student-teachers' speaking skills. This is interesting as speaking is often regarded as the most demanded skills among other English skills.

> *Dengan semua kgiatan yang menanantang ini, saya semakin terpacu untuk speaking English dan semakin termotivasi untuk mengulang-dan mengulang speaking saya. Dengan ini, kemampuan bahasa Inggris saya semakin meningkat (Cintiara).*

Figure 2: Vlogs and speaking enhancement

> From these challenging activities, I become more enthusiastically to speak
> English and tend to be highly motivated to speak again-and-again. From here,
> I found my English speaking skill is getting improved (Cintiara-pseudo).

All vlogging activities provide the student-teachers' experiences promoting for English speaking practices again-and-again (Hsu, 2016). These speaking exposures are perceived as motivating strategy for getting better and better English speaking. Therefore, it is reasonable that English vlogging serves students best practices of improving English speaking skills, especially in the public space for wide audiences (Lai, Hu, & Lyu, 2018; Lee & Liang, 2012).

4.3. Self-directed Learning

EFL student-teachers felt for having self-directed learning learn speaking through vlogs activities. The result of the questionnaire shows that 82% student-teachers felt they learn English themselves from their vlogging activities. The finding suggests that vlog is potential for self-managed English learning, e.g. speaking activities. This finding supports Ozkan's (2017) proposal that blogging maintains students' motivation and self-reflected learning.

> Sedangkan bagian yang tersulit sendiri adalah menentukan bahan atau apa
> yang harus saya laporkan. Dari sinilah saya merasakan sebagai pembelajar
> bahasa Inggris yangmandiri. Saya mengecek pengucapan dan penggunaan
> kosakata yang tepat, mengevaluasi kembali vlogs yang saya buat (Citiara-
> pseudo).

> ...and the most difficult process of vlogging is selecting the material to be
> lively reported. From here, I felt as a self-directed EFL learner—checking my
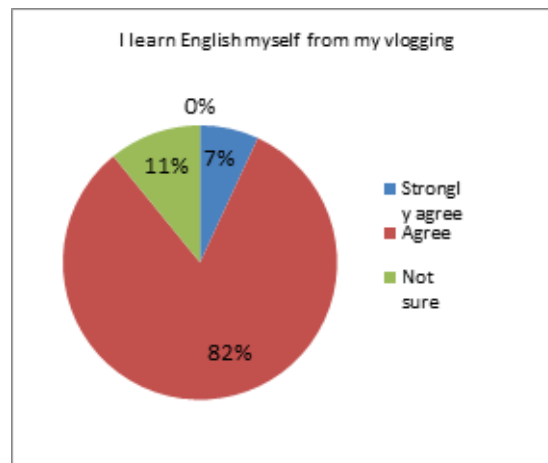
Figure 3: Vlogs and self-directed English learning

pronunciation and relevant expression. I also have to ensure all my posted videos are well shared (Cintiara-pseudo).

Since the projects are alive report, the students felt challenging to decide the correct and relevant contents for their vloggings. This is not the end to make them self-directed English learners. They have to make sure that vocabularies and expression as well as their pronunciation are controlled and correct. These processes, of course, naturally develop their self-directed learning—becoming autonomous language learners.

4.4. Students' learning motivation was also improved.

The results of questionnaire show 87% students felt more motivated to learn speaking using vlog activities. This is not surprisingly; however, this tool is rarely reported as instructional tool. The detail results of the questionnaires are presented in the following diagram 4.

Dengan semua kegiatan yang menanantang ini, saya semakin terpacu untuk speaking English dan semakin termotivasi untuk mengulang-dan mengu-lang speaking saya. Dengan ini, kemampuan bahasa Inggris saya semakin meningkat (Cintiara-pseudo).

From these challenging activities, I become more enthusiastically to speak English and tend to be highly motivated to speak again-and-again. From here, I found my English speaking skill is getting improved (Cintiara-pseudo).

As the student-teachers found the vlogging is challenging, their motivation is getting boosted to try again-and-again. This feeling of being highly motivated in vlogging is
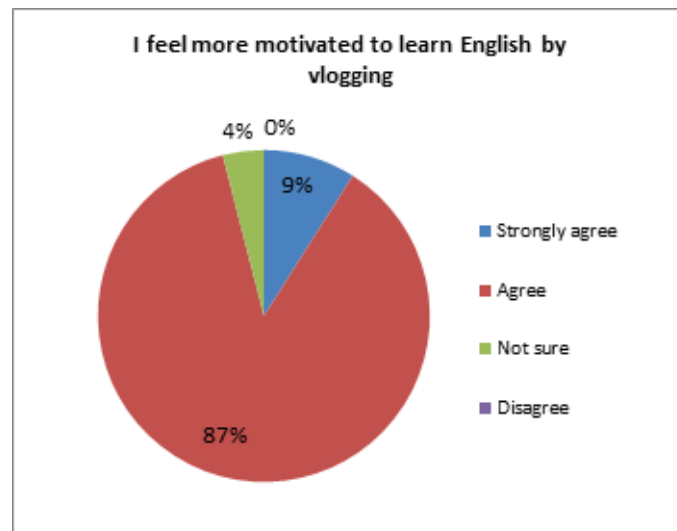
Figure 4: Vlogs and learning motivation

an important factor for being success in English learning (Ekalestari, Putri, & Hasibuan, 2019).

4.5. Issues encountered in vlogging

As the evaluation of the vlog-mediated speaking activities, diagram 1.5 shows how student-teachers perceive their speaking through vlog activities. The results suggest that 76% reveal vlog activities are challenging. Again, this is a predicted. VLog-mediated speaking activities are still new for them. Despite the positive perceived impacts, students felt vlogging needs special skills. At the same time, the student-teachers revealed vlogging as fun activities–what an interesting it is. The detail responses as perceived by the student-teachers are presented in the following diagram 5.

Some evidence of being challenging, material selection to be reported through vlogging is the most difficult stage for the student-teachers. The following excerpt shows it.

> Vlog itu penuh tantangan karena pertama, saya harus menentukan topic apa yang harus saya sampaikan. Menyiapakan bahan dan mengontrol kalimatnya juga, baik itu kalimat pembukan dan penutup untuk me ngundang orang tertarik menontok video tersebut. Dan yang lebih penting lagi adalah saya harus memperhatikan penggunaan bahasa Inggris saya termasuk pronunci-ationnya. Sedangkan bagian yang tersulit sendiri adalah menentukan bahan atau apa yang harus saya laporkan (Citiara-pseudo).
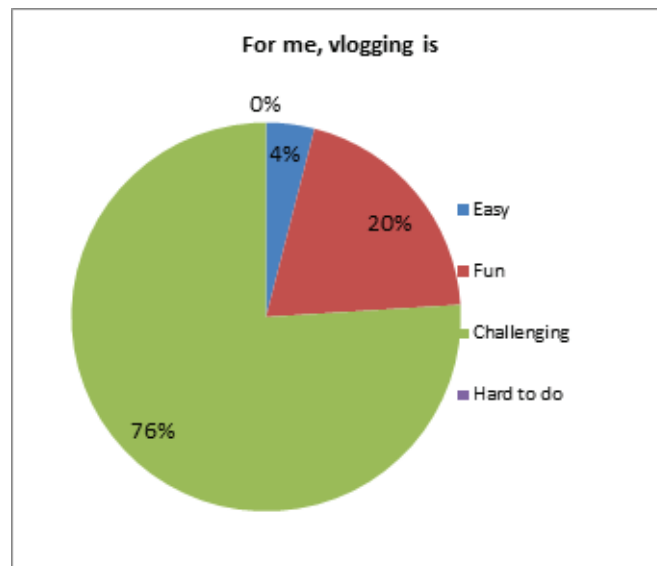
Figure 5: Vlogs and students' perceived activities

Vlogging is really challenging for me. **First, I have to decide the interesting topic for the material of my vlogging**. Then, I have to manage the tone of my utterances both for the opening and concluding remarks in order to attract people to watch the video posted. The more challenging is how I have to pay full attention to the English I use especially its pronunciation. Overall, **the most difficult thing is the material selection for my live report** (Citiara-pseudo).

It is reasonable that material selection is the most important one in the process of English vlogging. Provoking content will attract more people to watch and give appreciation. From their comments or likes, they indicate that the posted videos are attractive and assumed as qualified postings. Since formal assessment is given at the end of the projects, student-teachers, of course, control what they post and share on the social media, i.e. Instagram groups. Vlogging activities, as Okan & Ula (2013) found out, can be attractive practices to foster student-teachers' positive engagement toward their English speaking enhancement.

5. Conclusion

In spite of the challenges experienced in the process of the vlogging, the findings of the current research have successfully demonstrated how English vlog-mediated speakings are beneficial for empowering student-teachers as English teacher candidates in the 4.0 English education. English vlogging not only promotes self-directed learning but

also builds the sense of learning motivation among the students, e.g. speaking English in the public area. Despite the fruitful experiences demonstrated, further research urges to undertake to investigate other aspects of vlog activities. The results of this research may be bias due the limitation of data collection and subjectivity of the analysis and interpretation.

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Conference Paper

English Courses for Students of Islamic Economics: What Do They Really Need?

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Abstract

The teaching of the English language to the students of Islamic Economics should aim to provide them with the skills needed for completing academic as well as professional tasks. The purposes of this study are twofold: (1) identifying what types of English language skills the students of Islamic Economics need; and (2) figuring out whether the current English for specific purposes (ESP) course offered is relevant to their needs. This on-going study employs qualitative descriptive methods with 200 first- and second-year students of the Islamic Economics study program of a state university in Medan, Indonesia. The data analyzed in this paper were collected using an online survey divided into two sections: one to collect the participants' demographics and the other to explore their perceived language skill needs. The results reveal that most students need reading and writing skills more than any other language skills. The students reported that the English course they have taken so far did not prepare them to master those two needed skills. This study recommends that the existing ESP syllabus be redesigned to meet the students' needs.

Keywords: English for specific purposes (ESP), higher education, Islamic economics, need analysis

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1. Introduction

As the most widely spoken language worldwide with approximately 1.75 billion speakers, English has secured the position as the dominant language of global communication, particularly for trade, education, business and tourism (Fithriani, 2018). With the continuing globalization of markets in the last few decades, the need for English language skills has become more essentials, especially in the sector of economy. Studies have shown a direct correlation between the English skills of a population and the economic performance of the country. Furthermore, on the individual level, people with high

English proficiency are at a significant advantage over those with low one in terms of earnings and job-market competitiveness (Tran & Burman, 2016).

Due to its significance as a global language, English courses are much offered either in formal or non-formal educational settings in many countries, particularly in countries where the language is not used as a means of communication for daily interactions such as Japan, Thailand, and Indonesia. In Indonesia, English has become the only foreign language mandatorily taught to students from junior high school level to higher education one, either in public or religion-affiliated educational institutions (Fithriani, 2017). In higher education context, the purpose of English language teaching (ELT) is to prepare students with the language skills needed within academic or professional environments. This particular purpose of ELT is known as English for Specific Purposes (ESP). From ESP perspective, an effective English course should be designed and developed with the aid of needs analysis.

According to Hutchinson and Waters (1987:19), ESP is an approach of language teaching in which the content and method of language teaching are based on what students' reasons in learning. They assume that when the students know why they are learning a particular language; they are aware with what they need for the result of learning. Therefore, many researchers assume that conducting need analysis for students is necessary for the development of ESP course design (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998; Dehnad, et al, 2010). In detail, it can help curriculum developers in designing materials, syllabus and even determining the teaching methods for students in every different context.

Especially in Islamic economics context, English teaching and learning is designed to prepare higher education (HE) students to be experts, practitioners and/or workers in the field of Islamic economics (Darmadji & Andriansyah, 2013). They are expected to be able not only to access information (reading and listening) but to communicate (speaking and writing) in Islamic economic English. Therefore, for this specific purpose, English courses and programs should be prepared based on the analysis of what students' needs for their future goals.

Despite the significance of the importance of need analysis, many studies show that in Islamic economics context, ESP course design for HE students seems to exclude students' needs as the foundation to design English courses or programs. As stated by Madkur (2018), the English class syllabus of Islamic Banking department cannot reflect the objective of Islamic Banking department, because most of the syllabus includes sub-skills. This mismatching might be caused by some issues faced by both students and lecturers which include limited references, lack of time and facilities. Mohammadzadeh,

Barati and Fatemi (2015) also find many bank employees still have low competency in English, even those who have worked for years. Thus, more attention is needed to the process and the materials of English learning as well as the design and the development of the syllabus done by English lecturers teaching in Islamic economics department.

2. Literature Review

2.1. A Brief Review of ESP

English for specific purpose (ESP) emerged in 1960s as a branch of English language teaching (ELT) (Rahman, 2015). The emergence of ESP was triggered by the development of science, technology and economic activity, the variation of English in different contexts, the effectiveness of language learning resulting from learners' motivation to study a language related to their needs and interests (Hutchinson and Water, 1987). The nature of ESP course that aims to meet learners' specific needs has allowed learning to become more time-efficient, relevant, and cost-effective compared to "General English" (Dudley-Evans and John, 1998: 9). Despite such advantages, the implementation of ESP could rise some challenges, such as the teachers' capability of delivering an ESP course.

These days, ESP has become a popular teaching approach in many countries (Zhu and Liu, 2014). It can be seen by the increasing number of universities offering an MA programme in ESP, such as the University of Birmingham and Aston University in the UK. In Japan, Mombusho's decision to hand over the control of university curricula to the universities in 1994 has led a rapid growth of ESP courses in which many 'General English' courses were designed to be more specific, e.g. English for Chemist (Abu-Melhim, 2013). In addition, there is a growing acceptance of ESP as academic discipline in China (Ramirez, 2015). Meanwhile, in Indonesia, ESP has been implemented as an approach to teach students at secondary and tertiary level, especially students of non-English department. In this country, the ESP approach is found to be beneficial to help learners communicate in English effectively, especially in their own major (Agustina, 2014).

ESP is also known as learner-centred approach because the teaching content and method in ESP curriculum are chosen by considering learners' certain needs. In other words, learners become educators' top priority in an ESP course (Hutchinson and Waters, 1987; Strevens, 1988). Since it is an approach, every ESP course contains teaching materials and methodologies which are relevant to students of a particular field, for instances students who learn English for Islamic Economics, English for Business,

English for Mathematics, English for Technology, and English for Medicine. To design an ESP course, educators should understand some characteristics of ESP, namely 1) it is taught to meet students' particular needs, 2) the teaching method used depends on a certain field of study, 3) it focuses on developing English skills which are commonly used in a specific field of study, 4) the participants are mostly adults in intermediate or advanced level of proficiency, and 5) the teaching materials can be used for students in beginner or intermediate level (Gatehouse, 2001).

In an ESP course, learners are taught specific words and expressions that are commonly written or spoken in a specific field of study. This is important because students are expected to use the language in their future journey as professional workers in that field (Laborda and Litzer, 2015). For instance, in English for Business course, students learn vocabularies related to marketing and merchandising. Another example is students of Islamic economics who learn English in order to become the experts, practitioners or workers in the field of Islamic Economics (Darmadji & Andriansyah, 2013). To successfully develop an ESP curriculum, teachers should understand learners' condition and reasons for learning English in their field. By doing this, educators can decide the most appropriate content and method when delivering an ESP lesson (Robinson, 1991). One way to gain such information is by conducting a need analysis (NA) before designing an ESP curriculum (Hutchinson and Waters, 1987; Chegeni and Chegeni, 2013).

2.2. The Role of Need Analysis in ESP

As previously mentioned, need analysis (NA) plays a vital role in designing an ESP curriculum (Johns and Dudley-Evans, 1998; Chegeni and Chegeni, 2013). NA is a basic principal in ESP (Robinson, 1991), and it is a technique to gain and evaluate information from learners in order to establish a curriculum that can meet learners' interest (Iwai, et al., 1999; Starfield, 2013). This technique has been acknowledged by many scholars as an important step to develop an ESP curriculum (Dudley-Evans and St. John, 1998; Hutchinson and Waters, 1987).

Some purposes of conducting NA are such to let educators understand more about language learners (Paci, 2013), to facilitate students' learning based on their needs and reasons for studying English (Basturkmen, 2010), to learn about students' learning objectives (what they want to know), to know students' level of language proficiency skills, their motivation to learn English, preferred teaching strategy and learning preferences. Furthermore, conducting NA is beneficial to know learners' and teachers' beliefs about

the effectiveness of current ESP course and to evaluate and improve ESP program so that it is relevant to learners' needs (Robinson, 1991).

Sothan (2015) argues that an ESP course will not run smoothly and effectively without conducting NA. This can happen because the data gathered from NA is used to choose relevant teaching materials and strategy that can motivate students in learning (Crookes and Schmidt, 1991; Doey, 2010). Using the information from NA, the ESP curriculum established is expected to allow students to have the skills in comprehending and producing common linguistic features of English in certain field (Hutchinson and Water, 1987). Therefore, the syllabus, teaching content and methodology, and learning assessment planned in an ESP curriculum can prepare students to effectively communicate in English in their future workplace settings (Guiyu and Yang, 2016; Zhu and Liu, 2014).

NA can be conducted through different ways, for instances by using questionnaires, interviews or document analysis. Khan (2007) developes a questionnaire focusing on ten areas. The ten areas in the questionnaires are 1) the present and future domains of language use and reasons for studying English, 2) the students' attitude towards the place and role of English in school curriculum, 3) Learning preferences in terms of language skills, 4) the importance of particular language skills, 5) the preferred learning styles and strategies, 6) pattern of learner to class interaction, 7) the role of relationship between learners and lecturers, 8) the preference for teaching strategies, 9) the environmental situation, and 10) the students' needs from the course. By adapting this questionnaire, this study focuses on two areas of need analysis, namely learning preferences in terms of language skills and the importance of particular language skills.

3. Research Method

This study aimed at 1) identifying types of English language skills the students of Islamic Economics need and 2) figuring out whether the current ESP course offered is relevant to their needs. This on-going study applied a qualitative descriptive method. The participants of the study were 200 first- and second-year students of the Islamic Economics study program (108 male and 92 female students) at a state university in Medan, Indonesia. The data were collected from the participants by using an online survey which was divided into two sections. The first section is to gain information related to participants' demographics while the second one is to explore students' perceived language skill needs.

The data collected instrument (the online survey) administered to the participants consisted of questionnaires adapted from Khan (2007). Of the ten areas discussed in

their questionnaires, this study focuses on two areas investigating; 1) information related to students' learning preferences in terms of language skills, and 2) students' perception about the importance of particular language skills needed for their ESP course in Islamic Economics programme. The data collected in this study were analyzed using frequency count for the quantitative data. By conducting NA with students of Islamic Economics, this study is expected to help curriculum developers in improving or redesigning the ESP course.

4. Result and Discussion

This section will present and discuss the results of the study. The findings are presented in two sub-sections. Section 4.1. will describe the demographic data about the participants. Section 4.2 will discuss the English language skills that students of Islamic Economics needs in their ESP course while section 4.3 will discuss students' perceptions of their current ESP course. This study focused on two of ten areas in the questionnaires developed by Khan (2007). In section 4.2., the findings were based on the questionnaire related to "learning preferences in terms of language skills. Meanwhile, in section 4.3., the findings were based on the questionnaire related to "the importance of particular skills.

4.1. Demographic Data

The online survey of this study was administered to 200 first- and second-year students of the Islamic Economics Study Programme. As presented in Table 1, the demographic data were collected from the first part of the online survey which was administered to 200 participants in the Islamic Economics study program at a state university in Medan, Indonesia. From the table above, it can be seen that there were 108 male students and 92 female students. It was also found that 100 students were in their first year of study and the other 100 students were in their second year of study. In addition, there were 150 students who perceived themselves in the intermediate level of English proficiency while the other 50 students perceived themselves in the advanced level of English proficiency.

TABLE 1: Participants' demographic data

Gender		Year of Study		Perceived English Skills	
Male	**Female**	**First year**	**Second year**	**Intermediate**	**Advanced**
108 students	92 students	100 students	100 students	150 students	50 students

4.2. Students' Need of English Language Skills

The second part of the online survey was used to retrieve information related to students' perceived language skill needs, including their perception of the current ESP course. The result of data analysis reveals that most students need reading and writing skills more than any other skills. The data gained from students' responses toward "learning preferences in terms of language skills" (Khan, 2007). In the questionnaire, the participants were asked about the language skills they want to improve during their ESP course. Figure 1 shows the students' responses towards students' needs of language skills.

Figure 1: Learning preferences in terms of language skills

From the chart above, it can be seen that the majority of students in Islamic Economics study programme expressed their desire to improve reading and writing skills more than listening and speaking skills. Of 200 students, 73 students (%37) wanted to improve their writing skill, 61 students (31%) wanted to improve their reading skill, 37 students (19%) concerned about their speaking skill, and 29 students (15%) thought they need to improve their listening skill in their ESP course.

This result indicates that most participants considered that reading and writing skill in English are the most important skills for the students to master, thus needs improvement in the field of Islamic Economics. Since students are the main concern in an ESP curriculum (Hutchinson and Waters, 1987; Strevens, 1988), it becomes crucial to emphasize reading and writing skill in the next ESP course for students of Islamic Economics programme.

4.3. Students' Perceptions of the Current English Course

The second section of the online survey also consisted of questionnaire asking for students' perception of the current ESP course in their study programme. This questionnaire is related to "the importance of particular skill" described by Khan (2007). The students were asked the English language which were taught in their ESP class and the particular skills needed to be emphasized in their current ESP course. After analysing the participants' responses, the results indicate that the current ESP course taught to them focuses on grammar more than vocabulary or pronunciation. In addition, it was also found that reading and writing are needed to be emphasized in their ESP course. These findings are in line with students' desire to improve reading and writing skills more than any other skills (see section 4.2). Figure 2 present the results of students' responses toward the aspects of English language which were emphasized in students' ESP course, and the English skills that should be emphasized in students' ESP class.
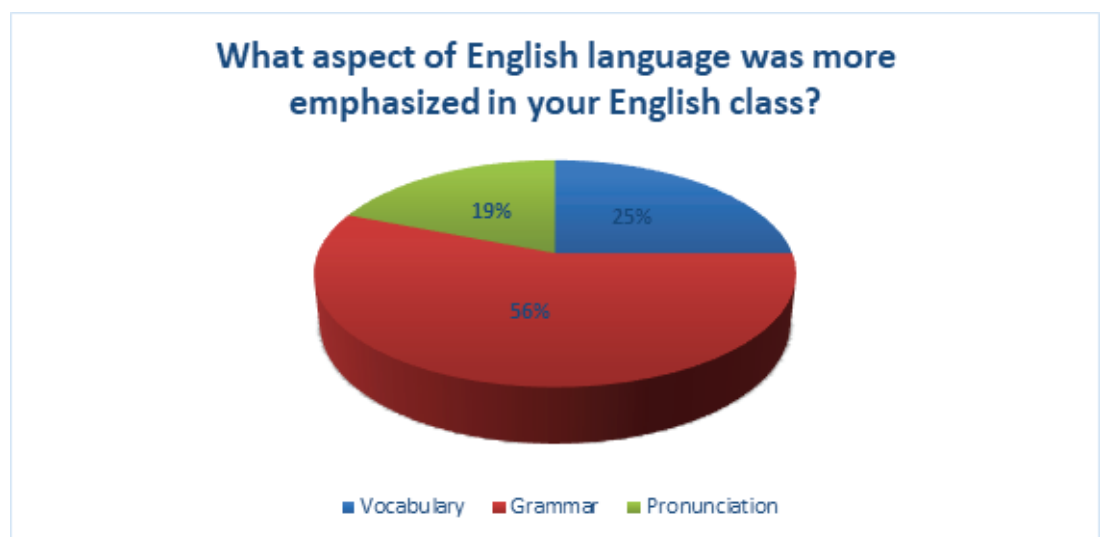
Figure 2: Students' perception of the English language taught in ESP course

The chart above describes that a majority of students learned grammar more than vocabulary or pronunciation in their English class. One hundred twelve of 200 students, (56%) reported that grammar was more emphasized in their class, 50 students (25%) answered 'vocabulary', and 19 students chose 'pronunciation'. These findings are related to the following chart that represents students' perception of skills needed to be emphasized.

Furthermore, of 200 participants filling out the online survey, 81 students (41%) reported that writing skill should be emphasized in their current ESP course, 70 students (35%) thought that reading skill should become the important skill to learn, 27 students

Figure 3: Students' perception of skills needed to be emphasized in ESP Course

(14%) considered speaking skills to be emphasized while 22 students (11%) thought that listening skill should be highlighted in their ESP course. From the findings, it can be seen that reading and writing skills are the most important skills needed to be emphasized in their current ESP course.

Based on the data in Figure s 1 to 3, the study concludes that the students of Islamic Economics study programme want their ESP course focus more on reading and writing skills. Unfortunately, it was found that the current ESP course taught grammar more than other aspects. In addition, reading and writing skills were also less emphasized. From these findings, the research suggests that the current ESP course should be redesigned to meet students' needs to learn reading and writing in English for Islamic Economics.

5. Conclusion

The teaching of English language to the students of Islamic Economics should aim at providing them the skills needed for completing academic as well as professional tasks. The current ESP course delivered to the students focuses on helping students to have the language skills that they can use to support their future career as experts and practitioners in the field of Islamic Economics. Thus, at the end the ESP course, students are expected not only to comprehend information (reading and listening), but also to communicate (speaking and writing) using the common English used in the field of Islamic Economics.

In this on-going study, need analysis was conducted with 200 students of Islamic Economics programme at a university in Medan, Indonesia. An online survey consisted of questionnaires focusing on two areas of need analysis was administered to all

participants. The study aimed at identifying the language skills needed by students and students' perception about the current ESP course. After collecting and analyzing the data, the study revealed that the majority of students in Islamic Economics study programme need to learn reading and writing skills more than any other language skills. However, the results also showed that the ESP course the students have taken did not prepare them to master those two skills. The findings of this study indicate that the current ESP course is not relevant for students of Islamic Economics study programme. From these findings, the study recommends that the existing ESP curriculum should be redesigned to meet students' needs.

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Conference Paper

The Local Wisdom of the *Mangarou Totok* Spell Towards Natural Resources in the Simalungun Community: An Anthropolinguistic Study

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Abstract

This research aimed to describe the treatment process and the local wisdom of the *mangarou totok* spell towards the natural resources in the Simalungun community. This research applied an anthropolinguistic approach. The parameters of the study were interconnection, value and sustainability. The data were collected by in-depth open-ended interviews and direct participatory observation. The qualitative paradigm with the interactive model was applied during this research. Based on the research findings, there are eight steps in doing the process of the *mangarou totok* spell. Some of the types of local wisdom found in this research were: health, politeness, preservation, cooperation, care for the environment, social loyalty, positive thinking, commitment, and compliments. This research presents the variety of contributions focused on the sustainability of natural resources, namely: *sitabar* banana midrib, betel leaves, *gambier*, lime, areca nut, and black pepper. This research presents a new contribution to the economic and social activities of the Simalungun community. The implementation of the *mangarou totok* spell through natural resources can increase the Simalungun community's income especially for shamans and the cheap cost of medications for patients. The *mangarou totok* spell also improves social activities because it teaches society to help one another voluntarily through budget treatment. The Simalungun community has lived in harmony by implementing the *mangarou totok* spell, the implementation of which requires the society to coexist with nature which provides them with the materials that they need in practicing the *mangarou totok* spell.

Keywords: Local Wisdom, *Mangarou Totok* Spell, Natural Resources,

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1. Introduction

Mangarou totok spell is one of spell of traditional medication in Simalungun ethnic. The *Mangarou totok* spell is applied to treat the infant dentition. Usually, many health problems appear in the dentition process such as fever or pain that causes the baby

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feel unwell. Then Simalungun community believes that the *Mangarou totok* spell are able to treat and help the babies in relieving those problems in the process.

Mangarou totok spell uttered by a *datu* "shaman". *Datu* is someone who has the special ability in applying spell as traditional medication. Then, the society believes that *datu* can communicate with the supernatural inhabitation for asking the treatment. *Datu* is the intermediary between the superstitious "ghost" and the baby as the patient. *Datu* asks the ghost to treat the infant's dentition by uttering the *mangarou totok* spell.

Mangarou totok spell need the banana midrib as a material to treat the infant dentition. The banana midrib is a processed base on the rules of *mangarou totok* spell in Simalungun ethnic. The banana is one of the natural resources that grow in our environment. The banana grows in tropical places such as in Indonesia. The banana midrib is the stem of the banana bunch. It is usually used to treat the injured body and kill the bacteria that comes from the wound. Therefore, the Simalungun ethnic applies the banana midrib to cure their injured body long before modern medication are found.

Besides traditional treatment, the *mangarou totok* spell is one of the local wisdom in Simalungun community that needs to be preserved because this tradition has been out of the interest of the young generation. Nowadays, the young generation is more interested to consume modern medicine rather than traditional medicine. Modern medicine is easier to obtain and has the same function as a traditional medicine. Therefore *mangarou totok* spell is infrequently appled in Simalungun community. This research illustrates and describes the traditional medicine process of infant dentition. Then this research also aims to inform the societies about the existence of *mangarou totok* spell elaborated with local wisdom in *mangarou totok* spell, all of which are beneficial to preserve Simalungun culture.

2. Literature Review

2.1. Anthropolinguistic Study

Languages have a close relation to culture. However, the relationship between language and culture has become an interesting subject to learn. This phenomenon is one of the subjects in anthropolinguistic study. Anthropolinguistics is the study of human culture through the meaning of language use that is related to where they live, namely nature. Anthropolinguistic is a part of science that focuses on the study of languages in anthropological concept. Duranti (1997:2) states that anthropological linguistics is a study of language as a cultural resource and speaking as a cultural practice.

Hymes (1963:277) states that anthropolinguistics is the study of speech and language within the context of anthropology. Foley (1997:3) states that anthropological linguistics is viewing language through the prism of the core of anthropological concept, culture, and such as to uncover the meaning behind the use, misuse, and non-use of language, its different form, register, and styles. It is an interpretive discipline peeling away at language to find cultural understanding.. One of the research objects in anthropolinguistics is local wisdom.

2.2. Local wisdom

Local wisdom is inherited from one generation to another orally. Local wisdom is a science that is obtained from the local community, and it can be used to regulate human life to become good human beings, to achieve peace and prosperity. Sibarani (2014: 115) states that the local wisdom is the positive value of culture. It means that the positive values of the culture in the past are still appropriate nowadays for the young generation. The local wisdom that comes from the positive values of culture can be used and applied wisely (Sibarani, 2017:13-14).

Local wisdom is good ideas of wisdom, value, virtue, guide, coming from societies. The local wisdom is the local genius or community's wisdom deriving from the lofty value of cultural tradition to manage the community social order or social life. This definition emphasizes wisdom to manage the social life that comes from noble culture. Local wisdom is the value of local culture, having been applied to wisely manage the community's social order and social life. It means that emphasis on cultural nobility is used to manage the social life. To manage social life means to solve the social problems of societies such as crime and poverty. Sibarani (2018:2) states that local wisdom is the indigenous knowledge or local wisdom of a society to make peace and improve the community welfare. It means that the local wisdom is a basic thing to build the characters of humans from childhood to adulthood

There are two types of the cores local wisdom, namely: local wisdom for people's welfare or prosperity and local wisdom for human beings' peacefulness or goodness. The local wisdom which is used to increase the welfare includes hard work, disciplines, education, health, mutual aid or cooperation, gender management, cultural creativity and preservation, and environment care. The local wisdom having purpose to create peacefulness comprises politeness, honesty or integrity, social loyalty, harmony, commitment, positive thinking, and compliment.

2.3. Mangarou totok Spell

Mangarou totok spell is originated from the local tradition for asking healing in Simalun-gun ethnic. The *mangarou totok* spell is the supplication prayers aimed to supernatural figures to treat the infant's teeth and the spell is uttered softly. A *Datu* utters the *mangarou totok* spell with spiritual gestures so that it will more powerful. In line with it, Sinaga (2019) states that *saluh suh* incantation is used to help the process of giving birth normally and uttered in the spiritual movement to have a powerful result.

Generally, all the spell in Simalungun ethnic need certain materials in its process so that it will a powerful spell. Thus *mangarou totok* spell needs some materials namely: lime, Gambier, areca nut, black pepper, and betel leaves. All the materials used in *mangarou totok* spell come from the natural resources.

2.4. Natural Resources

Natural resources come from nature or everything that is unmade by humans. Natural resources give the contribution to human life such as plants, river, and humans cannot live without caring of nature. Humans will able to have a longer life if they can live in harmony with nature. The harmonic relationship between humans and nature is an interesting subject to be learned.

3. Research Method

A qualitative paradigm with an interactive model was applied in this research. Qualitative is the descriptive research that inquires the understanding of sharing the information of human social life. Qualitative research is one of the methodologies to explore and understand the problem in society and human life. Qualitative research aims to compre-hend the situations, events, and roles of the society or the particular social interaction. It means that this research is an investigative process, in which the researchers can under-stand a social phenomenon by distinguishing, comparing, duplicating, categorizing, and classifying the research object. The data collections are applied in the forms of in-depth open-ended interview from the shaman as the informant who realizes about *mangarou totok* spell. The direct and participatory observation was applied in the *mangarou totok* process. The data were the utterances of shaman's performance and the materials used in *mangarou totok* spell performance.

After collecting data, the interactive model was used in analyzing data. There were three activities in the interactive model, namely: data condensation, data display, and drawing/verifying conclusion (Miles, M.& Huberman, 2014:10) as shown below:
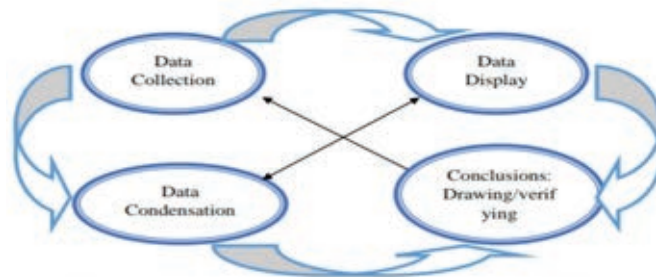
Figure 1 Components of data analysis interactive models Miles & Huberman.

Figure 1

4. Result and Discussion

4.1. Result

4.1.1. The treatment process of infant teething

The healing tradition of the infant dentition (*mangarou totok* spell) in Simalungun ethnic is a sacred process. The shaman and the patient have committed to follow the rules and treatment steps carried out properly. There are several stages of the *mangarou totok* spell process in doing the infant dentition. The first step is to prepare a *demban panurungi. Demban panurungi,* a requirement for asking the medicine from a shaman. It consists of lime, gambier, areca nut, black pepper, and are wrapped in betel leaves (It only can be called *demban panurungi* if all the ingredients are complete). The method of folding the *demban panurungi* must be under the Simalungun tradition.

The second step is to prepare the *demban sayur*. It contains gambier, lime, and areca nut put inside the folded betel leaves. Then the patient gives *demban sayur* to the *datu* "shaman" as a way for asking treatments, and the shaman takes it as a sign of his willingness to help. The act of giving *demban sayur* to the shaman is a sign of honor to the shaman. On different occasions, the *demban sayur* has the other function to invite the member of the relative in every ceremony. The third step is that the shaman asks the *demban panurungi* from the patient as a requirement for requesting treatment.

The fourth step is the shaman takes and slices the banana into seven in separated pieces. The banana midrib used for this treatment is a *sitabar* banana midrib. According to the shaman, *sitabar* banana midrib has a different content from the other banana

midrib. The *sitabar* banana midrib can be used to the human body safely. The fifth step is shaman takes a handful of *demban panurungi* while uttering the *mangarau totok* spell. Then, he puts it to his mouth and chewe it softly. The sixth step is the shaman takes the *sitabar* banana midrib and utters the *mangarou totok* spell on it. The seventh step is the shaman spouts the *demban panurungi* on *sitabar b*anana midrib four times to the upper part and three times behind and saying "heal, heal, heal, and heal" for each part.

At the end of the treatment, the shaman gives the *sitabar* banana midrib to patient that have been spelled. After giving the *sitabar* banana midrib, the shaman explains the ways to use it. The parents give the seven inseparated pieces to the baby one by one. Then the baby bites the midrib until she/he does not want it again.

Usually, if the baby does not want the midrib anymore, they will throw it. At the time, the parents must take and put it far from them so the babies so that I cannot be anymore. The rest of the banana midrib must be kept in a safe place that the baby cannot reach. The seven pieces of banana midrib are used up until seven days. However, it will better if all is finished in one day. The parents should give the seven pieces of banana midrib every day for seven days. Here is the text of *mangarou totok* spell that are uttered by *datu* "shaman".

Ham siraja bakkut appa ham si raja ussol-ussol,

Usal-usol hon ham ma pisau balati ni si ucok/butet,

Ase ulang tama "aroan ni" Iya sahmat.......iya sahmat......iya sahmat......iya sahmat.....

iya sahmat.....iya sahmat......iya sahmat.

(Sources from Informant, taken at Nagori Dolok village, Simalungun District on October, 25 2018)

Figure 2: *Demban panurungi* as the material of *mangarou totok* spell. Sources: Nagori Dolok in Simalungun District on October, 25 2018.

Figure 3: *Demban sayur* is the betel leaves that signed of helping request in Simalungun Ethnic. Taken on Nagori Dolok village in Simalungun District on October, 25 2018.

Figure 4: *Datu* is utterancing *the mangarou totok* spell and spouting the *demban panurungi* in *sitabar* banana's midrib. Taken at Nagori Dolok village in Simalungun District on October, 25 2018.

4.2. The kinds of local wisdom in Mangarou totok spell.

These are some kinds of local wisdom in *mangarou totok* spell of the Simalungun societies. They are health, politeness, environments care, preservation, cooperation, social loyalty, commitment, positive thinking, and compliment.

4.2.1. Health

Mangarou totok spell aims to treat the infants' dentition. At the age of eight-nine months, the baby will experience swollen gum as the process of dentition. In the dentition process, the baby will get symptoms such as high fever, diarrhea, and vomitting. Inconveniences may happened as the baby cries. In this situation, the *mangarou totok* spell can help to relieve the pain. *Mangarou totok* spell requires the materials in doing the treatment and can be foun in our environment. Simalungun societies believe that the *mangarou totok* spell tradition can relieve the pain of dentition process.

4.2.2. Politeness

The *mangarou totok* spell teaches us to be polite and respectful towards other people. This can be seen when the patient comes to a shaman for asking the treatment. They speak softly and politely or using pleading words. When requesting treatment, the patient must be wearing *hiou* "a sarong", sits properly, and bends over in front of the shaman. These are the rules in the Simalungun ethnic tradition.

4.2.3. Environment Care

Mangarou totok spell teaches and guides the society to care about the environment because it uses natural resources as the materials. The materials are *sitabar* banana midrib, betel leaves, lime, black pepper, and areca nut that need to cultivate and preserve. Therefore, those materials are used by the Simalungunesse for traditional treatment.

4.2.4. Preservation

By practicing *mangarou totok* spell as traditional medication, some materials need to be preserved. One of them is the *Sitabar* banana plant. The *Sitabar* banana plant is one kind of banana that grows in Simalungun. *Sitabar* banana plant is different from the other banana. It is scarce to find because only some Simalungun community knows if the *sitabar* banana midrib can be used as a traditional treatment. The fruit of the sitabar banana is small and it cannot be sold. Therefore, through the *mangarou totok* spell, the *sitabar* banana needs to be preserved as the natural resources for traditional medication.

4.2.5. Cooperation

One of the types of local wisdom is cooperation. Cooperation is important in the *mangarou totok* spell performance. Good cooperation between shaman and patient is important because the treatment cannot be done if there is no good cooperation between the two parts. Cooperation is also found through the preparation of materials of *mangarou totok* spell performance before the treatment act for baby teeth. The shaman requests the patient to follow the rules and prepare the materials of *mangarou totok* spell performance. Then, the shaman and the patient make a good cooperation in practicing the *mangarou totok* treatment.

4.2.6. Social Loyalty

Social loyal is one of the purposes of local wisdom. Social loyalty is seen in the *mangarou totok* spell while the shaman does the treatment of the teeth problem. The shaman gives his caring through the willingness to do the *mangarou totok* spell to relieve the baby's pain. The shaman considers that the infant as his grandchild. Therefore, *mangarou totok* spell performance teaches us to care one the other as social humasn based on the local wisdom. The patient gives the low budged treatment as the cost of treatment because the shaman does not determine it.

4.2.7. Commitment

Commitment is an agreement between the two parties in charge of the same goal. This commitment is found in the practice of *mangarou totok* spell between shaman and patient. The commitment is seen while the patient visits the shaman bringing the requirements needed to pratice the spell. The patient also knows the rules to be done to get the treatment goal. So that, *mangarou totok* spell teaches the society to be a committed person especially for the Simalungun ethnic.

4.2.8. Positive Thinking

Positive Thinking is an attempt to do the positive action to achieve goals. Usually, someone will do good actions useful to her/himself or other people. Positive thinking is found in the *mangarou totok* spell. It can be seen while the patient comes to the shaman for asking the treatment. The patient thinks that if he/she comes to ask the

treatment, their goal is that treating the teeth process will be successful. They believe to do the treatment by coming to the shaman to relieve the baby's pain. Therefore, their actions show that *mangarou totok* spell teaches us to be a positive thinking person.

4.2.9. Compliment

Most of the spelsl in Simalungun ethnic contain compliment. The *mangarou totok* spells consists of two compliments, namely: praising to the Creator of the universe and the humans. Before uttering the core of spell, the shaman gives praise to the Creator of the universe. Shaman utters something like, *"Bismillahirrahmanirrahim, Nabi Muhammad Sallallahu Alaihi Wasallam."* This shows that the *mangarou totok* spell contains compliment to the Creator of the universe. The second compliment is praising to humans. This is seen when the patient gives thanks to a shaman by giving some money.

4.3. Discussion

The *mangarou totok* spell of Simalungun ethnic is aimed to treat the infant dentition process. The *mangarou totok* spell is oriented to maintain and preserve the oral tradition of the Simalungun ethnic. In maintaining and preserving the *mangarou totok* spell as local wisdom of Simalungun ethnic, people must do the rules, requirements, and prohibitions because all of them are a unity that cannot be separated. Before the *mangarou totok* spell is performed *datu* "shaman" must make everyone sure that all the requirements have been well prepared. The requirements of *mangarou totok* spell are prepared by the shaman's wife because in Simalungun ethnic the wife must help the husband's profession. Therefore, the shaman wife must know and master to choose good materials such as shape and color. Then she must also know how to create good d*emban sayur, demban panurungi*, and *sitabar* banana midrib according to the Simalungun tradition because this supports the efficacy of *mangarou totok* spell.

Simalungun the women should know and understand the functions of the materials in *mangarou totok* spell. These materials are also used in the other spells in the Simalungun tradition. Every spell of Simalungun ethnic uses the *demban sayur* because it is an opening requirement of request to the shaman. *Demban sayur, demban panurungi,* and *sitabar* banana midrib are the materials that are important to the efficacy of *mangarou totok* treatment.

They have the aim to preserve as a form of caring for the environment because those come from natural resources. The materials and the rules of *mangarou totok* spell are shown important thus the treatment cannot be performed if they are not prepared completely. The first step is asking the treatment to the shaman by giving the *demban sayur*. Then the shaman takes it to show his agreement to do the treatment process. While the shaman and patient are holding the *demban sayur*, the patient will convey his/her problem or desire so the shaman knows what to do. Then, the shaman begins to do the treatment process of *mangarou totok*.

As a tradition, *mangarou totok* spell contains the kinds of local wisdom in Simalungun ethnic, the first is health. Health is an important thing to human life because during the growing process, the baby should live with a healthy life. *Mangarou totok* spell can be used as the solution for the teeth problem. Then, the second is politeness. Politeness is an attitude that should be possessed by everyone. Everyone honors other people because humans need life in harmony. In Simalungun ethnic, *mangarou totok* spell requires the patients to honor the shaman while patients do all the rules. The third is environment care. The Environments care is the responsibility of humans because the humans should live in harmony with nature. Nature is the place of the materials of *mangarou totok* spell. Through the *mangarou totok* spell, the plants should be preserved. Then, preservation is the fourth type. Preservation is the effort to maintain the materials that contain in the *mangarou totok* spell; they are betel leaves, black pepper, gambier, lime, and *sitabar* banana midrib. Those materials are very important in the practicing process of the *mangarou totok* spell. Then, the next type is cooperation. Cooperation is the teamwork between the shaman and the patient or the other participants. They have to perform the spell together respectfully. As the main actor, the shaman does his performance by the uttering of the spell, ensuring the completeness of materials, and explaining the prohibition. Then the patients or the participants must bring the *demban sayur* and do the instruction of the performance. The sixth is a commitment. Through commitment, the shaman and patient make a commitment. This is seen while they are doing their function "shaman as the main actor and patients as the participants" in performing the *mangarou totok* spell. The seventh is social loyalty. By being willing to treat the baby, the shaman shows his caring as a social human.

As a social human, the shaman considers that the baby is his family or grandchild. Beside it, the cost of treatment is not determined by the shaman. The shaman realizes that if anyone comes and asks for the treatment, he or she is in a poor situation, so, the shaman does not think about the treatment budget, but it is because of his caring.

Therefore, by treating the patient, even by the low budget, the shaman gets something.. And usually, as thanks to the shaman, the patient gives the treatment budget in a sincere heart. So the patient feels facilitated in requesting treatment to the shaman. Then, the eight is positive thinking. By believing the treatment, the patients obey all the rules and prohibitions. They prepare the materials because they hope the teeth problem can be relieved. Therefore, doing all the instructions from the shaman show that patients use positive thinking. The last is a compliment that is aimed to the Creator of the universe and to humans. Shaman utters the spell. Firstly, the shaman gives thanks to the Creator of the universe then secondly to humans.

5. Conclusion

The main material of *mangarau totok* spell is the *sitabar* banana midrib and betel leaves, *gambier*, lime, areca nut, and black pepper as the supporting materials. All the materials are mixed according to the Simalungun tradition. The *mangarou totok* spell contains some of the local wisdom, namely: health, polite, environment care, preservation, cooperation, social loyalty, commitment, positive thinking, and compliment. Through the *mangarou totok* spell, local wisdom as an indigenous knowledge of Simalungun ethnic could be inherited to the young generation. The *mangarou totok* spell is required to be preserved because it can give an income to society, especially the shaman, and alleviate the cost of treating the patient because the patient provides the medical expenses voluntarily or with a sincere heart.

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Conference Paper

Word Formation in Text Messaging

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Abstract

This study is concerned with morphological processes. The objective of the study was to analyze the word formation process used in text messaging using descriptive methods. The researcher analysed the collected expressions, which were derived from thirty SMS texts on the researcher's mobile phone, to identify the types of word formation processes which cannot be found in an Indonesian dictionary. There were 148 expressions found in the text messaging. There were six aspects of word formation process, namely clipping (52%), borrowing (22%), multiple process (20%), acronym (3%), miscellany (2%) and blending (1%). Therefore, clipping was the most dominant type used in text messaging.

Keywords: Word Formation, Morphological Process, Text messaging

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1. Introduction

This study deals with morphology. In other words, the study is concerned with the process of word formation such as borrowing, blending, clipping, acronym, miscellany, and multiple processes. Nida (1949:1) says that morphology is the study of morphemes and their arrangements in forming words.

Morphology has word formation processes, and language users may also make new words by means of word creation (or word manufacturing). The following types can be distinguished like acronyms, blending, clipping, coinage, compounding, back formation, truncation, contraction, borrowing and miscellany.

In linguistics, word formation is the creation of a new word. Word formation is sometimes contrasted with semantic change, which is a change in a single word's meaning. The boundary between word formation and semantic change can be difficult to define: a new use of an old word can be seen as a new word derived from an old one and identical to it in form. Word formation can also be contrasted with the formation of idiomatic expressions, although words can be formed from multi-word phrases.

Multiple processes in George Yule's theory (1996) is about word formation processes, the first creation of particular words in multiple processes is clipping and borrowing. Clipping is the element of reduction. This occurs when a word of more than one syllable is reduced to a shorter form, often in casual speech. Then, borrowing is the taking over of words from other languages.

In this study there are problems that arise of word formation in text messaging that cause a lot of new language style expression based on the process how they are produced. The problems to be studied of word formation are those that violates the rules of written language categorized in word formation processes.

Text messaging, is the act of typing and sending a brief, electronic message between two or more mobile phones or fixed or portable devices over a phone network. The term originally is referred to messages sent using the Short Message Service (SMS); it has grown to include messages containing image, video, and sound content (known as MMS messages. The sender of a message text is known as a texter).

There are some styles of text messaging used by teenagers. Those style become habits for us. They use SMS for communication with their friends via mobile phones. When they communicate through SMS, they apply some styles. Commonly, these styles are understood by each others. There are some SMS styles usually understood by teenagers such as Clipping, Multiple Processes, Borrowing, Acronyms, Miscellany and blending.

Reasons for the authors to choose this title is to identify word formation processes that violate the rules of written language that are categorized in word formation processes.

2. Literature Review

Roberts (1980:19) says that morphology is the study of word stucture. The claim that words have structure might come as a surprise because normally speakers think of words as indivisible units of meaning. This is probably due to the fact that many words are morphologically simple. For example, the, fierce, desk, eat boot, at, fee, mosquito, etc, cannot be segmented (i.e. divided up) into smaller units that are meaningful. It is impossible to say what the –quito part of mosquito or the –erce part of fierce means.

Parera (1988:25) says that the forms in Indonesian language sound similar, but not of similar meanings. These forms are called homophones and homograph. so, homonyms and homograph forms are morphemes. Then Jannedy (1991:134) says that a morpheme is the smallest linguistic unit that has a meaning or grammatical function. Roberts (1980:41) adds that a root is the irreducible core of a word, with absolutely nothing else attached

to it. It is the part that is always present, possibly with some modification, in the various manifestations of a lexeme. For example, *walk* is a root and it appears in the set of word forms that instantiate the lexeme *walk* such as *walk, walks, walking and walked*. Many words contain a root standing on its. Roots which are capable of standing it. Independently are called *free morphemes*.

Free morpheme is noun, adjective, verb, preposition or adverb. Such morphemes carry most of the 'semantic contents' of utterences, loosely defined to cover nations like referring to individuals (the nouns: John and mother), attributing properties (the adjectives: kind and clever), describing actions, process or states (the verbs: hit, write and rest), expressing relations (the preposition: in, on, under) and describing circum-stances like manner (kindly).

Many other free morphemes are *function words*. These differ from lexical morphemes in that while the lexical morphemes carry most of the 'semantic content'; the function words mainly (but not exclusively) signal grammatical information or logical relations in a sentence. Typical function words include the following:

Function words

articles: a, the

demonstratives: this, that, these, those

pronouns: I, you, we, they, them; my, your, his, hers; who, whom,which,whose, etc.

conjunctions: and, yet, if, but, however, or, etc.

Yule (1996:51-55) says that there are lots of new words or new expressions in our daily activities today. Also, there are new evolutions of new words or new uses of old terms as reassuring sign of vitality and creativeness in the way of language which is shaped by the needs of users.

One of the processes of word formation is called derivation *(derivatif)*. Word formation through derivation usually creates new words for example the word to eat *(makan)* can become food *(makanan)* or to play *(main)* can become game *(permainan)*. For examples: friend – friendship, leader – leadership. Derivational suffix *–ship* is used to change a concrete noun base into an abstract noun (meaning 'state condition).

Inggriani (2008:1) says that word formation processes is a process of word formation. The purpose of this study to identify the formation of words that violates the rules of written language categorized in Word Formation Processes. In the process of data collection techniques the writers use observational methods to record-matching data analyzed by the method; in this case Word Formation Processes is a determinant. The

theory used to analyze the data is a theory advanced by Yule (1996) on the process of word word formation.

Furthermore, the data are also presented by formal methods (using tables) and informal (using words). In word formation processes category there are 9 process changes, such as Clipping, Compounding, Coinage, Conversion, Blending, Back formation, borrowing, Acronym, Derivation and analysis of the results shows that in this study, there are processes of the first type of 3 (Clipping expressions) as much as 20 %, then from the study it is also found that the formation of words do not fit into the categories based on the theory of the context sentence of Yule (1996), which later named author (Pronounced alike expressions) of 26%, and the fourth type (Blending expressions) only 13% of emergence. For the category of Word Formation Processes the analysis, there are no Compounding, Coinage, Conversion, Back formation, Borrowing, and Derivation roles in language chat.

Nasikah (2005:1) says that word formation is a branch of linguistics that studies about the process of constructing new words from existing materials. There are many ways of constructing new words like compounding, borrowing,coinage, blending, clipping, backformation, conversion, acronym, and derivation. In this study, the writers investigate the word formation processes on the terms used in Microsoft Word 2000 and their functions. The writers are interested in discussing this because Computer technolofy is one of primary needs of life that has a stronger existence in each sector of human life. Without having basic knowledge of English grammar and vocabuary, people will not understand English terms on computer and cannot operate it well.

Wahidin (2010:2) says that Short Message Service (SMS) is a component of text telephone communication services, web, or mobile communication system, using standard communications protocols that allow the exchange of short text messages between fixed line or mobile device.

3. Research Method

The writer uses the descriptive method in conducting the research. This research is going to determine the nature of how a new expression is created, in this case, the specific situation is dealing with the new expression written in text messaging. The aim of descriptive study in this study is to tell what the word formation processes are used in text messaging but it would rather seek information about the word formation processes used in text messaging. The subject of this research is thirty respondens namely friends of writers. The writers analyze the word formation processes used in

text messaging as the instrument for collecting the data. The writers use the types of word formation processes and multiple processes miscellany based on Yule (1996:51).

4. Result and Discussion

4.1. The Process of Borrowing

Borrowing is taking over words from other languages. Throughout its history, the English language has adopted a vast number of loan words from other languages including: *alcohol* (Arabic), *boss* (Dutch), and so on.

A special type of borrowing is described as loan translation or calque. In this process, there is a direct translation of the elements of a word into the borrowed language.

The writers have found 33 expressions of borrowing, 11 borrowed expressions from Javanese dialect, one borrowed expression from Jakarta dialect, 21 borrowed expressions from English. The explanations are presented in the discussion:

- ".jangan ***ngamuk*** ma aku.." (from SMS no.15) is translated into "don't be angry with me.." ***Ngamuk*** expression which means be angry is borrowed from Javanese dialect.

- "Kak thx for all ya. ***Sip*** kak kadomu bermanfaat" (from SMS text no. 18) is translated into "Sis, thanks for all. It's good things", they will say "***Sip*** barange". ***Sip*** expression also has the same meaning in Javanese dialect with ***apik*** expression. If Javanese people want to say, "It's very good", they will say "Apik tenan".

- "Ok ***piye*** padahal km mau aku suruh.. " (from SMS text no. 23) is translated into "Ok, How can I handle it while I ask you..." ***Piye*** expression which means "how is" is borrowed from Javanese dialect. Javanese people usually use this expression when they want to ask the hearer's condition or what manners they can use to solve problem, like the expression on the SMS no.23, the sender asks her friend to help her but her friend cannot help her so ***piye*** expression shows that the sender is confused and needs help.

- On the SMS text "...bsk kita ***bikin*** kuenya..." (from SMS no. 10) is translated into "...tomorrow we make the cake.." ***Bikin*** expression which means make is borrowed from Jakarta dialect. The users of SMS (Short Message Service) communication also use Jakarta dialect in writing their SMS text because the influence of teenagers' stories or TV or media which usually use Jakarta dialect as their daily language like in *Cinta* SMU or *Gadis Magazine*, et cetera.

New SMS Expression	Intended Expression	Lexical Meaning	Borrowing from Javanese dialect	Borrowing from Jakarta dialect	Borrowing from English
Sip	Baik	Good	√		
Yak apa	Bagaimana	How	√		
Wis	Sudah	Already	√		
Mari	Selesai	Finish	√		
Ngamuk	Marah	Be angry	√		
Gantian	Giliran	Turn, shift	√		
Piye	Bagaimana	How	√		
Nyampek	Sampai	Arrive	√		
Ojo	Jangan	Not	√		
Bobok	Tidur	Sleep	√		
Gak	Tidak	Not	√		
Bikin	Buat	Make		√	
For	For	For			√
All	All	All			√
Have fun	Have fun	Have fun			√
Happy	Happy	Happy			√
Year	Year	Year			√
Hope	Hope	Hope			√
Best	Best	Best			√
Miss	Miss	Miss			√
Morning	Morning	Morning			√
To	To	To			√
Birthday	Birthday	Birthday			√
God	God	God			√
Grace	Grace	Grace			√
My	My	My			√
Dear	Dear	Dear			√
Sister	Sister	Sister			√
A lot	A lot	A lot			√
I	I	I			√
Thesis	Thesis	Thesis			√
Translate	Translate	Translate			√
Transfer	Transfer	Transfer			√
TOTAL			11	1	21

- Also, there are many expressions borrowed from English, like **for** means **untuk** (in Indonesian translation), **happy** means **senang** (in Indonesian translation), **have fun** means **bersenang-senang** (in Indonesian translation), et cetera.

There are two reasons why the users of SMS (Short Message Service) communication use English in writing the SMS text because some English words are shorter that Indonesian words. For example: the users will write **saya** (in Indonesian language) replaced by the word **I** [ai] (in English) because the writing of word **saya** is longer than the word of **I** (saya). Then, the users of SMS communication will choose to write **I** than **saya**. Second, most users of SMS communication are students of English department so they often use English in Writing SMS text.

4.2. The Process of Blending

Blending is the combining of two separate forms to produce a single new term. However, blending is typically accomplished by taking only the begining of one word and joining it to the end of other word.

SMS Expression	Intended Expression	Lexical Meaning
Ultah	*Ulang Tahun*	Birthday

The words **ulang tahun** (birthday) are blended into the word **ultah.** The processes of blending is the first part of the word **ulang** with the first part of the word **tahun** blended as in **ultah**, from **ulang** dan **tahun**.

4.3. The Process of Clipping

Clipping is when a word of more than one syllable is reduced to a shorter form, often in casual speech. Clipping process has many kinds of ways to form the new expressions. Some expressions are clipped only in the end syllable, for instance **uk** (*ukuran*). Then, there is the clipping process of the first syllables of a word, for example **met** (*selamat*) and **ma** (*sama*), the clipping process which is not as frequent as the other type is omitting the middle part of the expressions.

New SMS Expression	Intended Meaning	Lexical Meaning	CL 01	CL 02	CL 03	CL 04	CL 05	CL 06	CL 07
Nti	*Nanti*	*Later*	√						
Udah	*Sudah*	*Finish*	√						
Aja	*Saja*	*Only, just*	√						

New SMS Expression	Intended Meaning	Lexical Meaning	CL 01	CL 02	CL 03	CL 04	CL 05	CL 06	CL 07
Ma	Sama	With	√						
Masi	Masih	Still, yet		√					
Lat	Latihan	Training		√					
Ak	Aku	I		√					
Pul	Pulang	Go home		√					
Uk	Ukuran	Measure		√					
Nanya	Menanyakan	Ask			√				
Tau	Tahu	Know				√			
Liat	Lihat	See				√			
Trus	Terus	To continue				√			
Bndg	Bandung	Bandung City				√			
Jkt	Jakarta	Jakarta City				√			
Sby	Surabaya	Surabaya City				√			
Bgm	Bagaimana	How					√		
Tgl	Tanggal	Date						√	
Skrg	Sekarang	Now						√	
Dtg	Datang	Come						√	
Utk	Untuk	For						√	
Lgsg	Langsung	Immediately						√	
Brgkt	Berangkat	Go						√	
Mgg	Minggu	Sunday						√	
Jgn	Jangan	Not						√	
Blkg	Belakang	Backside						√	
Sdh	Sudah	Already							√
Bs	Bisa	Can							√
Dmlg	Di Malang	In City							√
Spy	Supaya	In order that							√
Blk	Balik	Return to							√
Kpn	Kapan	When							√
Td	Tadi	A while ago							√
Dpn	Depan	Future, in							√
Lg	Lagi	While							√
Km	Kamu	You							√
Br	Baru	Just now							√
Sbk	Sibuk	Busy							√

New SMS Expression	Intended Meaning	Lexical Meaning	CL 01	CL 02	CL 03	CL 04	CL 05	CL 06	CL 07
Hr	Hari	Day							√
Dlm	Dalam	In							√
Jd	Jadi	Finally							√
Thn	Tahun	Year							√
Bg	Bagi	For							√
Tp	Tapi	But							√
Kpd	Kepada	At or to							√
Tdk	Tidak	Not							√
Wkt	Waktu	Time							√
Cnth	Contoh	Example							√
Smp	Sampai	Until							√
Mnt	Minta	Ask							√
Tlg	Tolong	Help							√
Mlm	Malam	Night							√
Dr	Dari	From							√
Bw	Bawa	Carry on							√
Blm	Belum	Not yet							√
Cb	Coba	Try							√
Lp	Lupa	Forget							√
Jg	Jaga	Maintain							√
Bsk	Besok	Tomorrow							√
Mbl	Mobil	Car							√
Acr	Acara	Ceremony							√
Tgs	Tugas	Job							√
Cbng	Cabang	Link							√
Tkt	Takut	Afraid							√
Kmrn	Kemarin	Yesterday							√
Knp	Kenapa	Why							√
Cpt	Cepat	Early							√
Pst	Pasti	Definite							√
Mkn	Makan	Eat							√
Cr	Cari	Seek out							√
Skt	Sakit	Sick							√
Dmn	Dimana	Where							√
Bhn	Bahan	Material							√

New SMS Expression	Intended Meaning	Lexical Meaning	CL 01	CL 02	CL 03	CL 04	CL 05	CL 06	CL 07
Brp	*Berapa*	*How many*							√
Wjh	*Wajah*	*Face*							√
Mrk	*Mereka*	*Them*							√
Ksh	*Kasih*	*Give*							√
Total			**4**	**5**	**1**	**6**	**1**	**9**	**51**

Note:

CL 01: Clipping of the first syllable/s

CL 02: Clipping of the end syllable/s

CL 03: Clipping of the first syllable and the end syllable

CL 04: Clipping the middle part of the word

CL 05: Clipping of the end first syllable and ommiting the vowel representation

CL 06: Omiting the middle of the syllable and the vowel representation

CL 07: Omitting the vowel representation

The first type of clipping occurs in the first syllables of a word.

- **Nanti** is clipped into **nti**. The process of clipping of **nanti** into **nti** is the letter **n** and the vowel **a** are omitted.

- **Sudah** is clipped into **udah**. The process of clipping **sudah** to become into **udah** is the omission of the letter **s.**

The second type of clipping in the end syllables of a word.

- **Latihan** (training, exercising) → **lat, latihan** is clipped into **lat** and the letters **l, h, a, n** placed after the letter **t** are omitted.

- **Ukuran** (measure) → **uk**, The omission of syllables are **u, r, a** and **n.**

The third type of clipping occurs in the first syllable and the end syllable.

- **Menanyakan** (to ask) → **nanya**, the first syllable **m** and **e** and the end syllables **k, a,** and **n** are omitted and the type of the word **nanya** still a verb as in **menanyakan.**

The fourth type of clipping omits the middle part of the word

- **Tahu** (know) → **tau**, the middle letter **h** is omitted and **tahu** change becomes into **tau.**

- **Lihat** which means see is clipped into **liat** and the letter **h** is omitted.

- **Terus** which means continue is replaced into **trus**, the word **trus** omits the middle letter is the letter **e**.

The reasons why users of SMS (Short Message Service) communication choose to write **tahu → tau, lihat → liat** and **terus → trus** because the space of SMS (Short Message Service) screen is limited so the users write the shorter expressions than writing in complete.

The fifth type is clipping occuring in the end syllables and omitting the vowels representation.

- **Bagaimana** which means how is clipped into **bgm**, this type omits the vowels **a** and **i** and the end of syllables of the word is clipped.

The sixth type of clipping is omitting the middle of syllable of a word and the vowel representation. We see in the following examples:

- **Tanggal** (Date) → **tgl,** the vowel **a** is omitted and the middle syllables of this word **n** and **g** also omitted.

- **Sekarang,** which means now, is clipped into **skrg.** The process of clipping of **sekarang** is the omission of the vowels **e** and **a**, and the letter **n**.

The seventh type of clipping that omits the vowel representation is the most popular type of clipping that the sender of SMS text use. It is the omission of the vowel representation.

- **Sudah**, which means end is clipped into **sdh**. The letter **u** and **a** are omitted.

- **Cabang,** which means line is clipped into **cbng.** The letter **a** is omitted.

The seventh type of clipping is the popular type used by the users of SMS (Short Message Service) communication because they just omit all vowel representation in these words and it takes 51 expressions in SMS (Short Message Service) texts.

4.4. The Process of Acronyms

The word **Rumah Sakit** which means hospital usually is shortened into **RS. Meter**, which means measure unit into **M**. For example: "...trus uk 2 **m** brp?" (from SMS no. 4) means "How much is 2 meters?".

SMS Expressions	Intended Meaning	Lexical Meaning
RS	Rumah Sakit	Hospital
M	Meter	Meter
CV	Curriculum Vitae	Curriculum Vitae
EO	Event Organizer	Event Organizer

4.5. The Process of Miscellany

Another process of forming new words besides the common type of word formation processes according to George Yule's theory in his book "Study of Language" is a certain process of forming new expressions by using certain numbers, symbols and letters to represent words, which are pronounced alike.

SMS Expression	Intended Meaning	Lexical Meaning
2	*Juga*	Too
+	*Tambah*	Plus
4	*Untuk*	For

Miscellaneous type is the new type that the writers find in the text of SMS (Short Message Service). To make the expressions simpler, the users of SMS (Short Message Service) communication start to create and use the new way in forming new SMS expressions. It is by using the certain numbers and letters to stand for some expression sound alike.

Example:

- Too → 2 /tuː/

- Plus → + /plʌs/

- For → 4 /fə(r)/

4.6. The Process of Multiple processes

We have concentrated on each of these word formation processes in isolation, then it is possible to trace the operation of more than one process at work in the creation of a particular word.

4.6.1. Multiple processes (Clipping and Borrowing)

The explanation in George Yule's theory about word formation *processes* says that it is possible to trace the operation of more than one process at work in the creation of a

particular word. On SMS communication as the data which are analyzed, the writers find some multiple processes. The first creation of particular words in multiple processes is clipping and borrowing. Clipping is the element of reduction. This occurs when a word of more than one syllable is reduced to a shorter form, often in casual speech. Then, borrowing is the taking over of words from other languages.

SMS Expressions	Intended Meaning	Lexical Meaning
B'day	Birthday	Birthday
Bgt	*Banget*	Very

- The expressions **b'day** seems to have a common writing in SMS text via the process of first 'borrowing' **birthday** (from English) and then 'clipping' that borrowed form. The process of clipping omits the middle part of the word, **birthday** (ulang tahun) → **b'day.**

- The expressions **bgt** has a common writing in SMS text via the process of first 'borrowing' **banget** (from Javanese) and then 'clipping' that borrowed form. The process of clipping omits the vowel representation, **banget** (sangat/very) → **bgt**. The omission of the letters **a** and **e.**

4.6.2. Multiple Processes (Derivation and Clipping)

SMS Expressions	Intended Meaning	Lexical Meaning
Rb'an	*Ribuan*	Thousands

- The first step of creating the expression **rb'an** is 'derivation'. The expression **rb'an** comes from the expression **ribuan**.

The formation of the expression **ribuan**: Root of a word +Indonesian suffix

Ribu + an → ribuan

Second, the expression **ribuan** is clipped. The process of clipping omits the vowel representation of the first part of the expression **ribu**, the omission of the vowels **i,** and **u**. The process of creation of the expression **ribuan** → **rb'an**:

Expression Clipped The omission of vowels of the expression **ribu**: the vowels **i, u**

Ribuan → rb'an

SMS Expression	Intended Meaning	Lexical Meaning
Howaya	*Apa kabar?*	How are you
Gud	*Bagus, selamat*	Good

4.6.3. Multiple Processes (Borrowing and Blending)

- The first process of creating the expression ***howaya*** is borrowed from English. The expression ***how are you*** is pronounced /haʊ ə(r) juː/. The second process is blending. The expression ***are you*** is blended into ***aya***. Then, the expression ***how are you*** blended into ***howaya***.

- The first process of creating the expression ***gud*** is borrowed from English. The second process is the letters of double **oo** in the expression ***good*** blended into ***gud*** as the sound alike if we pronounced the expression ***good*** /gʊd/. The expression gud means better or useful or suitable (for a particular situation) such as good day, good morning, etc.

4.6.4. Multiple Processes (Miscellany and Borrowing)

SMS Expressions	Intended Meaning	Lexical Meaning
U	*Kamu*	You
D	The	The
N	*Dan*	And
B4	*Sebelumya*	Before

Miscellaneous type is the new type to create simpler expressions. It is by using the certain numbers, letters and symbols to stand for some expressions which sound alike. Examples:

- You → U /juː/

- The → d /ðə̃ː/

- And →N /ən/

- Before → B4 /bɪˈfɔː (r)/

All the terms borrowed from English language.

4.6.5. Multiple Processes (Acronym, Derivation and Borrowing)

The first step of creating of the expression ***TA'ne*** which means that is derivation.

SMS Expressions	Intended Meaning	Lexical Meaning
TA'ne	*Tugas Akhir nya*	That thesis

In Indonesian formation:

Word + Indonesian suffix [-nya]

Tugas akhir + nya → *Tugas Akhirnya*

In Javanese formation:

Word + Javanese suffix [-e]

Tugas akhir + e → *Tugas Akhire*

The second step of creating the expression **TA'ne** is acronym.

Word Acronym

Tugas Akhir → *TA*

The third step is borrowing from Javanese suffix [-ne].

Acronym + Javanese suffix [-ne]

TA + ne → *TA 'ne*

The Javanese suffix [-e] in the expression **Tugas Akhire** changes into the expression **TA'ne.** The change of the suffix [-e] into the suffix [-ne] is caused by the acronym of the expression **TA** (Tugas Akhir) ended by the vowel **a,** so the Javanese suffix [-ne] is added in the expression **TA** + **ne** → **TA'ne.**

4.7. Discussion

The writers have found the mostly used word formation process and other processes and show the grade of word formation processes in the table below.

Type of Word Formation Processes	Examples	N	N%
Clipping	*Bw, dtg, sdh, msi, lat*	77	52 %
Multiple processes	*Gud, B'day, MU, TQ*	30	20 %
Borrowing	Happy, Year, Hope	33	22 %
Acronyms	*RS, CV, M, EO*	4	3 %
Miscellaneous	2, 4, +	3	2 %
Blending	*Ultah*	1	1 %
Total		**148**	**100 %**

To discuss the findings above, the writers classify the processes into 6 parts, 6 types of word formation processes that appear in the thirty SMS texts on writer's mobile phone. The types of word formation discussed are borrowing, blending, clipping, acronyms,

derivations, miscellany and multiple processes, which mean a combination of two or more types of word formation processes.

After analyzing the word formation processes on SMS (Short Message Service), the writers find that the predominant type of word formation processes that the users of SMS communication use is clipping. Clipping is easier to be understood because it omits only some letters of the word. The multiple process is the second predominant type of word formation processes that are used by the users of SMS (Short Message Service) communication.

The writers also give an exception if there are words "*Kembang kumbang kambing kembung*". These words cannot be clipped into "*kmbg kmbg kmbg kmbg*" or we cannot use the seventh type of clipping which omits all vowel representation in these words because the readers would not understand what the sender means. Then, the sender must write completely as "*Kembang kumbang kambing kembung*".

5. Conclusion

After analyzing the data, some conclusions are drawn as follows:

Short message service (SMS) styles are usually used by people to communicate or share information to their friends. They share it via mobile phone. They unfold and apply new styles so that they may have the same understanding among one and another. The more they send messages, the more they apply different styles, as there are six styles of SMS.

The writers conclude that there are 77 (52%) clipping expressions, 30 multiple processes, 33 borrowing expressions, 4 acronym expressions, 3 miscellaneous expressions, and 1 blending expression. The percent of SMS communication used in multiple processes is 20% and borrowing 22%; the total percent of word formation process in acronym is 3% and miscellany is 2% and blending produces 1 expression (1%).

Out of all word formations that are used in text messaging, clipping is frequently used process in text messaging.

Appendices

1.

2.

4.

10.

15.

16.

18.

23.

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Conference Paper

Digital Literacy in the Post-Truth Era: Employing Fact-Checking Applications in Adult EFL Reading Classes

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Abstract

The term 'digital literacy' encompasses many skills, which include the ability to evaluate information received through digital technologies, such as internet platforms, social media and mobile devices. Due to the fast spreading of hoax news through digital platforms in this post-truth era, it is urgently needed for this particular skill to be taught in educational settings, and English as a foreign language (EFL) classes are no exception. This study focused on exploring adult EFL students' experiences in using two fact-checking applications (web-based apps) to help identify fake news in reading comprehension classes, and examining their efficacies from the students' points of view. Employing a descriptive statistics approach, the researchers collected the data using an online survey administered to 130 students of a Science and Technology study programme at a university in Medan, Indonesia. The results indicated that in general students had positive attitudes toward the use of two fact-checking web-based apps. Specifically, they reported that the apps were very helpful in raising their awareness of digital literacy and fact-checking prior to reading and sharing digitally spread news. A closer look at the data reveals students' preferences toward one of the two web-based apps. This study recommends the integration of anti-hoax education not only in EFL classes, but also in any other classes to prevent the threats of fake news, particularly to young generations.

Keywords: Digital literacy, fact-checking apps, fake news, hoax, post-truth era

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1. Introduction

Access to technology has allowed internet users to gain information quickly from different places and at any time. In the past, only people working in news organization could write and publish news. Nowadays, everyone can create and share information, for instance through social networking services (SNSs). Despite such advantages, since everyone can become a news publisher these days, there is no guarantee that the information written and shared online by internet users is credible and reliable. Fake

news or hoaxes are easily created and shared by anyone who can connect to the Internet. As a result, large amount of information can cause confusion among people in that it becomes harder to differentiate credible news from hoaxes. Such condition emerges new term in that we are now living in the "post-truth" era.

The term "post-truth" has been widely used since the 2016 United States presidential election and the Brexit referendum. Even it was claimed as the word of the year by Oxford Dictionary in 2016. According to Illing (2018), shared objective standards for truth are vanished in the post-truth era. Post-truth can be understood as the circumstances in which emotion or personal beliefs are more influential in shaping public opinion than objective facts (Mackey, 2019). The United States and the United Kingdom have experienced the post-truth era, and now Indonesia is also facing the same issue. A study conducted by Suharyanto (2019) reveals that Indonesia was not immune to post-truth era. His study suggested that Indonesia citizens should be familiar with media literacy and fact-checking in order to constrain the negative effects of the post-truth era. Therefore, Indonesia citizen should be digitally literate in the sense that they should not only have the skills to navigate the technology, but also have the skills to evaluate information.

Digital literacy encompasses many skills, including the ability to evaluate information received through digital technologies such as, internet platforms, social media and mobile devices. Digital literacy relates to the ability to find, create and communicate digital content, as well as ability to critically evaluate information (Spires and Barlett, 2012). Since internet allows anyone to share digital information through SNSs and web 2.0 tools, everyone can get wider audience, but at the same time is also vulnerable to hoaxes or fake information. Due to the fast spreading hoax news through digital platforms in this post-truth era, digital literacy skill is urgently needed to be taught in educational settings, no exception in English as a foreign language (EFL) classes. Understanding digital literacy will help English learners consume reliable and credible online sources.

As the most frequently used language in the world, English has been used as a language for global communication (Fithriani, 2018) in that it makes English as the most favourite language to be taught in Indonesia. In regards to digital literacy, the importance of teaching digital literacy has been discussed by many researchers (Paul, et al., 2017; Ribble, 2011), but little attention is given to students' digital literacy in EFL classroom. Furthermore, the challenge of evaluating fake news has encouraged program developer to create fact-checking applications that help internet users to determine credible information from hoaxes, for instances https://fakey.iuni.iu.edu/ and

https://hoaxy.iuni.iu.edu/. Based on these considerations, the current study focuses on exploring adult EFL students' experiences in using two fact-checking applications (apps) to help identify fake news in reading comprehension classes and examining their efficacies from the students' points of view. The findings of this study are expected to raise EFL students' awareness of digital literacy in the post-truth era.

2. Literature Review

2.1. Digital Literacy

The rapid development of technology and the Internet has created a new global society connecting people from different places through the digital devices and the Internet. The citizens living in the new digital society are known as digital citizens (Isman and Canan Gungoren, 2014). To survive in the digitalized world, digital citizens should be digitally literate in that they should have the skills to use the technology appropriately. As digital students can access information easily nowadays, teaching digital literacy is imperative to prevent students from creating or sharing hoaxes. Digital literacy was first introduced by Gilster (1997:1), and it was defined as "the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers". This definition is simply summarized by Gilster (1997) as literacy for digital age. Ribble (2007: 9) includes digital literacy as one of nine digital citizenship elements that should be taught to students at school. He defined digital literacy as "the process of teaching and learning about technology and the use of technology".

Ribble (2011) explains that digital literacy is not only about knowing how to use technology, but it is also about being able to evaluate digital information. This is emphasized by Roche (2017) who add the word "critical" to digital literacy. Roche (2017: 43) posits that critical digital literacy (CDL) refers to "the ability to access, critically assess, use and create information, through digital media in engagement with individual and communities". This definition is in line with Hague (2011) who explains that digital literacy relates to skills of using digital tools in order to find, evaluate and convey digital content. From these definitions, it can be concluded that digital literacy encompasses the skills to access, evaluate, comprehend, create information, and then share the digital information to digital society. With technology at their fingertips, students should have digital literacy skill so that they can protect themselves from fake news or hoaxes. More importantly, such skills will prepare learners to participate effectively as good digital citizens in the world of digital society.

Digitally literate citizens should have two components, namely the understanding of basic computer operations, and the ability to critically analyze information (Corbel and Gruba, 2004). These two components are beneficial to develop digital literacy skill in the twenty-first century world (Godwin-Jones, 2000). In assessing someone's digital literacy skill, Son et al. (2011) developed a questionnaire related to computer ownership, ability to operate computers, and computer assisted language learning (CALL). By using the questionnaire, digital literacy skill can be assessed based on digital device ownership and self-assessment of digital skills. In this current study, the questionnaire was adapted to see students' digital literacy skills before and after they use fact-checking apps in their EFL reading classes.
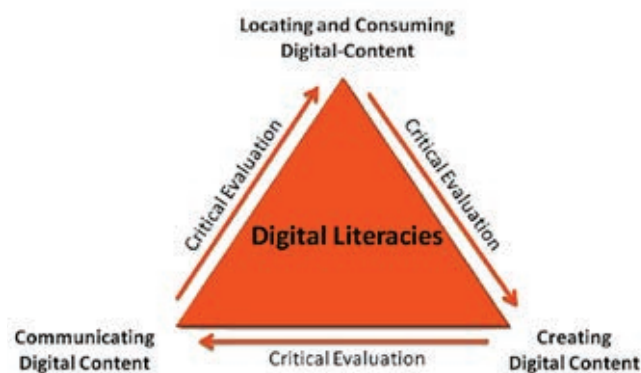
Figure 1: Spires and Barlett's (2012) digital literacies

Although the participants of this study have sufficient skills in navigating technology, it could be a challenge for them to evaluate digital contents, such as news which is often shared through social media. According to Spires and Estes (2002), critical judgment is one factor affecting readers' difficulty to read digital information. They add that some readers might not know how to locate information and decide the reliability and credibility of information. Spires and Barlett (2012) describes digital literacy in the following picture (Figure 1) in that digital literacy consists of critically evaluating activities to locate, create and communicate digital content. In line with Spires and Barlett (2012), Leu et al. (2008) explain that in order to effectively finding and consuming online sources, it is necessary to have the skills to evaluate the accuracy and relevancy of the digital sources. In an attempt to help digital citizens in consuming digital information, apps developers have produced web-based applications in a motivating game-like format to encourage digital citizens in understanding digital literacy. The following section discusses two types of web-based fake-checking apps used by the participants of the current study in their EFL reading classes.

2.2. Fake-Checking Apps

As the Internet becomes daily needs, its popularity has lowered the cost of technology and internet access. This creates opportunities to write and post information on the Internet. However, the increasing interest of creating and sharing digital content can give negative impact toward society. According to Fogg et al. (2001), the large amount of information spread widely and easily accessed on the Internet might be not credible enough to be consumed by digital society. Driver et al. (2000) explain that lack ability of judging credible online sources can become a challenge for digital citizens who are not the experts in the area. Unfortunately, since all digital users can become the content creators and the publishers of online sources, it is expected that some digital users might lack of skills in evaluating the credibility and reliability of information before sharing it online.

The spreading of fake news or hoaxes in the post-truth era can easily let readers believe in news that is relevant to their personal point of view (Illing, 2018). Without considering the validity of the information, readers with who shared the same beliefs could share the hoaxes to other people through the Internet. In their study, Flanagin and Metzger (2000) reported that readers prefer to consume web-based information even though the information could be false or biased. In another study (Metzger et al., 2003), university students were found to commonly use information from books and the internet rather than from journals or newspapers. Such findings reflect that readers, especially students, can consume and share information without evaluating its reliability or validity first.

Despite having the skills of navigating digital technology and the Internet, students might not be able to use the tools critically (Jones et al., 2010) in that they might not judge the credibility of the online sources that they find from the Internet. In response to such issue, Leu et al. (2015) suggested that it is crucial to teach digital literacy to students so that they cannot only navigate digital tools, but also critically evaluate digital information. Therefore, students are needed to be prepared with sufficient digital literacy skill in order to deal with the opportunities and challenges of consuming digital information.

App developers have created many kinds of apps for educational purposes. This study tries to see students' experiences of using two web-based fact-checking applications, namely https://fakey.iuni.iu.edu/ and https://hoaxy.iuni.iu.edu/. Fakey is a web-based game aimed to teach media literacy and help readers deal with misinformation. This game is created to support a healthy social media experience by raising readers'

awareness to promote information from reliable and credible source. In Fakey, the game-player is presented with news feed with articles from credible source and from low credibility sites that contain misleading reports, clickbait headlines, conspiracy theories, junk science, and other types of misinformation (https://fakey.iuni.iu.edu/). The following picture (Figure 2) is the screenshot of Fakey.

Figure 2: Fact-checking app (Fakey) (Source: https://fakey.iuni.iu.edu/)

Fakey asks its players to click "share" or "like" on credible news, or to click "fact-check" for news that seems low credibility and suspicious. The game-players are also allowed to click "hint" or "skip" for news that they are not sure. Fakey scores the decision that game-players take in that the scores inform the points and skills of sharing information from trustworthy sources and spotting articles from low credibility sources.

Besides Fakey, another popular fact-checking app is Hoaxy https://hoaxy.iuni.iu.edu/. Hoaxy allows internet users to directly search articles or stories Twitter and visualize the results from the last seven days or search popular topics on Twitter in the last 30 days. Hoaxy can be used to visualize the spread of claims and fact checking. For instance, after selecting the stories on Twitter, readers are able to see how many tweets share links to the selected stories over time. It also includes the animated spreading process of the stories. Hoaxy shows how the selected news or stories spread from one Twitter account to another through retweets, quotes, replies, and mentions. The following image is the screenshot of Hoaxy. As could be observed in Figure 3, the gray line describes the stories from low-credibility sources while the yellow one represents stories from fact-checkers. Meanwhile, the nodes are Twitter accounts. Larger nodes inform that the information has been retweeted more times. To see details about the account and how they contributed to the spread of the stories can be seen by clicking the nodes.
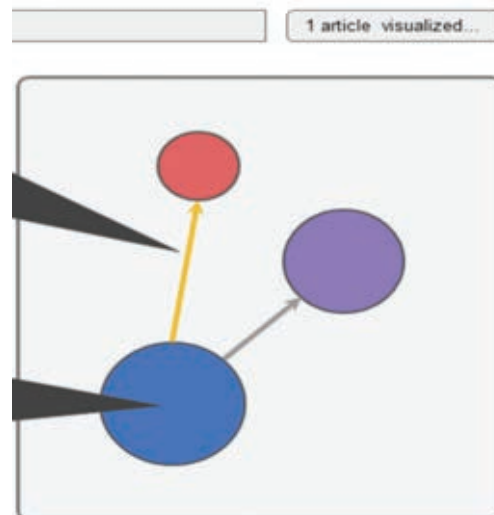
Figure 3: Fact-checking app (Hoaxy) (Source: https://hoaxy.iuni.iu.edu/)

In regards to the current study, students of the Science and Technology study programme were asked to use the two fact-checking apps in their reading comprehension classes. After using the apps, an online survey administered to the students in order to explore their experiences of using two apps as well as the efficacies of the two apps from students' perspective.

3. Research Method

This study focuses on exploring adult EFL students' experiences in using two fact-checking applications (web-based apps) to help identify fake news in reading comprehension classes and examining their efficacies from the students' points of view. This study employed descriptive statistics approach in which the data were collected by using an online survey. The online survey was administered to 130 participants consisted of 80 male and 50 female students of the Science and Technology study programme at a university in Medan, Indonesia.

The online survey consisted of questions adapted from Son et al. (2011). Of several areas discussed by Son et al. (2011), this study only focuses on students' self-assessment of digital skills. The survey was divided into two sections. The first section was used to gain information related to students' demographic data and perceived digital literacy skill. In the first section of the online survey, the participants were asked "how do you perceived your computer literacy skills?", "how do you perceive your internet literacy skills?" and "Do you check the accuracy and credibility of information before sharing it through your social media?". This functions to see students' digital literacy skills, in

the sense of their perceived ability in navigating digital technology and their ability to critically evaluate information (Corbel & Gruba, 2004).

Meanwhile, the second section was used to explore students' experiences of using the two fact-checking apps. The second section of the survey includes questions related to students' perception about the efficacies of the two fact-checking apps, and their current perceived digital literacy skill after using the apps. In the second section of the online survey, the participants were asked "How do you perceive the usefulness of the two fact-checking apps?" and "Do you check the accuracy and credibility of information before sharing it through your social media?"

The collected data were analysed using Magnitude coding to count the frequency of responses in the different categories needed to achieve the objectives of this study. The use of Magnitude coding is because it is appropriate for descriptive qualitative studies that include basic statistical information to indicate data intensity, frequency, direction, presence, or evaluative content (Saldana, 2016).

4. Result and Discussion

This section presents the results of online survey administered to students before and after the use of fact-checking apps to improve students' awareness of digital literacy in reading comprehension classes. First, the participants' information will be presented in section 4.1. Next, the students' attitude toward the two fact-checking apps will be discussed in section 4.2. Finally, section 4.3 will describe students' awareness of digital literacy after the students use the two fact-checking apps (Fakey and Hoaxy).

4.1. Demographic Data

As previously stated, there are 130 participants (80 male and 50 female students) of the Science and Technology study programme who took part in this study. Every participant was asked to fill out an online survey given in their EFL reading comprehension class. Since digital literacy involves the ability to understand computer operations and ability to critically evaluate information (Corbel and Gruba, 2004), the first section of the online survey asked about the participants' perceived computer literacy skill and internet literacy skill. This section presents the participants' information in regards to their perceived digital literacy skills before using the fact-checking apps. The participants were asked "how do you perceive your computer literacy skills?" and "how do you perceive your internet literacy skills?".
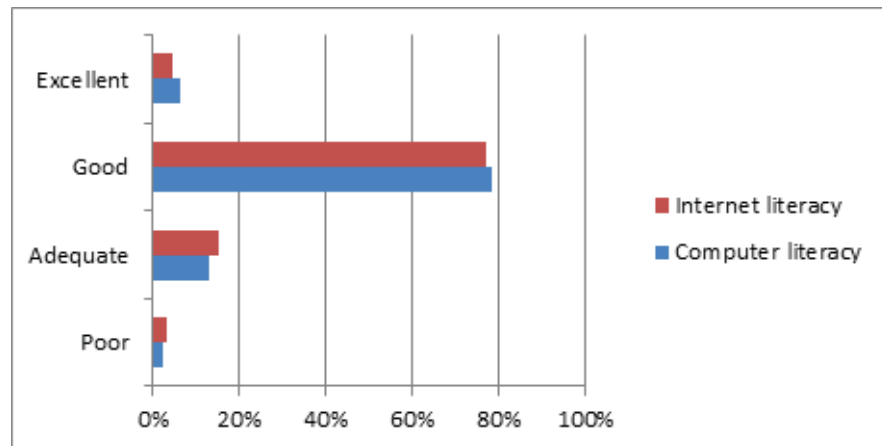
Figure 4: Students' self-assessment of digital skills (N=130)

The results of students' responses as presented in Figure 4 shows that the majority of participants perceived themselves to have good internet literacy and computer literacy skills. Of 130 participants, 102 participants responded that they have good computer literacy skill (78%), 17 participants (13%) perceived to have adequate computer literacy skill, 8 participants reported that they have excellent computer literacy skill, and a small number of students perceived themselves to have poor computer literacy skill. In regards to internet literacy, 100 participants (77%) responded that they have good internet literacy skill, 20 participants (15%) reported that they have adequate internet literacy skill, 6 participants (5%) have excellent internet literacy skill, and only 4 participants (3%) perceived themselves to have poor internet literacy skill.

The participants' responses in regards to information as seen in Figure 5 revealed that the majority of participants do not check the accuracy and credibility of information before sharing it on the internet. Of 130 participants, 90 participants (69%) reported that they do not check the credibility of information before sharing it online, 30 participants (23%) responded that they check the credibility of information, and 10 participants (8%) are not sure.

From the findings, it can be understood that the students of the Science and Technology who participated in this study have learned digital basics related to computers and the internet. However, they were not taught about digital literacy specifically in their study programme. It can be seen from the participants' self-assessment of information literacy skill. Therefore, information literacy skill such as, evaluating online resources to determine the accuracy and trustworthiness of digital content is still new to them.
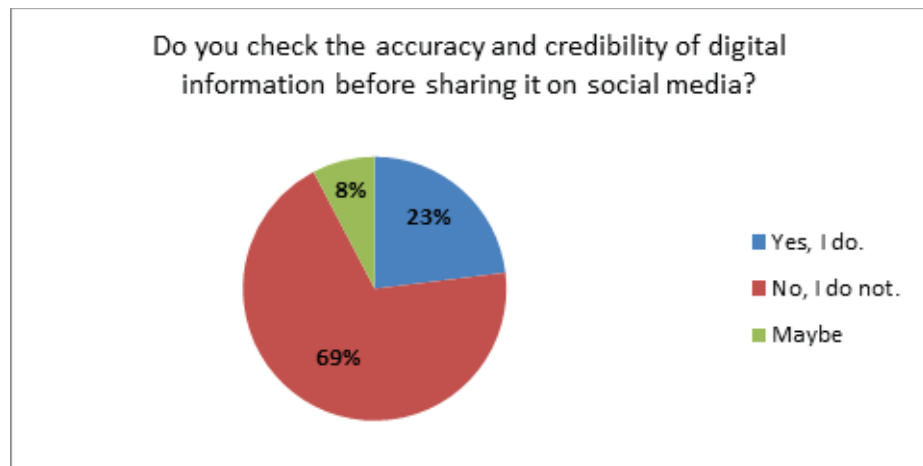
Figure 5: Students' self-assessment of information literacy

4.2. Students' experiences of using the fact-checking apps

This section presents and discusses students' experiences of using the two fact-checking apps and their efficacies from students' point of view. The second section of the survey asked the participants to inform their perception about the efficacies of the two fact-checking apps and their perceived digital literacy skill after using the apps. The students were asked "How do you perceive the usefulness of the two fact-checking apps?" and "Do you check the accuracy and credibility of information before sharing it through your social media?". The findings are described in Figure 6.
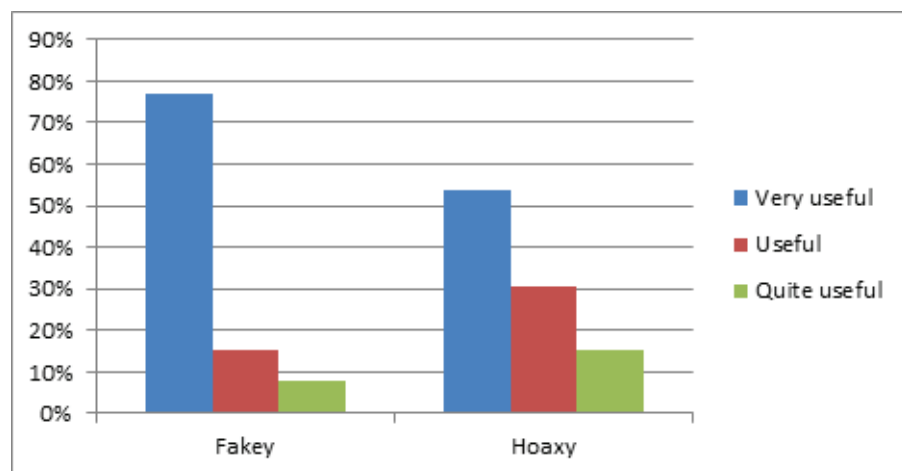
Figure 6: Students' experiences of using fact-checking apps

The result of data analysis indicates that in general students have positive attitudes toward the use of two fact-checking web-based apps. In the chart above, of 130 participants, 100 participants (77%) perceived Fakey as very useful to raise their awareness in evaluating digital information, 20 participants (15%) thought that the app

was useful while 10 participants (8%) reported that the app was quite useful. Meanwhile, 70 participants (54%) reported Hoaxy as very useful to raise their awareness of digital literacy, 40 participants (31%) responded that the app was useful, and 20 participants (15%) perceived the app as quite useful.

In addition, the findings above also reveal the efficacies of the apps in that it describes the participants' preferences toward one of the two web-based apps. From the chart above, it can be seen that there are the majority of participants reported Fakey as very useful (77%). This percentage is lower than the participants who responded Hoaxy as very useful (54%) to raise their awareness of information literacy. This reflects that the participants prefer using Fakey than Hoaxy as fact-checking apps.

4.3. Students' self-assessment of digital literacy skill after using the fact-checking apps

This section describes students' awareness of digital literacy after using the two fact-checking applications (Fakey and Hoaxy). In the second part of the online survey, the students were asked "Do you want to check the accuracy and credibility of digital information before sharing on social media?" in order to know their perceived information literacy skill. The following chart informs students' self-assessment of their information literacy skill after using the fact-checking apps.
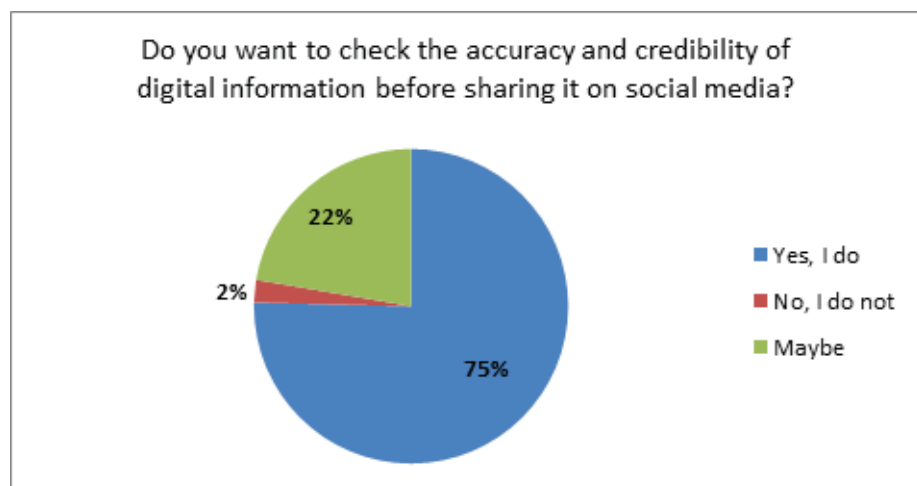
Figure 7: Students' self-assessment of information literacy

Figure 7 shows that out of 130 participants who have used the two fact-checking apps in their reading comprehension classes, 98 participants (75%) want to check the credibility of digital information before sharing it on social media, 29 participants (22%) are not sure, and 3 participants (2%) do not want to. These findings reflect that using

the two apps has raised the participants' awareness of information literacy in that the majority of participants want to check the accuracy and credibility of digital information prior reading and sharing digitally-spread news.

5. Conclusion

The rapid development of technology has given digital citizens the opportunities to receive information quickly, create and share information on social media. Although these opportunities have allowed digital citizens to become the content creator and the publishers of their own digital information, these can have negative effects toward the digital citizens themselves. Since anyone is able to write and share information in this post-truth era, fake news and hoaxes can be easily spread by anyone. Therefore, in response to such issue, digital literacy skill is urgently needed to be taught to students.

This study has explored adult EFL students' experiences in using two fact-checking applications to help them identify fake news in reading comprehension classes. After analysing students' responses, the findings of this study indicate that students have positive attitudes toward the two fact-checking apps. The majority of students considered Fakey as very useful to raise their awareness of information literacy. Students' self-assessment of information literacy skills after using the apps informs that the apps are beneficial to raise students' awareness of fact-check prior reading and sharing digital information. From these findings, the study recommends the integration of anti-hoax education not only in EFL classes, but also in any other classes to prevent the threats of fake news, particularly to young generation.

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Conference Paper

Bravery in Felix Siauw's Novel *Muhammad Al-Fatih 1453*

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Abstract

This study examined the causes and effects of the bravery exhibited by this novel's protagonist named Muhammad Alfatih or Mehmed II. Descriptive qualitative methods were used. The analysis was conducted by classifying the obtained data into two subchapters related to the research problems. The findings of this research focused on the causes of the protagonist's bravery in believing *hadist* of *Rasulullah*, in conquering Constantinople, and spreading Islam by *Jihad*. The Prophet's promises were the reason for his bravery in conquering Constantinople, and for his own strength. The protagonist's bravery was shown when he decided to drag 72 ships into Galata Hill, and when Mehmed conquered Constantinople by *Jihad* as the way to spread Islam throughout the world including Constantinople. The protagonist's bravery also resulted in two effects: converting *Hagia* as a mosque and making Ottomans the center of Islamic civilization. It can be inferred that the protagonist had tremendous bravery.

Keywords: bravery, civilization, conquest, strength.

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1. Introduction

Muhammad Al-Fatih 1453, published in 2013, is a work of inspirational biography and factual history. It is written by a nonfiction, renowned, and talented author, Felix Y. Siauw. He succeeds in bringing the readers to imagine the reality which occurs at that time and he can explain how the main character expresses his bravery distinctively. It can be seen while the author explains how the main character conquers Constantinople in his 21 years old. By that age, he masters the strategies to defeat the enemies, surrounding the city and shooting the bullet out from the great gun to destroy the giant gate.

In this novel, Mehmed shows bravery to fight the enemies. Appropriate with Rasulullah's promises uttered eight centuries ago "Verily, Constantinople shall be conquered, its commander shall be the best commander ever and his army shall be the best army ever". In other words, *Rasulullah* has informed his followers long time ago before Mehmed II is born that Constantinople would be conquered by a wonderful conquerer and wonderful

army. Furthermore, Mehmed is brave to build Rumeli Hisari fortress opposite to Anadolu Hisari. The fortress is intended to monitor in and out going of war commodity. He also shows the bravery and the superiority of his troops that dominate the land and ocean. Moreover, Mehmed orders his people to drag seventy two ships into Galata hill to destroy the gate of Constantinople which has never been conquered by any other empire.

Bravery is a trait which will triumph over our inner fear. It flames our self-confidence and lights up our strength to do something good or even great. Bravery is the important nature to confront the hindrance and danger, without bravery human can not be brave to determine attitude. Moreover, when hope and purpose must be realized, people must have bravery to make it happen. Those are things which become the main reasons why the writer has choosen bravery in the novel to be the topic of her analysis.

The study examines bravery mantained by the protagonist's named *Muhammad Al-fatih* or Mehmed II. Mehmed's bravery is because of his God, he must take the brave action for spreading Islam to the whole world by *dakwah* and *jihad*, even the risk is to be killed by the enemies. Furthermore, when the belief is filled for God, the bravery is getting more powerful. It can be seen when the ocean territory has been blocked by the enemies, Mehmed is very brave to decide the unbelievable plan to drag 72 ships into Galata hill, in order to destroy the gate and to embed the flag onto the highest minaret to signify the victory of moeslim people.

The study is aimed to reveal the causes and the effects of the protagonist's bravery in the novel.Therefore, the scope of the research focuses on the protagonist's bravery. There are two causes of protagonist's bravery. The first is believing of Hadist of *Rasulul-lah* to conquer Constantinople and the second is spreading Islam by jihad. The effects of the bravery result in converting Hagia Sophia as a *masjid* and Ottoman the center of Islamic civilization.

2. Literature Review

2.1. Protagonist

According to Wiehardt (2018) the protagonist is the main character in a story, novel, drama, or other literary work. He or she is usually a character that the reader or audience empathizes with, or at least cheers for, whether it is rooting for that person's success or demise. More importantly, however, this character acts as a catalyst to the story's plot by making or causing an action that moves things along.

According to Willay (2010) protagonist is a person who plays a leading or effective part. Hull (2010) says that protagonist is whom the story is about. He also states that the protagonist pursues the goal of the story. A protagonist represents the audience's eyes into the story because he or she will affect the audience emotionally.

According to Purwarno and Sari (2019) a protagonist can be defined as the first character in a literary work, who is always prioritized by audience or the reader of literary work that can cause sympathy for the audience or the reader. A protagonist is a very important tool used in developing a story. There are different terms used for a protagonist such as a hero, focal character, central character, the first character, etc. Regardless of what title you give a protagonist, she or he remains the key ingredient in the development of the story, which is why the story revolves around him or her.

Based on the definition of the protagonist, we can conclude that a protagonist is the first actor in a literary work. Therefore, he or she must play the leading part of the story. So the protagonist has great influence in the story, short story, novel or other literary work because protagonist is an important character story.

2.2. Bravery

According to Castrey (2014) bravery is action. It is most often thought of as an impulsive act to protect others at one's own expense, in the face of an imminent threat or danger. It carries a sense of physical threat and is usually accompanied by adrenaline-activated feats, commonly referred to as heroism. Our culture tends to focus on bravery since it hovers around physical courage. Physical courage is one of many facets of courage such as spiritual courage, leadership courage or moral or ethical courage.

Harrison in Kugel (2017) states that bravery is often described as "overcoming fears for no purpose other than the act itself". Thus, crossing a rope bridge over a deep gorge is considered to be a brave behavior, but it does not have any additional components that are commonly inherent in courage and heroism.

According Franco & Zimbardo (2006) behavior is explained by understanding, not only personality, but also how people react to the environment and social context. It may be possible that one-time heroes find themselves in a state of heroism, which lends itself to the idea that everyone is a hero-in-waiting and that everyone has the potential for heroic acts of bravery.

In conclusion, many people fear things or people, the opposite of bravery. Everyone must stand up to their fears. When we get rid of our fears, then that is the first step to bravery.

3. Research Method

The method of research which is used in this study is descriptive qualitative method. Data collection describes how the writer collects the data that will be analyzed systematically. The data are obtained from the contents of the novel as the main source of the research. The procedures taken by the writer to completely collect the data consist of the following steps: Reading the novel carefully, rereading the novel along with identifying any accounts (data) from the study that are categorized in the subject matter of the study, and classifying the data into some points included in the study problems.

The analysis is conducted by classifying the obtained data into two subchapters related to the research problems of the study.To analyze the data needs some procedure, important to do, they are: analyzing the data carefully, organizing the data based on the subject matter of the study, and making conclusion of the analysis.

4. Discussion

4.1. Causes of the Protagonist's Bravery

There are two causes of the protagonist's bravery. First, believing in *Hadist* of *Rasulullah* to conquer Constantinople and second spreading Islam by *jihad*.

4.1.1. Believing in *Hadist* of *Rasulullah* to Conquer Constantinople

Muhammad Al-fatih does believe in *hadist* of *Rasulullah* because it is one of five pillars in Islam. In other word, Moeslims should believe of what their Prophet does and what he says and what he bans. Mehmed spends all his time to learn much in order to materialized the vision of *Rasulullah* to conquer Constantinople. Mehmed works very hard and studies some strategies and consults them with the experts. He is tireless day and night to think the way to conquer Constantinople. It is the reason why Mehmed is getting braver and having more visions to fight the enemies, because he does believe of *Rasulullah*. It can be seen in the following sentences:

> Sultan Mehmed embarked on his grand plan to realize his dreams from childhood. It has come to the story of his closest people that the young sultan had very little rest for spending his time in front of the map to devise conquest strategies and consult with experts.

....

Mehmed's II vision is far from just a geographical approach, he grew up with his dream of conquest of Constantinople, his whole life dedicated to the efforts of realizing the promise of *Rasulullah*. For Mehmed II, Constantinople was not only a strategic city and much of its wealth. For him Constantinople is a gamble on the oral truth of the Prophet, the main inspiration in his life.

(Siaw, 2013: 58, 59)

The quotations above shows that Mehmed does believe the vision of *Rasulullah*. He learns much, thinks the strategies and consults with the expert to prove the promise of *Rasulullah*. Mehmed is full of confidence and proves to conquer Constantinople. There is no doubt about the promises of the Messenger of Allah. This is one of the causes of Mehmed's bravery to conquer Constantinople.

In addition, Mehmed's bravery can be seen as Constantinople has been defended by the enemies. It is impossible for Mehmed to break through conversional way, then he orders his troops to drag seventy two ships from the sea into Galata hill. When the offences from the ground and the sea suffer defeat, Mehmed persists and takes another path for them to enter into Constantinople. The strong conviction of the promises of Messenger of Allah continues burning his spirit and he could conquer Constantinople throughout his life. His strong belief has made Mehmed a great leader and conqueror also capable of seeing the future. The quotations below show Mehmed's bravery:

The ships continue to move, like a split hill with an average height of 60 meters above sea level.

....

Desperately, the defensive forces witnessed 72 ships descending into their lights, without being able to do anything.

....

Indeed, the faith of Sultan Mehmed had brought him to an achievement beyond his time, his conviction in the words of the Messenger of Allah that Constantinople would surely be conquered by the best leader and his strong desire for leadership had made him mentally become a great conqueror. To look beyond the eyes can see. (Siauw, 2013: 178, 179, 185)

4.1.2. Spreading Islam by Jihad

The second cause of the protagonist's bravery is spreading islam by jihad. Spreading Islam throughout the world is Mehmed's goal, as a proof of his obedience and submission to Allah.

> Fight in the name of Allah and in the way of Allah. Fight those who disbelieve in Allah. Make a holy war, do not embezzle the spoils; do not break your pledge; and do not multilate bodies; do not kill the children!(HR Tirmidzi). (Siauw, 2013: 8)

The words "fight in the name of Allah and in the way of Allah" is the reason of Mehmed's bravery to fight the enemy. There is no other reason that Mehmed's jihad during his lifetime other than because of Allah SWT and in the way of Allah for spreading Islam.

In addition, the promise of conquest of Constantinople further makes Mehmed braver and he prepares various strategies from his infancy and Mehmed also understands very well that Islam has a rule in jihad, that it is not permissible to kill women and children, a servant, oldster, monks and nuns, prisoners of war, sick people, animals and plants.

Mehmed prepares not only to be the best leader who conqueres Constantinople but also forges his troops to be the best troops ever. Mehmed trains his troops well; they are trained to use arrows, spears and swords. His troops are called Yeniseri, a military group with the function for spreading Islam.

> Yeniseri troops were recruited from children aged 8-20 years, then they were collected in special military barracks to be trained and shaped into the best soldiers.
>
> ....
>
> Islam is the essence of their morality and motivation and this division was formed in order to spread Islam.
>
> (Siauw, 2013: 110, 118)

The training which is taught to Yeniseri is the preparation to be the best troops to conquer Constantinople. Mehmed always encourages them to keep in mind that they are Ghazi, the fighters of Allah to spread Islam. Also Mehmed calls his troops to mobilize all they have to fight and jihad in Allah's path.

> "From father to son, the flames of jihad are continually ignited in the hearts of the Ghazis for jihad in the way of Allah!, The Prophet has promised of

conqured Constantinople and this must happen in our time. we must mobilize everything for this expedition, do not leave anything from our soul, our possessions, weapons and whatever it is. (Siauw, 2013: 310)

The quotation above explains that in his oration Mehmed gives the spirit to his troops, to mobilize whatever they have, such as soul, treasure, weapon and etc. Mehmed's determination to conquer Constantinople was very strong. In order for the promises that had been fought by the Muslims before, it would happen in Mehmed's time.

4.2. Effects of Protagonist's Bravery

There are two effects of bravery resulted in converting Hagia Sophia as a *masjid* and Ottoman the center of Islamic civilization

4.2.1. Converting Hagia Sophia as a Masjid

Hagia Sophia is the largest church of the time. Its sturdy and towering buildings become the icon of the splendor of Constantinople. After winning the wars that takes place between the Ottomans and Constantinople, Mehmed reminds his troops not to kill civilians and to behave gently and do good to the inhabitants of Constantinople. It can be seen in the following quotations:

> After congratulating his troops, the Sultan once again reminded his people of his ban on killing civilians and calls for gentle and good deeds to the inhabitants of the city of Constantinople. Then he rode to the church of Hagia Sophia, he past the Church of the Holy Apostles, the Tauri square, and headed for the Constantine square, before him the greatest building of his time, the most prestigious landmark in the world, the Church of Constantinople.
>
> ....
>
> When the Sultan approached the door of the Church, the Christians who were gathered in it felt very frightened. However, there was no other choice for them, one of the priests then opened the door for the Sultan and spotted the civilian crowded in the church of Hagia Sophia with fear and hysterics in front of him. Then the Sultan requested the minister to appease the inhabitants and return to their respective homes on his bail.
>
> (Siaw, 2013: 256)

Based on above quotations, Mehmed is very obedient to the commands of Allah and His Messenger; those are not to kill the inhabitants of the enemy territory and to give the freedom and security guarantees without torture. Then, he starts heading to the church of Hagia Sophia, the most expensive building and the most prestigious landmark in the world.

In addition, Mehmed imitates the Messenger of Allah when he moves to Medina, the first building that he is built is a *masjid*. Thus Mehmed decided to convert Hagia Sophia as a *Masjid*.

> Hagia Sophia is a beautiful building, it has a big and high dome, with upon the windows spills the golden glow and enters to the interior, it exudes a mystical charisma that is not owned by any building in Constantinople, its greatest building at the time. Therefore, the Sultan immediately decided to convert Hagia Sophia as a masjid in the city, imitating his Prophet when he migrated to Madinah al-Munawwarah then the first building he was inaugurated by the Sultan is a masjid. (Siauw, 2013: 258)

From quotations above, it is seen that the grandeur of Hagia Sophia and its interior is very amazing which is not owned by other building at that time. In addition, Mehmed requires his people to make a call of prayer in Hagia Sophia. Before begining the prayer, Muslim people close the painting and change it by verses of Qur'an.

> Immediately, Sultan asked to his people that adzan was voiced in Hagia Sophia. After that, adzan always voice on the sky of Constantinople. Sultan also asked that every pictures of Christianism in each walls were closed and was changed with the verses of Qur'an, the creature living statue, the cross and all Christian simbolism immediately were removed and the strucure of building was cleaned, for preparing prayer. (Siauw, 2013: 256)

The effect of protagonist's bravery is converting Hagia Sophia as a Masjid. Every simbols of Christianism and the statues are removed, before begining of praying.

4.2.2. Ottoman Becomes the Center of Islamic Civilization

After conquering Constantinople, Mehmed moves the Ottoman to become the capital of Constantinople.

> After conquering the Constatinople,Sultan Mehmed moved the capital Ustamni to the city and ruled justly citizens.(Siauw, 2013: 261)

From the above quotation, Mehmed moves the Ottoman to become the capital of Constantinople. The Ottoman will regulate the affairs of the people who live in Ottoman territory dispassionately and become the state to apply the rules of Islam totality in every line. It can be seen in the following sentences:

> The Sultan arranged everything with detailed laws, in the fields of education, government, civil service, judiciary, health, military, arts and culture, commerce, and civil law. No wonder when during his reign, many of the Greek population were chosen Islam as a new religion for them. (Siauw, 2013: 261)

Mehmed regulates all the laws in detail. It is a practical method to apply Islamic rules as the way of life, because the government is the place to take care of the affairs of society and the rules applied to human beings must be rules of Allah rather than others. Thus Mehmed places Ottomans in the region of Constantinople as the capital of the Islamic region. The applications of all the rules of Allah as well as the practices done justly and indiscriminately make the Greek population converge to Islam.

In addition, the urban population becomes fourfold in 30 years after the falling of Constantinople, as Mehmed has mastered the state of administration.

> The next attention of Sultan is to build Constantinople and restore it to the center of civilization. For his skill in governing the state administration, in less than 30 years since the fall of Constantinople, Sultan Mehmed has doubled population of the city fourfold and became the foundation for later rulers to make it the grandest city in the world. (Siauw, 2013: 261)

Only 30 years after the falling of Constantinople, Mehmed raises the population up to fourfold and this is none other than Mehmed's masterful administration of the state. After that, in military, Mehmed makes his ground and sea troops the largest and most powerful army in the world.

> In the military field, Sultan emphasized the importance of control the sea and also revitalized his ground troops and made his land and sea troops become the largest and strongest in the world. (Siauw, 2013: 262)

These are the effects of Mehmed's bravery. After conquering Constantinople, Ottoman becomes the center of islamic civilization in the world and the most powerful state ever.

5. Conclusions

The above discussion leads to the conclusion of this research that the protagonist of the novel has tremendous bravery. Then, the conclusions are as follows: the protaginist can show bravery to fight the enemy. There are two reasons why the protagonist of this novel takes the brave actions to conquer Constantinople: a strong belief in *hadist* of *Rasulullah* to conquer Constantinople and a spread of Islam by jihad. The protagonist implements the bravery to prove the noble promises of *Rasulullah* to conquer Constantinople. The protagonist's bravery results in two effect. They are converting Hagia Sophia as a *masjid* and Ottoman the center of Islamic civilization.The protagonist succeeds in conquering Constantinople and converting Hagia Sophia as *masjid* and he orders his people to close the pictures with the names of Allah and the verses of Allah.

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Conference Paper

Communication Climate and Message Permanence in Organization

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Abstract

This study aimed to determine the effectiveness of organizational communication at PT Rajawali Nusindo Medan. Data collection was done by conducting field research and distributing questionnaires to PT Rajawali Nusindo Medan emloyees. The sample consisted of 55 employees. The results of the study were based on 5 indicators, namely communication climate, information dissemination, information load, the permanence of messages, and organizational culture. The most effective indicators of organizational communication were climate, which had the highest average score with 11.8%, and the permanence of messages, with a score of 11.7%. Organizational culture was not very effective, with a score of only 11.2%.

Keywords: Communication, Communication Organization, Effectiveness

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1. Introduction

Communication ineffectiveness in an organization is usually caused by a lack of organized communication by employees in the organization. Coupled with cultural differences among employees that hinder the communication process can lead to a lack of effectiveness in communicating, such as the absence of cooperation among employees.Therefore, effective communication between leaders and members is an important factor for achieving organizational goals.

The purpose of this study is to find out the effectiveness of organizational communication at PT. Rajawali Nusindo Medan. Previous research is carried out by Rinaldy (2016) entitled "Analysis of the Effectiveness of Organizational Communications at the Bekasi City Regional Revenue Service". Here it is stated that ineffective organizational communication can cause some work not to be well coordinated so that work becomes ineffective.Therefore, in order for work to be well coordinated among employees and staff, it is necessary to have good communication within an organization.

The establishment of effective communication makes it easier for employees to find and obtain information about work that automatically affects the smooth work of employees in order to achieve maximum work results. According to another previous research Ardiansyah (2016) it is proved that communication has a direct positive effect on employee performance. Sometimes misunderstandings occur between superiors and subordinates in assignments and orders. For example the task instruction has not followed the organizational structure that is set to avoid misunderstanding in carrying out the task, and misunderstanding can result in reducing employees' morale.

2. Literature Review

2.1. Organizational Communication

The term organizational communication is an academic term which basically means communication that takes place in the background of organizational interests. According to Hardjana (2016), organizational communication is a communication process within the background of organizational interests

Thayer in Hardjana (2016), "organizational communication is communication that occurs within the organization and communication that occurs between the organization and its environment, which defines the organization and determines the conditions of its existence and the direction of its movement."

Communication is the determinant of the conditions of life of the organization and the driving force of the organization. This means that the vitality and dynamics of the organization are determined by the organization's internal and external communication, which can be briefly referred to as integrative and adaptive communication.

2.2. Barriers to Organizational Communication

There are five barriers or communication disorders that often arise in organizational communication according to Plunkett and Atner in Rudi (2005).

2.2.1. Management level

Within the organization, there are management ranks, namely top, upper, middle, and lower management and in that management level, messages / information may not

be completely smooth, whether viewed from the direction or flow of information or communication patterns, either top-up. And bottom up.

2.2.2. Number of people supervised

If there are less than 12 staff or employees who take place under the supervision of a leader, then the communication regarding their field of work or work will be smoother. Conversely, if the staff under his command are more than 12, then the tendency is communication will be hampered.

2.2.3. The rank of position in the organization

If the rank, position, and status or position in the organization are too far away, then the communication that occurs is not smooth and rigid.

2.2.4. Change in manager

Changes in managers or changes in attitudes of managers can result in changes in communication patterns from subordinate superiors

2.2.5. Manager interpretation

Each manager has a different mindset, a way of interpreting and dealing with employees. For example, there is a manager who likes employees, even though their work is not good as long as the employee is good at behaving as long as you are happy. But there are also managers who like the attitude of employees who are ignorant or obscene, but the results of their work are good and satisfying.

2.3. Organizational Communication Effectiveness

According to Kriyantono in Rinaldy (2016), there are several indicators that affect the effectiveness of organizational communication, namely as follows:

2.3.1. Climate of communication

The perception is that organizational members feel that the organization can be trusted, open, able to fulfill the attention, and actively soliciting their opinions, and rewarding good performance standards.

2.3.2. Information Dissemination

Dissemination of information is one of the important things in the organizational communication process. If the dissemination of information goes well, it means that the information needed to support the work is fulfilled, so that the work process is done by disseminating information oftwo other employees, and related information reaching.

2.3.3. Information Load

The perception of organizational members with respect to the extent to which organizational members feel they have received more or less information than is handled or needed to function effectively. Information load relates to the adequacy of the information, excess information, lack of information, and inaccurate information.

2.3.4. Information provision

Organizational members' perceptions of information about a particular message compared to the actual amount of information in that message.

2.3.5. Organizational Culture

Organizational members' perceptions of the key values and shared concepts that shape their image of the organization. Organizational culture is related to the identity of employees, integration within the organization, and the existence of innovation to foster organizational development.

2.4. Effective Communication Practices

Organizational communication is considered effective when the purpose of communication messages is achieved. The effectiveness of communication is determined

by the recipient and not by the sender of the message (Hardjana, 2016). Superior communication is only effective, according to Bernard in Hardjana (2016), if the following four requirements are met:

1. Subordinates accept and can understand superior's communication

2. According to subordinates' perceptions, the superior's communication does not conflict with the goals and organization

3. According to the perception of subordinates, the communication as a whole does not harm their personal interests

4. Subordinates are able to both physically and mentally work on the communication message.

Effective communication not only creates mutual understanding, but a willingness and even commitment to implementing messages for the achievement of goals. Finally, the effectiveness of organizational communication does not only have a positive impact on organizational performance, but also on human interests as members of the working community, such as satisfaction, self-esteem, social relations and cooperation (Hardjana, 2016).

3. Research Method

The research location is at PT. Rajawali Nusindo Medan which is located at Jl. Gatot Subroto No.147, Sei Sikambing C. II, Medan Helvetia, Medan City, North Sumatra. The populations in this study are all employees in PT. Rajawali Nusindo Medan amounted to 55 employees. Data collection is done by giving a set of written questions to the respondents to be answered as the objects to be examined. Beside that, literature research is done by collecting data obtained from references of literature, books, journals, and other related written sources. Data analysis techniquesare used to measure the results of research that is by using descriptivequantitative methods by means of Likert scale.

3.1. Validity test

Validity Test is used to determine the feasibility of items in a list of statements in defining a variable (Wiranta, 2015). The tools used are the product moment coefficient of correlation formula. The correlation technique uses the person correlation, calculated

TABLE 1: Likert Scale Instrument

No	Answer	Score
1	Very agreeable / very effective	5
2	Agree / effective	4
3	Doubtful / quite effective	3
4	Disagree / not effective	2
5	Strongly Disagree / Very ineffective	1

(Sugiyono: 2017)

using SPSS 15.0 computer help, the question item is declared valid if it has a probability level of significance level 5% (0.05).

3.2. Reliability Test

Reliability refers to an understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument is good. to test the use of Cronbach Alpha where an instrument is declared reliable if the reliability coefficient of Cronbach Alpha> 0.60.

3.3. Mean

Mean is the middle value in a group of data obtained from the sum of all data in a group divided by the number of data. According to Sugiyono (2017), the method of calculating using the main method with the percentage is as follows.

$$X = \frac{\sum X1}{n}$$

Information

X = Mean (Average)

$\sum$X1 = Total question value

N = Amount of data

4. Result and Discussion

4.1. Result

4.1.1. Mean Result

The five indicators, namely communication climate, information dissemination, information load, message determination, and organizational culture can be seen in the tablebelow, the highest average value based on the indicator is communication climate with the percentage reaching 11.8%, and the lowest average value based on indicators is the organizational culture with a percentage of 11.2%.

TABLE 2: Average Results

Indicator	Avarage
Communication Climate	11,8
Information Dissemination	11,4
Information Load	11,5
Message Permanence	11,7
Organizational culture	11,2

Source: Questionnaire Results of Research
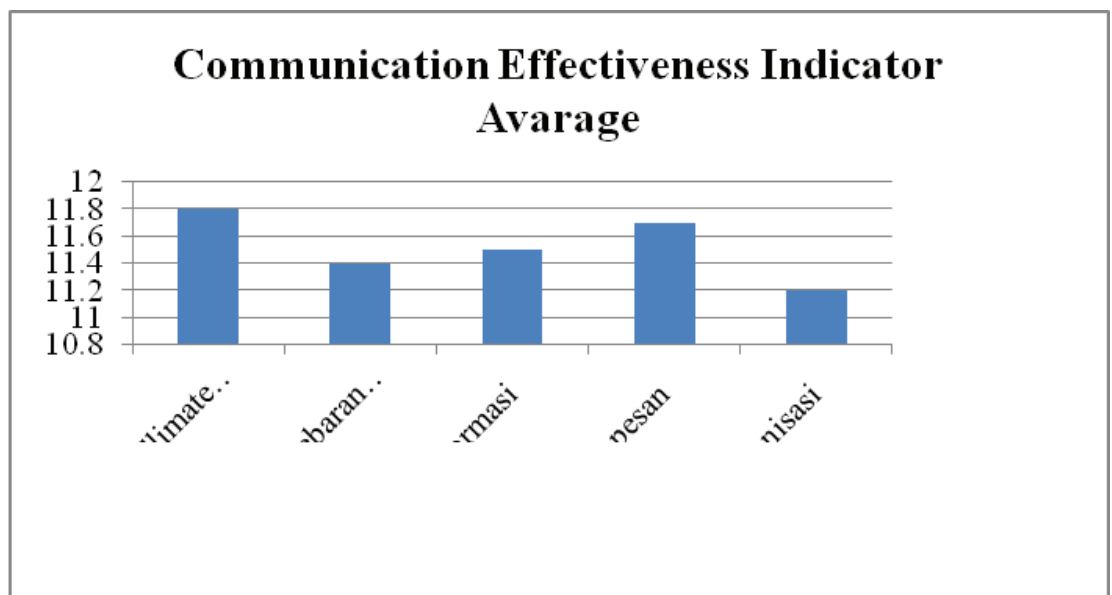
Figure 1: Average diagram

Based on the diagram above, the highest average value is the communication climate with a percentage reaching 11.8%, the second indicator with the highest average value is message permanence with a percentage of 11.7%. After that, the next highest indicator is information load of 11.5% and dissemination of information 11, 4%. And the lowest average value based on the indicators is organizational culture with a percentage of 11.2%.

After obtaining the average value of each indicator, then it is compared with the Communication Effectiveness category, namely by determining the interval range, namely the highest value minus the lowest value, while calculating the class length by dividing the interval range of the number of classes.

$$P = \frac{\text{Range}}{\text{Interval class}}$$

Information

P = Class Length

Range = highest answer score - lowest answer score

Based on the formula above, the length of the interval class is

$$P = \frac{5-1}{5} = 0,8$$

Then the interval from the assessment criteria is:

TABLE 3: Categories of Communication Effectiveness

Value	Category
1,00 –1,8	Strongly disagree / very ineffective
1,9 – 2,7	Disagree / not effective
2,8 – 3,6	Less agree / less effective
3,7 – 4,5	Agree / effective
4,6 – 5,4	Very agreeable / very effective

Source: data compiled by the author (2019)

TABLE 4: Categories of Communication Effectiveness Based on Indicator

Indicator	Range Point	Category
Communication Climate	5,4	Very effective
Information Dissemination	3,0	Less effective
Information Load	3,8	Effective
Message Permanence	4,4	Effective
Organizational culture	1.0	Very ineffective

Source: data compiled by the author

4.2. Discussion

4.2.1. Communication climate

Communication climate is a very effective communication with a percentage of 11.8% and range point 5,4. This is because corporate organizational communication involves employees in resolving conflicts that occur within the company; every problem that

occurs in the organization is discussed through weekly work evaluation meetings regularly. Therefore, the communication climate is a very effective in organizational communication at PT. Rajawali Nusindo Medan.

4.2.2. Message permanence

Message permanence is an effective communication in organizational communication at PT. Rajawali Nusindo Medan, with a percentage of 11.7% and range point 4,4. This can be seen from the information provided that is always up to date, the information provided by the leadership is in accordance with the job needs of employees, and the information provided by the organization is appropriate and can support the work.

4.2.3. Information load

Information load is an effective communication in organizational communication at PT. Rajawali Nusindo Medan with a percentage of 11.5% and range point 3,8.This can be seen that the company provides sufficient information regarding the work of employees;employees have no difficulty understanding the information provided by the organization, and information related to employee work is always obtained and never overlooked.

4.2.4. Information Dissemination

Dissemination of information is less effective communicationin organizational communication at PT. Rajawali Nusindo Medan with a percentage of 11.4% and range point 3,0.It can be seen that the information provided by the organization always reaches related parties; employees always provide the latest information to other colleagues regarding work coordination.

4.2.5. Organizational culture

Organizational culture is very ineffective communication with a percentage of 11.2% and a range point of 1.0. This is because organizational culture is a culture that must be understood and known by employees and to be applied while in the organizational environment.

5. Conclusion

The effectiveness of organizational communication at PT Rajawali Nusindo Medan is the communication climate and message permanence. This can be seen from every employee being accountable for the clarity of any information and message given properly. Meanwhile, indicators of organizational culture are very ineffective due to the lack of employees' implementing organizational culture.

Acknowledgments

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Conference Paper

Theme and Rheme in Students' Writing

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Abstract

The objectives of this research were to investigate the types of theme and to describe the most dominant theme used in students' writing. The data were 35 students' Recount Text writing at SMA Negeri 4 Tanjung Balai, and the data were analyzed based on M. A. K Halliday & Matthiessen's Theory (2014). The research was done using descriptive qualitative methods. The data collection involved observations and document study. The results showed that the most dominant theme was the topical theme (311, 74%) and the most dominant element of the topical theme in the students' writing was the nominal group (222, 71%). The students used most of the clauses as a topical theme started by a word or phrase functioning as a subject and adjunct. All of the types of theme were used in the students' Recount Text writing, except for the interpersonal theme (vocative adjunct, modal adjunct and finite verbal operators) and a part of the textual theme (continuative and conjunctive adjunct).

Keywords: Topical, Interpersonal, and Textual Theme

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1. Introduction

Brown (2015:232) states that a study of language includes four skills, they are listening, writing, speaking, and reading. Among the skills, writing is the most difficult skill to be learned because it needs hard thinking in producing ideas, words, phrases, clauses, sentences, and paragraphs at the same time. Many students face many difficulties when they begin to write; for instance, the students are difficult to think about what they will write, and the words that they should use, because they cannot get ideas quickly also they have so many errors or mistakes in their writing. It is because they practice writing text rarely and not carefully correct their writing. Also, they may not be able to put their ideas cohesively in a text and the people who read their writing, especially, teachers could not follow the development of the ideas from the text.

Writing becomes the most difficult subject for many students. It is a work of inventing ideas, thinking about how to express the ideas, and organizing them into sentences,

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into paragraphs that will be clear for the readers. To be able to write effectively, the students should have sufficient knowledge of what to write and how to organize the language. Knowing what to write will enable the flow of ideas, whereas, knowing how to organize will help them to convey the ideas in a clear way to the readers. The students must know how to organize theme in writing. The theme represents "This is what we are talking about" while rheme is "This is what we are talking about it."

To assess the students' ability and difficulty in writing, analyzing the way students organize theme and rheme and also the interaction of a theme and rheme on their writing is one of the best ways. The theme is the starting point of a clause; that is what the clause is about. The remainder of the clause is the rheme (Paltridge, 2006:145).

The combination of words, phrases, clauses, sentences, paragraphs, then those become writing can be brought together through the language that students use. From this research, we can know how the students organize their ideas in their writing; their theme and rheme go together or not to bring the meaning of the sentences. In the case of Systematic Functional Linguistics, the language has three major functional components called language metafunctions. According to Halliday & Matthiessen (2014:83), "There are three metafunctions of language namely (1) Experiential function, (2) Interpersonal function, and (3) Textual function." Based on the three major functional components in language metafunctions, this research deals with the textual function of students' writing. Therefore, the research will be conducted for analyzing the theme and rheme in students' writing based on the facts, and theories above.

2. Literature Review

2.1. Writing

Brown (2015:335) elaborates the upshot of the nature of writing that has produced writing pedagogies that focus the students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into writing text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. The point of writing is about what in the mind is making the readers understand what has been done in writing and clear to express and organize them.

Writing should be organized effectively and include aspects such as ideas, word choice, grammar, and coherent; it is not as easy as we imagine. Writing is a complex subject involving generating and organizing ideas. Harmer (2004) explains that writing

is a way to share personal meanings. The people construct their views on the topic. They will give their views on a topic to each other then. Therefore, when constructing their views (ideas), people have to make it understandable and acceptable. Harmer (2004) then says that writing is used for a wide variety of purposes, it is proceeding in many forms.

Based on the explanation, writing is the process of conveying ideas about the writing to the readers which are determined by the quality of writing.

In writing, there are some characteristics of a good text or paragraph:

2.1.1. Coherence

A paragraph has coherence according to a principle of sentence orders. The sentences are put in order so that the readers can understand the ideas easily. The principles depend on the types of paragraphs we are writing. Coherence means to stick together; coherence is a matter of having the part of a piece of writing in the right and clear process.

2.1.2. Cohesion

Another characteristic of a good paragraph is cohesion. The topic sentences connect each other in all the supporting sentences.

2.1.3. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in a text or paragraph is like an organization, but smaller in space so it may be simpler to consider the order as directed. Thus, order chronological steps are to express the ideas in the written form.

2.2. Recount Text

2.2.1. Definition of Recount Text

Pardiyono (2007:63) states, "Recount text is a text written to retell information about past events or experiences." People want to inform some activities or matters which have been done in the past, for example about vocation, weekend activities, or experience

in the past. Recount text is a reconstruction of something that happens in the past. It is an unfolding sequence of events over time, and the purpose is to tell what has been happening. Recount tells the reader who is involved, what is happening where this event is, and when something happens. The sequences of events are then described in some sort of order, for instance, a time order.

2.2.2. The Generic Structures of Recount Text

Pardiyono (2007:64-66) states that there are three elements which have been arranged on the theoretical structure:

1) Orientation

Recount starts by telling the readers who are involved, what happens, where the event takes place, and when it happens. Orientation gives the reader background information needed to understand the text, and the reader will recognize about scene-setting and context of the text.

2) Record of Events

The event is the main activity that occurs in the story of the text. In the writing recount text, events are ordered chronologically. Sometimes, additional detail is added to the text to give some information for the reader.

3) Re-Orientation

Re-Orientation is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph. In this conclusion, the writer can give her comment or statement, but it is an optional one.

2.2.3. The Language Feature of Recount Text

Recount Text has some language features:

1) The use of the past tense to retell the events

2) Descriptive words about who, what, when, where, and how.

3) Proper nouns to identify those involved in the text.

4) Words that show the order of events (first, next, then, at last, meanwhile).

2.3. Meta function

Halliday & Matthiessen (2014:361) divide and develop a theory of the fundamental function of language, in which he analyzes lexicogrammar into three broad metafunctions: Ideational, interpersonal, and textual. Each of the three metafunctions is talking about a different aspect of the world, and they are concerned with a different mode of the meaning of clauses. The ideational metafunction tells about the natural world in the broadest sense, including our consciousness, and also deals with clauses as representations. The interpersonal metafunction is about the social world, especially the relationship between speaker and hearer, and is concerned with clauses as exchanges. Textual metafunction tells about the verbal world, especially the flow of information in a text, and the metafunction concerned with the clause as the message.

2.3.1. Ideational Function

The ideational function of language is concerned with the communication and interlinking of ideas and may itself be broken down into the experiential and logical function. The ideational function is a way of a speaker expressing proportional content elements of his/her utterance, in other words, communicates their ideas. In operating this function the speaker refers to people, objects, and abstractions, actions, events, and states, features and qualities, and relationships of location, time, manner, reason, etc.

2.3.2. Interpersonal Function

Language is simultaneously used as representation, exchange, and organization of experience (Halliday & Matthiessen, 2014:85). As social beings, humans cannot live isolated; they need to interact with others to fulfill their needs so the use of language to interact is said to perform the interpersonal function.

The interpersonal function means as a form of action; the speaker is doing something to the listener through language. To establish the relationship between the interesting interaction, we take on the different slogan function in the exchange. The Interpersonal function enables us to develop social relationships to interact with others. The Interpersonal function represents the speaker's meaning potential that takes into account the nature of the relation between the adresser (speaker) and the addressee (listener).

Interpersonal meanings are embodied in the person system, both as a pronoun (person as things, e.g she, you) and as possessive (person as dietic, e.g.her, your) in

the attitudinal type of epithet, in connotative meanings of lexical items functioning in the group, and in prosodic features such as swear words or a voice quality (Halliday & Matthiessen, 2014:192). The interpersonal metafunction is concerned with the inter-action between participants. The interpersonal relationship of interaction is realized through modality. Giving modal to a sentence is not making a categorical assertion, but is rather modifying their commitment to some degree by expressing a judgment or assessment of the truth of the situation.

2.3.3. Textual Function

A textual function has a close relation to the thematic structure. Halliday & Matthiessen (2014:89) say that thematic structure is one of the various structures which when mapped on to each other, make up a clause and will be considered the first one which gives the clause character as a message. It means that the element of a clause indicates from which the clause is developed.

The theme is the element that serves as the point of the departure of the message. It is the clause that is concerned (Halliday & Matthiessen, 2014:89). It organizes the clause as a message. The theme is followed by rheme. So rheme is the rest of the messages of the clause after the theme. Thus, the rheme is where the clause moves after the point of departure.

2.4. Theme and Rheme

Halliday & Matthiessen (2014:89) state that theme is the element that serves as the point of departure of the message and locates and orients the clause within its context. Martin, et.al (1997:21) say that every clause is organized as a message related to an unfolding test. The system of theme arranges the clause to show what its local context about, the general context of the text it serves in. The system deals with the current point of departure about what has come before; it is clear where the clause is located in the text, and how its contribution fits in. This point of beginning of the clause or local context is called a theme. The remainder of the message of the clause tells what is presented against the background of the local context; it is where the clause moves after the point of the beginning of the clause. This is called a rheme.

The clause is organized as a message by having a distinct status assigned to one part of it. One part of the clause is called as the theme; this then combines the remainder so that the two parts together constitute a message. In other languages, of which English

is one, the theme is indicated by the position in the clause (Halliday & Matthiessen, 2014:87). The function of theme in the structure of the clause is as a message which has meaning, a quantum of information. The theme is the point of the beginning of the message. It is the element the speaker selects for 'grounding' what he is going on to say (Halliday & Matthiessen, 2014:83).

2.5. Types of Theme

2.5.1. Topical Theme

Topical Theme is the theme of a clause that ends with the first constituent that is either participants, circumstances, or processes (Halliday & Matthiessen, 2014:105). This type of theme is presented by a nominal group (e.g., everyone), a prepositional phrase (e.g., on Saturday night), or an adverbial group (e.g., merrily), as it can be seen in the example below:

Theme	Rheme
The King	has given my neighbor the prize.
Very carefully,	He puts the expensive glass on the table.
On a Sunday night,	I go to the movie with my friends.

According to the example above, a first clause is a nominal group "*The King*". It is placed at the beginning of the clause, it is called as a Theme in the clause. The second clause has the adverbial group "*very carefully*" in its initial position. The last clause has a prepositional phrase indicating time, "*on a Sunday night*" in its initial position.

Halliday & Matthiessen (2014:93) add that Topical Theme is divided into subtypes: simple and multiple themes. A simple theme always has a topical element. Here is an example:

Theme	Rheme
She	was so kind to her two cats

While multiple themes may have the interpersonal and textual theme in addition to a topical theme. Here is an example.

Textual	Topical	Rheme
And,	The servant	was waiting for the cats.

The other categorization of Topical Theme made by Halliday & Matthiessen (2014:100) is a marked and unmarked theme. When an element that places the theme position of

the clause complete with grammatical subject, this theme is called an unmarked theme. For example:

Theme	Rheme
The monkey	climbed the tree.

While in marked theme, an element other than the subject places the theme position, so a condition is created for the appearance of the marked theme. For example:

Theme	Rheme
In the morning,	My father always drinks coffee.

2.5.2. Interpersonal Theme

According to Paltridge (2006:147), "Interpersonal Theme refers to an item that comes before Rheme which indicates the relation between the participants in the text, or the position or point of view that is being taken in the clause." This may include vocative, modal/comment adjuncts, and finite verbal operators (Halliday & Matthiessen, 2014:108).

1) The Vocative is any item, typically (but not necessary) a personal name, used to address.

Example of Vocative:

Theme		Rheme
Vocative	Topical	
Mary,	You	should read Laskar Pelangi Novel.

2) Modal/comment Adjunct is the speaker/writer's judgment on or attitude to the content of the message.

Example of Modal/comment Adjunct:

Theme		Rheme
Modal/comment adjunct	Topical	
Probably,	She	will pass the exam.

3) The Finite Verbal Operator is the small set of finite auxiliary verbs construing primary tenses or modality; they are the unmarked Theme of yes/no interrogatives.

Example of Finite Verbal Operator:

Theme		Rheme
Finite Verbal Operator	Topical	
Could	She	pass the exam?

2.5.3. Textual Theme

Halliday & Matthiessen (2014:107-108) state that Textual Theme is any combination of Contituative, Conjunction, and Conjunctive Adjunct.

1) Continuative is one of a small set of words that signal a move in the discourse: a response, in dialogue, or a new move to the next point. If the same speaker is continuing. Example of Continuative:

Theme		Rheme
Continuative	Topical	
Well,	I	will tell you now.

2) A Conjunction is a word or group that either link (paratactic) or binds (hypotactic) the clause in which it occurs structurally to another clause. Example of conjunction:

Theme		Rheme
Conjunction	Topical	
And,	She	came to me.

3) Conjunctive Adjunct is adverbial groups or prepositional phrases that relate the clause to the preceding text. Example of Conjunctive:

Theme		Rheme
Conjunctive	Topical	
On the other hand,	We	wait until Tuesday.

3. Research Method

This study was conducted by using descriptive qualitative method purposed to find out the types of Theme and Rheme. Qualitative research was related to assisting in describing the common elements of the various forms of qualitative methods. Creswell (2014:254) says that the descriptive qualitative study is aimed at investigating detail rendering of people, places, or events in a setting in a qualitative approach. It means this research does not intend to find a new theory but to find new evidence through the truth of certain theories. In this study, the data were students' writing of Senior High School. The analysis of this study was supported by the references of library research.

This method was carried out by selecting the theories, sources, from relevant books and journals that supported the analysis of Theme and Rheme.

The data were students' writing recount text. There were 35 students' writings recount text. The data source was taken from the second-grade students of SMA Negeri 4 Tanjungbalai in Academic Year 2019-2020. There were four classes of XI IPA. Every class had 35 students. The writer chose XI-1 IPA. The writers choose this class randomly. The observation was conducted by researchers to analyze Theme and Rheme of the students' writing recount text. The documentation technique was also used in this research to analyze Theme and Rheme in students' writing recount text. The steps of the analysis included: Identifying the Theme and Rheme by underlining them, classifying the types of Theme in the table, describing the dominant type of Theme from Students' writing, Counting the percentage of each type of Theme, and conclude. The formula of this study was:

$$X = \frac{F}{N} \times 100\%$$

X = the percentage of the obtained items

F = frequency

N = the total number of items

4. Result and Discussion

The findings show that the theory of Theme and Rheme as one of the realizations of Thematic structure in Functional Grammar was applied in the students' writing recount of senior high school. The finding also showed two types of Theme used in the texts. The dominant type of Theme used in that students' writing was Topical Theme, 311 (74%). The second one was Textual Theme, 111 (26%). There was no interpersonal theme in students' writing recount text. This means that the students used many declarative clauses and most of the clauses as a topical theme were started by word or phrase functioning as a subject and adjunct.

Types of Theme in students' writing could be presented that nominal group 222 (71%). Preposition Phrase 42 (14%), and Adverbial Group 47 (15 %) so the dominant of Topical Theme was The nominal Groups 222 (71%). Textual Theme consists of continuative (0%), conjunction 111 (100%), conjunctive adjunct (0%). The students used many nominal Groups, it was because most of the clauses as Topical Theme were started by word or phrase had functioned as a subject; the students presented some adverbs and prepositions in the first positions, and they also used some conjunctions to link one clause to another clause.

In the process of analysis, the researcher also finds the Marked and Unmarked Theme. There were 29 % Marked theme, while Unmarked was 71 %. This meant there were more unmarked Theme used in whole students' writings recount text because the students' writings were presented by word or phrase as a subject.

Textual Theme as the objective of the study in this analysis had 26 % from around the whole students' writing. The textual function of language is an interpretation of language in its function as a message that is realized by theme.

There are some representative examples of data:

4.1. Topical Theme

1) Nominal Group

We	looked at the making process of the terrace.
Nominal Group	Rheme
Unmarked, Topical Theme	
My friends	didn't want to go home.
Nominal Group	Rheme
Unmarked, Topical Theme	

2)Prepositional Phrase

In the hospital,	Her father parked the car in no parking area.
Prepositional Phrase	Rheme
Marked, Topical Theme	
On my vacation in Berastagi,	I really loved the beautiful scenery.
Prepositional Phrase	Rheme
Marked, Topical Theme	

3) Adverb Group

Two days ago,	I went to Gadabu Beach.
Adverb Group	Rheme
Marked, Topical Theme	
There,	We enjoyed the environment.
Adverb Group	Rheme
Marked, Topical Theme	

4.2. Textual Theme

1) Conjunction

Because	The sky	had been dark,
Conjunction	Topical	Rheme
	Theme	
Because	The air	was so fresh,
Conjunction	Topical	Rheme
	Theme	

5. Conclusion

After analyzing the types of Theme in students' writing, the researcher finds some conclusions as follows: There are two types of Theme realized in Students' writing. Topical and textual are in 422 occurrences. The most dominant types of theme is Topical Theme and the most dominant of Topical Theme is nominal Theme, and there are more unmarked themes in Students' writing recount text than the marked theme and almost various elements of the theme are used in students' writing recount text, except interpersonal and the two elements in Textual Theme, continuative, and conjunctive adjunct.

Appendices

1. AM

On my vacation in Berastagi, I really loved the beautiful scenery. I was very happy because the air was so fresh. I went with my friends. My friends did not want to go home. There, we enjoyed the environment, I wanted to stay here for a long time. The environment was so clean from rubbish, I hope I would come here again.

2. JYM

One year ago, I went to Ponot together with my family. On the way, I looked scenery so beautiful and I enjoyed it, the water fell, it was so beautiful. We swam there, there were so many people. We rested because we were tired and we went home.

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No	Theme				Rheme
	Textual Theme	Interpersonal Theme	Topical Theme		
			Marked Theme	Unmarked Theme	
1.			On my vacation in Berastagi,		I really loved the beautiful scenery.
2.				I	was very happy
3.	Because			the air	was so fresh.
4.				I	went with my friends.
5.				My friends	did not want to go home.
6.			There,		we enjoyed the environment,
7.				I	wanted to stay here for a long time.
8.				The environment	was so clean from rubbish.
9.				I	hope
10.				I	would come here again.

No	Theme				Rheme
	Textual Theme	Interpersonal Theme	Topical Theme		
			Marked Theme	Unmarked Theme	
1.			One year ago,		I went to Ponot together with my family.
2.			On the way,		I looked scenery so beautiful
3.	And			I	enjoyed it.
4.				The water	fell,
5.				It	was so beautiful.
6.				We	swam there,
7.				There	were so many people.
8.				We	rested
9.	Because			we	were tired
10.	And			we	went home.

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Conference Paper

Female Personality in Hamka's *Merantau Ke Deli*

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Abstract

This study demonstrates the female personality in Hamka's *Merantau Ke Deli* based on Pearson. *Merantau Ke Deli* is a novel which describes the conflict between a Javanese woman, Poniem, and a Minangkabaunese woman, Mariatun, who are Leman's first and second wives. They have very distinctive personalities that can be assumed as their personality in their own society. This is descriptive qualitative research using a sociological literary approach. The theory used in this study is feminism by Pearson with his scale item of feminity. The results show that the women in the novel have variative personalites. Poniem as a Javanese woman is portrayed as appreciative, helpful and considerate. However, she also has an emotional personality due to the provocation and insults from Mariatun. Maritun herself is portrayed as an emotional woman. She always provokes Poniem by insulting her tribe.

Keywords: femininity, appreciativeness, emotion, helpfulness, consideration

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1. Introduction

Merantau Ke Deli is a novel written by Hamka in 1939. The novel tells about a young man from Minangkabau who goes to to Tanah Deli, North Sumatra. *Merantau* is a tradition of Minangkabaunese. *Merantau* commonly is done by young man. It can be a result of the matrilineal system they adopt among the society. For matrilineal system, man has less power than woman especially in their position as a husband or a child. A husband has no powerful right to control his wife and his children and to control the family's wealth. Man is considered as *sumando* or a guest for his wife's family. As a child, man has no right to use his mother's wealth. The wealth will be inherited to his sisters.

The novel *Merantau* ke Deli also provides an overview of the traditions of Minang ethnic putting forward the matrilineal concept in their daily activities (Pardi, et.al, 2019: 562). Leman marries a young Javanese woman in Tanah Deli. This is considered as a betrayal to his tribal culture. The children born will not be considered Minangkabaunese.

Matrilineal system tails the tribe on the woman lineage. However, Leman does not really care about that because he loves Poniem much. When they come back to Leman's village in Minangkabau, the people ask Leman to marry a Minangkabaunese woman. He then marries Mariatun as his second wife without divorcing Poniem, his first wife. The contrast attitudes are shown by Mariatun and Poniem when they stay in the same house. However, it is interesting to dig the contrast feminine items between the woman with different cultural background.

2. Literature Review

The issue discussed in this article is the stereotype of woman in a literary work based on views, thoughts, statements, and actions. Poniem in *Merantau* Ke Deli is reflecting a Javanese woman, modesty, hard work, and patience (Pardi & Hariani, 2017: 762). Mariatun characterizes a Minangkabaunese female figure who is conservative. Dja-janegara (2000) considers the stereotype of woman as an image of female characters in literary works. The stereotypes of the woman can be considered as a marker of the norms and values embraced by the community in which women live in a social environment. It can be concluded that stereotyping is a labeling of the functions and roles of women in life, both in the public and domestic environments in certain ways. For example, the stereotype of Poniem shows the culture of Indonesian society in Javanese, and the stereotype of Mariatun indicates the lives of the Minangkabau people in West Sumatra.

In portraying the stereotypes of the women in Hamka's *Merantau* Ke *Deli*, Poniem and Mariatun refer to the masculine and feminine natures proposed by Pearson (1985) in scale item. Based on Pearson (1985), femininity includes natures of being appreciative, considerate, contended, cooperative, dependent, emotional, excitable, fearful, feminine, fickle, forgiving, friendly, frivolous, helpful, jolly, modest, praising, sensitive, sentimental, sincere, submissive, sympathetic, talkative, timid, warm, and worrying. On the other hand, masculine characters consists of natures of being aggressive, arrogant, assertive, autocratic, conceiving, confident, cynical, deliberated, dominant, enterprising, forceful, foresighting, frank, hansome, sturdy, industrious, ingenious, inventive, opportunistic, outspoken, self-confident, sharp-witted, shrewd, stern, strong, tough, and vindictive. These all add to the stereotype of Poniem and Mariatun based on an analysis of the views, thoughts, statements, and actions of the two fictional characters.

This study uses the theory and method of feminist literary criticism. It is in line with Sugihastuti and Suhartono's view (2016) that a feminist literary criticism views the

character and awareness of female characters in literature related to culture, life, and situations that occur in the author and the people who influence it. One of the main points in this criticism is to describe the role and position of women in the novel with their cultures and views of life. The stereotypes of woman in social relations itself are grouped into two roles, namely domestic and public environments. Moreover, the stereotype of woman in their position in society is grouped into two perspectives, namely conservative/traditional and liberal/democratic perspectives.

3. Research Method

This article uses descriptive qualitative research method. Its focus is on the analysis of the woman characters, Poniem and Mariatun, in Hamka's *Merantau* Ke *Deli* tied to genetic structuralism. This approach is one of the methods of literary research that directs researchers to analyze the intrinsic elements of literary works, namely characterizations, plots, settings, themes, points of view, and others and the extrinsic elements. Literary work is considered as the portrayal of the life in the time the literary work created. However, Endraswara (2016) explains that literary can include literary relations according to place and time with cultural backgrounds.

Literary works are also considered autonomous in the meaning that the stories and characters are considered a certain reality designed by the wishes of the author. Some literary scholars regard the author's imagination as an imaginary reality in a fictional world. Aminuddin in Siswanto (2003) states that all acts and thoughts of fictional characters are a form of the author's wishes to be conveyed to the reader. This statement indicates that the author has autonomous rights to move the fictional character in various forms such as criticism, violence, advice, provocation, rebellion, oppression, and others.

4. Result and Discussion

4.1. Appreciative Personality

Appreciation is a kind of admiration and respect. Young people should appreciate everything especially their parents who have done a great care for them. Positive reviews are also appreciative, indicating that the critics like and appreciate the subjects of the review. Appreciative words and gestures are always positive and respectful.

Hamka in his novel, *Merantau ke Deli* creates two different women, Poniem, Javanese woman and Mariatun, Minangkabaunese. Appreciative personality exists on the two

women. Poniem is portrayed as a woman that always has appricative personality about her husband. She appreciates her husband's decision concerning his *adat* matters. First she asks about her husband's family views on their wedding. Matriarchy rejects woman from different tribe to be a wife of Minangkabaunese man. The children they have will not be considered Minangkabaunese due to this system. Because of the *adat* law of Minangkabau, Leman gets floating. However, he does not let her wife involved in it. He does not want to trouble his wife, especially in matters of asking opinions. A wife should only get anything from her husband. See the quatotation below.

> "Why do you look so depressed? Why do you hide your problem from me?" asked Poniem immediately…,"I know you are depressed now. You always hide it from me. Do you have another woman?. (Hamka, 1982: 27-28)

However, her appreciative personality also exists on her husband's second marriage matter. The matriarchy wants the man to marry a Minangkabaunese woman to build the *adat*. Although at the first time, Poniem gets angry, she finally lets her husband marry Marriatun as his second wife. She appreciates her husband's decision. The quotation below shows it.

> She notices that her husband is very confused, and has no idea what to do. She knows that her husband is very sorry about his decision to marry Mariatun. He is not sure what to do. She considers that it is only a joke at the beginning. Then, she looks at her husband's face calmly. It is real. "You must go now, Honey. Why are you still here. Hurry up, people are waiting for you. Someone has come to pick you up". (Hamka, 1982: 78)

4.2. Considerate Personality

Considerate personality can be said as an ability to become completely accustomed to and aware of other people, being humble and always appreciating others. One should look for diversity and clarify if he does not understand or agree. This is the ability to listen respectfully. This personality shows that a woman loves her husband very much. In Hamka's *Merantau ke Deli*, considerate personality is showed by Poniem. As a Javanese woman, Poniem shows the feature of Javanese woman. She is really considerate on many aspects of her married life. She knows about her husband's difficulties in trading. He has lost so much because of low capital in trading. She cannot let her husband get into depression. Poniem helps to solve the problem out by offering her husband to mortgage her jewelries. However, this solution is rejected by Leman at the beginning. It

is caused of the *adat*. Minangkabaunese men want their wives only to know about the result of the trading. They do not want the women to know about the process whether it is difficult or not. The considerate personality given by Poniem by arguing about the views makes Leman accept her solution. The quotation below shows it.

> "My husband...! our commerce should be wider, we sell all these jewelries and make money. Use the money as the capital, we resolve our commerce. Don't tell me that you consider me as a woman from your village, who is happy because of having large farms and families. Let us make life.. both of us... believe me a hundred percent as i believe in you. Use these jewelries, mortgage them. They are yours now as I am yours. (Hamka, 1982: 31)

Poniem also shows her considerate personality when they want to *pulang kampung* (visit Leman's village). She shows how she must act as a woman of Leman. She buys some new clothes as souvenirs for Leman's family in the village. This makes Leman amused. Once again, she shows her considerate personality to her husband. She is never late to serve food for Leman. She knows how Leman works hard so she does not want to disturb him about little things in their marriage life. See the quotation below.

> The day has been decided. After the payday, money obtained from the commerce will not be used to buy new stuffs. They told to the merchant from whom they get the stuffs about their plan that they would not pay the installment this month. The merchant told them, no problem. Poniem has been working hard since that time in providing the souvenirs for relatives in the village, a cloth for Uncu, a *sarong* for brother, scarf for young sister and some clothes for the children. Leman is so surprised and amused in seeing what Poniem has prepared. (Hamka, 1982: 43)

4.3. Helpful Personality

All people need a helping hand sometimes, and everyone is learning to build a reputation to be a reliable and helpful person. We have to anticipate the needs of others by listening carefully to what people say, and o share our time in the most helpful way. To be helpful means to provide assistance, or that is prone to providing aid. When someone gives us good and useful advice, this is an example of helpful advice. When a person is always asking what he can do to assist us, this is an example of a helpful person.

Helpful personality in Hamka's *Merantau ke* Deli is showed by Poniem. The writer seems strongly to show the personality of Mariatun as specific as possible in the novel. Helpful personalties are also shown by Poniem in her effort to help her husband, to help her husband's family and also to help other people. Poniem helps her husband's difficulties in his problem about the capital in trading. She really lets her jewelry go to be mortgaged by her husband to be made the capital. This solution makes them survived and rich.Poniem also helps his husband's family that comes from village in Minangkabau to find a job in their place. She never calculates the result, she only wants to help them. She also helps a Javanese young man, Suyono to work at their shop. See the quotation below.

> Leman's family comes to Medan, one by one. One of them tells Leman that Leman is his *mamak* (mother's brother), one else says that Leman is a relative from the same tribe, and the other then say that they have blood relation.... Because Poniem is happy to have many relatives. For those who have good at commerce, are given some money to run a business (Hamka, 1982: 36).

4.4. Emotional personality

A person with feelings like happiness or anger is considered to be emotional. Emotional personality could be due directly to work-related matters or to other problems either internal or external. In our culture, emotions are often seen as a nuisance, something to get rid of. Worse still, having emotions - apart from some positively related emotions - has been seen as a weakness, something we should be ashamed of and should try to hide. When being emotional, people are feeling lots of feelings, or emotions: happy, sad, afraid, lonely, mad. In Hamka's *Merantau ke* Deli, emotional feeling (mad) is shown by Poniem and Mariatun. The writer portrays Poniem as a patient woman at the beginning. She becomes emotional since she lives with her husband and Mariatun, her husband's second wife in the same house. Mariatun's personality has made her mad. Mariatun provokes her every time. She insults Poniem and her tribes. It makes Poniem so mad. See the quotation below.

> "Who are you? You are only a guest here, aren't you? Where do you come from, you have to know it, right? Where your village is, don't you remember? Do you forget where you come from and how my husband takes care of you? I do what i want to do in this house, no one can get in my way. Leman is my husband, my legal husband. We married based on *adat*, known by *ninik-mamak*. Don't talk too much, don't get in my way and ask me to do something

as if you were the boss here. Don't you know that you are a guest here, Hi Javanese?? What a shame!" (Hamka, 1982: 96)

The dialogue above shows that Mariatun provokes and insults Poniem so much. She thinks that she is the one who is the boss because she comes from the same tribe with Leman. This makes Poniem emotional. The quotation below shows how Poniem gets mad.

"What a shamed, and please ask people around. Don't you know you were bought so that you could come here? Don't you know that all of Leman's wealth not coming from yours and even his old wealth? Don't you know that my jewelries were sold and mortgaged to enlarge this commerce? You humiliate this, Javanese? You cannot live, you will not have jewelry on your hands if it is not because of this Javanese woman… so arrogant!…" (Hamka, 1982: 98)

5. Conclusion

Hamka's novel *Merantau ke Deli* tells about the marriage between Minangkabaunese man, Leman and a Javanese woman, Poniem. Different culture they have makes Leman get married with another woman of his tribe, Mariatun. The personality between the women are really different. Poniem shows javanese woman personality. She has appreciative, considerate, and helpful personalities in her life. Mariatun has no these personalities shown in the novel. Mariatun has an emotional personality. She likes to provoke and insult Poniem. These make poniem become emotional woman.

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Implementation of an Android-Based Application as a Thematic Interactive Learning Media for English Subjects

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Abstract

This study aimed to introduce an Android-based application that provides a thematic interactive learning media for English subjects. This application facilitated 1st grade elementary school students to answer questions in a more interactive and fun way as part of their 2013 curriculum. The waterfall method was used to design the application, starting from the requirements, design, implementation and verification. The results of implementing this application were that the students could interact and work directly on the practice questions submitted by the teacher. They also could review the exercise questions anytime and anywhere. The application also stored the test results so these could be seen by parents. Therefore, the application could stimulate the students' creativity and enthusiasm for learning both at school and at home.

Keywords: Android-based application and thematic interactive learning media

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1. Introduction

The era of information and communication technology requires people to have excellent skills in the use of technology and language. Technology and language are two essential things that could not be separated from human life. People always deal with technology and language in their daily lives. Technology and language have the same function that is to bring society to a higher civilization through communication. One of the developments in technology could be seen from the many electronic equipment inventions, such as smartphones. The development of technology is growing faster, and more advanced knowledge of English is required.

In the implementation of the 2013 curriculum, the elementary school teachers are asked to deliver some practice questions. The 2013 curriculum was designed to facilitate the needs of the latest competencies that emphasize communication skills and

creativity. The curriculum uses a thematic approach as integration of learning materials and activities. This approach begins by determining a theme, which is then developed into a sub-theme by showing its relationship with the related subjects. In this connection, themes could relate to the learning activities, both in certain subjects and across subjects. Those are the essential points in the formulation of other competencies such as attitudes, knowledge, skills, and abilities that uses thematic learning methods. This method asks the teacher to develop or create creative ideas in the learning process. For achieving the goal, several learning methods have been made to increase the level of understanding of the material, such as interactive learning media.

The main problem that exists today is the unavailability of interactive and attractive teaching aids for the first-grade of elementary school students so that the learning process is not optimal. The students only become passive listeners of the material presented. In the form of games, for example, teachers are still using conventional methods that consist of pieces of paper containing letters. It is quite difficult because the teacher must always prepare a variety of materials and teaching aid tools. Also, at home, the students could not repeat the questions that have been discussed by teachers. It becomes a challenge for children to develop the knowledge they have gained at school. They only get material explanations from the school teachers by doing practice. This becomes an obstacle in the teaching and learning process and makes the students unable to learn independently. Therefore, through technology that is currently developing, a learning application could be designed as an alternative way to present interactive practice questions, especially in the field of Mobile, namely Android.

This study aimed to introduce an Android-based application that provides a thematic interactive learning media for English subjects. This application facilitated the 1st grade of elementary school students to answer questions more interactive and fun, referring to the 2013 curriculum. The students could learn and work directly on the practice questions delivered by the teacher through the application. They also could practice again for completing the questions at home anytime and anywhere. The application would also save the student learning outcomes with grades that could be seen by parents. Hopefully, the students' creativity would be more stimulated and spurred for learning both at school and home. Also, parents could monitor their children's learning development.

2. Literature Review

As mobile devices, smartphones are supported by internet services and almost insepa-rable from the lives of advanced people in carrying out their daily activities. Smartphones and other mobile devices are no longer foreign to today's society, where most people have them. Mobile technologies and applications are becoming an essential part of learning, including foreign language learning. Through today's smartphone era, where everything is mobile, the concept of CALL (Computer Assisted Language Learning) has been developed into the MALL (Mobile Assisted Language Learning). This is in line with what is stated by Gangaiamaran and Pasupathi (2017) that MALL has several charac-teristics that CALL does not have, including portability and mobility, social connectivity, and context-sensitivity, and individuality.

English would be easier to be taught to children from an early age. Krisnawan (2015) argued that the English language learning ability using the game method is among the most popular innovations among early childhood, where children at an early age are still pleased to play. As a result of mobile technology development, many English language learning applications could be used in learning activities. Android's use in smartphones could support English language learners in the achievement of learning English skills mastered (Lutfiansyah, 2016). It could also develop the English language learners' ability to fit up to the segmentation of the students' level that they like to accomplish. Yuliawati (2018) stated that most of the students have ever downloaded and used Android-based English Language Learning applications, and they feel it is beneficial in improving their English skills. In similar, Wijayanto and Hernawati (2019) explained that MALL could become one of the alternative English learning models to prepare the students for practicing the simulations of the examination.

Gangaiamaran and Pasupathi (2017) and Klimova (2019) agreed that mobile learning's key features are personalized learning and independent on time and place. Those are the collaboration with students and teachers in both formal and informal settings. Wijayanto (2018) stated that some challenges to preparing the English course materials are to investigate, categorize, select, construct, modify, and develop the materials that apply to the learners' needs. The interactivity of mobile devices makes mobile learning more efficient. MALL could provide easy access for any learner without the constraints of both place and time. In mobile learning, devices like smartphones, iPods, tablets, laptops, iPads are implemented to support language learning. Even though mobile learning seems to like to be effective overall, it is necessary to design, plan and

implement it with carefulness, according to students' needs, and to deliver multiple language skills in authentic learning environments (Kacetl and Klímová, 2019).

3. Research Method

The method used in designing this application is the waterfall. The waterfall method is an orderly and sequential method of software development, sorted from top to bottom (Susanto and Andriana, 2016). This model includes several stages of the process, as shown in Figure 1.
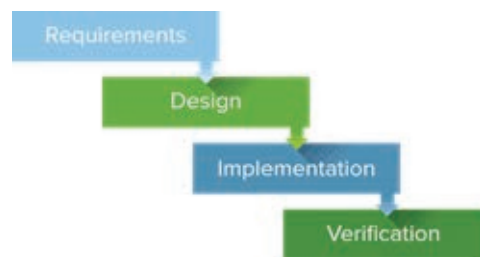
Figure 1: The Waterfall Model

The first stage was the requirements. The researchers conducted observations in the first grade of elementary school students and teachers. The purpose of this stage was to identify the kind of application that needs prospective users related to the learners' needs. The next stage was the design. Based on the specifications of the requirements that have been determined before, a system design would be prepared that would assist in determining the hardware and system requirements. Also, it helped in defining the overall system architecture. The system design is in the form of application views to be built (integration and system testing). Then, in the implementation stage, the system was developed in small programs called units integrated into the next step. Each unit is developed and tested for functionality known as unit testing. Finally, in the verification stage, all units developed in the implementation are integrated into the system. After integration, the entire system is tested to check for any failures or errors.

4. Result and Discussion

The solution offered in this study was by making additional teaching aids that could be used by teachers and students. The teaching aid offered is an Android-based application. This application is expected to help in the learning process by making interesting and interactive applications for the first graders of elementary school for English subject. The subject is incorporated in Thematic Book 1 entitled "All About Me."

The guidebook that becomes the reference is a manual for teachers and a guide for students.

In the application, students are provided with several menus that could be used when delivering material and during the learning process. The use of this application is also aimed at first graders of elementary so that they could repeat the English materials presented by the teacher independently so that it could support the teaching and learning process.

In this book, there are four different sub-themes, namely "Me and New Friends," "My Body," "I Care for My Body," and "I'm Special." The topic of this final project is the first sub-theme entitled "Me and New Friends." In this sub-theme, there are six learning activities, including:

TABLE 1: Sub-Themes and Thematic Learning Activities 1

Sub-theme	Learning Activities
Lesson 1	• New friends • Recognizing the voice of new friends
Lesson 2	• Moving with friends • Playing with friends
Lesson 3	• Recognizing letters with friends • Recognizing numbers and counting with friends
Lesson 4	• Playing simple games with friends • Recognizes the color of a friend's voice
Lesson 5	• Know the letters that makeup names with friends • Getting to know number symbols with friends
Lesson 6	• Playing about letters with friends • Getting to know the environment while reading numbers

4.1. System Requirements Analysis

This application was built to be a learning medium in the delivery of material. The following are some of the functionality of this application.

4.2. Hardware and Software Requirements

Following are the hardware and software requirements used in system development.

Below are the hardware and software specifications on smartphones used in system development.

The software used in the development of Android-based learning media is as follows.

The system implementation that the user needs to run the application is as follows.

TABLE 2: Application functionality

No	Functionality	Description
1	Displaying materials according to the student manual book	The materials are related to the student manual book
2	Giving instructions to students to practice following the moving pictures /animation materials	Instructions are clarified again by the teacher if needed
3	Producing sounds to clarify the delivery and explanation of the material	Sounds are displayed in the form of verbal instructions to make it easier for children to understand the materials
4	Displaying the charter according to the student's achievement	Charter is a form of achievement to trigger the students' enthusiasm

TABLE 3: Computer Hardware Specifications

Computer Hardware	
Processor	AMD A6-4400M APU @2.70 GHz
RAM	6Gb RAM
Harddisk	500Gb

TABLE 4: Hardware and Software Smartphone Specifications

Hardware and Software Smartphone	
Processor	Hexa-core Max @1.8Ghz
RAM	2Gb RAM
Sistem Operasi	Android Nougat

TABLE 5: Computer Software Specifications

Software	
Operating system	Windows 10 64-Bit
The main program of application development	Android Studio
Graphic Editor	Adobe Photoshop CS6
Audio Editor	Audacity 2.1.1
Diagram Editor	yEd 3.16.2.1
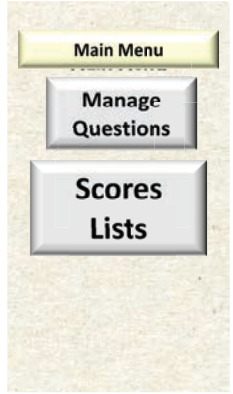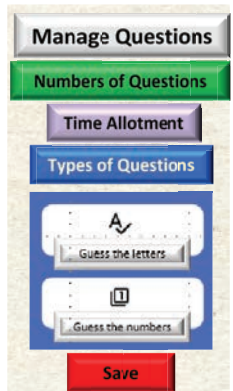
TABLE 6: Minimum Hardware and Software Specifications in System Implementation
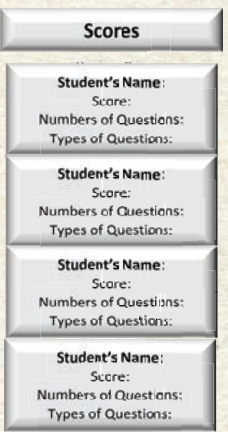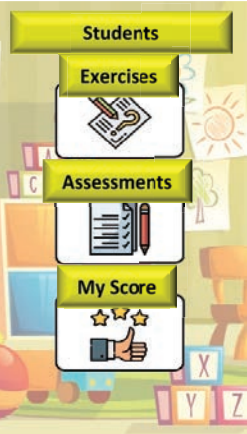
Hardware dan Software Smartphone	
Processor	Quad-core @1.8Ghz
RAM	2Gb RAM
Operating system	Android Lollipop
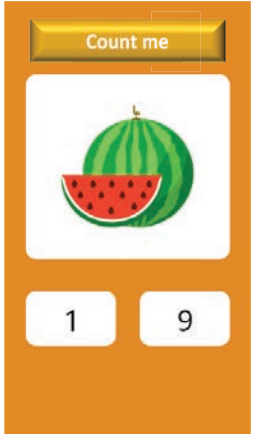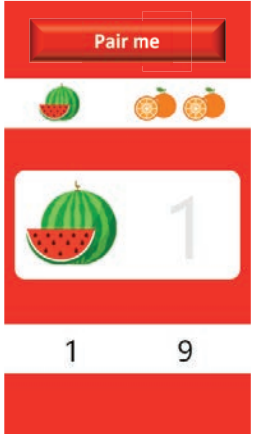
4.3. Storyboard, Application Mockup, and Testing
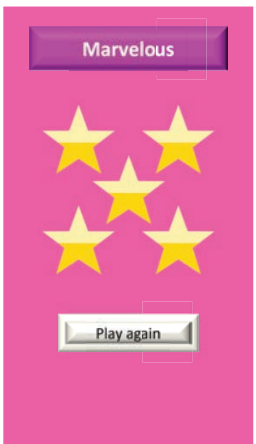
Here is a storyboard and mockup application to visualize the sequence of applications built.

TABLE 7: Storyboard, Application Mockup, and Testing

No	Frame	Content	Information
1		a. Student button to select the menu for the student b. Teacher button to select teacher menu.	This frame is the first display of the application. In this view, the user could choose to access the application as a student or teacher.
2		a. Set a question button to select the question set menu. b. The score button for selecting the score menu.	This frame is the second display of the application after selecting the teacher menu to access features as a teacher in the application.
3		a. Numbers of questions button to set the number of questions. b. Time allotment button to set the time for answering the questions. a. Types of questions to select the types of questions you want.	This frame is the third display of the application after selecting the question set menu to set the number of questions to be tested.

No	Frame	Content	Information
4	**Scores** Student's Name: Score: Numbers of Questions: Types of Questions: Student's Name: Score: Numbers of Questions: Types of Questions: Student's Name: Score: Numbers of Questions: Types of Questions: Student's Name: Score: Numbers of Questions: Types of Questions:	The list of scores of students who have taken the test	This frame is the fourth display of the application after selecting the grades menu to see the scores of students who took the test.
5	**Students** / Exercises / Assessments / My Score	a. Exercises button to choose to do the exercises. b. Assessments button to choose to do the tests	This frame is the second display of the application after selecting the student menu to choose what type of question you want to work on.
6	**Learning Media** / Guess the letters / Guess the numbers	a. The guessing letters button -> to choose a question with a letter theme. b. The guessing number button -> to select number theme questions.	This frame is the first display of the application. In this view, students could choose between questions with a letter theme or a number theme.

No	Frame	Content	Information
7	Guessing Letters **A** 🔊 🔊 🔊 🔊	a. The button for answering the question. b. The next button that would appear when the student chooses at least one answer first.	The second frame contains multiple-choice questions. In this problem, audio media is used to show the pronunciation of the existing questions. The audio is in multiple options.
8	Count me 🍉 1 9	a. The button for answering the question. b. The next button that would appear when the student chooses at least one answer first.	The third frame contains true or false questions. This problem is similar to the previous one, but it only uses two multiple choices, and no audio is used. The student would be focused on the question image displayed.
9	Pair me 🍉 🍊🍊 🍉 1 1 9	a. Drag and drop the module for questions and answers. b. The next button that would appear when the child chooses at least one answer first.	The fourth frame contains a drag and drops questions. In this question, it would pull up pictures and answers from the space provided.

No	Frame	Content	Information
10	Marvelous / Play again (image)	The button "Play Again" serves to return to the start page of the application.	This iframe contains the result of the child's answer. The more stars the child gets, the more correct answers the student gets. The maximum is five stars, and the minimum is zero stars.

4.4. Implementation

Below is a list of the minimum implementations of the application.

TABLE 8: The Minimum Implementations of the Application
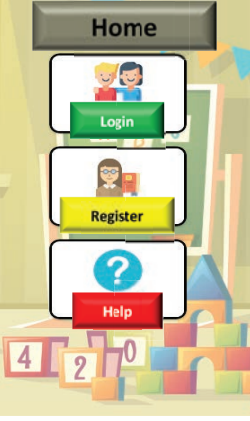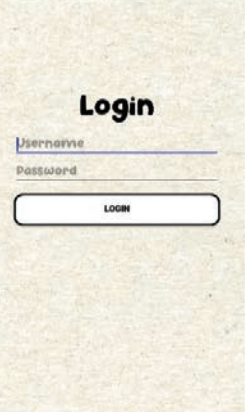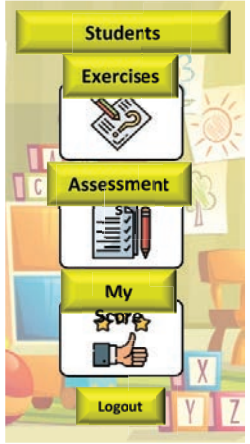
Performance Requirements	Minimum Specifications
Implementation on Android	OS: Android Jelly Bean Processor: Quad-core @1.00 GHz RAM: 2 Gb
User Capabilities	Basic reading and writing
Number of Users	> 1
User Description	Minimum the six years old students
Internet connection	No

For the installation process, the user just downloads the application or installs it by the developer in the user software manually. The application does not require any advanced configuration to perform the main functionality. Applications simply run offline without the need for an Internet connection.
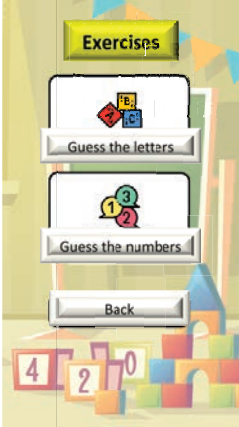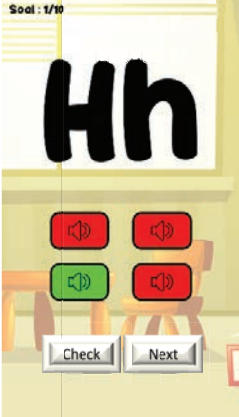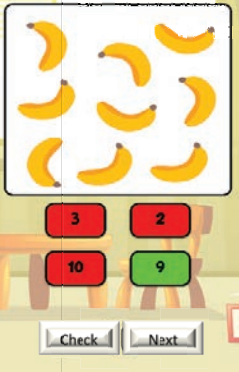
4.5. Application User Interface Implementation
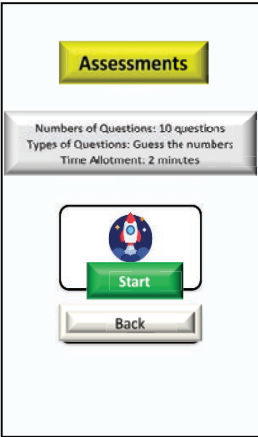
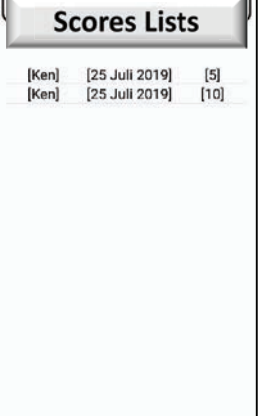The following is the result of implementing the User Interface in the application being built.

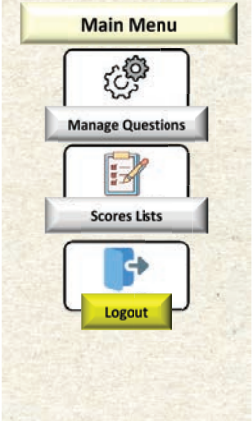<p style="text-align:center">TABLE 9: Implementation of the Application User Interface</p>
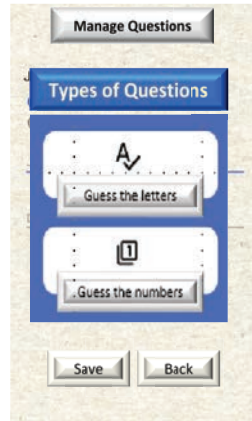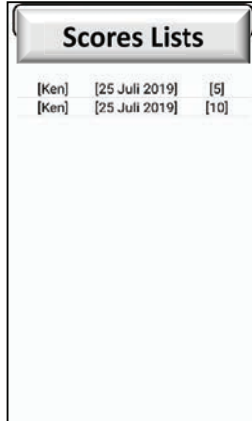
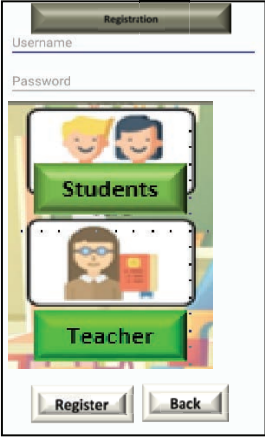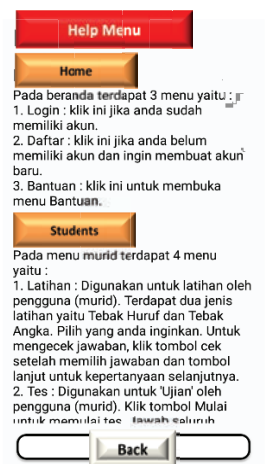| No	Page	Information
1		Here is the main page of the application, where two buttons would direct the user who runs the application as a student or as a teacher.
2		Both users would enter a username and password to be able to run the features in the application.
3		When the user chooses to enter as a student, a display would appear as follows. There are three menu options for students to choose form. a. Exercise - By selecting the exercise menu, students could work on practice questions. b. Tests - By selecting the test menu, students could do test questions c. My grades - By selecting the My grades menu, students could find out the score they received while taking the test. The button "logout" functions so that students could exit the application.

No	Page	Information
4		When selecting the practice menu, students could choose one of two types of practice etters - Students would do letters guessing questions. umbers - Students would do numbers guessing questions. functions to return to the previous page, namely "Home Students."
5		The following is a display on the menu of guessing letters, where the alphabet would be there are four sound choices below, students must match which sound ters displayed.
6		The following is a display on the number guessing question menu, where a picture would and there are four number choices under it. Students must count the ires displayed and choose the right number.

No	Page	Information
7		The following is a display of the scores obtained after the student has completed all the practice questions.
8		When selecting the test menu, students could select the start button to work on test questions.
9		The following is a display on the menu of guessing numbers on the test, where a picture would be presented, and there are four number choices under it. Students must count the number of pictures displayed and choose the right number. What is different in the test is that there is time running to calculate the time for solving the questions.

No	Page	Information
10		The following is a display of the scores obtained after the student has completed all test questions.
11		The following is a display of the scores obtained after the student has completed all test questions.
12		The following is a display of the overall score, which is the result of the student's test questions.

No	Page	Information
13	**Main Menu** / Manage Questions / Scores Lists / Logout	When the user chooses to enter as a teacher, a display would appear as follows. There are two menu options for the teacher to choose from. a. Arrange the questions - By selecting the question set menu, the teacher could adjust the number of questions and the time for the test. b. See the value - By selecting the view grades menu, the teacher could see a list of students with their test scores. The button "logout" functions so that students could exit the application.
14	Manage Questions / Types of Questions / Guess the letters / Guess the numbers / Save Back	The following is the question management menu, where the teacher could choose the type of question, set the processing time and the number of questions to be tested.
15	**Scores Lists** [Ken] [25 Juli 2019] [5] [Ken] [25 Juli 2019] [10]	The following is a value view menu where the teacher could see a list of students who took the test questions and the scores they obtained.

No	Page	Information
16		The following is a registration menu where users who would use the application would register a username and password.
17		The following is a help menu that would explain the instructions for use in the application.

5. Conclusion

The study aimed to introduce an Android-based application that provides a thematic interactive learning media. The application facilitated the English subjects for the 1st grade of elementary school students to answer questions more interactive and fun, referring to the 2013 curriculum. The implementation results of this application is that the students could learn and work directly on the practice questions delivered by the teacher through the application. They also could practice again for completing and reviewing the exercise questions anytime and anywhere. The application also stored the score test results that could be seen by parents. Therefore, the application could stimulate the students' creativity and enthusiasm for learning both at school and at home. The application would also save the student learning outcomes with grades that could be seen by parents.

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Siladang Syntax: A Study of Grammar Typology

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Abstract

The analysis of basic clause structures shows that clauses in *Bahasa Siladang* consist of verbal and non-verbal predication. The non-verbal predicate can be filled by an adjective, noun, numeral or prepositional phrase. The analysis of the argument structure shows that the intransitive predicate requires one NP argument as the only argument functioning as the grammatical subject, which can be an agent or a patient. Meanwhile, the transitive verb predicate requires two or more arguments. The presence of these arguments in the predicate in transitive sentences is mandatory. The conclusion from the analysis of the grammatical behavior in syntactic construction is that SL is a language which has a grammatical alignment system which gives the same treatment to A and S, and a different treatment to P. It can be categorized as an accusative language, marking the direct object of transitive verbs, making them different from the subject of both transitive and intransitive verbs.

Keywords: clause structure, argument structure, syntactic typology

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1. Introduction

Bahasa Siladang (*Siladang* Language), henceforth SL, is a language spoken by *Siladang* people living in Sipapaga and Aek Banir villages in Panyabungan Sub-district, Mandailing Natal Regency, North Sumatra Province. Although the SL is used as a means of communication but, because of heterogeneous population, its influence, function and position show a decline in its function. Mandailing language is dominantly used as in traditional markets, at religious ceremonies such as marriage, death and tradition. The decrease is also influenced by BI, television, newspapers, hand phone, and android.

As the priceless asset of a nation, an ethnic language should be preserved since through language a nation will be able to maintain its local culture. In principle, an EL can play its role to act as the identity of a community group, which is always respected and even praised by its native speakers, like the *Siladang* language (SL) which is only

found in Sipaga-paga and Aek Banir villages. In fact, although it is minority language, the SL posits itself as the symbol of regional pride, identity and communication tool for the SL speakers as well as for the supportive media for the *Bahasa* Indonesia which of course becomes the formal language of instruction at schools.

Thus, the efforts to preserve the SL, for example, its structure, form, meaning, function, and value are a must to increase the number of bilingual speakers. The SL has its own peculiarities and belongs to the Malayo-Polynesian family. The native speakers speak quickly and use vowels ɔ, ə, and *aə* as shown in the examples *mɔlɔngkɔh* 'to go', *pɔntɔ* 'beach' and *aə* 'water'. Interestingly, different with the BI, the SL has the consonant *v*, for example, *uvong* 'people', *jovi* 'fingers'.

Some previous researches on SL are focused on traditional and structural studies, for example, morphology, phonology, and syntax, but, this research is oriented to the typology of language, namely, clauses and sentences. The typologists basically recognize the universal grammar which tries to find the same features in all human languages; in addition, they also recognize the differences among languages (Comrie 1995: 30). The study of language typology proposed by Comrie (1989) is a form of reaction to the theory of generative transformation which is based on the English behavior. The theory of language typology is claimed as a neutral theory for various languages. Testing the theory of typology is important to know whether the theory can be applied to determine the typology of SL.

This study is based on the Greenberg's rule (1963: 76-77) which sees the effect of word order on the formation of ad-position types (prepositions or postpositions) and nominal phrases involving both adjective and genitive forms. In this case, he develops a universal word order theory that divides the world's languages into three types, namely S-V-O, S-O-V, and V-S-O. He also proposes a typology which is called Basic Order which concludes that there are six sentence patterns: SVO, SOV, VSO, VOS, OSV, and OVS. Initial research by Pawiro and Siwi (2015) shows that typologically, the word order of SL is S-V-O as shown in the examples (1)-(5).

1. *Iənə bisə mam-bantu dong ku*

    [3SG] be able [PREF-help to [1SG]

    S V Prep O

    'He/She can help me'.

2. *Oku tak mangarti*

    [1SG] NEG understand

S V

'I do not understand'.

3. *Mang-gimbal kambeng*

   [PREF-hit] goat

   V O

   'To hit goat'.

4. *Ba-kojar le basi-handok le*

   [PREF-run] PAR [PREF-hide] PAR

   V V

   'Please run and hide'.

5. *Bopok-ku ma-mavi dong-ku sabuoh buku*

   [Father-GEN,PREF-give,to-1SG,a book]

   S V Prep-OTL OL

   'My father gives me a book'.

2. Literature Review

Previous Research on *Siladang* Language; Butar-Butar et.al. (1984) focus their attention on the morphology and syntax, such as, morphemes and their types, word classification, morphological and morphophonemic processes, types of phrases, clauses, and sentences. Pawiro and Siwi (2005), in their preliminary research report, discuss dwellings, culture, and linguistic information; the last provides a complete picture of parts of speech. Sinar and Syarfina (2009) illustrate the prosody and record 26 phonemes consisting of 7 vowel phonemes and 19 consonant phonemes. Although all these studies are encouraging, they only provide preliminary descriptions and do not classify the SL on the structurally behavioral traits in terms of the syntactic typology.

About this issue, some linguists, such as, Verhar (1988), Artawa (1994 and 1998), Arka (2000), Jufrizal (2004, 2007 and 2009), Sawardi (2007), Basaria (2011), Sukendar (2012), Budiarta (2013), and Tambusai (2016) have given contributions. Verhaar determines the syntax of *Bahasa* Indonesia (BI) as the ergative-split and accusative language. When doing research on Bali language, Artawa (1994 and 1998) provide explanations of grammatical relationships, valence changing mechanisms, typological and sentence analysis based on formal syntactic theory. Artawa's analysis and findings are useful in

this study especially in the traces of syntactic typology and typological transcription analysis.

Arka (2000) who examines some aspects of split intransitive of the Indonesian languages (ILs) concludes that typologically the IL tends to have split S with head marking strategy, such as, *Bali, Lamholot, Tetun*, and *Dawan* languages, or with dependent marking strategy, such as, *Kolana* but Aceh with both strategies. Verbal marking is usually seen with affixes with various degrees of detail. In isolation languages, such as, *Sikka* which has poor morphological processes especially in its affixation, the split S is displayed through a sequence between S and its verbal shaft. Jufrizal (2004) concludes that the basic sequence of basic clause/phrase in *Minangkabau* (Min) is S-V-O (or A-V-P). In contrast to the views of previous scholars, he argues that Min had split-S and flow-S. Min tends to have grammatical alliance system leading to a mixed typology between accusative and ergative. About pragmatic functions, Min prioritizes the subject so its basic structure is categorized into S-P. This language works on S/A pivot, has active diathesis (as basic diathesis) and passive diathesis (as a diathesis of the derivative) and medial diathesis. Studies on Min's structure of arguments and grammatical alliances contribute to this study.

Jufrizal (2007) specifies that Min is syntactically nominative-accusative with split-S and flow-S typology. Argument structure and grammatical alliances involve simple and compound sentence/clause. Grammatical studies on subjects and subjectivity, objects, oblique, and verbal structures are concluded that the Min is categorized as syntactically accusative (see also Jufrizal 2009). Sawardi (2007) concludes that based on pivot test, formulation can not be formulated whether it is S/A or S/P pivots so Javanese language is classified as the third category that does not have pivot mechanism. The pivot in Javanese language can only be explained from its verbal semantics and context of discourse. Syntactically, Javanese language cannot be grouped as accusative or ergative type. If the pivot is one of the features that the grammatical subject has, this is not accepted in Javanese language.

The results of Budiarta's (2013) study reveal that the retention of the basic structure of the *Kemak* language clause consists of verbal predicate and non-verbal predicate clauses. The nonverbal predicate clauses can be occupied by nominal, adjective, numeral, and prepositional phrases. The verbal predicate clauses are dominated by intransitive and transitive verbs. Then the denunciation of predication shows that the predicate of the intransitive clause requires an element of the FN argument that serves as a grammatical subject and semantically acts as an agent or patient. Predicates with transitive verbs require two or more arguments. The presence of such arguments in

transitive sentence is mandatory. A recent study made literary review is the result of research. Tambusai (2016) reveals that Riau Malay (BMR) includes the language of affixes and morphological typology in BMR including the typology agglutinative. Agglutinative languages have words that contain some of the morphemes which are always clearly indistinguishable each other. Each morpheme presents one grammatical meaning and the boundaries between the morpheme can easily be segmented.

3. Research Method

This research is qualitative with descriptive approach and designed to make systematic, factual and accurate description about the SL characteristics. It uses typological method with comparative and inductive sub-methods; the nature of this study is empirical. Van Valin and Randy (1999: 2002: 3) state that linguistic research is aimed at explaining linguistic phenomena. The natural data of this study are collected on the basis of existing facts or the phenomenon of language that is empirically used by SL speakers without considering right or wrong prescriptive grammar. The data should be semantically and pragmatically grammatical and acceptable (Sudaryanto 1986: 62). Mithun (2001: 34-43) believes that the quality and quantity of data collection is highly dependent on the researchers and the time and skills of speakers.

This research focuses on the disclosure of basic clauses with tangible verbal language (logical meaningful words) that are naturally available and acceptable. Two of three kinds of data sources are used (see Mallinson and Blake, 1981:12-18). Four criteria of sentences, such as, well-formed and acceptable, and ill-formed and unacceptable sentences are used as the selection by the researcher (see Haegeman and Gueron, 1999: 14-18). When a sentence is formed according to the rules of the internal grammar of the speaker's language, the sentence must be grammatical; when a sentence is not formed on the basis of grammatical rules, it must be ungrammatical. However, very often, native speakers use less well-structured sentences and having been cross-checked, the sentences are acceptable.

The research instrument waiss the researcher himself who sets the focus of the research and selects informants as the data source. Questionnaires are based on what Comrie (1983) proposes. Methods of data collection might include direct elicitation, recording, and checking elicitation (Mithun, 2001: 34-43). Techniques of data collection are the hearing and the speech. The *agih* method is used to analyze data and place the parts of the language studied as a determinant of analysis (Sudaryanto, 1993: 31-100).

4. Result and Discussion

4.1. Clause Structure of *Siladang* Language

Clause structure in SL consists of (1) nonverbal predicate and clause structures (2) structures of verbal clause. Nonverbal predicate clause structure can be tangible (1) clause predicate adjective, (2) nominal predicate clauses, (3) clause predicate numeral, and (4) of clause predicate phrase prepositional. SL does not have a copula verb (verb pinkies) so the copula verb is not present on a nonverbal predicate clause. Meanwhile, the structure of the verbal predicate clause consists of (1) intransitive clause, (2) mono-transitive clause (the clause argued two nuclei), and (3) di-transitive clause (the clause argued three core/extended transitive).

Grammatical relation SL is associated with subject and object as a grammatical relation core and oblique, complement, and adjunct as a grammatical relation non-nucleus. The role of grammatical relations and there is only one argument on the clause which is SL intransitive semantical relations have grammatical role agent. The role of the main grammatical SL can be categorized as an agent (actor) and patients (undergoer). The subject is a grammatical relation nucleus in BS. The subject of SL can be identified based on its behavior or properties owned by the subject.

4.2. Argument Structure of *Siladang* Language

The argument structure of SL is predicate of SL which is built by predicate and arguments. Predicate SL can be verbal predicate and nonverbal predicate. Nonverbal predicate can be occupied by nominal, adjectival, numeral, phrase prepositional, and one argument that occupies a position in front of the predicate that functions as a grammatical subject. Nonverbal predicate SL requires one argument subject to form predicate. Same as predicate SL that is formed by the nonverbal, verbal predicate intransitive also requires one argument NP elements that can be function as grammatical subject and semantically can serve as agent or patient. Predicate SL with transitive verbs requires two or more arguments. The presence of such arguments in the predicate of transitive sentence is mandatory.

### 4.3. Syntactic Typology of *Siladang* Language

Determination of syntactic typology of SL can be done by observing the behavior of the grammatical construction of syntax of SL that includes the construction with the verb unlimited, jussive complement construction, coordinative construction, subordinate construction, and formation of question sentences. (1) construction with infinite verbs and jussive complement construction shows that if S co-reference with A, then the deletion one argument can be done directly. However, when S co-reference with P, then the process requires the decrease (derivation) syntactic through topicalization and passivization. Thus, SL shows that A is treated the same as S, but different P. (2) construction of coordinative and subordinative by using a pivot test based on eleven framework advanced by Dixon (1998) showing that SL works with pivot S/A. This conclusion is drawn based on the evidence found at the time when the process of merging the two clauses, either coordinative or subordinative indicating deletion process can occur directly in S co-reference with A. Conversely, if S co-reference with P, then the process requires the decrease (derivation) syntax through topicalization and passivization. Finally by the formation question sentence SL also shows that A is treated the same as S, but different to the P.

5. Conclusion

Clause structure of BS consists of (1) nonverbal predicate clause structure and (2) structures of verbal clause. Nonverbal predicate clause structure can be tangible (1) clause predicate adjective, (2) predicate clause nominal, (3) clause predicate numeral, and (4) clause predicate phrase prepositional. SL does not have a linking verb so the linking verb is not present on a nonverbal predicate clause. Meanwhile, the structure of the verbal predicate clause consists of (1) clause intransitive, (2) clause monotransitive (the clause argues two nuclei), and (3) clause ditransitive (the clause argues three core/extended transitive). The grammar of word order typology that customarily used in clause of SL is S V O (A – V – P). In special circumstances (and the particular sentence construction topicalization construction, for example) can be either O-S-V (P-A-V). This is different from the language of Mandailing in certain circumstances that uses the grammar of word order V O S (V-P-A). SL has morphological processes that can change the active construction being passivity. BS has affixes that can turn passive into active construction.

The relationship of predicate and structure of argument in SL shows that predicate is built by the elements of the predicate and arguments. Predicate SL can be verbal and nonverbal predicate. Nonverbal predicate clause can be occupied by nominal, adjectival, numeral, prepositional, and one phrase occupying a position in front of the predicate that serves as a grammatical subject. Nonverbal predicate of BS requires one argument that is subject to form predicate. Same as predicate of SL that is formed by the nonverbal, predicate intransitive verb also requires one argument NP elements that can serve as the subject of grammatical and semantic differences serving as agent or patient. Predicate of SL with predicate transitive verbs requires two or more arguments. The presence of arguments in the predicate transitive sentence is mandatory.

The determination of the syntactic typology of SL is done by observing the behavior of the grammatical construction of syntax SL that includes: unlimited verbs with construction and construction by complement, pivot test against coordinative construction and subordinative construction, and question sentences of SL. The conclusion of this study is that the behavior of grammatical construction of syntax of SL shows that syntactically it is a language that has grammatical alliance system that treats A equal to S and gives treatment different to P. Grammatical alliance system of SL is described as follows:

$$\boxed{\begin{matrix} S \\ A \end{matrix}} \quad \boxed{\begin{matrix} \\ P \end{matrix}} \quad \text{or } S = A, \neq P$$
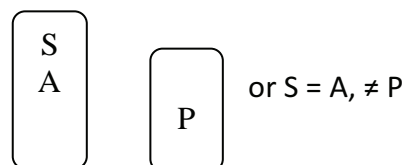
Grammatical alliance system shows that SL treats A equal to S and different with P so SL could be characterized as the language of accusative typology. SL has active-passive diathesis which is an important feature in the accusative typology language. In addition to the active-passive diathesis, SL also has a medial diathesis.

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Conference Paper

Lexical and Contextual Meanings in the Indonesian Song *Terserah* by Willy Winarko

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Abstract

Semantics is a branch of linguistics. This branch is important as semantics is related to meanings and without meanings, communication could not function. There are lexical and contextual meanings. By listening to songs, we can gain knowledge of how to appreciate literature and songs. Therefore, the researcher was interested in analyzing the meanings of the Indonesian song *Terserah* by Willy Winarko, which is a viral song focused on COVID-19. This study aimed to analyze the lexical and contextual meanings in the lyrics of this song. A descriptive qualitative research design was used. The results of this research were as follows: (1) the lexical meanings in the song are different from those in the context; and (2) the contextual meanings are oriented to the situation of COVID-19.

Keywords: Semantic, Lexical Meaning, Contextual Meaning, Interpretation

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1. Introduction

Language is the core instrument of communication, so it cannot be separated from human beings. People use language to communicate in society, sharing ideas, then languages can also be used to express their feelings. By using language, people can enrich their knowledge. For example people can write, speak, or analyze something, like sentence, song, or movie. Language can be studied. The study of language is called linguistics. Linguistic is the study of language as a system of human communication. There are several branches of linguistics. They are phonetics (the study of speech sound), phonology (the study of the patterns of speech sounds), morphology (the study of word formation), syntax (the study of phrase and sentence formation), and semantics (the study of meaning in language). Besides that, there are sociolinguistics (the study of language in social factors that is social class, educational level, age sex, etc.) and psycholinguistics (the study of the mental processes that a person uses in producing and understanding language) and this research is concerned with semantic case. According

to Kreidler (1998:3) semantic is the systematic study of language meaning. Linguistic semantics analyzes how language organizes and expresses meanings. Semantics as an important branch of linguistics and interesting to be studied especially when it is applied to literary work such as song, poem and prose.

The dimension of meaning includes the reference and denotation, connotation, sense relations, lexical and grammatical meaning, morphemes, homonymy, polysemy, lexical ambiguity, sentence and meaning. Besides that, according to Chaer (2007:289) meaning includes lexical, grammatical and contextual meanings, referential and non-referential meanings, denotative and connotative meanings, conceptual and associative meanings, and lexemes. According to Verhaar (1983:124) in Pateda (1990:16) kinds of meanings include grammatical meaning and lexical meanings.

Semantic is a sub-discipline of linguistics which focuses on the study of meanings. Further Parera (1990) states that linguistic meaning is divided into two, lexical and contextual meanings. Lexical meaning includes the essence of meaning which includes the meaning of denotation and connotation. Contextual meaning includes synonymy, antonym, hyponymy, and homonymy. The development of meaning includes shifting meanings referring to metaphors, and the occurrence of idioms. The lexical meaning is interpreted as the meaning of lexemes depending on the meaning of sentences in which they occur. Lexical meaning is concerned with the relationship between words and meanings.

The study is limited to lexical meaning tied to a song. Song is a piece of music with words that is sung. A singer performs a song that could be sung either with or without the accompaniment of musical instruments. Singing is also done in a group. A singer conveys the message either lexically or contextually in the lyric. Lyric can be described as something from musicians' message to others (hearers). Therefore, lyrics can be used as one forms or means of communication among the people, like a person singing a song on the themes of peace, help because of starvation or about other aspects of life such as the feeling of love, sadness, happiness, etc. The message is more efficient than having to encode the information at the outset of a conversation. Therefore, every song always has a message.

2. Literature Review

2.1. Semantics

The term *semantics* is used broadly to refer to the study of meaning. It is also central to the study of communication. Though the 'meaning' or the information one can convey the message through a number of means like gesture, picture, signals, etc. According to Kreidler (1998:03) semantics is the systematic study of meaning and linguistic semantic is the study of how languages organize and express meanings. It means that meaning in linguistic semantic is highly needed for us to limit ourselves to the expression of meanings in a single language. There are three disciplines concerned with the systematic study of meaning,: psychology, philosophy, and linguistics. It means that a psychologist is interested in how individual humans learn, how they retain, recall or lose information. Philosophy of language is concerned with particular fact that we know or accept it as true related to other possible facts. Then, the last systematic study of meaning is about linguistic, to understand how language works.

The meaning of a word is fully reflected by its context. Here, the meaning of the word is constituted by its contextual relations. Therefore, a distinction between participations as well as modes of participation is made. In order to accomplish this distinction, any part of a sentence should bear a meaning and combine it with the meanings of other constituents.

2.2. Lexical Meaning

Meaning is highly complex, the multifaceted phenomenon involving relationships between a language and the minds of the speakers, between a language and the world, and also between a language and the practical uses to which it is put. A sentence which is the product of the words or phrases has meaning. Talking of a lexeme, or dictionary-words, the noun lexeme relates to the words 'lexical' and 'lexicon' (Lyons, 1995: 47). The term lexical meaning is equivalent to term word meaning. Lexical meaning (semantic/external meaning) is the meaning of the word when it stands alone, and it is free from other aspects such as its usage and context (Pateda, 2001: 119). Lexical meaning will have the correlation to the dictionary because every meaning in the dictionary will be the example of lexical meaning.

According to Chaer (1990: 62), lexical meanings are an adjunctive form derived from the form of a *noun lexicon* (vocabulary). The unit of the lexicon is lexeme which is a meaningful unit of language. If we compare the lexicon with vocabulary, we can equate lexeme with word. Thus lexical meaning can be interpreted a lexicon, lexeme, or word.

A lexical word or meaning is the meaning that corresponds to its referent, meaning that it is in accordance with the results of observation of the senses, or meaning that is truly real in our lives, in other words, a lexical meaning of a word is a real picture of a concept as the word symbolizes it (Chaer, 1990: 63). Lexical meanings can also be considered as the meaning contained in a dictionary (Chaer, 1990: 63). Lexical meaning is also the smallest meaning unit in the meaning system of language that could be distinguished from other similar units. A lexeme is an abstract unit. It can be occurring in many different forms of actual spoken or wrote sentences, and regarded as the same lexeme even when infected.

2.3. Contextual Meaning

Contextual meaning is the meaning of a lexeme or word inside a context. A contextual definition is also a definition in which the term is used by embedding it in a larger expression containing its explanation. According to Parera (2004), contextual meaning could be regarded as a situational meaning. It arises as a result of the relationship between speech and context. Chaer (2012: 290), states that expressing contextual meaning is the meaning of a lexeme or word that is in one context.

Contextual meaning (situational meaning) appears as the result between statements and context (Pateda, 2001: 116). Thus, the context has its role to give the meaning. The meaning of words cannot be separated from cultural environment and ecology of the speaker (Parera, 2004: 47). This statement is supported by Malinowski who states that the word will not have meaning when it is separated from its context (Parera, 2004).

2.4. Song

A song is a material composition on other sets of word adapted for singing or intended to be sung. It is a poem (Hornby, 2015). Song is any poem; a poem may be called a song. A song composer interprets a poem, translating the mood atmosphere and imagery into music. Stressed tones or melodic climaxes emphasize important words. The voice shares this interpretative task with the piano or guitar.

2.5. Message

Message is a spoken or written communication sent from one person to another. Message is a note, letter, report, bulletin, cable, word, news, or information. The function

of message is to understand or to transmit something by signaling the object. Message is something that the author conveys to the readers. Message is communication in writing, in speech, or by signal or it is an important theme and idea intended to inspire, urge, and warn, advice, and so on.

Message in literary works is not shown explicitly by the author but the reader can find it after having a complete understanding of the works. On the other hand, in written form, the author writes his idea in which the reader finds the message directly from the work. Usually, the message is at the end of story. It might be sadness, happiness, motivation or even failure. Talking about message, it sometimes cannot be separated from communication. Communication is related to verbal and non-verbal system. It means that the author's thoughts on messages may be in spoken or written language (Djajasudarma, 1993).

3. Research Method

In this research, the researcher uses descriptive qualitative. Qualitative research is related to describing the common elements of the various forms of qualitative methods. Creswell (2014: 254) states that the descriptive qualitative study is aimed at investigating the detailed rendering of people, places, or events in a setting in a qualitative approach.

The qualitative method is a research procedure which results in descriptive data including written and oral words from the research objectives whether it is from society or books. The researcher studies lexical and contextual meanings. Therefore, this research is descriptive qualitative design because it depends very much on description.

4. Result and Discussion

After collecting the data from *Terserah* lyrics, the researcher analyzes them according to the research focuses. The lyrics show the feelings of the composer. There are many terms that have different meanings, lexically and contextually. This research has codes on words. The researcher gives a code for the first stanza, that is S1. For the lines in the stanza, the researcher gives a code of L1. Then, the next word is continued with codes. Thus, the readers understand to read this literary work. The data are presented and analyzed based on Parera's theory of lexical and contextual meanings. The song is presented below.

The Lyrics of Terserah Song

S1: *Ada konser lagi di Jakarta*

Thamrin area kebal Corona

Eh kena denda 10 juta

Nanti harus nyapu jalan raya

Terserah terserah

Lo tuh kebal Corona

Terserah terserah

Kebal sekeluarga

Terserah terserah

Ibu bapak semua

Terserah terserah

Gue ikutin aja

S2: *Tiba-tiba PSBB dilonggarkan*

Kendaraan sudah mulai mau penuh di jalanan

Tiba-tiba undang-undang Minerba juga disahkan Tiba-tiba BPJS dinaikkan

Terserah terserah

Mau apa gua bukan siapa-siapa

Ya sudah terima aja di rumah tiga bulan semoga ada gunanya

S3: *Seribu orang mati semoga nggak sia-sia*

Adaptasi bisnis jungkir balik dijalankan Pernikahan streaming online

Jual makan di Instagram

Jual surat bodong demi dapat keuntungan

Cuma Rp 60.000 dapat tiket jalan-jalan

S4: *Katanya mudik sudah dilarang*

Mudik di truk nggak diperbolehkan

Tapi di bandara kok banyak orang?

Ada celah ada seribu alasan

S5: *Tiga bulan di rumah ngaduk kopi dalgona*

Itu ngaruh atau cuma sia-sia

Tiga bulan di rumah Tiktokan sampe gila

Itu ngaruh atau cuma sia-sia

Terserah terserah

Ibu bapak semua

Terserah terserah

Gue ikutin aja

Terserah terserah

Ya sudah mau gimana

Terserah terserah

Gua ikutin aja

The researcher analyzes the lyrics with one or two words haviing a specific meaning. Not all words are analyzes by the researcher. The researcher takes lexical meanings or of the first data. "*Ada konser lagi di Jakarta, Thamrin area kebal Corona*", there are S1, L1 and L2. The word *"kebal"* is a noun. The lexical meaning of *"kebal"* based on the *kbbi* online dictionary is something bad or not working, and hurting; free from pain. The contextual meaning of *"kebal"* in this context is a group of people in Jakarta who are gathering at the time of the co-19 pandemic is underway and they ignore the danger and this actually threatens themselves but they think that they are not exposed to the corona virus and also they assume that their immune system will be resistant to the spread of the corona virus that is happening right now.

"Terserah terserah, Ibu bapak semua", there are in S1, L9 and L10. The word "*terserah*" is a verb. The lexical meaning *"terserah"* is not caring.. The contextual meaning of "*terserah*" is a word stating the someone could easily give up to a certain situation or challenge. Here the situation is dangerous so the song writer describes that paramedics do not care about people who obey the rules from Jakarta Government.

The contextual meanings from the lyrics "*Ya sudah terima aja di rumah tiga bulan semoga ada gunanya*" are concerned with the issues of *Minerba* Law and the raising of *BPJS* fees. For the public these issues do not give any benefit to the people; even people get lost by these two issues. This is caused by the situation, where people are suffering from lacking of income, while the government seems not caring about the welfare of the people. People are asked to stay at home but at the same they also need food and other necessities. The next lyrics are: "*Ya sudah terima aja di rumah tiga bulan semoga ada gunanya*", there are S2 and L6 here. The word *"terima"* is a verb and the contenxtual meanings are people are asked to stay at home at least for three months; and people could not anything, except attending to the rules passed on them, though they know they would find difficulty in all matters. Then, *"Jual makan di Instagram, Jual surat bodong demi dapat keuntungan",* there are S3 and L4, and

the contextual meanings are concerned with crimes. A lot of criminals appear in this situation and a lot of people become victims.

"Tapi di bandara kok banyak orang?, Ada celah ada seribu alasan", there are S4 and L4. The word *"celah"* is a noun. The contextual meanings show that there is a sort of confusion among people concerning the rules given by the government. From one side, the physical distancing is strictly implemented; people are not allowed to go out of home but on the other hand, the airport is crowded and it seems that those who are coming in and out of the country are not prohibited.

Overall, the composer is trying hard to give a real picture of the present situation where the rules are not properly implemented and the rules are only for some people. This is also a sort of criticism to the government. The feelings of the composer are well exposed through the lyrics of the song and finally there is no way out except giving up to the situation.

5. Conclusion

After analyzing the data, the researcher concludes that the lexical meanings used in the lyrics of "Willy Winarko"'s song describe lexicons of dictionary, fairly different from the contextual meanings. The contextual meanings are the terms explained according to the situation (COVID-19). This song is a criticism for the government as well as for the citizens in Jakarta. Most of the people in Jakarta do not obey the rules concerning this pandemics; but from another side, no one could easily blame the people and they are struggle for life in this situation. They are brave enough to take the risk of facing danger, all is due to the necessities of life.

Acknowledgments

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Conference Paper

Liberal Feminism in Ika Natassa's Novel *Critical Eleven*

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Abstract

This study aimed to reveal the liberal feminism in Ika Natassa's novel, *Critical Eleven.* This study applied liberal feminism as proposed by Lewis (2018) who claims that liberal feminism focuses on the issues of woman's equality in the workplace, education and political rights. This study used qualitative methods since it involved the characteristics of qualitative procedures of analysis (Creswell, 2009). The main data were collected from the novel, and the supporting data were taken from books, journals and websites dealing with the subject matter of this research. Therefore, this study is categorized as a library research study as is noted by Herbert (1990: 18) who claims that a library research study is research to collect ideas and theories and to report empirical data within scholarship in the library. The research results show that of the three issues foccused on in liberal feminism as proposed by Lewis (2018), those of woman's equality in the workplace and education are vividly reflected in the novel by the character named Anya who had a prestigious education (she is a Georgetown University graduate) and also has a good career as a management consultant. Equality in political rights is not found in the novel.

Keywords: Feminism, Liberal Feminism, Women, Equality in Education, Equality in the Workplace

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1. Introduction

Over the past decade, feminists have used the terms *'feminist'*, *'female'* and *'feminine'* in multitude of different ways. The words 'feminist' or 'feminism' are the political labels indicating the support for the new women's movement which emerged in the late 1960s. *'Feminist criticism'*, then, is a specific kind of political discourse: a critical and theoretical practice committed to the struggle against patriarchy and sexism, not simply a concern for gender discrimination. If feminist criticism is characterized by its political commitment to the struggle against all form of patriarchy and sexism, it follows that the very fact of being *female* does not necessarily guarantee a feminist approach (Moi, 1986).

The mainstream of patriarchy reinforces the idea that the concerns of women privileged class groups are the only one worthy of receiving attention. Feminist reform aims to gain social equality for women within the existing structure. Privileged women want equality with men of their class. Feminist efforts to grant women social equality with men of their class neatly coincide with white supremacist-capitalist-patriarchal fears that white power would diminish if non-white people gain equal access to economic power and privileged (Hooks, 2000: 40). Supporting what in effect becoming white power-reformist-feminism enables the mainstream white supremacist patriarchy to bolster its power while simultaneously undermining the radical politics of feminism.

In patriarchy, a social system positioning a man as a superior and a woman as inferior creates the pattern of sex role behavior which embedded deeply in the mind of both man and woman (Anderson, 1997: 13). It means that the system of the culture and their dependent to men, positioning woman is easily to be exploited. Patriarchal society uses rigid gender roles, to ensure that women remain passive. Therefore, a way for women to break the power of men over women is not feasible to first realize that women are not destined separately to be passive, as well as men are not destined to become active.

There are a variety of reasons behind women who are traditionally placed in the domestic sphere to participate in the public sphere in order to work or have a career. In addition to increasing financial income, this is also used as a means to actualize themselves. For women who are not married, going into the public domain to work or have a career is a profitable choice because they can actualize themselves while earning their own income. In other words, women can direct more attention to themselves. However, this is different for women who are already married because inevitably they have to assume a dual role, namely as a wife, mother and worker so that their attention will be divided. In the pattern of society as explained earlier, the task of a woman who works will be heavier than men because after work or maybe even during work, they must pay attention to their family (husband and child) and other domestic matters.

Feminism is a diverse, competing and often opposing collection of social theories, political movements and moral philosophies largely motivated by or concerning the experience of women especially in terms of their social, political and economic inequalities (Adawo et al., 2011). It is women's movement and liberation that is at stake. It is women that are harmed, oppressed and subordinated; women's consciousness changed to see oppression for what it was, and to see, too, that it was not inescapable or natural and that it could be challenged (Thompson, 2001). Feminist theories attempt to describe women's oppression, explain its causes and consequences, and prescribe strategies for women's liberation (Tong, 2009). These theories, by paying close attention

to structures of power and social context and by examining the real experiences of women living within these structures, suggest a method of theorizing that moves beyond the forms of individualism and abstraction that are prominent within liberalism (Schwartzman, 2006). On the basis of the root causes of women's oppression and subordination, different feminist groups have emerged in different times. Although their assumptions and interests vary, the main goal is to eschew women's oppression so as to achieve gender equality. Of the varieties of feminism, liberal feminism is the most dominant and the groundwork for other feminist groups.

Giddens (2001) defines liberal theory as a "feminist theory that believes gender inequality is created by lowering access for women and girls to civil rights and allocation of social resources such as education and employment". This situation is mainly centered on the socially constructed ideology of patriarchy that perpetuates inequality between the two sexes. Liberal feminism is derived from the liberal political philosophy in the enlightenment period, and centers on the core ideas of autonomy, universal rights, equal citizenship, and democracy (Tong, 2009). It is characterized by an individualistic emphasis on equality (Khattak, 2011). It is depicted as focusing on individual rights and on the concepts of equality, justice and equal opportunities, where legal and social policy changes are seen as tools for engineering women's equality with men (Maynard, 1995). Some aspects of feminist politics are shifting from autonomous forms of organization to increased engagement with the state. Women are just beginning to enter an era of liberal democracy (Walby, 2002).

In its central assumption, liberal feminism maintains that differences between women and men are not based on biology, which basically represents reproduction differences. Hence, women should have the same rights as men, including the same educational as well as employment opportunities. Unfortunately, liberal feminism cannot overcome the prevailing belief that women and men are intrinsically different; but to a degree, it succeeds in showing that, although women are different from men, they are not inferior (Nienaber and Moraka, 2016).

In today's modern age, more and more demands and opportunities for women to have a career and collide with the quality of education and employment with men in various fields. In fact, jobs that were previously identical to men's identities such as the police, army, pilots, company leaders and so on can now also be cultivated by women. This phenomenon was apparently not spared from the touch of the authors to be reflected in literary works. Ika Natassa is one of the authors, who raises women's career discourse in her latest novel entitled *Critical Eleven*, which was published in 2015.

In this novel, Ika presents how the construction of career women who are supported by these various aspects still cause problems. As a wife and mother, a career woman is required to have good management to regulate and harmonize work and family interests. If other novels such as *Layar Terkembang*, *Geni Jora*, and other novels depict how the female characters struggle to gain equal access to men to enter public spaces, what has been presented in this novel is different. Ika actually fights against the image of women in traditional societies by creating the first female figure who has already gotten what the women characters wish to have as presented in aforementioned novels. Anya, the first character in the novel, is described as having obtained a high education, a brilliant career in the public sector, and the financial power to support her family, friends, and even husband as she is engaging in her profession as a consultant manager. However, with this ease of access to the public world, which is almost unimpeded, it creates problems. Anya who is accustomed to supporting her career actually experiences a great shock in her life due to her husband's words that she understands as accusations that her work has become the very cause of the death of their child.

Critical Eleven by Ika Natassa is used as an object of study focusing on a domestic and marriage life of Anya, a woman who has high education, good career, and sundry public ativities. This topic was chosen because of the nature of its possessions and the conflicts experienced by Anya, the first character who is considered to represent the lives of career women, especially the upper middle class in the modern era. In addition, Ika Natassa as a female writer who is also a career woman (banker) is considered a right representative in describing the contraction of career women in this novel. Besides, *Critical Eleven* raises the story of women's work in the domestic realm, whose female community is identified with its social function in the domestic sphere as a housewife. This means that women are responsible for matters relating to household affairs, but family leaders remain husbands. Whereas in the public domain men are more dominant that they feel more powerful because they are the ones who are looking for money. The researchers chose the novel that was used as the object in this study as a proof of resistance that not only were men able to be in the public sphere but women could also occupy various fields of life according to their expertises.

2. Literature Review

2.1. Feminism

The term "feminism" in general is always referred to the discussion about women who want to free themselves from men domination in family and society. They refuse to be treated as the second society and regarded as inferior. They do not want to live under the shadow of men's power.

At the beginning, feminism was only a social movement then it transformed into social theory with various theoretical forms. These terms oppose women against: woman and children violence, rape and pillage on woman's body and emotion, also teaches woman to defense herself from improper condition, how to maximize her talents and side by side work with man to take a better life. It is true that feminism wants to raise the essences of woman that for centuries regarded as oppressed, weak, sensitive, gloomy, passive, instable, irritable, piety, materialist, and confine person.

Feminism is not a new concept. Women have defended their rights, as they perceived them, on various battlefields throughout history. Even so, in the modern sense, feminism can be said to have begun around 1830's with the women's movement for suffrage. Woman, as a collective unit, stood together asserting their rights as members of society to take equal part in the government that supposedly represented them. They finally won that right in 1920. This movement is now known as the First Wave of Feminism. Some forty years later woman began mobilizing again. This Second Wave of Feminism rose out of the demand of equal pay for equal work. They demanded the right to a non-discriminatory work place, in which sexual harassment would be legally punishable. They also fought for the right to abort unwanted fetuses. These issues, in particular, galvanized the women taking part in the Civil Rights movement. They won the fight (at least to some degree). This fact has helped to give rise to a Third Wave of Feminists with diverse ideas of what Feminism means, where the women's movement should be heading, and how to get there.

Feminism can take many different forms, include many different ideas, and have many different goals. However, the one basic characteristic of feminism, which has been important throughout its history, has been the importance of achieving equal rights, equal respect and equal opportunity for women in all aspects of society– political, economic and social. Usually, feminism involves some sort of critique of what is assumed to be or have been a dominant patriarchy in which women have been denied the equality and respect they deserve.

Any attempt to provide a baseline definition of all feminisms may start with the assertion that feminisms concern themselves with women's inferior position in society

and with discrimination encountered by women because of their sex. Furthermore, one could argue that all feminists call for changes in the social, economic, political or cultual order, to reduce and eventually overcome this discrimination against women. Clark (1990: 112) states that in general, feminism is a movement that stands against oppression and injustice; and specifically those oppression and injustice are usually exercised on women. Rebalancing the standing of the sexes in social life is termed feminism. This notion derives from a highlighted point that men and women have been treated unequally in society. And a desire to change such situation gives a way to feminism to emerge. Equality does not merely mean equality under a certain norm or law but also mean philosophical and social equality as every individual has its own standing and every individual that has raised by women must know how to treat women respectfully.

Feminism has a strong personal element, it is primarily a political and movement and such its main weapon is rhetoric. Feminism is also the fairly modernization that men and women should have the same responsibilities and privileges in society, except where reproductive differences apply. It fights for the right women to experiences and tranquility in the home, and a place in society. This idea is in line with Castro (1990: 46)'s idea in which he claims that true feminism embraces all women. It is not the product of one political ideology. It embraces conservative and libertarian women as well as liberals and socialists. It is not the exclusive property of white middle to upper class women in the United States, who dictate to the rest of the world what it means to be a woman.

Trowler (1999) claims three different types of feminism, i.e. Liberal, Radical, and Marxist Feminisms. Liberal feminists believe that media is changing in relation to women for the better. With two legislations the equal pay act which was drawn up in 1975, and the sex discrimination Act which came about in 1976. They felt optimistic about the future. Radical feminists argue patriarchy is still pervasive throughout society, meaning that men dominate society. They state that media reinforces women in domestic roles. Marxist feminists state that the women's inferior position in society is serving the interests of capitalism. That media reflects the situation because it is controlled by men (patriarchy). They also argue that pornography and women's bodies are used to make profits for the owners of the media. (Trowler, 1999: 311)

The premises of modern day feminism are traceable to its roots in early feminism (Cott, 1987). Three main tenets of this philosophy continue today:

1. Women should be the equal of men. No gender is superior.

2. Women's roles and status are a product of the social structure, and thus change-able.

3. Women are self-identified as a social group; thus, they are positioned to act "as a group" to change their status.

Feminism brings about the world in which people of all ages and both sexes embrace full responsibility for their action. It teaches that women are not slaves to men. Their bodies are their most precious material possession they will only have one body. They deserve to have that body respected by men. This means that rape is unacceptable. Assault is unacceptable. Women have a right to a fortress of peace in which or raise our children and they have right to be free of the mind control which is used a woman to convince them that do not deserve peace in their homes.

2.2. Liberal Feminism

Liberal feminists are part of a long tradition that begins with classical liberal thought. This tradition regards human beings as rational, autonomous, and self-interested individuals. This tradition strongly values liberty. It argues for a state that will protect liberty and not undermine it. From the beginning of the classical liberalism, a very heavy emphasis is placed on rights.

The goal for liberal feminists in the late 1800s and early 1900s was to gain women's suffrage under the idea that they would then gain individual liberty. They were concerned with gaining freedom through equality, putting an end to men's cruelty to women, and gaining the freedom to opportunities to become full persons. They believed that no government or custom should prohibit the exercise of personal freedom. Early liberal feminists had to counter the assumption that only white men deserved to be full citizens. Feminists such as Mary Wollstonecraft, Judith Sargent Murray, and Frances Wright advocated for women's full political inclusion (Marilley, 1996). In 1920, after nearly 50 years of intense activism, women were finally granted the right to vote and the right to hold public office in the United States.

In the 1960s, during the civil rights movement, liberal feminists drew parallels between systemic race discrimination and sex discrimination (Tong, 1989). Groups such as the National Organization for Women, the National Women's Political Caucus, and the Women's Equity Action League were all created at that time to further women's rights. In the U.S., these groups have worked for the ratification of the Equal Rights Amendment or "Constitutional Equity Amendment", in the hopes it will ensure that men and women

are treated as equals under the democratic laws that also influence important spheres of women's lives, including reproduction, work and equal pay issues. Other issues important to liberal feminists include but are not limited to reproductive rights and abortion access, sexual harassment, voting, education, fair compensation for work, affordable childcare, affordable health care, and bringing to light the frequency of sexual and domestic violence against women (Hooks, 1984).

Wendell (1987) states that liberal feminisms value individualistic approaches to justice and societal structures instead of blaming inequalities on others. Wendell also states, "liberal feminism's clearest political commitments, including equality of opportunity, are important to women's liberation and not necessarily incompatible with the goals of socialist and radical feminism." Musgrave (2003) says that the basis of liberalism gave liberal feminism a familiar enough platform that it came the closest out of other waves to convincing the general public and the government that their feminist philosophies "could and should be incorporated into existing law." He further states, "Liberal feminists argued for women's rightful inclusion in the liberal category of the autonomous individual as the basic social unit, and that women likewise be accorded the individual rights connected to the category." Further, Hooks (2012) states that liberal feminisms focus too much on equality with men in their own class. She mentions that the "cultural basis of group oppression" is the biggest challenge, in that liberal feminists tend to ignore it.

Ella (2017) states that liberal feminism is an individualistic form of feminist theory. It has also been said that liberal feminism is liberalism as applied to gender issue. Supporting Ella's statement, Tong (1992) states that liberal feminism is an individualistic form of feminist theory, which focuses on women's ability to maintain their equality through their own actions and choices. Its emphasis is on making the legal and political rights of women equal to men. Liberal feminists argue that society holds the false belief that women are, by nature, less intellectually and physically capable than men; thus it tends to discriminate against women in the academy, the forum, and the marketplace. Liberal feminists believe that "female subordination is rooted in a set of customary and legal constraints that blocks women's entrance to and success in the so-called public world". They strive for sexual equality via political and legal reform. Further, he claims that liberal feminists believe that "female subordination is rooted in a set of customary and legal constraints that blocks women's entrance to and success in the so-called public world". They strive for sexual equality via political and legal reform. In line with Tong's concept of liberal feminism, Abbey (2013) states that liberal feminism conceives of freedom as personal autonomy and political autonomy.

Theoretically, liberal feminism claims that gender differences are not based in biology, and therefore that women and men are not all that different—their common humanity supersedes their procreative differentiation. If women and men are not different, then they should not be treated differently under the law. Women should have the same rights as men and the same educational and work opportunities. The goal of liberal feminism in the United States was embodies in the Equal Rights Amendment to the U.S. Constitution, which was never ratified. Politically, liberal feminists formed somewhat bureaucratic organizations, which invited men members. Their activist focus has been concerned with visible sources of gender discrimination, such as gendered job markets and inequitable wage scales, and with getting women into positions of authority in the professions, government, and cultural institutions. Liberal feminist politics took important weapons of the civil rights movement—anti-discrimination legislation and affirmative action—and used them to fight gender inequality, especially in the job market.

Affirmative action calls for aggressively seeking out qualified people to redress the gender and ethnic imbalance in work-places. That means encouraging men to train for such jobs as nursing, teaching, and secretary, and women for fields like engi- neering, construction, and police work. With a diverse pool of qualified applicants, employers can be legally mandated to hire enough different workers to achieve a reasonable balance in their workforce, and to pay them the same and also give an equal chance to advance in their careers.

Lewis (2018) describes liberal feminism as theory and work that focuses more on issues like equality in the workplace, in education, and in political rights. Where liberal feminism looks at issues in the private sphere, it tends to be regarding equality: how does that private life impede or enhance public equality. Thus, liberal feminists also tend to support marriage as an equal partnership, and more male involvement in child care. She further states that liberal feminism's primary goal is gender equality in the public sphere, equal access to education, equal pay, ending job sex segregation, better working conditions, won primarily through legal changes. Private sphere issues are of concern mainly as they influence or impede equality in the public sphere. Gaining access to and being paid and promoted equally in traditionally male-dominated occupations is an important goal.

it is clear that liberal feminism is an individualistic form of feminist theory, which emphasizes on making the legal and political rights of women equal to men focusing on the workplace, education and political rights. It is as stated by Lewis (2018) who claims that liberal feminism focuses on the issues of **equality in the workplace, in education, and in political rights**.

2.2.1. Equality in the Workplace

A workplace is a location where someone works for his or her employer, a place of employment. Such a place can range from a home office to a large office building or factory. For industrialized societies, the workplace is one of the most important social spaces other than the home, constituting "a central concept for several entities: the worker and his/her family, the employing organization, the customers of the organization, and the society as a whole".

The workplace is the location at which an employee provides work for an employer. That seems like a simple enough explanation, but it can become a bit more complex, especially in today's knowledge economy. The workplace is located in a variety of settings including offices, manufacturing facilities or factories, stores, farms, out-of-doors, and in any other location where work is performed. With the proliferation of electronic communication, employers are no longer expected to always provide a workplace with a physical location at which employees work. Home offices, telecommuting work arrangements, and worldwide employmentrelationships mean that almost any location, including the employee's home, may serve as and can accurately be called, a workplace (Heathfield, 2018).

According to Dlamini (2017), women have come a long way in defying the odds and challenging issues of gender inequality that existed in the workplace and business market. Public figures such as Michelle Obama, Oprah Winfrey and Suze Orman to name a few, have upheld the positive influence in leadership positions. As role models, these women have played a significant role in influencing their own spaces. These female leaders have paved the way for other women to assume leadership roles. Some of these women have created their own stories by standing for what they believe in and making major breakthroughs in different fields. Women in positions of power have challenged the status quo and that has given more opportunities to women who have been previously disregarded. The growth of women in the workplace over the years has strengthened and the world is seeing women taking on more prominent roles in the workplace. Women have proven their ability to drive successful projects that are a success and inspire growth in companies. She further claims that there are six characteristics that have given rise to the presence of more women in the workplace, i.e. women possess professionalism and leadership qualities, women bring in strong work ethic and motivate the team, women determine team growth and business advancement, women have good organisation skills, women possess attention to detail, and women can advance company growth.

According to Tricia (2015), the last 60+ years have seen the numbers of women in the workplace increase hugely since they entered the economic system to supplement the male earning capacity lost to two world wars. Complex social movements have contributed to this change– the feminist movement, equal opportunities legislation, the expansion of the service sector and the knowledge economy, the ever increasing cost of living and increased access to education. This rise in numbers has resulted in women entering a much broader range of occupations, from mainly supportive, nurturing roles such as teaching and nursing to every walk of occupational and professional life. Therefore, women are now found in occupations, industries and roles previously regarded as the sole prerogative of men.

It is stated that liberal feminism is an individualistic form of feminist theory, which focuses on women's ability to maintain their equality through their own actions and choices. It means that women have freedom and equality in their own choice to work as they want. Women have no less intelectuallity than men that they can work as well as men do in the workplace. Nowadays, women have occupied various workplaces previously considered as the domains of men.

2.2.2. Equality in Education

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves (Dewey, 1944). Education can take place in formal or informal settings and any experiencethat has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

The nineteenth century saw major advances in educational opportunities for women and girls, from the common school movement in the early part of the century to multiple opportunities in higher education at the century's close. In the 1800s, women began to play central roles in education—as teachers and as learners, in formal and informal education settings, on the frontier and in the cities. Education is the foundation for civic participation, and schools are formative in shaping how children and young people view themselves and others. Accordingly, it is essential that school environments foster gender equality and provide safe spaces in which all students can learn. Nowadays, women and girls have the right to education free that they have made great strides toward achieving equality.

Education is globally acknowledged as the most powerful means of empowering girls and women and protecting them from the violation of their human rights. Investing in girls' and women's education can transform, and even save, lives—the lives of girls and women, and the lives of their families and communities. It is one of the most effective ways to achieve positive, sustainable change in the world, for everyone. Education sets in motion a virtuous spiral: girls and women gain greater knowledge, skills, self-confidence and capabilities, improving their own life prospects—and, in turn, an educated woman provides better nutrition, health care, and education for her family. Education enables a woman to take greater control of her life and gain inclusion in decision-making processes, which unleashes her potential to contribute socially and economically to her family's and community's wellbeing (Women's WorldWide Web, 2010).

The UNESCO Convention against Discrimination in Education (1960, CADE) prohibits all forms of discrimination in education, including on the basis of sex. CADE defines discrimination in Article 1, which is more specific than CEDAW's definition, as it applies solely to education, for example, it refers to discrimination in both access to and quality of education and to gender-segregated schools. Article 2 (a) of CADE permits the establishment or maintenance of gender-segregated educational systems or institutions, provided they offer equivalent access to education, teaching staff with the same standard of qualifications, infrastructure and equipment of the same quality, and the opportunity to study the same or equivalent subjects. Article 2 (c) permits the establishment or maintenance of private education institutions as long as the 'object of the institutions is not to secure the exclusion of any group'. Other important international human rights treaties guaranteeing the right to education of women and girls on the basis of non-discrimination and equality. A number of other international human rights treaties also guarantee girls' and women's right to education combining general provisions on non-discrimination with specific provisions on the right to education. The International Covenant on Economic, Social and Cultural Rights (1966, ICESCR) guarantees the right to education of everyone on the basis of equality and non-discrimination (Articles 13 and 14) and expressly prohibits discrimination on the basis of sex (Articles 2 (2) and 3). In its general comment on the right to education, the Committee on Economic, Social and Cultural Rights applies obligations under Articles 2 (2) and 3 to the right to education, clarifying, inter alia, that temporary measures to bring about de facto equality between the sexes in relation to education are legitimate as long as such affirmative action does not lead to the 'maintenance of unequal or separate standards for different groups, and provided they are not continued after the

objectives for which they were taken have been achieved. The Committee also provides that states 'must closely monitor education–including all relevant policies, institutions, programmes, spending patterns and other practices–so as to identify and take measures to redress any de facto discrimination. Educational data should be disaggregated by the prohibited grounds of discrimination (Right to Education, 2018).

Liberal feminists support laws against sex discrimination in education, employment, and public accommodations. According to liberal feminists, the refusal to hire or promote a woman or do business with her because she is a woman is a morally objectionable limit on her options. So are workplaces that are hostile to women. Liberal feminists argue that laws prohibiting sexual harassment, and requiring affirmative action and comparable worth policies are often called for to remedy past and ongoing sex discrimination (Williams, 2000: 253). In line with Williams' claim, McClain states that liberal feminists hold that girls must receive a formal education free of sexist stereotyping, including instruction in the legal equality of women, including autonomy-promoting sex education (McClain, 2006). Their claims are also supported by Okin (1989) who argues that the state, educational institutions, and workplaces should not assign roles according to sex. But Okin argues that this applies to the family as well. Gender blindness must play the same role in the family that it plays in these institutions. In Okin's words, there must be "congruence" between the principles that govern these institutions and those that govern family life.

2.2.3. Equality in Political Rights

Merriam Webster defines political rights as the rights that involve participation in the establishment or administration of a government and are usually held to entitle the adult citizen to exercise of the franchise, the holding of public office, and other political activities.

Political rights are a class of rights that protect individuals' freedom from infringement by governments, social organizations, and private individuals. They ensure one's ability to participate in the civil and political life of the society and state without discrimina- tionor repression.

Political rights include natural justice (procedural fairness) in law, such as the rights of the accused, including the right to a fair trial; due process; the right to seek redress or a legal remedy; and rights of participation in civil society and politics such as freedom of association, the right to assemble, the right to petition, the right of self-defense, and the right to vote. Political rights are the rights exercised in the formation and

administration of a government. They are given to citizen by the constitution. These rights give the citizen power to participate directly or indirectly in the administration.

US Legal (2016) states that political rights are the right to political participation. Political participation can take many forms; the most notable form is the right to vote. The right also covers the right to join a political party; the right to stand as a candidate in an election; the right to participate in a demonstration; and freedom of association.

The Convention on the Political Rights of Women was approved by the United Nations General Assembly during the 409th plenary meeting, on 20 December 1952, and adopted on 31 March 1953. The Convention's purpose is to codify a basic international standard for women's political rights (Cherif, 2015).

3. Research Method

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detail methods of data collection and analysis (Creswell, 2009). This research follows qualitative method of research since it involves the characteristics of qualitative procedure of analysis (Creswell, 2009). Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The writers use the qualitative approach to explore the behaviors, perspectives, experiences and feelings of the first female character under the analysis, and emphasize the understanding of the aforementitoned elements. The writers make interpretations of the meaning of the data. Data collection and analysis follow the procedures under the researcher's role as the key instrument.

The data in this research were collected from many sources, especially books, journals, and websites which are related to the subject matter of this research, i.e. liberal feminism. Therefore, it is categorized as a library research as it is noted by Herbert (1990: 18) who claims that "a library research is a research to collect ideas, theories, and reported empirical data within the scholarship in the library." Besides, the data are also taken from websites of the internet to support the study. However, Ika Natassa's *Critical Eleven* is used as the primary source of the data. The significant data dealing with the theory of liberal feminism were taken from various books, journal and websites, especially the one written by Lewis (2018).

4. Result and Discussion

A common theme that can be seen often in life, history and literature as well is the theme of feminism. Feminism has transformed the academic study of literature, fundamentally altering the canon of what is taught and setting new agendas for literary analysis. This study offers a comprehensive as well as lively analysis to liberal feminism focusing on the protagonist named Tanya Baskoro (Anya) who upholds the satus of women for emancipation or equal rights between women and men without discrimination, especially in terms of the equality in workplace and education reflected in Ika Natassa's novel entitled *Critical Eleven*.

In the aviation world, the term critical eleven is known as the eleven most critical minutes on the plane. The critical eleven moment is three minutes after takeoff, and eight minutes before landing. Statistically, 80% of aircraft accidents occur within the eleven-minute range. The term critical eleven is applied by the writer of the novel, Ika Natassa on human relations through her novel *Critical Eleven*. During the first meeting, the initial three minutes are a time to give the impression of good or bad, while the last eight minutes are the moment of determination.

4.1. Equality in Workplace

Today more and more women are starting to open up and dare to get out of the domestic shell to pursue a career. Even not a few of them choose to prioritize careers rather than establishing a family. Marriage is considered as one of the obstacles to establish a career. They are concerned more with careers than getting married and having a family. Anya in this novel is reflected as a business woman. She is a management consultant, who spends much time in airports and who admits that she is one of those weird people, who loves airports. There is just something liberating yet soothing about it. She is always busy with her pile of work that she regards airport as her temporary place to break from her mundane life.

I'm one of those weird people who loves airports. There's just something liberating yet soothing about it. Even when I was there to fly for the business affairs, the airport was like a temporary resting place. A temporary break from my mundane life. Of course, when I land, I will be busy with any pile of work waiting, but in the meantime I can "park" here first. (Natassa, 2015: 5)

Anya is acustomed to airports as well as planes. It clearly shows that she has a good position as well as career in her work. It also obviously shows that she has equal right as man.

Anya is also an active woman as she does not stand of sitting still. It has been for years that she always concerns herself with something to carry out. She cannot be quiet as it will take her mind to wonder about her own life in terms of the meanings as well the purposes of life.

> I admire people who have the ability to sit still. Because I can't. It has been foor years, I can't. I must always concern myself with something, because every time I keep quiet, my mind would start to wonder to places I don't want it to wonder to. Questioning the meaning of life, what the purpose of life is actually, what I want to do, whether I have done what I should have done as a human being at this age. It was like being chased by Ligwina Hananto, who, every time taught financial planning, always asked, "What is your goal?"
>
> ....
>
> Perhaps that's why I like airports. Airport is the least aimless place in the world. Everything about the airport is destination. Everything at the airport must have a purpose and indeed have a purpose. Even that goal is clearly stated on a piece of paper, boarding pass. Every time I hold a boarding pass, I feel my life finally has a purpose, even though the goal is only three letters. CGK, SIN, ORD, TTE, HKG, LGA, EWR, NRT. (Natassa, 2015: 5-6)

Anya has been familiar with various airports and visiting a number of places. It means that she is indeed a distinguished woman who always carries out her business in various places. As a consultant management, there will be many things that she must regulate and monitor, and there are many clients and their problems that can keep Anya's mind busy.

Anya is also described as an experienced management consultant, who has a good performance. She has been in her position for almost eight years, and her reputation in the position is extremely good.

> If there is one thing I learned from almost eight years of my career as a management consultant, it's this: KPI determines employee behavior. The KPI is a Key Performance Indicators, a kind of report card used by companies to define and measure the extent to which the company achieves its objectives, then is reduced to the KPI of each employee according to department and position. (Natassa, 2015: 47)

A management consultant is professional who provides advisory services in the field of management, analyzes, improves, and recommends construction management to improve the quality of employee work and advance an agency or company. In addition to demanding mastery of management knowledge and sensitivity in reading markets, this work also requires expertise in communication.

Ika Natassa's choice to make a management consultant as a job for Anya clearly identities that she actually gives support to women to have a career in the field of work. However, Ika apparently still has not really let go of the image of a traditional woman who is gentle and has a physical quality not as strong as man. Anya's job as a consultant management is more focused on cognitive and communication skills which are still fairly common for women to master. Prati (2015) revealed that of the 10 sectors of work that women and men are engaged in, there are two occupational fields that make women's wages higher than men, namely the field of communication and transportation services. In this novel, Anya works as a consultant manageement focusing on cognitive and communication skills which most probably have given her higher wages than men in general.

As a career woman working as a management consultant for eight years, Anya got married beyond the traditional view of the ideal marriage age. Anya got married to Ale (her husband) when she has been already considered a successful career woman. Even though, no direct information dealing her age when she got married to Ale, it can be traced that Anya's age when she got married to Ale was around 29 years. It is assumed so since Anya is predicted to finish her education from Georgetown university at her 21 years old, then she got married after her experience in her career as a management consultant for eight years. Anya's age when she got married to Ale has broken the traditional view that the ideal age for women to get married is under 25 years.

Besides, the sociological construction of equality in workplace for women represented by Ika Natassa in *Critical Eleven* through the character of Anya can also be seen in terms of her family backgrounds; such as family and social environment, and lifestyle. Anya was born and raised by the parents who both have high educational backgrounds. Anya's father is a diplomat and his mother is a graduate from one of the colleges in London. The background of the two parents is made known by the author in the following quote:

> Ibrahim Baskoro, Papa, first met Mama at the Indonesian Embassy in London, 33 years ago. Papa, the junior diplomat, who had just been on duty for a year, was still an onion, while Mama had arrived in London at that time for postgraduate study, scholarship. (Natassa, 2015: 207)

Looking at the background of Anya's parents, both in terms of work and high education, it can be seen that they have broader knowledge and more advanced and open thinking towards the world. More advanced and open thinking will lead people to prioritize education as one of the main bases for getting good and successful work in the future. Therefore, it is natural that even then their children are constructed by the author, Ika Natassa, to have higher education and promising work. That is, here Ika Natassa tries to strengthen the notion that education can lead someone to a bright future and this will be achieved, one of which is with the support of parents. In short, it can be summed up that the environment as well as parents plays an important role to construct the career.

Sociological construction as described above is closely related to the relation of Anya's character to other figures to see the construction of equality in workplace for women in this novel. Based on the story of the novel, the relation that best gives an illustration of the construction of equality in workplace for women is the one between Anya and Ale. The relation between the two illustrates the existence of coordinative relation or the existence of equality.

> I listened to the words Ale half-consciously, still unusually sleepy, began to regret why I offered to accompany him to the airport to catch this first flight. And how could it be this morning. Ale remembered the contents of my presentation as detailed as that. I am a management consultant, and sometimes I reshare my presentation in front of him if he is in Jakarta. He said that instead of overtime at the office, I'd rather be overtime at home accompanied by him. Sometimes he actively gives input about my style of speaking, but more often he even says this: "The presentation makes me not concentrate, I want to kiss you all the time." Then he laughed as I pretended to throw my cue cards into his chest. (Natassa, 2015: 37)

Ale as a husband does not feel heavy hearted to provide an opportunity for his wife to pursue her career. He even provides supports by giving input. In addition, in another quote Ale is also described as a husband who has an understanding of his wife's profession. Although Anya's profession as a management consultant often drives her to go home late and travel abroad, Ale always shows his supports by not giving restrictions. Perhaps, Ale does remember that Anya has never protested him about his work which has made his life 50: 50, which is 5 weeks at work (oil processing at sea) and 5 weeks at home (holiday).

If the husband is often portrayed as having the power to regulate the role of the wife, then in this novel the author distorts that view through the character by the name of Ale. Women are given the same opportunities as men to walk the public world. In fact, this opportunity is supported by men who give freedom to women to choose a career or not. Women as wives are also not required to only be in the domestic sphere and do domestic matters. When Anya excuses of not having skill to cook well for Ale, Ale suprisingly confims that he has married Anya not to make a restaurant but a household. Ale claims, "I marry you as I want to make a household, not make a restaurant, Nya. (215)".

Ale does not demand that Anya ought to be good at cooking like her mother. Cooking in this case is categorized as an activity carried out in the domestic sphere. Here the author creates the concept that a wife does not have to do domestic activities or in other words domestic duties are not the main identity of a wife. In addition, Ale and Anya have good cooperation in home affairs, and she shows it when she insisted to help her husband to turn their house into their home, "*You've given me a home already, Le, let me me help you to turn it into OUR home (194)".* She also insisted to help fill the house with her money and started to buy dining tables, sofas, and all kinds of knick-knacks.

Ale does not feel rivaled by Anya who also has her own income. He is happy when Anya offered to help buy things to fill their homes. The house or residence and its contents are not only the responsibility of the husband. With whatever money the house and its contents are purchased, the most important thing is how to make it a shared and maintained joint property. If this perspective is used, what appears is the coordinative relationship between Anya and Ale. However, there is also a suspicion of the existence of subordinate relations which makes the position of Anya (female) only as the other (ie) when the main needs of the house are fulfilled by Ale (male), then Anya's income is only used to fill the gap (home furniture) which is not in the main thing (home). Due to this suspicion, the author is still possible to be influenced by the traditional view of women who even though they have the same abilities as men in certain fields, they are still considered as subordinates. In addition to the above, one thing that is considered as one part of the construction of a middle to upper class career woman is her lifestyle. The lifestyle lived by Anya's character in terms of the economy can be said to be glamorous and full of luxury. Anya's luxurious lifestyle both before marriage and after marriage can be clearly seen; among the things are, from the places she often visits which are usually visited by high-ranking people like Amuz, Mangia, Blue Doors, Häagen- Dazs, Mothercare Pacific Place, Ace, Authentique, and Le Bernardin; branded objects she has

such as i-Phone (cellphone), Prado and Herrier (car), and Louboutin (shoes); her journey to abroad (Sidney) just to watch the concert of her favorite band (Coldplay); and the star hotels in which she often stays. Besides, Anya also adheres to an instant lifestyle by choosing an easily made breakfast menu or buying fast food and drinks. This is probably due to many works that have taken up up a lot of her time.

Lifestyle is highlighted because it is considered to have implications for the career undertaken. Based on the reading of the novel, Anya's luxurious lifestyle is based on two reasons. First, Anya since childhood is in a community of middle to upper class circles so she is accustomed to a luxurious lifestyle, and chosing a career to fulfill her lifestyle. Secondly, the environment in which Anya works is an exclusive circle of environment that demands her to have an exclusive lifestyle to be accepted. In other words, the lifestyle of a career woman who chooses a luxurious or simple life may be due to a family background or work environment, or it is precisely the culture that demands her to live this lifestyle. In short, there is a choice between a career to meet the demands of a lifestyle or lifestyle to support a caree, and this is one of which that a woman who has quality in workplace with man has to live in.

4.2. Equality in Education

Reading the construction of career women means reading women from the point of view of their role both in the public and domestic spheres. Ika Natassa's *Critical Eleven* presents the construction of a career woman by the name of Anya who has free access to actualize herself in the public sphere despite having a family. However, even though she has freedom and even support, she still carries out her domestic duties. In other words, she, as a married woman, has a dual role, namely the role in the domestic and public spaces at once. This is reflected by Ika Natassa who has taken the 2014 story setting, and tried to present how the construction of career women in today's modern society. Through the character Anya, she entrusts a number of ideas regarding the constructs of career women who have access to education to higher education. Anya as a woman, "learned how to make the most delicious omelet in the world before she left for college in Georgetown, 218)".

Anya has equality in education with man since she undertakes her study at George-town, one of the leading universities in Washington DC, United States. This obviously shows that Anya as a woman already has access to obtain education outside the domestic space. Even the university where Anya is studying is one of the leading universities that has global achievements. In other words, the author of the novel reveals

that women also have the same opportunity as men to get higher education in a good place, and it is evidently reflected by the author in the character of Anya. Anya's equality in education with man has brought Anya to a successful career woman. She becomes an experienced management consultant that makes her possible to fly to various places all over the world to carry out her official affairs. In short, Anya's equality in Education with man plays a very important role to her success in life as a career woman.

Equality in education as well as workplace is clearly represented by Anya in the novel. In line with the view that women have equality in education in the novel, the author, Ika Natassa also reflects the other female characters who are Anya's friends, Tara and Agnes, as educated and career women. Agnes is a Georgetown graduate like Anya, while Tara works in the field of interior design.

One's decision to have a career is also supported by a social environment. Tara and Agnes become the social environment of Anya who has a background not much different from their's. They are also the closest friends who always become a place for Anya to share. These things make them have the opportunity to influence Anya's choice for her career.

5. Conclusion

In Ika Natassa's *Critical Eleven*, of the three focuses of liberal feminism; in workplace, education and political rights, two of which namely equality in workplace and education are clearly reflected by the first character of the novel by the name of Tanya Baskoro (Anya). The topic inspires us that we must uphold justice for gender equality between women and men because life cannot run smoothly without the role of women. The topic also reflects the resilience of a woman by the name of Anya who has not only a good education, a graduate from one of leading universities in the world, Georgetown University, but also a fantastic job as a management consultant.

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Conference Paper

Deixis in the Song Lyrics of One Direction

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Abstract

This study aimed to investigate the types of deixis used in the song lyrics of One Direction, to find out the dominant types used and to describe the semantic meaning of the deixis. The song lyrics are associated with deixis since they express the singer's or song writer's feelings or emotions represented by some expressions of human thoughts, ideas and opinions. This study was conducted using a descriptive qualitative research design. The data were obtained from five songs of One Direction entitled *Up All Night*, *Change My Mind*, *Everything about You*, *Little Things*, and *Right Now*. Three types of deixis were found in the five songs and there were 108 deixis found in the lyrics. Person deixis was investigated as the most dominant type used in the lyrics. All deixis had their semantic meanings based on the situations of the songs.

Keywords: Deixis, Song, Lyrics, Semantics.

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1. Introduction

Along with the development of the era of music in society music has been transformed into a commercial entertainment or economic goods. Music is a social or cultural tool that contains thoughts, ideas, opinions, of human beings, as outlined in the forms of song lyrics. The message or idea conveyed in a song has a relationship with someone's feelings or experience. The lyrics in a song are part of the discourse from the sender to the recipient and from the speaker to the listener, consisting of words or sentences that have different grammatical corridors. By writing song lyrics, people can easily show their feelings and emotions to others.

Song lyrics vary according to the context contained therein. In general, song listeners have different interpretations in understanding the meaning of the song. In understanding the meaning in the text, one must have semantic skills. In most linguistic theories today, semantic analysis is an important part of the work of linguists. Semantics is the study of meaning as communicated by the speaker and interpreted by the listener. According to Lyons (1977), semantics is the term indicated for the learning of meaning.

So it can be said that internally semantics is focused on the meaning contained in words and sentences.

However, not all words contained in a sentence can be interpreted if we do not know the speaker's context, such as the words *here, tonight, today, or tomorrow*, and pronouns like *you, me, him, he*, and, *that*. We cannot understand sentences in English if we do not know the speaker and the references. Sometimes there is a misunderstanding of the meaning between the speaker and the listener. So to understand the meaning of the listener, we must be able to identify the meaning of words or sentences. Currently, deixis is used to solve that problem.

Lyons (1977) states that deixis is a study to interpret the relation of the situation with words, phrases, and features that are uttered in a sentence. Deixis is categoriized into person deixis, spatial deixis, and temporal deixis (Lyons, 1977). Deixis is words pointed at certain things, such as people, objects, places, or time like *you, here, now*. Deixis is used to know the meaning of words or sentences, such as who the speaker is, what the reference is, where the place is, and when the communication happens (Lyons, 1979). Deixis analysis is semantically needed to interpret these songs clearly and to understand the meanings of the deixis. The word meaning becomes an important issue related to deixis in the semantic study.

The use of deixis can be found easily in English songs, especially songs of *One Direction*. *One Direction* is one of the pop-boy bands from England-Ireland formed in 2010 in London, England. This pop boy band consists of 5 personnels, namely, Liam Payne, Harry Styles, Louis Tomlinson, and Zayn Malik. Some of the song lyrics of the song *Change My Mind* contains deixis as presented below:

1. *The end of the **night***

2. ***We** should say goodbye.*

3. *Never felt like **this** before*

4. *Are **we** friends, or are **we** more?*

There are several examples of deixes found in the lyrics: *night, we, this,* and *we*. Those are a few examples and the writers consider that there are still many deixis that can be found in the lyrics of the song. Besides that, the writers are also curious about the meanings of deixis in the lyrics. However, listeners sometimes still have difficulty determining the meaning of deixis contained in the English songs. For this reason, the writers are interested in knowing deixis in the song lyrics of *One Direction*.

2. Literature Review

2.1. Deixis

According to Lyons (1977), deixis is the location and identification of people, object, events, process, and activities being talked about or referred to; concerning the time, when the speaker says the utterance, or when the hearer hears it. It means that deixis is a word, phrase, or expression that the reference moves depending on the identity of the speaker, time, and place with the utterance. Deixis consists of three categories; those are person deixis, spatial deixis, and temporal deixis. The explanations of deixis are presented as follow:

2.1.1. Person Deixis

Personal deixis is the term used to indicate people. Person deixis is deixis with the role of participants in the conversation, such as speaker, and addressee (Lyons, 1977). Anderson & Keenan (1985) say that person deixis usually localizes an entity about the position of the speaker and/or hearer. First and second-person pronouns typically refer to the speaking and hearing speech participant (s), whereas third person pronouns designate the non-speech or narrated participant. According to Saeed (2009), the information of person deixis can be grammaticalized by pronouns; typically, a first-person singular pronoun that is used for the speaker, second-person pronouns for the addressee(s) and minimally, a third-person category for a category "neither-speaker-nor-addressee(s)".

TABLE 1: Person Deixis

Person	Singular	Plural
First Person	I/me	We/us
Second Person	You	You
Third Person	He/him, She/her, It	They/them

2.1.2. Spatial Deixis

Spatial deixis indicates the location of some spaces between the speaker and the listener. Spatial deixis is also known as place deixis. According to Yule (2010), spatial deixis concerns the concept of distance. In other words, spatial deixis indicates the relative location of people and things (here, there). Lyons (1977) also states that place or spatial deixis concerns with the specification of location relative to anchorage points in

the speech events. The importance of location specification, in general, can be gauged from the fact that there seems to be basic ways of referring to objects by describing or naming them, on the one hand, and by locating them on the other (Lyons, 1977). Spatial deixis points to the location of the person and objects being shown. Spatial deixis refers to words that indicate a place like here and there, and like this and that as demonstrative or determinative adjectives (Cruse, 2006). For example:

*I'm glad we moved **here**, I was melting **over there**.*

The deictic expressions *here* and *there* are used to indicate the proximity of the location between the speaker and the receiver. If the speaker moves, the interpretation of the deictic expressions will change. When the speaker and the addressee in the example above have moved, they can call the shade *here* and their original place *there*.

2.1.3. Temporal Deixis

Temporal deixis is used to designate a time. Time deixis shows the unit of time in the speech. In other words, time deixis is a reference to time relative to a temporal point; typically, this point is the moment of utterance (Lyons, 1977). It is a marker of the difference between the moment of the speech delivered by the speaker (coding/time) and the moment received by reception (time of reception) in the context of the conversation. The markers of time in deixis of time are *now*, *tomorrow*, *today*, *yesterday*. For example:

a. *I live here **now***

b. *I lived there **then***

The first utterance is a present tense form. It is a proximal form since it occurs in the speaker's current situation. The second utterance shows it as a distal form because the verb "live" is in the past tense. It also did not occur in the speaker's current situation. From the explanation above, the writers conclude that deixis is how languages encode-feature of the context and thus concern ways in which the interpretation of utterances depends on the analysis of that context of utterance.

2.2. Meaning

Yule (2010) defines that the meaning of the word is a field of study that is discussed in semantics. Semantics is as a branch of linguistics that studies the meaning of a word

in the language, while linguistics is a science that examines the spoken and written language that has the characteristics of a systematic, rational, and empirical as the description of the structure and rules of the language (Widdowson, 1996).

According to Lyons (1977) examining the meaning of a word or giving the meaning of a word is to understand the word study which regards to the relationships between words. Meaning of a word or a sentence is a manifestation of the use of the word or sentence depending on the situation of the use of that word or sentence. In details dependence of word meaning or sentence meaning in the context speaking situation, among other experts suggests a characteristic inherent in the situation that must be identified. Meaning is what the speakers interpret or the speakers mean. Meaning is the relationship between languages with the world which has been agreed by the users so that it can be understood. It can be concluded that meaning is the result of the relationship between languages with the world. Determination of meaning occurs because of the users' agreement and the realization of meaning that can be used to convey the information that can be understood mutually.

3. Research Method

This study is conducted by using descriptive with qualitative methods. Qualitative research is related to describing the common elements of the various forms of qualitative methods. Creswell (2014) says a descriptive qualitative studys i aimed at investigating the detailed rendering of people, places, or events in a setting in a qualitative approach.

The data are song lyrics of five songs entitled *Up All Night*, *Change My Mind*, *Everything about You*, *Little Things*, and *Right Now*. The writers choose these songs randomly. Random sampling is data collection in which every person in the population has a chance of being selected which is known in advance.

In analyzing the data, Miles, Huberman, and Saldana. (2014) states that the techniques of data analysis are data condensation, data display, and conclusion drawing and verification. The steps are as follows:

1. Transcribing the song lyrics of *One Direction*.

2. Investigating the types of deixis in the song lyrics of *One Direction*.

3. Counting the percentage of each type of deixis.

$$X = \frac{F}{N} \times 100\%$$

X = the percentage of the obtained items

F = frequency

N = the total number of items

4. Finding out the dominant type of deixis.

5. Describing the semantic meaning of deixis in the song lyrics of *One Direction*.

6. Concluding.

4. Result and Discussion

After collecting the data, the types of deixis in five song lyrics of *One Direction* are classified based on the three types of deixis proposed by Lyons (1977). This study finds that there are 79 person deixis, 16 spatial or place deixis, 13 temporal or time deixis. The total number of the data found in the five of *One Direction* song lyrics is 108 deixis. The detailed explanations are presented in the following tables:

TABLE 2: The total frequency and percentage of the types of deixis found in five *One Direction*'s song lyrics.

No.	Song Title	Types of Deixis			Total Frequency of Each Deixis Types Found in One Direction Lyrics
		Person	**Spatial**	**Temporal**	
1.	*Up All Night*	12	5	6	23
2.	*Change My Mind*	12	2	2	16
3.	*Everything about You*	24	3	1	28
4.	*Little Things*	19	2	-	21
5.	*Right Now*	12	4	4	20
Frequency		79	16	13	108
Percentage (%)		73.14	14.81	12.03	100

So, the dominant type is person deixis by percentage of 73.14. It is because the five songs are pointed to the role of participants in the lyric. Lyons (1977) states person deixis is used to point to people. Person deixis is with the role of participants in the conversation, such as speaker, and addressee. Spatial deixis is indicates the location of some spaces between the speaker and the listener. Temporal deixis is used to point to a time. All types of deixis have their meanings based on each situation of the songs. Therefore, the person deixis will make the song listener understand the message easier.

Further, some examples of types of deixis found in top five song lyrics of *One Direction* are presented as follows:

<div align="center">TABLE 3: Examples of Person Deixis</div>

Title of the Song	Person Deixis	Semantic Meaning
Up All Night	**She**'s on replay	"She" as participant and third person on replay.
Change My Mind	**We** should say goodbye	"We" indicates the first person plural referring to two people who should say goodbye.
Everything about You	**I** see it's just a matter of fact, girl	"I" as the first person who sees a matter of fact.
Little Things	**I** won't let these little things	"I" as a participant and first person who won't let these little things.
Right Now	But **I** know that I won't be on **my** own, yeah.	"I" as a participant and first person who know that I won't be on "My" as possessive pronoun.

All types of person deixis are found in the form of first, second, and third person. The first person is indicated by the use of pronoun *I*, *We*, etc. However, the use of the second person is found in the form of possessive pronouns such as "my" in the words "my own".

Then, the third person is recognized by the use of some pronouns or words related to gender such as *She* and *Her*. The most common use of person deixis is in the form of first-person; this is related to the function and messages conveyed in the song. The following tables show the examples of spatial deixis found in five song lyrics of *One Direction*:

<div align="center">TABLE 4: Examples of Spatial Deixis</div>

Title of the Song	Spatial Deixis	Semantic Meaning
Up All Night	Nobody's going **home tonight**	"Tonight" as a temporal deixis referring to present tense to show the time that nobody' going "Home" as a place.
Change My Mind	Never felt like **this** before	"This" as demonstrative adjective expression referring to never felt before.
Everything about You	**I**'ll be **there** in two,	"I" as a participant and first person who will be "There" as locative adverbs.
Little Things	If **I** let **you** know I'm **here** for you	"I" as a participant and first person who let "You" as a second person know, and "Here"as locative adverb referring to the place.
Right Now	**I** hear voices singing songs in the **street**	"I" as a participant and first person who hear voices singing songs in the "Street" as the place.

Temporal deixis is found in all the five songs. The number of temporal deixis is more frequently used in the *Up All Night* song than the others. The lyrics on the five songs do not include specific purposes like telling stories or experiences. Therefore, the number of place deixis is less than the others.

TABLE 5: Examples of Temporal Deixis

Title of the Song	Temporal Deixis	Semantic Meaning
Up All Night	**I** wanna stay up all **night**	"Night" as temporal deixis that shows the time where "I" as a participant and first-person wanna stay up.
Change My Mind	The end of the **night**	"Night" as temporal deixis that shows where the time ends.
Everything about You	**Now** ask **me** why **I** want to	"Now" as a temporal deixis refers to present tense to show the time why "I" want to.
Little Things	-	-
Right Now	Cause **right now**,Everything is new to **me**.	"Right now" to show the time where everything is new to "Me" as the first person.

Similar to spatial deixis, the number of time/temporal deixis is also more frequently used in the *Up All Night* song than other songs. For example, like *night, now*, and *right now*. This deixis aims to present the time on the lyrics. Besides, temporal deixis is not found in the lyrics of *Little Things*.

Based on some tables presented before, the three types of deixis can be found in the five songs of *One Direction*. Person deixis is identified as the most dominant types used. All of these song lyrics tell about life story the songwriter. This has been analyzed with Lyons (1977) theory. Related to that, all types of deixis have their semantic meanings based on each situation of the songs. The message of the song could influence the types and the number of deixes are involved. Lyons (1977) examines that the relationships among or between words determine the meanings of the words and this is surely important for the readers, or speakers as well as the audience to get the meaning entity.

Meaning of a word or a sentence is a manifestation of the use of the word or sentence depending on the situation of the use of that word or sentence. The example is *Up All Night*. The lyrics of the song tell about a girl and the lover is trying to say that they can have fun together.

5. Conclusion

After analyzing the data, the writers conclude that from the five songs of *One Direction* entitled *Up All Night*, *Change My Mind*, *Everything about You*, *Little Things*, and *Right Now* there are three types of deixis found: person deixis, spatial deixis (place), and temporal deixis (time).

Person deixis is the dominant deixis found in the song lyrics of *One Direction*. It is to find out the participant role in the song. There are three types of person deixis used by the songwriter in song lyrics of *One Direction* namely first-person deixis, second person deixis, and third-person deixis. The most person deixis used is singular first-person *I* and *Me*, because all of these song lyrics tell about life of the songwriter. Spatial deixis is indicating the location between the speaker and the listener, including the locative adverb *here* and *there* and demonstrative adjective *this* and *that*. Temporal deixis is used to point to a time of event relative to the time of speaking, including the adverbs like *now*, and *tonight*.

The deixis meaning can be analyzed semantically to know the substantive meaning and the effects of the use of deixis for the lyrics. Song lyrics analysis is depending on the hearer, or the singer of the song lyrics. The context of the song does not refer to a specific setting, and participant.

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Using the Hello English Application in the EFL Classroom: Its Efficacy in Helping Students to Master Vocabulary

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Abstract

Integrating technology as a teaching media in language learning has been widely promoted by teaching practitioners. Mobile Assisted Language Learning (MALL) is among the most popular approaches used in EFL classrooms and has been reported in some studies to be beneficial in supporting students' language learning process. This study aimed to determine whether employing MALL through the Hello English (HE) application as a teaching media could significantly affect the mastery of vocabulary of eighth grade students in an English as a Foreign Language (EFL) Junior High School (JHS) classroom. Using a quantitative approach with a quasi-experimental design, this study presented the numerical data collected through a multiple-choice test. In analyzing the data, t-tests were employed with a 5% (0.05) significance level using the SPSS statistical test tools v.20. According to the results, the HE application had a significant effect on the students' mastery of the vocabulary, and so it is recommended that the HE application be used as a tool in the English language teaching and learning process.

Keywords: Hello English appl MALL, vocabulary mastery, junior high school, EFL

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1. Introduction

Having a great amount of vocabulary is necessary for the students who learn foreign language. Krashen in Lewis (1993) stated that the most important element in learning a foreign language, is vocabulary. It is because there is a complementary relationship between vocabulary knowledge and language use in which the understanding of vocabulary enables to use language and the use of language guides to an increase of vocabulary understanding. It is even more impactful if the students can mastery vocabulary, which means the students have comprehensive understanding about the vocabulary such as the meaning, the written and the spoken form (Thornbury, 2002).

Therefore, it is basis to know that learning vocabulary in learning a foreign language is the first step that the students must do.

One of foreign languages that is learned the most by students around the world including those in Indonesia is English. In this country, English becomes the only foreign language that is mandatorily taught to students in all educational levels from JHS up to higher education (Fithriani, 2020. Furthermore, the Indonesian government sets the goal of EFL teaching in Indonesia which is to equip the students the ability to develop oral and written communicative competence in the language on four areas namely listening, speaking, reading, and writing (Fithriani, 2020). Meanwhile, vocabulary mastery is integrated in those four skills. Putra (2014) emphasized the importance of vocabulary mastery as he argued that English vocabulary mastery is the integrated components consisted in basic competence that should be attained by every student before they can use the four English skills. In JHS level, particularly at the 8th grade, it is arranged in the English syllabus of 2013 Curriculum (K13) that the students in this grade are expected to be able to master mainly three kinds of vocabulary, namely: adjectives, nouns and verbs (Document Review of the English Teacher's Syllabus, 2019). Therefore, vocabulary learning becomes a necessary basic element in ELT.

However, contrast to what is expected above, the students' vocabulary mastery performance is not as sufficient as the expectancy given. One of the most visible problem is misspelling (Fithriani 2013). Furthermore, Aisyah (2017) in her research also found that the students have lack vocabularies in English particularly in noun. It was proved when the researcher requested the students to comprehend some texts but they are unable to do it. Moreover, it is possibly related to the unawareness of the teacher to integrate vocabulary mastery in the teaching process and the learning strategies of vocabulary are not integrated in the English curriculum (Aisyah, 2017). It validates what Cahyono (2008) found that the majority of English teachers neglect the vocabulary teaching because they focus on the four language skills of English. Moreover, the limited time and practice to mastery vocabulary seems also often to be the final reason why students cannot master their vocabulary.

In this 21st century, integrating technology in language learning has been widely promoted as a media to solve language barriers as above. In EFL classroom, sundry skills of language have been taught by using technology integration (Fithriani, 2018). Among all kinds of technologies integrate in ELT, Mobile Assisted Language Learning (MALL) is the current most popular used in the classroom which offers virtual learning environment (Fithriani, 2019) and reported in some studies as the effective media to

assist students' language learning process (Hulme, Noris and Jim, 2015; Khubyari and Narafshan, 2016s; Taj, et.al., 2017; Fithriani, 2019).

Utilizing mobile devices features as an assistant to help both of the teachers and the students in language teaching and learning (LTL) process, is the concept of MALL. Its handheld model makes it easier for the teachers to do the ELT activities either beyond or outside the classroom. They also can create and share the simple content of teaching material by utilizing some features such as photos, videos, text or recordings (Hulme, Noris and Jim, 2015). Moreover, according to Fithriani (2019), using MALL can contribute to a solution in solving the constraint of time and place to join the teaching and learning activities. Furthermore, mobile device is the inseparable tool for human beings to assist their activities every day.

Particularly in solving vocabulary mastery problems, one of the applications that currently researched is HE application. Rahmawati, Hasanah and Puspitaloka, (2017) found that HE application contributes positively to the students' vocabulary mastery competence. Their scores are greatly improved after HE application is implemented. Furthermore, the students' participation in the classroom seems to be active because each of them are involved in the learning process. Therefore, the researcher considered that HE application offers joyful alternatives teaching to support teachers create creative learning method. At the same time, Vasselinov and Grego (2017) found that Hello English is effective to also students' oral proficiency. They studied the 8 to 12 grade students and found substantial progress between students who used the application and the students who did not. The interval progress of confidence was between 60% and 83%.

Therefore, the researcher intends to conduct further research in finding evidences about whether or not the vocabulary mastery of the eighth grade's students at JHS level can be affected significantly by applying Hello English (HE) application as a teaching media in the classroom. This study expectedly can give significances for the students in mastering some vocabularies they should know in this grade. Reciprocally, it can be a reference and alternative way for English teachers to improve students' vocabulary mastery in order to attain their ability and understanding in using the four English skills

2. Literature Review

2.1. The Importance of Vocabulary Mastery in Language Learning

According to Thornbury (2002), students who have comprehensive knowledge about vocabulary, such as understand the meanings, the spoken and written form, the word

derivation, the grammatical behavior, the connotation or associations of the word, the collocations of the words, and word frequency is called that the students have mastered the vocabulary. In order to know whether a student has vocabulary mastery competence or not, it can be assessed by measuring the students' receptive and productive vocabulary knowledge (Schmitt & McCharty in Setiawan, 2010). However, it is believed that assessing students' receptive vocabulary is more important because language will be firstly accepted receptively. Furthermore, vocabulary mastery is important to express ideas and receive information of what other people's saying. It is supported by Watkins (2007) who believed that we can convey very little without grammar, but we cannot convey anything without vocabulary in language learning.

2.2. Hello English (HE) as an Online Game Mobile Application

Playing via mobile phone, HE can be simply defined as an interactive, personalized, and contextual mobile English learning application designed specifically for English as a second (ESL) or foreign language (EFL) learners. Its purpose is to make users able to master English through their own native language.

Figure 1: Hello English Logo

There are four aspects of language skills covered by Hello English, namely: writing, reading, listening and speaking. However, to be able to master those skills, this application offers a lot of vocabulary exercises, technology of advanced voice recognition for the users to speak into the app and feel the real-life, texts, and writing tasks. Furthermore, it combines those interactive lessons with fun games, unique and contextual engaged learning tools that leverage news, sports and entertainment to help learners build their English vocabulary. Fortunately, this application also can save the data expenses for users who work offline and make the learning seamless (Patni, 2017).

As an online game and type of MALL, this application has ever been researched its effectiveness to the young learners in the last few years (Rahmawati, Hasanah and Puspitaloka 2017; Vasselinov and Grego, 2017). According to Rahmawati, Hasanah and

Puspitaloka (2017), utilizing HE application in the elementary classroom made significant effect on the students' vocabulary mastery performance. She also found that this application supported the students to be actively participated in the classroom. It also brought the joyful learning for the students and creative features for the teachers to be created. Furthermore, Vasselinov and Grego (2017) also found that there is effectiveness of using HE application not focus in vocabulary but oral proficiency. They reveal that students at the 8 to 12 grades of JHS show significant speaking difference between controlled and experimental class. Therefore, they concluded that HE application is effective on the students' language learning.

3. Research Method

This study applied a quantitative research with quasi experimental design. The sample of the research is the 64 students of two classes at the eighth grades in one of JHS in Medan in which every class consisted of 32 students. Furthermore, in collecting the data, instruments and vocabulary tests were conducted to both of the classes. Pre-test was distributed beforehand to see students' initial vocabulary knowledge. Afterwards, treatment was implemented to both of the experiment and controlled class. However, the treatment in experiment class is conducted by using HE application as a media of teaching while in the controlled class HE application was not used. Afterall, post-test was distributed to find the difference between pre-test and post-test score. Both of the pre-test and post-test were in the multiple choices form with 4 possible answers but the content of the test was different one to another. However, the composition and characteristic were still the same. Furthermore, the content of the test followed the concept of vocabulary mastery by Thornbury (2002). The total questions for every test was 20 items and the students were instructed to do the tests in 45 minutes. At the end, the results of the tests were scored by using scoring rubric below:

$$\frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$$

After the numerical data were obtained, preliminary analysis, t-test and hypothesis test were conducted to analyze the data and draw the final conclusion of the study. To do so, Microsoft Excel 2010 and SPSS version 20 is used as an assistant in calculating the preliminary analysis and t-test with the significance level of 0.05. In preliminary analysis, the normality and homogeneity tests were conducted to measure whether the data obtained were qualified for the next calculation. Moreover, the criteria of Sig. Displayed to know the data is normally distributed and homogeneous is higher than 0.05. After the data counted is normal and homogeneous, t-test calculation was carried

out to find out the significance differences of the data. Finally, hypothesis test was done to draw the conclusion of the study. The hypothesis criteria were as follow:

1. H_0 is accepted if $t_0 < t_{table}$ with the Sig. (2-tailed) 5%> (00.5)

2. Ha is accepted if $t_0 > t_{table}$ with the Sig. (2-tailed) 5%< (0.05)

4. Result and Discussion

To answer the research questions of this study, the preliminary analysis, t-test and hypothesis test are presented and discussed one by one in this session. The results of preliminary analysis reveal that the data obtained from pre-test and post-test are normal and homogeneous. Afterwards, the mean score of each datum was calculated to find out the range score between pre-test and post-test from both of the classes. The finding found that the gained of mean score in experimental class was 37.97 while in controlled class was 24.84. Based on the gained score obtained, the t-test was calculated with the significance level is 5% (0.05). Furthermore, the result of the t-test is presented in Table 1.

As seen in the table, it is shown that there is a significant different between experimental class and controlled class. The t-test result presents that tobserve = 8.986 is higher than ttable= 1.669 and the Sig. (2-tailed) is 0.000 < 0.05. In other word, it can be said that tobserve > ttable and the Sig. (2-tailed) < 0.05. Therefore, the hypothesis test result can be concluded that Ha is accepted and H0 is rejected. This final result means that it is evidently proved that using HE application in the ELT gives significant effect on the students' vocabulary mastery at the eighth grade of EFL JHS. Furthermore, the students' score difference is quite significant in which between the tobserve and the ttable, the ratio of both scores is 1: 8. This data shows that although the students have equivalent and normal score before the treatment was conducted, their score can be changed depend on how the treatment was conducted by the teacher in the classroom.

These findings validate what Rahmawati Rahmawati, Hasanah and Puspitaloka (2017) and friends found that Hello English application improved the young learners' competence in mastering vocabulary. In her research, the mean score difference found between experiment and controlled class was 2,28. Similar to this, Vasselinov and Gergo (2017) also found the efficacy of using HE application in the classroom. However, their finding is about the students' oral proficiency at the 9 to 12 grades. The percentage of confidence interval between controlled and experimental class is around 23%. The findings of this study also support those of other related studies who found MALL

TABLE 1: T-test result

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.172	.680	8.984	62	.000	13.12500	1.46091	10.204 68	16.04532
Equal variances not assumed			8.984	61.9 86	.000	13.12500	1.46091	10.204 67	16.04533

is effective on ELT (Hulme, Noris and Jim, 2015), such as vocabulary acquisition of EFL learners (Taj, Ali, Sipra & Ahmad (2017), EFL learners' reading comprehension (Khubyari and Narafshan, 2016), and EFL writing class (Fithriani, 2019). Therefore, as a final conclusion, HE application as on type of MALL gives significant effect on the improvement of students' vocabulary mastery at the eighth grade of JHS level.

5. Conclusion

Integrating current innovation media for EFL teaching has been importantly applied in the classroom to compete technology development era. HE application is merely one of many other applications that can be used in the classroom. The results of this study proved that HE application gives effect on the students' vocabulary mastery at the eighth grade of JHS level in Indonesia EFL context. The data shows that the t0 was higher than the ttable in the significance level of 5% (8.984 > 1.669). Therefore, it is recommended for English teachers to try to use this application in the ELT to improve students' vocabulary mastery. Similarly, for further researchers, it is also expected they can conduct further research at the same or different elements or skills of English.

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Conference Paper

Figurative Language and Messages in Poems About COVID-19

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Abstract

This study aimed to identify the types of figurative language used in poems about COVID-19 and to explain the messages of these poems. This research was conducted by using descriptive qualitative methods. The data were taken from five poems about COVID-19 on the Internet. The data were analyzed by using Leech's theory to identify the types of figurative language and Nurgiyantoro's theory to explain the meanings of the figurative language. There were eight types of figurative language found in the poems: metaphor (14.5 %), personification (13.3 %), simile (16.9%), hyperbole (13.3%), irony (8.5%), litotes (1.2%), metonymy (28.9%), and oxymoron (3.7%). The dominant type of figurative language used was therefore metonymy. There were two kinds of messages found, namely social messages and moral messages.

Keywords: Figurative Language, Poems, COVID-19.

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1. Introduction

Human and language cannot be separated each other; humans need language as a media to communicate and to express their feeling both spoken and written. Spoken communication can be expressed through conversation, speech, singing, debate, and so on. While some other people do not have a good way in speaking ability, then the written communication can be an alternative. Written language is categorized as a literary work commonly found in novel, newspaper, poem, and magazine, etc. This statement is supported by Gleason and Ratner (1998) stating that language is basic need to human existence and life without words is difficult to envision.

On 30th January 2020, WHO declared the Chinese outbreak of COVID-19 to be a Public Health Emergency of International Concern posing a high risk to countries with vulnerable health systems (WHO, 2020). Pandemic Covid-19 gives a big effect of human interactions. All the people around the world should stay at home, to prevent

the spread of COVID-19; people do social distancing in society, and this restricts human social interaction in spoken communication, and nowadays people express their idea on written communication or literary work especially in poem. Poem is one of the media to present emotions, experience, and even account of Covid-19. This statement is supported by Cipollone and Vasishth (1998) stating that language communicates information about the world around us. Perrine (1982) then states that poetry is different from other kinds of writing as poetry is concrete and specific. Poetry shows experiences, emotions, attitudes, and proposition dealing with a particular situation or event that implicitly embodies abstract generalization.

The use of figurative language in the poem makes the poem more interesting and wonderful; the message will be transferred well to the reader. Figurative languages are important aspects in explaining the meaning of poems. Figurative language is a language with certain devices called figure of speech, most of which contain techniques to compare dissimilar objects and to achieve effects beyond the range of literal language. According to Sari (2018) many authors use figurative language to transfer their impressions about something in their literary works to give special effects and unique understanding in every sentence of their works, and according to Sumarno (2018) figurative language expresses an idea or experience vividly, forcefully, and briefly. Sometimes figurative language may seem even more direct than literal language because it helps the listener grasp important ideas immediately. Based on the explanation above, the purpose of this research is to find out the types of figurative language used in the poems about Covid-19 and to explain the message of the poems about Covid-19.

2. Literature Review

2.1. Poetry

Poem is known as a kind of literary work rather difficult to understand because a poem is creative art using a special language. A poem has words used as message to produce illusion and imagination. According to Perrine (1982) poetry is a kind of language that says something intensely with ordinary language. Poetry tries to exit our imagination. Like short stories and novels expressing truth, poetry expresses truth through imagination. The thought in poetry is not hidden, but we grasp it through imagination, which is often more pleasurable than that of reason.

2.2. Figurative Language

Leech (1969) classifies figurative language into eight types. The figurative language would be explained related to this study and it will be used in analyzing the findings. The eight types of figurative language are below:

2.2.1. Irony

Irony is one type of figurative language that declare the opposite meaning and contradiction with the fact. Etymologically, the word irony derives from Greek word *eironia* meaning deception or trick. There is some argument about what qualities are needed as ironic, but all senses of irony revolve around the perceived notion, an incongruity between what is said and what is meant, or between an understanding or expectation of a reality and what actually happens. For examples:

- He still feels lonely in the crowded city

- In this prison we are happy, actually.

2.2.2. Hyperbole

Hyperbole is expression of exaggeration used by a writer depicted as being better or worse, or larger or smaller. It deliberates overstatement not intended to be taken literally. It is used as a means of emphasizing the truth of the statement. It tells more than the truth about the size, number, or degree of something without intending to deceive. Etymologically, the word hyperbole derives from the Greek word. It is from two words: 'hyper' means 'over' and 'ballein' means 'to throw'. It may be used to evoke strong feeling or to create a strong impression, but it is rarely meant to be taken literally. For examples:

- He loves her for thousand years

- He was so hungry, he ate that whole cornfield for lunch.

2.2.3. Metaphor

Metaphor is a kind of figurative language, an implicit comparison in which two unlike objects are compared by identifying or substituting one with other. Metaphor is of a word or phrase denoting kind of idea or object in place of another word or phrase for the purpose of suggesting a likeness between the two. For examples:

- A view of a geode crystal is like the mind probing the universe.

- The stages of love are stepping stones to death.

2.2.4. Metonymy

Metonymy is a figurative language in which the name of one object or idea is substituted for that of another closely associated with it. Metonymy derives from Greek word 'meta' means 'to change' and only means 'name'. Metonymy is a change of name, the use of the one word for another, the use of an idea by means of terms involving association. Metonymy is a figure of speech that uses a concept closely related to the thing actually meant. Metonymy is figure of speech consisting of using the name of one thing for something else with which it is associated. For examples:

- I spent the night reading Shakespeare

- Hollywood (The American film industry)

2.2.5. Litotes

Litotes is a figure of speech making a certain statement directly. A speaker expresses it even more effectively, or achieves emphasis, by denying its opposite. By its nature, litotes is a form of understatement, always deliberating and with the intention of subtle emphasis. However, the interpretation of litotes can depend on context, including cultural context. In speech, it may also depend on intonation and emphasis. Using litotes appeals specifically to certain cultures including the northern Europeans and is popular with the British. It is a feature of Old English poetry and of the Icelandic sagas and a means of much stoical restraint. For examples:

- This tea is not hot

- It is not bad.

2.2.6. Simile

Simile is a kind of figurative language comparing two essentially unlike things. Simile expresses a direct comparison between things, which have one or more points in common and recognized by the words 'like' and 'as'. The word simile comes from the same Latin word 'simile' which means 'like'. For examples:

- Busy as a bee

- They fight like dogs and cats

- We ran as if to meet the star.

2.2.7. Personification

Personification consists of giving human characteristics to an object. Personification originally comes from Latin word 'persona' meaning 'person', 'actor' or 'mask' used in the theater meaning to make. Personification is representation of inanimate objects or abstract ideas as living beings. This can really affect the way the reader imagines things. This is used in children's books, poetry, and fictional literature.

For examples:

- My teddy bear gives me a hug

- The radio stopped singing and stared at me

- The sky was full of dancing stars.

2.2.8. Oxymoron

Oxymoron is a figure of speech that combines contradictory terms. Oxymoron appears in a variety of contexts, including inadvertent errors such as ground pilot and literary work crafted to reveal a paradox. The most common form of oxymoron involves an adjective-noun, combination of two words. For examples:

Merry and tragical! tedious and brief!

That is, hot ice and wondrous strange snow.

How shall we find the concord of this discord?

2.3. Message

Nurgiyantoro (1995) states that message is a lesson which is delivered by the author to the readers about the main meaning of the literary work through a story. Based on that explanation, message means lesson that the author writes through his or her literary works. The writer writes message to influence the listener or the reader and hope they can be better after understanding the lesson implied by the message.

2.4. Kind of Message

Nurgiyantoro (1995) says that there are three kinds of message, they are:

1. Religous Message: based on interaction between God and human. It focuses on human characteristic, deep feeling, morality, and human freedom. This means that religious message is advice from God to human in this world.

2. Social Message is based on human interaction with social environment. Social message here means social critics because most of the contents are full of critics in social life.

3. Moral Message is the message that focuses on behavior, attitude, obligation and kindness in life to God, people and society.

3. Research Method

This study is conducted by applying descriptive qualitative research. According to Kothari (2004) qualitative approach in research is concerned with subjective assessment of attitude, opinion and behavior. The findings of this research are to find out the figurative language used in the five poems about Covid-19. The researcher uses the internet to search for the five poems then analyzes every poems while choosing the relevant theory and the previous research to support the analysis. The main theory used is the one proposed by Leech (1969).

4. Result and Discussion

4.1. Types of figurative language

Based on the analysis of the data, there are 83 sentences of figurative language in the poems about Covid-19 and the data are shown in the tables below:

In this part the researcher explains the sentences which contain the figurative language. The researcher only provides two sentences for each type of figurative language as the data representative to be described in this section. For Litotes, the researcher only gives one sentence because there is only one found. These figurative languages are listed and classified based on Leech's theory about the types of figurative language.

Types of figurative language	Frequency	Percentage
Irony	7	8,5%
Hyperbole	11	13,3%
Metaphor	12	14,5 %
Metonymy	24	28,9%
Litotes	1	1,2%
Simile	14	16,9%
Personification	11	13,3 %
Oxymoron	3	3,7%
Total	83	100 %

4.1.1. Irony

Irony expresses a meaning directly contrary to that suggested by the words.

"The human race shall always overcome," said Jommo Kenyatta

The sentence is categorized as Irony because it is contradictory to the reality. In this Covid-19 Pandemic situation humans still fight and struggle to face and find the best solution to find the vaccine of this disease to recover the people who have been infected by corona virus. The reality is human race shall not always overcome.

1. "You claim that your hands are clean, then sanitize"

It is irony because this statement is contrary to fact. It is impossible that humans hands are clean, in fact corona virus is transferred from our hands.

4.1.2. Hyperbole

Hyperbole is a figure of speech, an exaggeration. Such statements are not literally true, but people make them sound impressive to emphasize something, such as a feeling, effort, or reaction. Below are two sentences using hyperbole

1. "My presence brings fear and anarchy"

   Based on the meaning of the sentence, it is stated as hyperbole because the sentence emphasizes nowadays situation of the presence of Covid-19, a threat to human race. People's fear of corona virus causes the anarchy.

2. "Once they kill me, they forgot my wrath and once again I'll strike"

It is hyperbole because the meaning of the sentence represents the condition of Covid-19 pandemic, the increasing spread of the corona virus around the world.

4.1.3. Metaphor

Metaphor is a figure of speech which makes an implicit or hidden comparison between two things that are unrelated but share some common characteristics.

1. "I am Stronger than Samson"

   The sentence is metaphor because the poet shows the Power of Covid-19 like Samson's power.

2. No authority is higher than me

The sentence is categorized as metaphor because the effect of Covid-19 is compared with the higher authority like the authority of a government in certain countries.

4.1.4. Metonymy

Metonymy is also the rhetorical strategy of describing something indirectly by referring to thing around it, such as describing someone's clothing to characterize the individual.

1. "Working from home using Face time or Zoom"

   The sentence is categorized as Metonymy because it describes the video conference using Zoom. To decrease the spread of Corona virus, the government asks the people to do everything from home through online platform. \

2. "milk, eggs and veggies we order online"

The sentence is stated as metonymy because the meaning of food is represented by milk, eggs and veggies, as we know that in this Covid-19 pandemic people prefer to buy their need by online.

4.1.5. Litotes

Litotes is figure of speech which employs an understatement by using double negatives or in other words, positive statement is expressed by negative, its opposite expressions.

1. "for the racism you show only strengthens me"

The sentence is litotes because the racism of human beings or the humans' greed will increase the spread of Corona virus.

4.1.6. Simile

Simile is a comparison that often uses the words like or as and it is a direct comparison between things, which are not similar in their essence particular.

"A cure to end the pandemic of Covid 19 Which has killed a many like Ebola did in 15"

The sentence above is simile because the disease of Covid-19 in 2019 is compared with the disease of Ebola which happened in 2015.

1. "Stay alert for like an assassin; you never know my target"

The sentence is simile because the Covid-19 is a murderer and people should be aware and stay alert of corona virus.

4.1.7. Personification

Personification is a kind of figure of speech that describes things like alive or having human characteristic. It shows an analogy to draw a thing as if a human.

1. "the earth began heal"

   The sentence is personification because it considers earth as an inanimate thing which can do human activity like healing someonel from the disease of Corona virus.

2. "the world that feels broken"

The sentence is personification because *the world* has human characteristic that is *Feel.* As we know that feeling is one of human characteristics.

4.1.8. Oxymoron

An oxymoron is a figure of speech that combines contradictory terms. Oxymoron appears in a variety of contexts, including inadvertent errors such as ground pilot and literary text crafted to reveal a paradox.

1. ``the poor and the rich both feel my wrath"

   The sentence is oxymoron because in this sentences the writer combines *Poor* and Rich to explain the feeling.

2. "for I break the unbreakable"

The phrase is oxymoron because the Covid-19 will break all the things that we consider unbreakable such as economy and faith.

4.2. Message of the Five Poems

4.2.1. The first poem

The first poem describes the strength of Covid-19. The poem tells that Covid-19 is the real enemy so human beings around the world should work together to solve and break this outbreak. The first poem has social message which telsl about human interaction.

4.2.2. The second poem

The second poem describes human activity during the Pandemic. People do the activities from home and help each other to heal the world from corona virus. The second poem has moral message; it is about human behavior and attitude towards Covid-19.

4.2.3. The third poem

The third poem describes the comparison between situation before Covid-19 and after Covid-19, and reminds everyone to beware of Corona virus. And it is categorized as social message.

4.2.4. The fourth poem

The fourth poem represents hope for the cure of Covid-19, and the poem belongs to moral Message.

4.2.5. The fifth poem

The last poem entitled *Covid-19* written by Audrey Chuang, the poem describe about the terrible condition during Covid-19 and people should avoid Corona virus, and the poem has **Social message.**

5. Conclusion

Based on the data analysis above, the researcher find eighty three forms of figurative language in five poems namely irony, hyperbole, metaphor, metonymy, litotes, simile, personification and oxymoron. There are 7 forms of irony (8,5 %), 11 Hyperbole (13,3%), 12 metaphor (14,5%), 12 metonymy (28,9 %), 1 litotes (1,2 %), 14 simile (16,9%), 11 personification (13,3%), and 3 oxymoron (3,7 %) and the most dominant type used in Covid-19 poems is metonymy (28,9%). From the five poems about Covid-19, there are two kinds of message found namely social message and moral message.

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Conference Paper

Mindset Change as a Social Media Impact in Yoon's *Everything, Everything*

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Abstract

Social media has a big influence on social life. This is portrayed in Nicola Yoon's novel *Everything, Everything.* The protagonist uses media social to build her hope as a social human being. The protagonist suffers from Severe Combined Immunodeficiency Disease (SCID). The disease prevents her from communicating and from even having a friend besides her mother and her nurse. Consequently, she uses email as a communication tool to establish her relationship with her lover since they cannot meet in person. Of course, such communication impacts the protagonist. Therefore, this study aimed to determine the impact of social media by applying a narrative approach. The data were obtained by collecting the parts of the story in the novel. The stories which demonstrate the impact of social media in the novel were identified. The results showed that the protagonist experiences stages of mindset change which are impacted by the use of social media with both positive and negative sides.

Keywords: mindset, social media, social media impact, collision

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1. Introduction

Social media is now becoming one of the largest means of communication and is gaining popularity rapidly. Nowadays social media plays an important role in our life. Social media enables you to share ideas, content, information and news etc. at a much faster speed. All aspects of life can be displayed and demonstrated through social media. Baruah (2012) explains that the term Social Media refers to the use of web-based and mobile technologies to turn communication into an interactive dialogue.

Social media takes on many different forms including magazines, internet forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs or pictures, video, rating and social bookmarking. With the world in the midst of a social media revolution, it is more than obvious that social media like facebook, twitter, workut, myspace, skype etc., are used extensively for the purpose of communication. This form of communication

can be with a person or a group of persons. Today most of the people specially the youngsters are hooked on to the different social media for keeping in contact with their peers. Social media is media for social interaction as a superset beyond social communication. There are pros and cons to the use of social media. One most important advantage is the online sharing of knowledge and information among the different groups of people.

On the other hand, the use of social media gives any impact to society. It is as what Akram and Kumar (2017) state that the impact of social networks on young people is significant. It is becoming increasingly clear that social networks have become part of people's lives. Many adolescent people are using their laptops, tablet computers and smart phones to check social medias and status updates from their friends and family. Due to the advancement in technology, people are pressured to accept different lifestyles.

Such impact is also described in the Nicola Yoon's novel *Everything, Everything*. In this novel, social media plays important role in communication between the main characters. The protagonist, Madeline uses email really frequently to have communication with her boyfriend. The online communication results in any impact to the protagonist's behavior. This study focused on the impact of the use of social media on the protagonist's behavior.

2. Literature Review

There have been many efforts to define social media. O'Reilly in Ahlqvist et. al. (2008: 13) describes that social media is built on three key elements: content, communities and Web 2.0. Content refers to user created content which may be of very different types; it may be photos, pictures or videos, but also presence information, tags, reviews and play-lists to mention some examples of this wide choice of input that people may create and publish on the web. The emphasis of the term is in its first word, social. Creating and uploading content and participating become interesting when there are other people doing the same thing. The social nature of activities brings us to a second aspect of the term, communities. Social media typically lets people communicate either directly and which has been common on the internet since early days ñ or via media objects. This was made possible during the last eight years when digital cameras and video cameras, camera phones and broadband connections became widely available and created new kind of opportunities for communication. The term social is well motivated in the name of this phenomenon, because a lot of value is seen in interpersonal communication.

This is expressed in value proposals of different services and seen in the large amount of person-to-person communication within services.

Another description of social media is given by Rideout in El-Badawy and Hashem (2015). She states that, among the younger generation, the time they spend on social media, what she calls 'entertainment media' is "more than twice the average amount of time spent in school each year." She also adds that an American child spends on average seven and a half hours a day just for having fun on the media, not only that, but they multi-task, between all the different media they use. For example, they can be listening to music, sending a tweet and also posting on Facebook. Rideout says, that since social media is seven days a week, unlike school or having a full-time job, over the years the amount of time one could spend over the internet *has exploded*.

In line with the above definition, Qualman as quoted by Gancho (2017) refers to social media as the age of instant communication and transparency calling it the glasshouse effect. He defines it as the tool to deal with the excess information on the Internet: a way to "filter" the information you actually are searching for. Further, Gancho (2017) explains there are different types of social media and the authors refer to: (1) social news sites (sites that allow news stories, articles, blog posts, videos and photos to the community e.g.: Digg, Reddit and NewsVine); (2) social networking (which allows community members to upload photos, create groups, add fans, invite friends to events, post comments on photos, videos, tag friends ex: Facebook, Instagram); (3) social bookmarking (sites that allow you to bookmark and share your favorite websites with an entire community ex: Delicious and Magnolia); (4) social sharing (a common feature among social media websites; social events; blogs; micro blogging; wikis; forums and message boards) (ibid.).

Another definition of social media is given by Kaplan and Haenlein (2010). They define social media as a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content. It can describe different types of collaboration applications such as projects (e.g., Wikipedia); blogs/micro-blogs (e.g., Twitter); content communities (e.g., YouTube); social networking sites (e.g., Facebook); virtual game worlds (e.g., World of Warcraft); and virtual social worlds (e.g., Second Life).

Next, Transportation Research Board (TRB) (2012: 6) gives a description that social media is a term that refers to a number of web-based applications through which users interact with one another. Interactivity is what distinguishes social networking sites from traditional (or static) websites. Social media applications encourage users to share their

experiences, opinions, knowledge, and sometimes their locations. These connections can contribute to a sense of engagement or loyalty among social media users.

The importance of social media cannot be ignored since it plays a very crucial role in our lives today. The development of digital technologies for content creation and sharing, together with web technologies and applications that let people easily participate on the internet are the third corner stone, and we call it Web 2.0. Sometimes, this term is used to refer to the whole phenomenon of social media, but here we use it to summarize the technical aspect. Without the technology, people and content could not meet to the same extent. As a functional definition, social media refers to the interaction of people and also to creating, sharing, exchanging and commenting contents in virtual communities and networks (Toivonen, 2007).

Social media basically means any human communication or sharing information on internet that occurs through the medium of computer, tablet or mobile. There are numerous websites and apps that make it possible. Social media is now becoming one of the largest means of communication and is gaining popularity rapidly. Social media enables you to share ideas, content, information and news etc. at a much faster speed. In last few years social media has grown tremendously at an unexpectedly fast rate and has captured millions of users around the world.

Gwenn Schurgin O'Keeffe and Kathleen Clarke-Pearsonin El-Badawy and Hashem (2015) believe that there are negative impacts caused by social media, which include accessing inappropriate content and not "understanding online privacy." They also say that, there is online harassment and cyber bullying, which is mostly caused by risks of peer-to-peer engagement (O'Keeffe and Clarke-Pearson, 2011).

From the above definition given by some experts, it can be concluded that social media plays a role as a means of communication which is nowadays used by most young people to express their feeling, and consequently this medium may cause any impact to the users.

3. Research Method

Narrative approach was applied in this study. According to Creswell (2013: 70), the approach focuses on the former, and defines it as a study of experiences as expressed in lived and told stories of individuals. This approach emerged out of a literary, storytelling tradition and has been used in many social science disciplines. He further narrative researchers collect stories, documents, and group conversations about the lived and told experiences of one or two individuals. They record the stories using

interview, observation, documents and images and then report the experiences and chronologically order the meaning of those experiences.

To gain the data, some techniques were used. The online chatting of the main characters in the novel was collected as the source data of this study. Then, the data were also taken from the parts of the stories in the novel which are related to the impact of the online chatting. Next, it is retelling the stories or narrating the data to find out the result of the analysis. The last is getting the finding as the conclusion.

4. Result and Discussion

The social media plays as initiator of mind changing in the novel. The social media changes the protagonist's mindset about her own life. It is known that Maddy, the protagonist, suffers from severe combined immunodeficiency. The disease blocks Maddy to have communication and even to have a friend besides her mom and her nurse, Carla. What Maddy knows about her sickness is that she is allergic to the world and anything that can trigger to her sickness. According to her mom, she almost dies as an infant. And so it makes her stay on the disease row. Consequently, she never leaves her house in seventeen years.

To be known that the two isolated lovers get their relationship opposed by the protagonist's mother due to severe combined immunodeficiency (SCID) which she suffers from. Her mother protects her from anything including a friend. Unfortunately, she does not obey her mother for her relationship and she and her boyfriend continue to communicate by means of social media. That is why social media plays meaningful role for the isolated lovers and this is what to be shown in the discussion below.

> My disease is as rare as it is famous. It's a form of Severe Combined Immunod-eficiency, but you know it as "bubble baby disease." Basically, I'm allergic to the world. Anything can trigger a bout of sickness. It could be the chemicals in the cleaner used to wipe the table that I just touched. It could be someone's perfume. It could be the exotic spice in the food I just ate. It could be one, or all, or none of these things, or something else entirely. No one knows the triggers, but everyone knows the consequences. According to my mom I almost died as an infant. And so I stay on SCID row. I don't leave my house, have never left my house. (Yoon, 2015:3)

At the beginning of the story, the protagonist seems to obey her mother's rule. Maddy, the protagonist, never gets out her house even it is just to know and to communicate

to her neighbors. She feels really afraid of what her mother worries about her disease. She keeps her mother's advices. She believes in her mother. It lasts up to couples of years. And when it is Maddy's eighteenth birthday, she has a wish that she could be free to enjoy her life like other teenagers outside, but she realizes that it is impossible to be real because of her sickness. So she just stays at home as usual as she has done for seventeen years.

> This year is a little harder than the previous. Maybe it's because I'm eighteen now. Technically, I'm an adult. I should be leaving home, going off to college. My mom should be dreading empty-nest syndrome. But because of SCID, I'm not going anywhere. (Yoon, 2015: 10)

Even, she feels pessimistic that her wish will never be real, and she will always stay at home for her sickness. This really makes her very sad. What she thinks is that she never gets cure and never makes her dream come true.

> ......but I never make that wish because it's impossible. It's like wishing that mermaids and dragons and unicorns were real. (Yoon, 2015: 11)

Those data show that at the beginning, the author of the novel describes how innocent the protagonist is. What the protagonist knows and believes is her mother's worries. She does not realize the existence of surroundings like neighbors, friends, love, and so on. She loses her role a social human being who has right to have friends, to be love, to communicate, to know each other, and etc. Such social phenomena do not happen to her at the beginning of the story in this novel. Indeed, Yoon is successful to create that the protagonist is confined due to her disease and even, probably, owing to her mother's worries.

Luckily, the change of Maddy's mind seems to happen. It starts when she has a new neighbor by the name of Olly. Olly just moves next to Maddy's house. This is the beginning of their love. Maddy seems to be interested in Olly and she is really curious to know about Olly's activities. She writes on her diary about the neighbor. She not only watches Olly but also spies her.

> Then I see him. He's tall, lean, and wearing all black: black T-shirt, black jeans, black sneakers, and a black knit cap that covers his hair completely. He's white with a pale honey tan and his face is starkly angular. He jumps down from his perch at the back of the truck and glides across the driveway, moving as if gravity affects him differently than it does the rest of us. (Yoon, 2015: 20-21)

It happens until their first contact. Maddy watches Olly's activities almost for seven days and in the seventh night, Olly gives her an email address. This is the beginning of their online chatting by means of social media. That is email. Maddy finally sends Olly an email with subject *Hello*. Their first email is just about introduction. This is the most common thing which happens at the beginning of online chatting in social media.

FIRST CONTACT, PART TWO

From: Madeline F. Whittier

To: genericuser033@gmail.com

Subject: Hello

Sent: June 4, 8:03 PM (Yoon, 2015: 42)

They also continue their online chatting in the next days. Along their online chatting, it can be seen that Maddy really wants to have a friend. She seems to prove to her mother that having interaction with other people is not dangerous for her, but it will make her live living. Then, both of the main characters keep in touch by means of email. The online chatting shows that Maddy has tried to open her mind by saying that she also wants to meet Olly. Maddy seems that she does not feel worried to know and to meet people besides her mother and her nurse. Maddy also tells her nurse that she is no more worrying. She tries to ensure Carla, her nurse that she is fine and Carla does not need to worry about her anymore.

In these parts of the stories, Yoon invites the readers of the novel to think a hope, and to guess any change to the protagonist's life. By knowing Olly, and Keeping online chatting, the readers probably guess that the protagonist's mindset starts changed. She begins to see a new world which may give her a new hope. This can be said as the beginning of the protagonist's mindset changing. This begins through social media. Then, it comes to the protagonist's belief that she is fine and she does not feel worried anymore. She said, "Then, I'm not worrying (Yoon, 2015: 62)".

To be more surprising, Maddy has already shown her bravery to take any risk. She tells Carla that she realizes knowing Olly can endanger her life, but she has been ready for the consequence. Carla tells about not only her readiness to take a risk but also to go outside her house to meet Olly. Finally, she also invites Olly to meet by sending an email to him. By the time you read this we will have met. It will have been perfect." (Yoon, 2015: 69-70)

The email sent by the protagonist challenges Olly to meet up. And finally, they meet each other. Maddy leaves the house. She never leaves the house for seven years because she feels worried to be contaminated with anything outside. Then she never

meets and communicates with other people beside her mother and her nurse, but she is finally brave enough to meet and even to have relation with Olly. Furthermore, in the chapter Perspective, she shows that she has a big reason to live and to experience more than what she has. "From the first time in a long time, I want more than I have." (Yoon, 2015: 80). By doing suck risky action, the protagonist shows she has begun to break her mother's rule. This is never done before she knows Olly and chats him through social media. This happens after she has online chatting with Olly. It proves that social media gives a big impact to the way she respects her mother. Indeed, social media changes her innocence. It can be considered as the negative effect of the use of social media. Through the protagonist's disobedience, it is shown that social media can change behavior.

However, in the story, it is also described that she feels really happy with what she has experienced, and she never feels so before. It seems that she has a new hope for her life. Thus, it proves that social media has played a meaningful role in the novel. By means of chatting through social media, the protagonist in the novel can find a new hope for her life. This shows that social media can be as means of realizing someone's dream. Even, at the end of the story of the novel, the protagonist knows that she does not suffer from her disease through the email sent by the doctor. The doctor takes care of her when she is in Hawaii with Olly. Maddy and Olly go to Hawaii, and there Maddy's disease recurred. Before Maddy knows the result of her medical condition, she is picked up by her mother. Finally, the doctor tells her by sending email. On the email, the doctor says that Maddy, the protagonist, does not suffer from severe combined immunodeficiency disease (SCID). The disease has limited her space of movement. It stops her activity for couples of years so that she never feels the lights of her youth. This proves that social media helps her not only to make dream come true but also to discover the truth of her medical condition. Such effect can be categorized as a positive one. This positive effect of social media is also found in the novel.

All in all, there is a collision which attacks the protagonist's mindset about her own life. Such collision changes the way how she views life, how she treats herself, and how she faces her limitation. Indeed, this makes the protagonist more mature. All the stages of mindset change are described awesomely in the novel.

5. Conclusion

From the analysis, it can be concluded that there are two things which happen to the protagonist in the novel. Those things are related to the change of the protagonist's

mindset. The first can be categorized as negative side. That is when she no more obeys her mother. She keeps lying. Such disobedience occurs after knowing and having online chatting with a boy. The second is as positive one. The protagonist becomes braver to make her hope to be true. Even, she gets the truth of her medical condition by means of social media. In short, social media supplies an impact to the protagonist of the novel. The impact is described through the process of mindset change. The protagonist experiences the stages of the mindset change by the help of social media.

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Conference Paper

The Effect of E-Learning on Students' Learning at the Varsity Level

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Abstract

The COVID-19 pandemic has spread worldwide, including Indonesia. The Indonesian government recommends all citizens to stay at home and to work and study from home. Therefore, most universities have implemented e-learning in their teaching and learning process. This research focused on the effect of e-learning on students' interest and learning at the varsity level. Quantitative research methods were used. The data were collected from 176 students from two private universities in Medan, Sumatera Utara. The findings were that e-learning enabled the students to access the global world and distribute learning materials through WhatsApp. Assignments were marked promptly and e-learning helped students to set their own schedule. E-learning motivated the students to do their own work without others' help, but the students did not agree that e-learning enhanced the quality of the teaching-learning process.

Keywords: E-learning, teaching learning process, Varsity level, COVID-19

1. Introduction

Covid-19 viruses spread widely to all nations. The Indonesian government asks all society to stay at home and this causes all the universities to start implementing e-learning in teaching process. Arkorful and Abaidoo (2015) states that e-learning uses data and communication technologies for enabling admission to online teaching and gaining erudite resources. It means, e-learning has a sizable amount of users across all sectors of society and the accessible examples of e-learning being used successfully are plentiful.

Clark and Mayer (2016) describes that E-learning as a directions is delivered by digital devices with the intent of aiding learning. For adults, online studying regularly manages to resolve the several challenges. Online mastering approves them to the development at their own pace, posting assignments and taking assessments at times exceptionally ideal for them. This type of flexibility is mainly useful for adult beginners due to the

fact that they are often pressured to balance employment, household obligations and online learning at the same time.

The problem of the study focuses on the effect of e-learning on students' learning at varsity level. The scope of this study focuses on the moment where the COVID-19 occurs in Indonesia. The results of this study are expected to be useful theoretically and practically for all layers of citizens, starting from the teachers until the students.

2. Literature Review

E-learning provides possibility to shop dialog and hear it later when they have time as it is a flexible device of education. There is no boundary of time agenda and building. E-learning affords opportunity to contact any teacher or organization from any part of the world. They can additionally watch relevant movies or pay attention audio lectures of exclusive teachers from any different phase of the world. This means that they have extra range of chances to beautify their knowledge. Social interactive training and e-learning are used as modes of education. Social interactive education is recognized as ordinary method of mastering the place of scholars and instructors have face to face interplay whereas e-learning or open mastering is opposite to typical schooling as it has some distance between learner and teacher. Students who belong to far areas or have jobs can get education at their door step through e-learning education and enhance their qualification at any time and at any stage of age.

Alismail (2015) states that in e-learning is a powerful tool, which affords direct admission to get statistics by the students themselves. E-learning refers to independent learning. Teachers have the responsibility to guide students as they acquire information in order to enhance the skills. In fact, besides understanding, students "learn how to learn" developing their own gaining knowledge by techniques that can finalize a lifestyles time. The evolution of technology is extensively changing the social norms. Educated and uneducated masses use technological know-how frequently for enjoyment and benefits. It is found that extraordinary social media like face book, whatsapp and twitter play an essential role in education. These applications strongly attract college students and connect them with special parts of the world. These functions introduce them a range of new phrases of education, one of them is e-learning. E-learners desire to undertake new applied sciences to examine and to join with peoples related to their field (Anshari, Alas, & Guan, 2016).

However, on-line educating is complex and demanding, which can lead to burnout, in accordance to Hogan and McKnight (2007). Many international locations of the world

are merchandising education through e-learning due to the outbreak of the COVID-19. But all of us desire to decorate our training at any value and through mean. So, one of these feasible means is e-learning, which makes schooling flexible for newcomers because there is no boundaries of time and building. Now we are going to know the next era of education, technology of e-learning in education. In modern-day world of science and technology, modes of schooling are molded from non-formal to informal. The study targets on addressing whether or not educational structures can use technological know-how to optimize college students getting to know and interest. Many countries of the world are promoting training through e-learning to give up the spread of the virus.

3. Research Method

This study uses quantitative method. Ary (2010) states that a quantitative research design is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variables. The data were collected from 176 students from two Private Universities in Medan, Sumatera Utara. This research used simple random sampling technique for the data collection from the students. Questionnaire was used as a research tool for data collection. Questionnaire was developed on Likert scale from agree to disagree and undecided; there were 21 items. Questionnaire was distributed among graduates. The data were collected raw and analyzed through SPSS and most frequently used statistical techniques of frequency and percentage score.

4. Result and Discussion

The data obtain and analyzed from item 1 until item 21. The data were taken from the questionnaires obtained from the respondents.

TABLE 1: The data of e-learning in teaching and learning process from the respondents

No.	Statements	A	UD	DA
1	E-Learning gives time flexibility.	107	56	13
		60.7	31.8	7.5
2	E-Learning makes students able to access global world widely.	134	38	4
		76.1	21.5	2.4
3	Online experiences learning helps students engage actively in learning.	102	56	18

No.	Statements	A	UD	DA
		57.9	31.8	10.3
4	Teachers respond promptly to any request.	100	68	8
		56.8	38.6	4.6
5	The Feedback provided by the teachers was useful.	119	51	6
		67.6	28.9	3.5
6	E-Learning tools enhance students' learning.	93	59	24
		52.8	33.6	13.6
7	The students have difficulties using the online material.	70	85	21
		39.7	48.2	12.1
8	E- Learning makes studying easier for students.	72	74	30
		40.9	42.1	17
9	E- Learning enables students to join social media groups.	120	47	9
		68.1	26.7	5.2
10	E-Learning faces difficulties in understanding objectives of courses outlined.	84	72	20
		47.7	40.1	12.2
11	Students' distribute learning material through WhatsApp.	130	39	7
		73.8	22.1	4.1
12	Task marks promptly.	129	43	5
		73.2	24.2	2.6
13	Tasks help me to learn the course material.	122	43	11
		69.3	24.4	6.3
14	Teachers could be contacted easily.	100	72	4
		56.8	40.9	2.3
15	Leaning materials are shipped to students promptly.	122	46	8
		69.3	26.1	4.6
16	Required technical assistance to access online materials is available.	107	53	16
		60.7	30.1	9.2
17	E-learning enhances the quality of teaching-learning process.	75	72	29
		42.6	40.9	16.5
18	E-Learning motivates students to do their own work without others' help.	121	46	9
		68.7	26.1	5.2

No.	Statements	A	UD	DA
19	E-Learning helps to set students' schedule.	123	44	9
		69.8	25	5.2
20	Students feel comfortable when using internet.	103	59	14
		58.5	33.5	8
21	E-learning helps students consult relevant materials from other libraries.	73	80	23
		41.4	45.4	13.2

The table above shows 176 respondents of e-learning in teaching and learning process. The table described descriptive statistics (frequency score and percentage score) of the data collected from varsity students. Item 1 described the responses of students that they (107, 60.7%) & (13, 7.5%) agreed and disagreed towards the statement, "E-learning give time flexibility" whereas (56, 31.8%) perceptions were undecided. Item 2 described the responses of students that they (134, 76.1%) & (4, 72.4%) agreed and disagreed towards the statement, "E-Learning makes students able to access global world widely" whereas (38, 21.5%) perceptions were undecided. Item 3 described the responses of students that they (102, 57.9%) & (18, 10.3%) agreed and disagreed towards the statement, "Online experiences learning help students engage actively in learning" whereas (56, 31.8%) perceptions were undecided. Item 4 described the responses of students that they (100, 56.8%) & (8, 4.6%) agreed and disagreed towards the statement, "Teacher responded promptly to any request" whereas (68, 38.6%) perceptions were undecided. Item 5 described the responses of students that they (119, 67.6%) & (6, 3.5%) agreed and disagreed towards the statement, "The Feedback provided by the teachers was useful" whereas (51, 28.9%) perceptions were undecided. Item 6 described the responses of students that they (93, 52.8%) & (24, 13.6%) agreed and disagreed towards the statement, "E-Learning tools enhance students learning" whereas (59, 33.6%) perceptions were undecided. Item 7 described the responses of students that they (70, 39.7%) & (21, 12.1%) agreed and disagreed towards the statement, "The Students have difficulties using the online material" whereas (85, 48.2%) perceptions were undecided. Item 8 described the responses of students that they (72, 40.9%) & (30, 17%) agreed and disagreed towards the statement, "E- Learning makes studying easier for students" whereas (74, 42.1%) perceptions were undecided. Item 9 described the responses of students that they (120, 68.1%) & (9, 5.2%) agreed and disagreed towards the statement, "E- Learning enables students to join social media groups" whereas (47, 26.7%) perceptions were undecided. Item 10 described the responses of students

that they (84, 47.7%) & (20, 12.2%) agreed and disagreed towards the statement, "E-Learning face difficulties in understanding objectives of course outline" whereas (72, 40.1%) perceptions were undecided. Item 11 described the responses of students that they (130, 73.2%) & (7, 4.1%) agreed and disagreed towards the statement, "Students' distribute learning material through WhatsApp" whereas (39, 22.1%) perceptions were undecided. Item 12 described the responses of students that they (129, 73.2%) & (5, 2.6%) agreed and disagreed towards the statement, "Task mark promptly" whereas (43, 24.2%) perceptions were undecided. Item 13 described the responses of students that they (122, 69.3%) & (11, 6.3%) agreed and disagreed towards the statement, "Tasks help me to learn the course material" whereas (43, 24.4%) perceptions were undecided. Item 14 described the responses of students that they (100, 56.8%) & (4, 2.3%) agreed and disagreed towards the statement, "Teachers contacted easily" whereas (72, 40.9%) perceptions were undecided. Item 15 described the responses of students that they (122, 69.3%) & (8, 4.6%) agreed and disagreed towards the statement, "To learn material were shipped to students promptly" whereas (46, 26.1%) perceptions were undecided. Item 16 described the responses of students that they (107, 60.7%) & (16, 9.2%) agreed and disagreed towards the statement, "Require technical assistance to access online materials" whereas (53, 30.1%) perceptions were undecided. Item 17 described the responses of students that they (75, 42.6%) & (29, 16.5%) agreed and disagreed towards the statement, "E-learning enhance the quality of teaching-learning process" whereas (72, 40.9%) perceptions were undecided. Item 18 described the responses of students that they (121, 68.7%) & (9, 5.2%) agreed and disagreed towards the statement, "E-Learning motivates students to do their own work without others help" whereas (46, 26.1%) perceptions were undecided. Item 19 described the responses of students that they (123, 73.2%) & (9, 5.2%) agreed and disagreed towards the statement, "E-Learning help to set students' schedule" whereas (44, 25%) perceptions were undecided. Item 20 described the responses of students that they (103, 58.5%) & (14, 8%) agreed and disagreed towards the statement, "Students feel comfortable when using internet" whereas (59, 33.5%) perceptions were undecided. Item 21 described the responses of students that they (73, 41.4%) & (23, 13.2%) agreed and disagreed towards the statement, "E-learning helps students consult relevant material from other library" whereas (80, 45.4%) perceptions were undecided.

5. Conclusion

The conclusion is that e-learning makes the students able to access global world and students distribute learning material through WhatsApp. It also shows that assignments are marked promptly and e-learning helps to set their own schedule. The research is concluded that e-Learning motivates the students to do their own work without others' help yet the students do not agree that e-learning enhances the quality of teaching-learning process.

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Conference Paper

The Schematic Structure of North Sumatran Folktales

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Abstract

This research aimed to analyze the schematic structure of North Sumatran folktales by using the Systemic Functional Linguistic approach and the concept of the narrative genre. Descriptive qualitative research methods were used. The data were collected through documentation and the data were analyzed using the interactive model proposed by Miles, Huberman and Saldana. The researchers asked English university students to write North Sumatran folktales based on the narrative genre. The research data were in the form of clauses taken from these writings. In analyzing the data, the researchers labeled the clauses based on experiential function and the text was then identified by schematic structure of the narrative genre. The schematic structure of the North Sumatran folktales written by the English university students consisted of the following stages: orientation (OR), sequence of events (Ev), stating problems (Pr), resolution (Re), and coda (Co). So it could be patterned as follows: $[Or]\wedge[Ev_{(n)}.Pr]\wedge[Re]\wedge(Co)$. The texts started with orientations as the way to introduce the basis of the story which was followed by the sequence of events as a way to build up the story, wherein it was used interchangeably with stating problems; there were even some texts that had both in one constraint. At the end of the texts, resolution became the stage used the most. Coda was the optional move used to round-up the story nicely.

Keywords: systemic functional linguistics, schematic structure, narrative genre, folktales

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1. Introduction

Teaching English should be functional and drive students' ability to utilize language based on the context (Dewi & Kurniawan, 2018). This makes sense since the ability of using English will be used in real life condition (García Montes et al., 2014) and it can change based on the context. The syllabus of teaching writing in tertiary level in Universitas Sumatera Utara includes the ability to write some academic genres. The obvious fact is this activity is not an easy work since it needs the elaboration

of knowledge of the academic writing genres with their particular linguistic features (Aunurrahman et al., 2017).

Writing is productive skills used to deliver the idea, message, and thought through written form (Zein et al., 2019). It is a subtle process (Aidinlou, 2011) and it elaborates the number of process altogether such as planning, drafting, editing, and final version (Harmer, 2004). Having good ability in writing is cumpolsory since it is important to communicate besides using spoken text. This skill becomes challenging (Dalimunthe, 2018), complicated, and problematic both for students and teachers. The students need ideas elaboration to make the text coherent and cohesive. If the students cannot produce good text, they have to retake the course. For teachers, they have to asess it with some criteria such as language use, mechanism, content, vocabulary, and text organization.

The systemic functional linguistics (SFL) approach sees language as meaning resources. This approach is utilized to observe language such as how language used in society and how meaning is constructed in linguistic interaction. This approach is also regarded as the approach of language in social context (Emilia & Hamied, 2015) and greatly have impact to the teaching of writing (Dalimunthe, 2018) especially in Indonesia which applies genre-based approach curriculum (Dewi & Kurniawan, 2018). Through this approach, the teachers are expected to drive students to comprehend the text (Cakrawati, 2018). In SFL, text are divided into some genres such as recount, descriptive, exposition, report, discussion, narrative, and so on (Gerot & Wignell, 1994).

Every genre is different each other. They are differentiated based on their char-acteristics (Zein et al., 2019). A good text needs the the fulfilment of three features namely communicative purpose or social function, linguistic features, and the schematic structure. So, besides good construction of ideas, the realization of those three features in genre text have to be considered by the writers.

Narrative text is included in the syllabus of teaching writing for tertiary level especially in English Department of Universitas Sumatera Utara. This genre is used to amuse, entertain and to deal with actual or experience in different ways, narratives deal with problematic event which lead to a crisis or turning point of some kinds which in turn finds a resolution. (Gerot & Wignell, 1994). The structures of narrative include orientation, sequence of events (complication and evaluation), resolution, and coda (optional) (Anderson & Anderson, 2004; Joyce & Feez, 2000; Mulyaningsih, 2013; Zein et al., 2019). This genre is mainly employed to tell folktales such as legends, fairy tales, and myths. North Sumatra has eight ethnic groups and each of them has three types

of folklores, such as the legend of snake princess, Lake Toba, Putri Hijau, Sampuraga, and others.

The fulfillment of the schematic or generic structure of narrative text is essential. Moreover, it can make the text becomes logic since it is realized in chronological order. The orientation part is used as an acquaintance followed by sequence of the events to explain the process of an action. Then, resolution is followed as the result of the event. The folktales usually contains moral lesson which represents the local wisdom content from that region. In relation to the structure of narrative text, it can be inserted in the *coda* part. Some experts argue that it is only optional which means that the writer can choose whether to put in their text or not. Even though this is not cumpulsory, the existence of coda is to make narrative text more meaningful.

The research related to genre specifically narative text has become the concern of many scholars. Correa & Domínguez (2014) attempt to explore how a teacher analyzes students' narrative texts by using SFL theory. They conclude that writing academic narrative text is not easy. It needs vocabulary elaboration and the knowledge of language metafunction resources. The other research done by Suhartini (2016) explores six narrative texts from two textbooks to see the characteristics. She draws the conclusion that there are similarities and differences among those texts. The difference includes the communicative purposes and schematic structure of the text.

This study is urgent in order to see students' capability in writing narrative text. Therefore, this study is addressed to analyze the schematic structure of North Sumatra's folktales by using the approach of Systemic Functional Linguistic and concept of narrative genre. The findings is hoped to give advantages in the process of teaching writing in Indonesia specifically teaching narrative text.

2. Literature Review

2.1. Systemic Functional Linguistics

The approach of SFL is closely related to context (Eggins, 2004). This approach also observes language as the meaning-making resources to be used in daily interaction. Language is also seen as systemic since it owns a set of choice systems (Figueiredo, 2010). Through this approach, language is regarded to have meanings called as metafunction of language. Those matafunctions have equal status (Sinar, 2007) covering ideational function, textual function, and interpersonal function (Halliday & Matthiessen,

2004). Even though they have equal status, but they are realized in distinctive system of grammar (Emilia & Hamied, 2015).

Context in SFL comprises of context of situation, context of culture, and ideology. The context of culture marks the genre features of a text or its structure. Context of situation called as register comprises of field, tenor, and mode. An ideology is a set of beliefs and values attributed to a person or group of persons. This context is realized through the use of linguistic features in text (Correa & Domínguez, 2014). The application of SFL is very close to curriculum of teaching English in Indonesia through genre-based approach (Dewi & Kurniawan, 2018). In relation to academic writing development, SFL is also possible to be utilized (Donohue, 2012), and advantegous to assess students' writing (Lirola, 2010). Even, some researchers apply the theory of SFL outside linguistic field such as using SFL for tool in mathematics (Ebbelind & Segerby, 2015).

2.2. Narrative Text

Narrative text is one of the academic genres (Gerot & Wignell, 1994). Anderson & Anderson (2004) add that this genre tells a story in order to amuse and informs the reader or listener. This genre illustrates people's reaction to experiences, and exploring social as well as cultural values (Mulyaningsih, 2013). Joyce & Feez (2000) state that this genre has some linguistic features such as specific often individual participants with defined identities, the utilization of material process, dominant use of simple past tense, the dialogue among the participants or characters, descriptive language, and the use either first of third person. The other important aspect is the schematic or generic structure of the text. The generic structure is the way in which elements of a text are arranged to suit its purpose. Basically, the structure of each genre is influenced by context of culture (Correa & Domínguez, 2014). The structure of this narrative text is presented as the following.

1. Orientation: It is the introduction of the story telling about the characters and the setting. This stage constructs the atmosphere, foreshadows the action to follow, and makes the reader want to become involved in the story (Correa & Domínguez, 2014).

2. Complication

   Complication is the main section of a narrative (Gerot & Wignell, 1994). This part introduces a series of events during which there is one or more problems

for characters to resolve, involving problem and struggle episodes (Correa & Domínguez, 2014).

3. Evaluation

Evaluation presents the highlight of significance of events for characters and resolution to resolve these issues (Correa & Domínguez, 2014).

4. Resolution

Resolution shows how crisis is resolved.

5. Coda

Coda is the concluding stage. The purpose is to make a point about the text as a whole. It brings readers back to the present situation (Correa & Domínguez, 2014). This part can be used to present the moral lesson of the story.

The arrangement pattern used by the English Department students in expressing their ideas was not in accordance with the stages offered in generic structure of narrative.

3. Research Method

This study utilized qualitative approach through content analysis method. The research was done at English Literature Department at Universitas Sumatera Utara, Medan, Indonesia. The number of participants involved representing English literature students was 30 second-year students. The reason for choosing the 30 participants was that material of the narrative genre had been taught to them and this material has been proven by the syllabus document of writing courses that obtained from the English Literature Department. The research data were taken from the narrative genre written by students with a focus on North Sumatra's folk tales. The text should have at least 275-400 words. The data were analyzed by applying an interactive analysis model proposed by Miles et al. (2014) which consisting of several stages.

4. Result and Discussion

This part explains how students realized the structure of the text in their writing. Narrative text requires the chronological event in order to show the text coherency. From the data, it was discovered that there are 10 texts that includes the entire schematic structure of this text namely text 1, 5, 7, 10, 15, 17, 18, 21, and 22. They successfully present
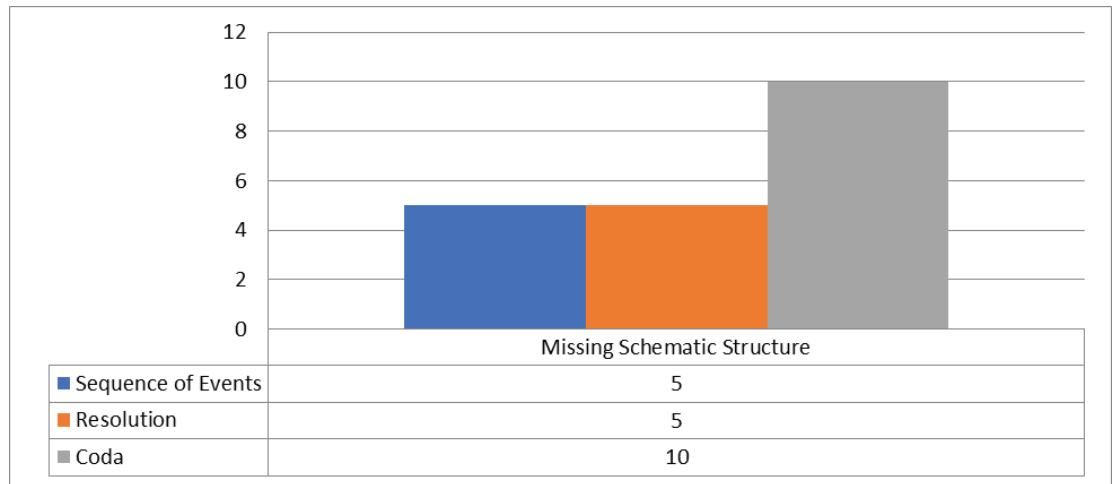
the structure of narrative text i.e. Orientations (OR)∧Sequence of Events (Ev)∧Stating Problems (Pr)∧Resolution (Re)∧Coda (Co).
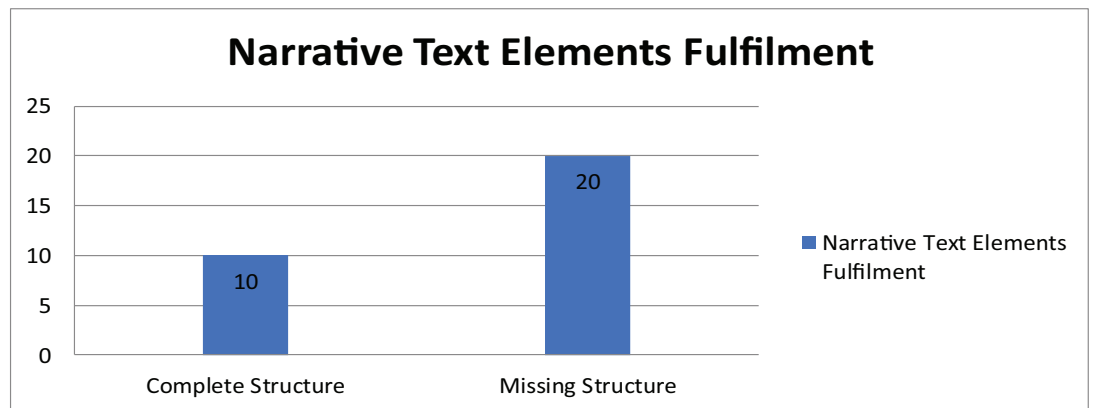
Figure 1: Students' Narrative Text Element Fulfilment

Looking at the structure one by one, the students have successfully written the orientation part. It is clear that the characters and the settings have been presented to make the readers familiar about who are involved in the story. The next part is sequence of event covering complication. There are 5 texts which do not include this part clearly i.e. text 8, 12, 20, 24, and 25. Complication is sine qua non in narrative text since it is related to the statement of problem and the climax of the conflict. This illustrates that students have difficulty in making a clear illustration about what actually happen in the story. Following sequence of events is resolution part. There are 5 texts do not contain this part namely text 3, 11, 23, 27. 28. In this section, it is shown how crisis is solved. The last part in the schematic structure of narrative is coda which has plays the role as the concluding stage aiming to make a point about the text as a whole. It sometimes conveys comment of the narrator towards the significance of the narrative. This part does not exist in 10 texts (2, 4, 6, 9, 14, 16, 19, 26, 29, and 30). The details are presented in the following figure.

The findings present that some students do not write the complete structure of narrative text. In relation to the data, the missing parts are sequence of events (not clearly explained the conflict), and coda. This leads to the interpretation that students' ability in writing this genre is vary. Research done by Mulyaningsih (2013) also provides the same result. The higher achiever students are better than lower achievement students in presenting the structure of narrative text. The higher achiever dominantly construct the structure by presenting the pattern of orientation∧ complication∧sequence of events∧ resolution∧ (coda). On the other hand, lower achiever students have the pattern

Figure 2: Students' Missing Schematic Structure of Narrative Text

orientation∧complication∧resolution. Even though this research is quite different from Mulyaningsih since there is no levelling to the subject of the research.

The other research also sees the students' abiility in writing narrative text based on the category of L1 or L2 learner. Jeong (2017) states that genre mastery is influenced by language proficiency level, and those novice-level students are more comfortable in writing narrative texts. He further argues that For L2 learners, the acquisition of a genre can be related to language proficiency. This makes sense the English literature students in Universitas Sumatera Utara is regarded as L2 learners.

In relation to findings, the students' mastery is still low. Narratives seem to present the least difficulty to students, but their teaching needs to be carefully planned (Correa & Domínguez, 2014). Well-planned teaching process through the involvement of some method or techniques can improve students' mastery. Since the teaching writing process employs *genre-based approach*, SFL-GP as proposed by Emilia & Hamied (2015) can be used as an alternative to be implemented in the this process.

5. Conclusion and Suggestion

The result shows that the schematic structure of North Sumatra's folktales that written by English university students consists of stages as follow: Orientations (OR), Sequence of Events (Ev), Stating Problems (Pr), Resolution (Re) and Coda (Co). The overall schematic structure of the narrative texts is; [Or]∧[Ev(n).Pr]∧[Re]∧(Co). The texts obviously start with orientations as the way to introduce the basis of the story then followed by sequence of events as a way to build up the storywherein it is used interchangeably with stating problems, even there are some texts that have both exist in one constraint. At the end

of the text, resolution becomes the stage used the most especially if the problem of the story stated and coda as the optional move used to round-up the story nicely.

This study has limitation specifically in the subject of the research. Further research is boosted to conduct the research based on genre differences, the level of achievers, or nativity of English to see the construction of narative text. Then, since the results indicate that students' mastery in writing this genre is still low, it is suggested to the lecturer to adjust the way of teaching by implementing other techniques or methods in order to improve students' achievement.

Acknowledgement

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English Reading Proficiency: A Study of Public Health Students in Indonesia

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Abstract

This study aimed to determine the English-language public health literacy of public health students. Literacy of public health constitutes proficiency and application of complex skills such as reading, critical and analytical thinking, listening and decision-making skills about emerging health situations. We used a quantitative approach with cross-sectional research to investigate the extent of English-language public health literacy among first year public health students. There were 110 participants in this study, all of whom were first year students of the Faculty of Public Health/ Public Health Study Program in North Sumatra Province and more than half were 18 years old with the sex dominated by women. The English-language public health literacy was quite high while students had limitations in understanding the content and main ideas of the articles they read. Students tended to hesitate to disseminate and explain information because they were not confident in their literacy skills. These findings can be used as material for English language curriculum evaluation and competency adjustment of public health students at college level.

Keywords: Cross-sectional study, public health literacy, public health students, reading skill, undergraduate student

1. Introduction

Reading is still one of the basic methods of health education and promotion from sources of health literacy (Nutbeam, 2008). The reading method is used to increase readers' awareness and have an impact on improving the health status of the community through various kinds of health literacy media in the form of print and electronic media (Nutbeam, 2008). Besides being used as a media for health education, reading is also a learning method for health and medical students.

Limited reading material in the field of medicine and public health requires students to be able to seek literacy appropriately. In certain conditions, students are forced to read literacy sources in certain languages and one of them is English (Netten, Droop,

& Verhoeven, 2011). The rapidly developing medical and public health sciences make students have to have global competence, including being able to read and understand the contents of foreign literacy.

Several studies have shown that limitations in reading and understanding foreign languages can affect the interpretation and misperception of health behavior. This is also exacerbated by the large number of literacy sources on the internet which require students to be able to choose information from sources that are legally recognized. This misconception of reading sources of literacy has an impact on misdiagnosis and understanding of disease conditions and health problems in medical and health students (Safeer & Keenan, 2005). Therefore, this study aims to determine the ability to read public health literacy in public health students. This research can be used as material for curriculum evaluation and competency adjustment of public health graduates at college level English learning.

2. Literature Review

A report coined by the Institute of Medicine in 2004 defined health literacy as capacity of an individual to have access to, process, and understand basic level of health information and services required to make an appropriate decision in terms of health. Moreover, health literacy could assist to execute a thoughtful and considerable measure to obtain the best treatment to tackle health issues faced by an individual (Chiang & Jackson, 2013; Figg, 2014). The degree of capability may determine an individual level of literacy to decide properly what is suitable handling and which information and services are compatible to resolve issues related to health situation (Levy et al., 2016; Nielsen-Bohlman, Panzer, & Kindig, 2004). This skill appropriately benefits to propose an extensive understanding to take over a reasonable measure among a situation toward health information and services offered.

Literacy of health constitutes proficiency and application of complex skills such as reading, critical and analytical thinking, listening, and decision-making skills to emerging health situations (Kim, Khatiwoda, Park, & Lee, 2016; Storey et al., 2020). The application of those complex skills includes purchasing drugs in drugstore and its dosage of consumption, understanding health brochures and advertisement, making an appointment to see doctor or consult pharmacist, understanding liable direction, suggestion, and prescription written by them, signing health consent form, or the ability to search and negotiate services and facilities provided by health care providers (Chiang & Jackson,

2013; Figg, 2014; Weiss, 2015). The developing matters made by evolving health care system urges individual's stake of health literacy to move into the next level.

The development of healthcare system through years has also change the way people source and improve their level of health literacy. In the past time, people sought health information and services by visiting nearest health facilities, seeing directly the doctors and medical personnel, or obtain it through TV or radio ads in one-way degree (Oh & Lee, 2019). In contrast, Harnett (2017) added that such development has made possible less interaction between people and health providers and facilities. People do not always need to see their GPs in the hospital to line in by making preliminary appointment. They likely seem to check the availability of doctors online or make a more interactive and feasible query to the practitioners via mobile phone apps (Figg, 2014; Weiss, 2015). Individuals could also easily navigate drug in stores based on the prescription and let them delivery it in a seamless single touch. More advance, people can directly consult their health issues to a computer screen through apps and let these apps find them solution to tackle it. More importantly, however, among those tremendous evolution of healthcare system, a clear communication between the health providers and people as the patients enables those feasibilities. Despite the media has changed, but the clear information made by the providers improves the literacy level of people in understanding complex health information and service facilities (Kim et al., 2016).

On the other hand, language barrier may challenge the improvement of health literacy of people. To many of Indonesians, the major use of English in many aspects of healthcare facilities and services means quite much in practicing effective way to understand and access those facilities as well their services such as handbooks and tools. This also specifies a challenge to medical students to expand their knowledge to the wider world of health that sometimes inaccessible in Indonesian. As a result, public health or medical students who prepare themselves to serve the community have low ability and limited insight in undertaking and handling social health issues as they had no access to more extending sources of knowledge. This also gives an impact on their proficiency in accessing more learning materials written in foreign languages. Eventually, their knowledge is not sufficiently comprehensive, affecting their way to respond and show an attitude regarding certain health situation.

3. Research Method

We used quantitative approach with cross sectional study to investigate of what extent of reading skill on english public health literacy among first year public health student. We digged information on students capacity to understand reading skill on foreign literature, understanding English vocabulary and sentences, disseminating information in reading materials to influence reading material in students' daily activities. This study focused on reading variables on the ability to understand English-speaking public health literacy in the form of articles, opinions, books and print media related to public health.

Respondents in this study were first year students of the Faculty of Public Health/ Public Health Study Program in North Sumatra Province. The numbers of respondents who were recruited and fulfilled the requirements in this study were 110 respondents from 120 data recorded in the researcher questionnaire database. The research questionnaire was distributed using an online questionnaire platform to first-year public health students. The research questionnaire consisted of 8 questions covering the frequency of reading public health literature in English, the use of tools, belief in the information read, and changes in behavior towards the information read. After the data was collected by means of a questionnaire and cleaned of missing data and errors, then data analysis was carried out. Data analysis used proportion and frequency for each question. Demographic characteristics are presented using proportions to see the tendency for answers based on gender.

4. Result and Discussion

A total of 120 respondents filled out an online questionnaire distributed through first-year public health students and 110 respondents were selected by eliminating 10 respondents as double-filling questionnaires, unfilled identities and incomplete answers in the existing database. More than half of the total respondents (62.51%) were 18 years old with the sex dominated by women (77.06%) first year public health students in North Sumatra (Table 1).

Furthermore, the data presented in table 2 shows that the frequency of students reading English speaking public health literacy is quite high (73%). Based on these data, it shows that the needs of students in public health literacy in foreign languages are very dominant. The dependence of language literacy is very dominant in the health science in Indonesia. This is associated with books and literacy sources written are dominated by English and are widely studied in foreign languages so that students

TABLE 1: Characteristic demography of respondents (N=110)

Variable	N (%)
Age (y.o)	
17	7,70%
18	62,51%
19	26,77%
20	3,02%
Sex	
Male	22,94%
Female	77,06%

are required to read these literacy sources. In addition, high technological capacity in laboratories and universities abroad is a dominant factor in updating public health literacy. To be able to adjust to these needs, the process of translating foreign language books can help understand students' understanding in understanding the context of public health literacy (Nandi, Chan, Chan, Chan, & Chan, 2000).

The results of this study highlights that students have limitations in understanding the content and main ideas of the articles they read (15.66%). The use of foreign literacy translation can help improve students' understanding of public health. The use of translated books, using tools can be an option in understanding the article. In this study, it was found that students were not too dominant in using translation aids. There are several perspectives that may arise from the results of this study, namely that students do not know about the existence of aids or have given up on existing reading material so that the proportion of using tools does not become a solution in solving the problem of reading ability in students. This is consistent with research which shown that students' self-confidence tends to decrease with the translation results for them to understand themselves and do not have the confidence to explain to others the articles they have read (Mullan et al., 2017; Peterson, Cooper, & Laird, 2001). This is in line with the results of research which show that students tend to hesitate to disseminate and explain information on health literacy because they are not confident in their literacy skills.

This has an impact on the potential for the spread of misinformation among student groups in understanding the context on the sources of public health literacy. The results of this study indicate that students tend to assess the benefit aspects of reading public health literacy sources. This is also contrary to the findings which show that students will behave after reading material from foreign public health literacy. The results of this study can illustrate that information from public health literacy sources will become a source

TABLE 2: English reading public health literacy skill

Questions	Never.	Rarely;	Occasionally;	Very Frequently;	Always;
Have read about public health literacy in English	7,04%	19,72%	44,37%	18,31%	10,56%
Understand the content / main idea of the articles you read	15,66%	19,88%	41,57%	15,36%	7,53%
Use of tools to translate the article	18,37%	23,62%	39,36%	11,66%	7,00%
Feel confident with the results of the translation	18,52%	25,93%	37,96%	12,04%	5,56%
Willing to forward / distribute the article to other people	17,10%	20,87%	40,58%	14,49%	6,96%
Confident to explain the contents of the article to others	15,59%	20,29%	41,18%	16,18%	6,76%
This information is useful for you	19,17%	21,60%	38,83%	14,08%	6,31%
This information can influence you in making decisions on preventive-promotive action	16,62%	22,25%	40,48%	13,67%	6,97%

of misinterpretation of student information sources so that it can affect the wrong health behavior of students. This is because students tend not to know the truth of information which is well-known in public health literacy sources due to their limited reading ability.

5. Conclusion

Limited understanding in reading public health literacy among students is a crucial issue in increasing the competence of public health experts. Education by learning to read gradually and a variety of learning methods can increase student capacity in understanding sources of public health literacy. This research also has highlighted possibility of misinformation and misinterpretation occured among student due to lack of capacity to translating english content. Developing and integrating a comprehensive curriculum on public health course particularly in english course and public health course might be considered to improve english reading proficiency among student. It would increase student awareness on health literacy in order to promoting public health content and information to community. Integrating public health sentence and vocabulary in public health course could be an option to prevent misinformation in public health literacy among public health student.

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Conference Paper

Sarcasm Identification of Batak Toba Culture in the *Mandok Hata* New Year Celebration

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Abstract

This research investigated the variety of language styles of sarcasm in the *Mandok Hata* New Year celebration. By analyzing the style of language, the researcher found the true meaning of an utterance in accordance with the intention of the speaker. In this research, the writer conducted the analysis of *Mandok Hata* in the New Year celebration by analyzing four videos. The use of sarcasm typically lessens and sometimes enhances the negativity inherent in a sarcastic statement. Using a realistic informal format, participants read either a sarcastic or a non-sarcastic aggressive argument between same-gendered interlocutors and rated the pragmatic goals being expressed using a range of measures taken from previous studies. The results of the study showed all five types of sarcasm could be found in the videos: contrast between a positive sentiment and a negative situation (frequency 4); contrast between a negative sentiment and a positive situation (frequency 13); contrasting connotations (frequency 1); verity negation (frequency 1); and temporal facts extraction (frequency 4). The most dominant style of sarcasm was the contrast between a negative sentiment and a positive situation.

Keywords: Language Style, Sarcasm, *Mandok Hata*

1. Introduction

The use of language as a communication tool cannot be separated from the style of language. Language style can be defined as the way a person expresses thoughts, ideas, ideas, feelings, using words or sentences that are specifically aimed at capturing, influencing, and convincing. It can be said that the function of the use of language style, both verbally and in writing is as a reinforcement of the intention to be conveyed. The problem is, not everyone who receives a message or thought understands the true meaning of the message. Incorrect understanding of the meaning of an utterance can lead to misunderstanding or understanding. To find out the meaning of the utterances that are most close to the intention of the speaker, the interlocutor or speaker must pay attention to the characteristics of the context that supports the utterance because in

essence the context influences the meaning of an utterance. The characteristics of the context such as, speakers, interlocutors, subjects discussed, situations and conditions, and so forth.

Style is the method used by the author in presenting ideas in accordance with the goals and effects that he wants to convey (Aminuddin, 1995). In the creation of language writing in literature, the effect is related to efforts to enrich meaning, imaginatively portraying objects and events, or providing certain emotive effects to the reader. Each author has his own style in conveying ideas into written language. The style of language possessed by each author is certainly different, according to the effect which the author wants to evoke with the style of language that he conveys. For example, if you want to get a good rating in terms of dressing, of course you have to wear good clothes, fit your body, neat, clean and so on. But if we want to get bad or bad judgment from others, we must instead dress poorly, not in accordance with the body, dirty, not neat and so forth. As revealed by Keraf (2009), that language style allows us to judge the personal character and ability of someone who uses that language. The better the style of language, the better the assessment of people against it; conversely the worse the style of language the worse the assessment of people towards it. So it can be concluded that the style of language is a way of expressing thoughts or ideas using a unique language that shows the personality and soul of the writer.

Forms of language style are abundant in everyday life, such as in advertisements, novels, poetry, theater, songs, films, video and so on. In video there are also forms of language style. Video can be defined as a cinematographic work that can function as a tool for cultural education. Although the video was originally used as a work that is traded as well as entertainment media, but in its development video is also often used as a medium of learning in the world of education. The language style in video is certainly different from the language style in advertisements, songs and others. Variations in language style can be found in speech or conversation in the video. Based on the observations the researcher found a video entitled *Mandok Hata* in New Year Celebration and this is suitable for this research. In this type of video there are variations in language styles spoken by the characters.

In the video, the conversations contain many kinds of language styles, especially the various styles of sarcasm that seem harsh but have certain meanings as an affirmation of a statement or other meanings. Therefore the writer is very interested to know the variety of language styles contained in the video's conversation. By analyzing the style of language, the writer can find out the true meaning of an utterance in accordance with the intention of the speaker.

The factor analysis meaningfully grouped the dependent variables into separate factors, one of which indexed 'victimization' and a second of which indexed 'relational aggression'. The sarcastic version was perceived as more victimizing and more relationally aggressive, contrary to the muting hypothesis. Secondary analyses demonstrated that participants perceived the negative comment of the aggressor as more humorous and less aggressive when taking the perspective of the aggressor than when taking the perspective of the victim, and that male participants reported greater use of sarcasm in everyday life, but did not produce more when given the opportunity to do so. Moreover, Colston (1997) postulates that sarcasm will serve to enhance criticism relative to a literal comment if the victim of the barb is at fault to some unfortunate state of affairs.

Sarcasm and irony have a very similar meaning related to linguistic phenomena, with the concept of meaning the opposite of what is literally expressed at its core. There is no consensus in academic research on the formal definition, both terms are non-static, depending on different factors such as context, domain and even region in some cases (Filatova, 2012). In light of the general complexity of natural language, this presents a range of challenges, from the initial dataset design and annotation to computational methods and evaluation. The difficulties lie in capturing linguistic nuances, context-dependencies and latent meaning, due to richness of dynamic variants. Sarcasm and irony as a linguistic phenomenon has been extensively studied by many researched. Sarcasm arises from situational disparity.

2. Literature Review

This part reviews the theories related to the study in order to explain and give clearer understanding about the terms and the concepts used. The theoretical frameworks are presented as follows.

2.1. Language Style

Majas is often considered as a synonym of language style, but actually it is included in language style. Language style has a very broad scope. In general, *majas* is divided into four types, namely a) affirmation, b) comparison, c) contradiction, and d) satirical form. *Majas* has a pattern, so the pattern seems to limit creativity. So that the classification resulted in limitations on creativity in its use; unlike the style of language which is clearly not limited (Ratna, 2012). In short, the scope of language style is actually wider, on the contrary, the narration is narrower, so that the form is helpful for language style.

According to Ratna (2012) between style, language style, and composition, in literary works, the most important role is language style, ways of using the language medium in a specific way so that goals can be achieved to the maximum. In short, the language style includes style and form. At the level of analysis, language style, and form are objects. When a researcher analyzes various problems related to an object, stylistics is used. In other words, it is stylistics that succeeds in uncovering the nature and ways of using language as a whole.

Based on some of the previous explanations, it can be seen that language style can be understood as a way of expressing thoughts through language in a peculiar and unusual way. These characteristics can be identified and classified according to their types, as will be explained in the following section.

The style of language in this study, is focused on the use of the style of sarcasm. The style of language according to Keraf (2010) can be divided into several categories, including: (1) language style based on word choices; 2) language style based on words; (3) language style based on sentence structure, (4) language style based on the direct or indirect meaning. Keraf (2010: 136) further explains that (1) language style based on word choices is divided into three, including (a) official language style; (b) informal language style; (c) conversational style; (2) language style based on the tone contained in the discourse includes (a) simple style; (b) noble and powerful style; and (c) medium style.

Furthermore, Keraf (2010: 129-136) explains language style based on the direct or indirect meaning, can be divided into (1) rhetorical style divided into alliteration, asonance, anastrophe or inversion, aphropasis or preterisio, apostrophe, asindeton, polisindeton, chiasmus, ellipsis, euphemisms, litotes, hysteroneproterons, pleonasm and tautology, periphrasis, prolepsis or anticipation, erotesis or rhetorical questions, silepsis and zeugma, correction or epanortosis, hyperbolic, paradoxical and oxymoron; (2) figurative language style includes equality or simile, metaphor, allegory, parable and fable, personification or prosopopoeia, allusion, eponym, epithet, synecdoche, metonymy, antonomasia, hypalase, irony, cynicism and sarcasm, satire, innuendo, antiphrasis, even or paronomasia.

The style of language in this study is focused on the use of language style based on whether or not the meaning is direct and divided into figurative language styles. In accordance with the limitations of the problem in this study, namely analyzing the style of sarcasm, which when examined precisely in the language style section there are meanings of sentences that seem harsh, cause emotional overflow and affirmation of

some words and actions so that it is interesting to be used as an alternative to dissect the film to be analyzed.

2.2. Style of Sarcasm

When compared to irony and cynicism, sarcasm is harsher. Sarcasm according to Keraf is a reference containing bitterness. For example: Your mouth is your Tiger and look at the giant (meaning the midget) (Keraf, 2010: 143). In other words, sarcasm contains bitterness and reproach. Sarcasm may or may not be ironic, but it is clear that this style of language will always hurt and not be pleasant to hear. The word sarcasm, derived from the Greek word sarcasm, which means tearing flesh like a dog, biting the lips in anger, or speaking with bitterness. Meanwhile, according to Joshi (2015) sarcasm is a style of language containing painful remarks. It should be remembered that sarcasm has a main characteristic, which always contains bitterness and bitter criticism, hurting the heart, and not pleasant to hear (Tarigan, 1990: 92).

Many researchers have classified sarcasm into different categories based on their knowledge and perspective. This research focus on the style of sarcasm based on disparity of sentiments. In this type of sarcasm, the text sentiment conflicts with text situation. It is further divided into five parts based on sentiment and situation. The five types are:

1. Contrast between positive sentiment and negative situation: in this type of sarcasm, there is a contrast between sentimental word and the situation that is depicted in the text. For example, "I love being dead" Or "Awesome, the flight is delayed", these examples depict negative situation or activity by using positive sentimental words.

2. Contrast between negative sentiment and positive situation: in this type of sarcasm, sentence includes negative word that describe a positive activity resulting into being sarcastic. For example," I dislike Mumbai Indians in IPL because they often win". The negative word in above sentence is "dislike" whereas positive activity is winning the match.

3. Contrasting connotations: in this type of sarcasm, the words used in text have contrasting connotations. For example, "Rohan loves being blocked by people on social media".

4. Verity negation: it is a type of sarcasm in which the text contradicts to the fact or universal truth. For example "Sir you are on time today, may be today's sun has risen from west".

5. Temporal facts extraction: this is similar to verity negation but in this text contradicts to fact about an event. For example, "It was nice celebrating my birthday with you and my enemy". Here the event is birthday celebration, contradiction is to celebrate it with your enemy.

2.3. Mandok Hata

Mandok Hata in the context of the new year means speaking in front of the whole gathering of families, about thanksgiving, thank you, apologizing for the mistakes made for a year, to the guts or frustration and disappointment that has long been buried and everyone must speak. Usually the youngsters or children will first get a turn to speak because generally only a few words are conveyed. While the elders are as they speak more. Everyone who gathers there has to talk, while there are no fixed rules about the time limit for speaking, no wonder this event is extraordinary. *Mandok Hata* means that everyone can say whatever is on their minds and hearts. For young people today the *Mandok Hata* tradition is one of the most worrying and least anticipated moments. Some even consider it a scourge and try to find various reasons so as not to join this one event. But the power of that thing will not be possible, because the threat of parents is more frightening. Joining *Mandok Hata* is obligatory.

3. Research Method

In conducting this study, descriptive qualitative research was used. Bogdan (1992) states that qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places. It means that the data analysis of this study would be described or explained in text form.

Qualitative research is a research that is rooted in natural setting as wholeness, relying on inductive data analysis, leading to theoretical discovery, and more concerned with process. Qualitative research is very relevant to be used in this study, because researchers have their own considerations, namely the formulation of the problem. For this reason, this research uses qualitative method as a procedure that produces

descriptive data in the form of written or oral words from people and observable behavior.

The data of this study were the videos from youtube. The researcher listened to the dialogues and wrote them down in the forms of the transcriptions. The data sources of this research were the speakers in the video. It was chosen randomly. Random sampling is data collection in which every person in the population has a chance of being selected which is known in advance.

In collecting the data, the researcher used some techniques. In most qualitative studies, data collecting and data analysis take place simultaneously. In this research, the qualitative data were collected by observation to analyze the sarcasm in the videos.

The techniques of analyzing data were through several steps:

1. Watching the videos to find out the types of sarcasm.

2. Making the transcripts of all the dialogues in Indonesian language.

3. Identifying the sentences from dialogue sto find out all the types of sarcasm.

4. Describing all the types of sarcasm.

4. Result and Discussion

4.1. Result

The results of the analysis are presented here. The data are collected and then analyzed. There are four videos recorded.

Table 1

No.	Styles of Sarcasm	Frequency
1	Contrast between positive sentiment and negative situation	4
2	Contrast between negative sentiment and positive situation	13
3	Contrasting connotations	1
4	Verity negation	1
5	Temporal facts extraction	4
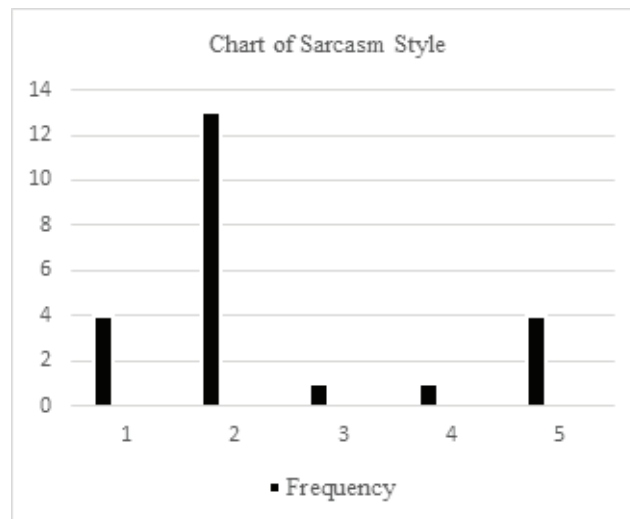
From the table 1, it is seen that all of the types of sarcasm occur in the videos. All five types of sarcasm can be found in the video, such as contrast between positive sentiment and negative sentiment (frequency 4), contrast between negative sentiment and positive situation (frequency 13), contrasting connotations (frequency 1), verity negation (frequency 1), and temporal facts extraction (frequency 4). The most dominant style of sarcasm is contrast between negative sentiment and positive situation. Answer to Research Questions Two

The use of sarcasm on *Mandok Hata* Video is to obtain certain meanings for the listener or the receiver. The reason why sarcasm occurs in *Mandok Hata* for New Year Celebration is that the speaker or the elder does not directly says what he wants to say, but even if yes, he still uses the negative word to give the sense of pressure to the listener.

4.2. Discussion

Based on the findings, there are 23 forms of sarcasm in the objects of research. 23 covering contrast between negative sentiment and positive situation, contrast between positive sentiment and negative situation, contrasting connotation, and temporal facts extractions. Sarcasm arises from social context. People send message or advice through sarcasm. However, everyone should know that this tradition, *Mandok Hata*, has great values and norms and should be seen positively. Sarcasm applied in this tradition does mean to hurt others; on the other hand applied to speak straightforwardly. There is no hidden motive; all is transparent.

5. Conclusion

There are points of sarcasm in *Mandok Hata* in New Year Celebration such as contrast between positive sentiment and negative sentiment, contrast between negative sentiment and positive situation, contrasting connotations, verity negation, and temporal facts extraction, all of which are meant to teach people to speak straightforwardly as honesty is of a moral value which is to be highlighted and preserved.

Acknowledgements

Appendices

https://www.youtube.com/watch?v=9v36ylNTB88&t=321s

https://youtu.be/7mh4nHAVysk

https://www.youtube.com/watch?v=9v36ylNTB88&t=321s

https://youtu.be/EJb-8R_PcwA

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Conference Paper

Teaching Descriptive Texts to Tenth Grade Students in Deli Serdang

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Abstract

The objectives of this study were to describe the teachers' ways of teaching reading of descriptive texts to tenth grade students in Deli Serdang, Indonesia and to reveal the underlying reasons for these approaches. This study was conducted by using a descriptive qualitative design. The subjects were two English teachers who taught the tenth grade students at SMA Swasta Melati Hamparan Perak in the 2018/2019 academic year. The data were collected by observing, video recording and interviewing, and were analyzed by using Miles and Huberman techniques. The findings show that the approaches that the teachers used were not focused on enabling the students to be independent or skilful readers. Most of the ways directed the students to become good at reading texts or translating the texts into *Bahasa* rather than teaching how to comprehend descriptive texts. Most of the approaches were focused on translation, vocabulary enrichment, stating ideas, pronunciation and managing the class. The approaches did not facilitate reading comprehension. This was due to the misperception of the concept of teaching reading comprehension.

Keywords: teaching, reading comprehension, descriptive text.

1. Introduction

As an international language, English is used to communicate with all people around the world. In Indonesia English has been taught as a foreign language. The people should master English starting from the primary to the university levels. The government, education ministry has established English as a compulsory subject at schools so that all students have to learn English. By learning English, the students will comprehend many texts from all over the world to support their learning process. It can be concluded that English has an important role in education. Because of it, people have to learn and master English to face the world globalization.

In English there are 4 skills that should be learnt by the learners. They are speaking, listening, writing and reading. Each skill has its own difficulties. This is different from

teaching speaking, listening, writing and reading. Teaching is an essential part of education.

Teaching has the special function which transfers the knowledge, develops understanding and builds the characteristic and someone's behavior. Gage (2009) argues that teaching is a form of interpersonal influence aimed at changing the behavior of another person. Teaching is not an easy activity to do. People who do the teaching activity are called teachers and the people who are taught by the teachers normally are called students. The process of teaching related to transfering the knowledge, developing understanding and skill and building the behavior and for this the teacher must be qualified in all the activities related to teaching.

Reading can be challenging, particularly when the material is unfamiliar, technical, or complex, Danielle (2007). When someone reads a text, it is not just reading the text word by word; he or she needs to comprehend the text deeply to understand what it is said in the text. To get the point, to get the information in the text, the readers are not only reading the text word by word but also they need to go beyond the text to get it. The students who like reading will get knowledge and new insight which improve their intelligence so that they are ready to face life challenge in the future. But all knowledge can be obtained by simply reading a text. The reality shows that many students fail in reading comprehension because they are not taught reading well especially in descriptive text. Senior High School Curriculum has a recognition that reading comprehension is a part of the language learning process. With regard to a need of the reading comprehension of the students, School Based Curriculum (*KTSP*) presents a syllabus of English subject of Senior High School that entrusts some indicators of success in teaching reading comprehension. This can be used by the teacher as guidance in the teaching process of reading comprehension to the students. But the reality is that some teachers usually are oriented to thetextbooks in teaching reading. The teachers just follow the materials of the textbook by reading the text, translating into *bahasa indonesia* and then answering the questions related to the text. These activities do not give any influence for improving student's ability in reading comprehension because it cannot give contribution to students; it makes the students only passive in the teaching learning process. It means more teachers focus on teaching "reading" not "understanding" or "comprehending" as the consequence and also some teachers simply help the students to comprehend certain texts and helping them answer the questions from the text. As a result, the students tend to have poor reading skill and habits or in other word the students cannot be independent readers. So if the students are given other text, they cannot comprehend the text without their teacher's help. To

ensure this idea, this study is conducted with the title of "The Teaching Descriptive Text to the Tenth Grade Students in Deli Serdang".

2. Literature Review

Klingner (2007: 2) defines that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and word knowledge, and fluency. The meaning construction takesplace through the coordinations of a number of complex processes that include word reading, word and word, knowledge and fluency.

Gage (2009: 51) states that in teaching reading comprehension there are six variable processes, they are (1) presage variable, (2) context variable, (3) teacher thought process, (4) process for content of teaching, (5) student thought process, and (6) student achievement.

Pardiyono (2006: 163) says that a descriptive text is about the description of something or someone that consists of characteristics, something special, quality and quantity because by knowing the organization of the structure well, the reader will know what happens next in the text. Wishon and Burks (1968: 322) states description text gives sense of impression of feeling, sound, taste, smell, and look of things. Emotion may be describedsuch as happiness, fear, loneliness, gloom, joy. Description helps the reader through his imagination, visualize a scene or a person or understand a sensation or an emotion. Descriptive text is a text which says what a person or thing is like. Its perpose is to describe and reveal a particular person, place, or thing. Descriptive text stretches out many information about certain people, things, and person clearly and in details.

Klingner (2007:76) asserts that when the students are familiar with the way a text is structured, this knowledge can help them (1) form expectations about what they will read, (2) organize incoming information, (3) judge the relative importance of what they read, (4) improve their comprehension, and (5) enhance their recall. However, when the structure of a text is different from what the reader expects, comprehension can break down. Struggling readers are likely stronger. Yet explicit instruction can help struggling readers become more aware of varioures text structures and augment their comprehension and memory.

3. Research Method

This study is conducted by descriptive qualitative design which describes and interprets what it is. As Creswell (2007) states that descriptive qualitative research describes the phenomenon being studied, conditions or relationship that exist, processes that are going on or effects felt. The data were taken from the teachers' ways in teaching reading comprehension of descriptive text to the students.Data analysis is a process where researcher systematically searches and arranges the data in order to increase her understanding of it and this research followed some steps of analyzing the data stated by Miles & Huberman (1994: 10):

1. Data reduction

Data reduction reduces a large amount of data into a smaller number of analytic units.

2. Data display

Data display is meant as a visual format that presents information systematically. In data display, the data will be organized to answer research problems.

3. Conclusion and verification

Conclusion involves stepping back to consider what the analyzed data mean and to generate their implications for the research question. Verification is integrally linked to draw conclusion, revisiting the data as many times necessary to cross check or verifies these emergent conclusions. (Miles & Huberman, 1994).

There were several procedures that should be followed in this research:

1. The teachers were recorded in the process of teaching reading comprehension of descriptive text to the students.

2. The data recorded were analyzed into form of tabulation of teacher's teaching process.

3. The way the teachers' teaching descriptive text was used to answer the research problem.

4. Doing the interview with the teachers asking them why they performedsuch ways in the process of teaching descriptive text to the students.

4. Result and Discussion

4.1. Result

Some findings are found after analyzing the data. The findings in this research are as follows:

1. The English teachers are teaching reading comprehension to the students by performing 8 main ways. Based on the content, there were 23 ways performed by the teachers. The ways performed by the teachers are not yet focused on enabling the students to be independent or skilful readers. Most of the ways are directed to make the students good at reading text or translating the text into *Bahasa* rather than to teach them how to comprehend descriptive text. Most of the ways performed are just focused on translation, vocabulary enrichment, telling idea, pronunciation and managing the class.

2. The underlying reasons of teacher's way in teaching reading comprehension are due to five reasons, they are; (1) the teacher believes that knowing definition is the very first step to comprehend a text (2) the teacher believes that the theory of the text is facilitative to reading comprehension (3) the teacher believes that translating is facilitative to reading comprehension (4) the teacher believes that answering question is the indicator of text comprehension (5) the teacher believes that the way the students tell their ideas in English shows that they comprehend the text.

4.2. Discussion

The research is dealing with Gage's model (2009) for the study of classroom teaching process where it is focused on process of teaching activities in the classroom. The process variables refers to what is happening or what is being done by the teachers and the students during the teaching process. This research is also dealing with the theory of Klinger (2007) for the study of teaching reading comprehension focused on the importance of teaching the text structure towards reading comprehension skill of the students. Therefore, the focus on this research is the teachers' verbal ways in teaching reading comprehension of descriptive text.

There are a few researches similar with this research, such as "*Teachers' Individual Practical Knowledge about Teaching Reading Comprehension*" by Rahmani (2014). This study is conducted to study the language teachers' practical knowledge about teaching reading comprehension to engineering major students. There are 10 open-ended questions in questionnaire given to 36 teachers who get master and doctoral degree and teach ESP course in order to get the result. The participants are informed

about the purpose of the study. There are six categories given to the teachers, which are subject matter knowledge, student knowledge, knowledge of student learning and understanding, knowledge of purpose, knowledge of curriculum, and knowledge of instructional techniques. The result of this study is the teachers who focus on the subject matter category, prefer to discuss the subject matter in their teaching. In addition, the teachers who focus on students' knowledge believe that the students' knowledge should be the hint of their teaching ways. The correlation of this study to this study shows the teacher's practical knowledge could affect the teacher's ways in teaching. So it could be a reference for this study.

The second study is "*The students' Genre Awareness and Their Reading Comprehension of Different Text Types*" by Rozimela (2014). This study is conducted to analyze how the students understand the characteristics of 10 texts of 5 different genres and comprehended the texts. The students are required to answer 60 questions testing their knowledge about genres and 80 questions for reading comprehension. The results of the study show that there is a strong indication of the relationship of these two variables. On average, the students' genre awareness is low as they could only answer about 23% of the questions. Their reading comprehension indicates a similar result. They could answer only about 37% of the questions on average. This conclusion is also affirmed by the fact that the students whose genre awareness is good also have good reading comprehension, and vice versa. Interestingly, some other factors that apparently influence the students' reading comprehension are also evident, the background knowledge about the content of the texts and field-related vocabulary. The correlation of this study to this studyis the analysis of the students' knowledge of genre and the students reading comprehension are similar to this study, in which this study is analyzing the teachers' ways in teaching reading comprehension text as a genre in the students' reading comprehension.

5. Conclusion

Some conclusions are found after analyzing the data. The conclusions in this research are as follows:

1. The English teachersteach reading comprehension to the students by performing 93 total variations of ways and these ways take place into 8 main ways. Based on the content, there 23 ways performed by the teacher. The ways performed by the teachers are not yet focused on enabling the students to be independent or skilful readers. Most of the ways are directed to make the students good at reading text or translating the

text into *bahasa* rather than to teach them how to comprehend descriptive text. Most of the ways performed are just focused on translation, vocabulary enrichment, telling idea, pronunciation and managing the class and etc.

2. The underlying reasons of teacher's way in teaching reading comprehension are due to five reasons, they are; (1) the teacher believes that knowing definition is the very first step to comprehend a text (2) the teacher believes that the theory of the text is facilitative to reading comprehension (3) the teacher believes that translating is facilitative to reading comprehension (4) the teacher believes that answering question is the indicator of text comprehension (5) the teacher believes that the way the students tell their ideas in English shows that they comprehend the text.

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Conference Paper

Investigating the Impact of Interlanguage on Adult EFL Learners in Indonesia: Strengths and Weaknesses

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Abstract

The study of second language acquisition (SLA) concerns not only the way to learn a second language (L2), but also the unique language system created by language learners (interlanguage). This qualitative study analyzed EFL learners' interlanguage by focusing on their strengths and weaknesses in speaking English, especially on phonological, grammatical and pragmatic competence in speaking English. The language data were obtained from a recorded conversation between two non-native English speakers from Indonesia. The data were analysed by referring to contrastive analysis, error analysis and the socio-cultural perspective in SLA. The results indicated that although both learners had a strong L1 accent, the learners did not face any difficulty in constructing English sentences in the right sentence order (SVO). In addition, when facing difficulties in speaking English, the learners were seen to ask and provide support to each other, as well as to talk to themselves (private speech). In terms of weaknesses, the study found that the learners often mispronounced the letter "t" in English as the sound of "t" in Indonesian, made grammatical errors in subject and verb agreement, and applied Indonesia's pragmatic concepts when speaking English. The study suggests that it is necessary to have a positive view on learners' interlanguage as it can be used as a tool to learn a second language.

Keywords: Contrastive analysis, error analysis, interlanguage, second language acquisition, socio-cultural perspective in SLA.

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1. Introduction

Understanding the theory of second language acquisition (SLA) is essential for English language teachers (ELT), especially for those who teach English as a foreign language (EFL) or second language (ESL). The study of SLA concerns not only on how people learn a second language (L2), but also on why language learners produce non-native language features in practicing their L2 (Gass & Selinker, 2001). The mixture of learners' first and second language emerges an independent and unique language system which

is known as interlanguage (Gass & Selinker, 2008). It is important to pay attention on students' interlanguage as it can provide information on what aspects that should be improved in learners' second language. This information can be retrieved by conducting contrastive analysis and error analysis. Contrastive analysis allows language educators to see what difficulties that might arise because of the contrasts between learners' first language and second language (Ellis, 1994). Meanwhile, error analysis can give a clear picture of common errors that language learners often produce in performing their L2 (Corder, 1967). The results of these analyses will allow language educators to help language learners improve their second language.

This qualitative study aims at analyse EFL learners' interlanguage by focusing on their strengths and weaknesses in speaking English, especially on phonological, grammatical, and pragmatic competence in speaking English. The language data were obtained from a recorded conversation between two non-native English speakers from Indonesia. The data were analysed by referring to contrastive analysis, error analysis and the socio-cultural perspective in SLA. It was expected that the study could contribute to raise EFL teachers' awareness in conducting contrastive and error analysis to support EFL learners' learning process.

2. Literature Review

This section presents some concepts in SLA which were used as the basis to analysis the language data. In the following sub-sections, the concepts discussed are contrastive analysis, error analysis and socio-cultural perspective in SLA.

2.1. Contrastive Analysis and Error Analysis

In learning a second language, it is common for language learners to produce a non-native version of the second language or what is known as interlanguage. Interlanguage is a mixture of learners' second language with some features of their first language (Selinker, 1972; Ortega, 2009; Odlin, 1989). The emergence of interlanguage is due to learners' first language interference that triggers learners to apply the rules of their first language when communicating in another language (Norrish, 1983; Richards, 1971). Learners' interlanguage can be identified with the presents of formulaic language that is used incorrectly (Wray, 2000). Interlanguage can also be seen from the incorrect formation of interrogative and negative sentences (Lightbown and Spada, 1999). The frequency of these errors will be reduced gradually through practices and exposures to

the second language. However, in some cases, learners might experience fossilization, or a condition when interlanguage becomes permanent errors, for example strong accent of L1 when speaking in L2 (Yule, 2006). To investigate learners' interlanguage, language educators can conduct contrastive analysis and error analysis.

Contrastive analysis is a technique to find the similarities and differences between two languages (Ellis, 1994). The similarities between L1 and L2 are considered beneficial to help learners in learning a second language while the differences between the two languages can cause difficulties to understand the L2 (Lado, 1957). Language educators can conduct contrastive analysis to predict what challenges that their students face in learning their second language, and by using this information, teachers can select appropriate materials for their classroom (Ibid). In contrastive analysis, errors are seen as the result of L1 interference, however, there are also errors that cannot be predicted through contrastive analysis (Corder, 1967). This limitation raises an awareness of the importance to conduct error analysis to accompany the contrastive analysis.

While contrastive analysis starts by comparing two languages, error analysis tries to find the language errors produced by learners (Corder, 1967). This analysis is conducted by collecting, observing, and analysing the sample of learners' language (Brown, 1987). The results of this analysis can help language educators to see more clearly what to improve and emphasize in their English lessons (Corder, 1981). Some factors that contribute to these errors are first language interference, habit of translating L1 to L2 literally, overgeneralization (applying the incorrect linguistic rules), such as plural (childs, foots) and past form (eated, knowed), and the ignorance or misunderstanding of the language rules (Norrish, 1983; Richards, 1971). Despite this fact, errors cannot be avoided in language learning process because they serve as tools to learn a second language (Weireesh, 1991). By learning from these errors, language learners will be able to improve their understanding of L2. Besides language errors, another element that is also important to support the process of learning a second language is social interaction.

2.2. Socio-cultural perspective in language learning

The socio-cultural theory proposed by Vygotsky (1978) does not specifically focus on language acquisition; however, the theory can also be implemented for the process of acquiring a language. In socio-cultural perspective, social interaction is one of the contributing factors to the successful of language acquisition (Ellis, 2000). Some important concepts in this perspective are zone of proximal development (ZPD), scaffolding and

private speech. Further explanations about these terms can be seen in the following paragraphs.

ZPD relates to a condition where learners can develop and learn more effectively because of sufficient supports given in the forms of collaboration with more knowledgeable others (MKO) (Vygotsky, 1978; McLeod, 2018; Berk & Winsler, 1995). These people can be teachers, parents, or classmates (Ibid). Children who are taught in their ZPDs are given lessons which are not too hard and not too easy to follow (Crain, 2010). In ZPD, the support is necessary to complete a task, and in the classroom the support can be given through scaffolding the lesson.

Scaffolding was first suggested by Bruner (Ninio & Bruner, 1978) to extend the concept proposed by Vygotsky (1978). Scaffolding is implemented by modelling and simplifying ask, and collaborating with MKO in solving the task (Ovando, Collier, & Combs, 2003). As supports can be given by peers, this concept is included in this literature reviews considering the possibility of peer feedback given by interlocutors. Besides getting help from peers, learners can also gain some supports by talking to themselves or what is known as private speech.

When learners face difficulties in completing a task, maybe because of its complexity or because of learners' unfamiliarity with the task, they often talk to themselves in order to find solutions in solving the problems. This phenomenon is recognized as self-regulation behaviour or private speech (Vygotsky, 1986). Private speech is proven to improve the process of language acquisition in children (Bivens and Berk, 1990). Even though the participants of this study are adult, this concept is thought to be necessary since there might be a possibility when speakers talk to themselves in order to figure out something when speaking English.

3. Research Method

The language data were obtained from a recorded conversation between two non-native English speakers from Indonesia. In this study, the participants were given aliases as participant E and participant M in order to shield their identity. The participants were willing to be recorded when speaking English. The thirty minutes of their recorded conversation were transcribed. Then, the data were analysed by referring to contrastive analysis, error analysis and the socio-cultural perspective in SLA. The participants' information can be seen in Table 3.1.

Both participants were from Indonesia. Participant E is a Javanese student who studied Accounting and Finance at the University of Leeds. She has learned TOEFL

TABLE 1: The participants' information

Aliases	Age	Origin	Major	English Proficiency Level
Participant E	26	Indonesia	Accounting and Finance	Band 7 in IELTS
Participant M	29	Indonesia	International Construction Management and Engineering	C1

and IELTS, and her IELTS score is in band 7. Even though she considers English as a language that is not really difficult to learn, she believes that the most difficult thing in learning English is to understand the grammar rules. Meanwhile, participant M is from the East Nusa Tenggara. She studied International Construction Management and Engineering at the University of Leeds. She has learned English in various institutions, and her English proficiency level is C1. She considers English as a language that is not easy to learn because of the systematic rules that are different from those of Indonesia, especially those related to academic style in writing and speaking.

4. Result and Discussion

This section presents and discusses the results of the study. The findings are presented in two sub-sections. Section 4.1 discusses the strengths of the participants' English competence while section 4.2 discusses the participants' weaknesses.

4.1. The Strengths

Overall, since both speakers have attained band 7 on IELTS, it proves that they have achieved a good level of English proficiency. The pronunciation of both speakers can be categorised as clear enough even though participant E has strong Javanese accent, and participant M has strong East Nusa Tenggara accent when speaking English. The interference of the participants' mother tongue and a major difference between their mother tongue's accent and English' accent are probably the reasons of this phenomenon. The contrastive analysis indicates that English and Indonesia share similar sentence order (subject – predicate – object), and this becomes an advantage for the two non-native speakers in speaking English.

The language data reveal that both speakers did not face any difficulty in constructing sentences using the correct sentence order (subject-predicate-object). For instance, in line 58 of the conversation, "he's not riding the bike" consists of a subject (he), a verb (is riding), and an object (the bike). Another example can be seen in line 62, "she's not

wearing shoes" that also consists of a subject (she), a verb (is not wearing), and an object (shoes). Besides clear pronunciation and the correct use of sentence order, both speakers also show good communication strategy in which they use fillers to explain and express their feelings. This can be seen in line 19 "...I don't know, I'm not sure mm...with the black jacket..." and in line 29 "In Butchers we have mm...", and in line 16 and 22 when participant M says "Yeah".

Furthermore, when facing difficulties in speaking English, learners were seen to ask and provide supports to each other, as well as talk to themselves (private speech). Even though both speakers sometime use incorrect English grammar, they enjoyed speaking English, and tried their best in finding the right words to describe something in English, and this can be seen in line 62 "oh she's not wearing shoes...in my picture", and in line 64 "hahaha she just go with bare foot". In line 6, participant E says, "this is City Pharmacy, right?" and participant M replies by saying "Yes, City Pharmacy". This dialogue indicates that participant M tried to provide feedback to help participant E in expressing her thought in English. Similar example can also be seen in line 18, "like a vas?", and in line 30 "with apron?". Besides asking for assistance while communicating in English, the participants also talked to themselves, and this can be seen in line 19 "...I don't know, I'm not sure", in line 22 "what is this colour...brown?", and in line 29 "mmm, what is it..? Pies?". These examples are categorised as the display of private speech which is not aimed to get a reply from the interlocutor but to the speaker herself.

4.2. The Weaknesses

The language data indicate that some features of non-native English or learners' interlanguage can still be seen in both speakers' performance. In this section, some examples of learners' weaknesses in terms of phonology, grammar and pragmatic competence are discussed. Following this, the display of scaffolding and private speech between participant E and M is also presented.

4.2.1. Phonology

Phonology is the study of sounds produced by human's speech system (Clark et al., 2007). From the data, it can be identified that both participants often mispronounced the letter "t" in English as the sound of "t" in Indonesia. An example of this can be seen in line 29 when participant E pronounced "they" in "they consist of seven pies...". In this utterance, the sound of "t" in "they" is not the phoneme"ð" in English, but it becomes

"d" in Indonesian phoneme. Moreover, in line 86 when participant M says, "I think it's a books", the sound of "t" in "thinks" is also the sound of "t" in Indonesia. The "t" in "think" is not the phoneme "θ" in that "think" is not pronounced as "θɪŋk", instead, participant M pronounced "t" in "think" as "t" in Indonesia which is not aspirated. Thus, based on these examples, it is concluded that both speakers' first language has influenced the way they pronounce "t" in English.

4.2.2. Grammar

In the sample of language data, both participants were seen to use incorrect grammatical form of English. In line 22, participant M did not add "is" after the present participle verb "wearing" in "the woman wearing pink shoes". Participant E also did similar error in line 29, "someone wearing grey apron", and in line 5 "the girl just bringing a bag". In line 36, error related to subject and verb agreement is also seen, such as in "there's small pies and a big pies". The examples above indicate that the common grammatical error made by the participants relates to subject and verb agreement.

4.2.3. Pragmatics

Pragmatics tries to the real meaning behind an utterance (Yule, 2000). In regards to interlanguage, language learners fail to understand the pragmatic concepts of the second language (Ellis, 2008). In line 8 of the conversation, it can be seen that speaker E tries to be polite by adding "ya?" at the end of "I will tell it first, ya?". The use of "ya" at the end of a request is common in Indonesia as a form of politeness in speaking, but "ya" at the end of a request in English is uncommon. In English, it is more common to say "do you mind if...?" or "May I...?" instead of "...ya?". The participants could say, "do you mind if I explain it first?" or "It's my turn to explain it first, right?".

5. Conclusion

The study of second language acquisition is a reminder for language educators that learning another language requires effort and takes time. It is a long process for language learners to reach a stage when interlanguage is rarely seen in their second language. In regards to the errors made by participants in this study, it implicated that teachers could use the language errors to support learners' learning process so that teachers can help them overcome the errors. Therefore, teachers are suggested to have

positive view on language errors in that they are not the evidences of failures, instead, these errors are the results of natural cognitive process, the evidences that students are learning, and they can be used as tools to learn a second language (Ancker, 2000; Coder, 1967; Weireesh, 1991).

In addition, English teachers are suggested to reflect on their teaching practices by referring to the results of contrastive analysis and error analysis. Being able to see the challenges that students are dealing with in learning English can help English teachers select appropriate teaching materials that can support learners' language competence. Thus, by understanding learners' strengths and weaknesses in speaking English, English teachers can help learners improve their English proficiency.

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Conference Paper

Derivational Morpheme in Donald Trump's Inauguration Speech

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Abstract

This study is concerned with derivational morphemes. The derivational morpheme is divided into two types, namely the prefix and the suffix, both of which are found in Donald Trump's inauguration speech. In conducting this research, descriptive qualitative methods were used. The data consisted of transcripts of Donald Trump's inaugural speech analyzed based on the derivational morpheme. The results of data analysis showed that there were 17 prefixes found in Donald Trump's inauguration speech (27%), which can be divided into six types: re-, un-, en-, dis-, im-, and pre. There were 46 suffixes found in Donald Trump's inaugural speech (73%). So, in total there were 63 derivational morphemes and the suffix was more dominant than the prefix.

Keywords: Derivational, prefix, suffix, inauguration speech

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1. Introduction

Language consists of two aspects namely form and meaning. In relation to meaning, the smallest meaningful unit in language is morpheme. A morpheme is defined as the smallest meaningful unit of a language (Boey, 1975: 37). Words are made up of morphemes. The word *teachers*, for example, consists of three meaningful units or morphemes, *teach*, *–er*, and *–s*. The morpheme *teach* forming the word *teachers* has the lexical meaning; the morpheme *–er* means the doer of teaching; the morpheme *–s* has plural meaning. We can identify the meaning of the morpheme *teach* although it stands alone and we cannot identify the meaning of morphemes –er and –s in isolation. We can identify the meaning of the morpheme *–er* and *–s* after they are combined to the morpheme *teach*. Seidenberg & Gonnerman (2000), Tyler & Nagy (1989), the morphemes which can meaningfully stand alone are called free morphemes while the morphemes such as –er and –s, which cannot meaningfully stand alone are called bound morphemes. Bound morphemes must be attached to free morphemes. Bound morphemes are also called affixes which can be classified into prefix, infix, and suffix. English only has two kinds of bound morphemes namely prefixes and suffixes. There are

no infixes in English. Bound morphemes are classified into two namely derivational and inflectional morphemes. This article tries to discuss derivational morphemes. These morphemes are complicated so that understanding what derivational morpheme is important.

In this research, the researcher is concerned with derivational morphemes in Donald Trump's inauguration speech. The inauguration speech of Donald Trump as 45th President of United States marks the commencement of Donald Trump's four-year term as President and Mike Pence as Vice President. A public ceremony was held on Friday, January 20, 2017, on the West of the Capital Building in Washington, DC, and being the oldest and richest person inaugurated as president, he was the first president without prior government or military experience.

The results of the study are expected to give contributions to the related study both theoretically and practically. Theoretically, the results of this study are expected to give contributions to those who are interested in the theories of linguistics focused on derivational morpheme; practically this study could widen the horizon of knowledge in morphemes to the readers in general.

2. Literature Review

2.1. Theory of Morphemes

Words such as *text*, *cat* and *quick* convey a single, quite meaning. The other words likes *someone, textbook* and *however* consist of two units of meaning, these may occur independently (*some* and *one*, *text* and *book*, *how* and *ever*). Besides, *cats* and *quickly* also consist of two units (*cat* and *–s*, *quick* and *– ly*),but these words only have one meaning and can be used independently. It is clear that words do not always constitute the smallest meaningful unit in a language. The smaller parts are called morphemes. The sequence ensures that the morpheme cannot be divided into smaller units to which a definition would apply (Martin Atkinson,et.al, 1982:127). Such minimal units of grammatical analysis of words may be composed and customarily referred to as morphemes.

The meaningful elements in a word are morphemes. For example, *true, untrue, truly, truer, truthful* etc. Most morphemes have lexical meanings, as with *look, kite*, and *talk*. Other represent a grammatical category or semantic concept such as past tense (the *–ed* in *looked*) or plural (the *–es* in *kites*) or comparative degree (the *–er* in *taller*).

2.2. Derivational Morpheme

In English, derivational morphemes can be prefixes or suffixes. All prefixes in English are derivational. All prefixes in English modify the meaning although they do not modify the syntactic category. For examples, the derivational prefix *in-* in *inefficient*, *un-* in *undo*, *re-* in *rewrite*, *dis-* in *dislike* and *a-* in *amoral* modify the positive meaning to the negative meaning but do not change the syntactic category of the derived words; *efficient* is an adjective and the derived word *inefficient* is also an adjective; *do* is a verb and the derived word *undo* is also a verb; *write* is a verb and the derived word *rewrite* is also a verb; *moral* is an adjective and the derived word *amoral* is also and adjective. All the derivational prefixes explained above have the meaning 'not'. Most derivational suffixes change both the syntactic category and the meaning. Only a few of them do not change the syntactic category. The derivational suffixes which change the syntactic category can be noun forming suffixes, verb forming suffixes, adjective forming suffixes, and adverb forming suffixes. The derivational suffixes which do not change the part of speech are *–ist* in *artist* and *dentist*; *-ism* in *terrorism* and *librarian*.

2.3. Inflectional Morpheme

Inflectional morphemes are those which do not create new meanings. These morphemes never change the syntactic category of the words or morphemes to which they are attached (Bauer, 1988: 12). They only refine and give extra grammatical information about the already existing meaning of words which they are attached to. The word *books*, for example, consists of a free morpheme *book* and an inflectional morpheme *–s*. The bound morpheme *–s* does not change the syntactic category of the morpheme *book*. The bound morpheme *–s* does not change the lexical meaning of book. It only gives grammatical meaning which shows that the word *books* is plural. *Book* is a noun and *books* is still a noun.

2.4. Speech

Speech is a kind of public speaking. It is vocalized form of human communication. It is based upon the syntactic combination of lexical and names that are drawn from very large vocabularies (usually about 10000 different words). Vocabulary speech is the power of speaking ability to express one's thoughts and emotions by speech sounds. According to *Mulyana (2006)* speech is an utterance with a good arrangement to be

submitted to the crowd. Its means beside the message, good arrangement of speaker speech is also important in delivering a speech in order that the listener could interpret the speaker's message well.

There are special types of speeches:

a. Entertaining speech provides amusement or division for the audience. It should be light, enjoyable and easy to listen to.

b. Speech of introduction is introduction to one another.

c. Speech of presentation contains background information, criteria and achievements,

d. Speech of acceptance is difficult because it should sound appreciative without being syrupy and sound deserving without being egoistical.

e. Speech of tribute praises or celebrates a person, group, intuition or event. It should be completely positive.

f. Speech of inspiration is to stir positive emotions to cause people to feel excited, uplifted and encouraged. It is similar with persuasive speech but here you devote yourself almost solely to stirring emotions.

Mulyana (2006) conveys that, in generally, in this speech there are three functions that are often done in politics, namely: to influence others to go along with our willingness to volunteer, to give an insight or information on other people and to make other people happy with an entertaining speech so that other people feel happy and satisfied with the greeting that we submit.

3. Research Method

In conducting this research, descriptive qualitative research was used. Crossman (2016) states that qualitative research is a type of social science research that collects and works with non numerical data and that seeks to interpret meaning from these data that help to understand social life through the study of targeted populations or places. It means that the data of this study would be described or explained in the texts form. The data of this research are transcripst of Donald Trumps' inauguration speech which is analyzed based on derivational morpheme.

4. Result and Discussion

The fundamental goals of this study are related to derivational morphemes in Donald Trump's inauguration speech focused on prefix and suffix. The analysis of this study is presented in the analysis and the discussion.

4.1. Result

Prefix and suffix in Donald Trump's inaugural speech are displayed as follows:

Chief Justice Roberts, President Carter, President Clinton, President Bush, President Obama, fellow Americans, and people of the world: thank you.

We, the citizens of America, are now joined in a great national effort to rebuild our country and restore its promise for all of our people. Together we will determine the course of America and the world for many, many years to come. We will face challenges. We will confront hardships, but we will get the job done. Every four years, we gather on these steps to carry out the orderly and peaceful transfer of power, and we are grateful to President Obama and First Lady Michelle Obama for their gracious aid throughout this transition. They have been magnificent. Thank you.

Today's ceremony, however, has very special meaning. Because today we are not merely transferring power from one administration to another or from one party to another, but we are transferring power from Washington, D.C. and giving it back to you, the people. For too long, a small group in our nation's capital has reaped the rewards of government while the people have borne the cost. Washington flourished, but the people did not share in its wealth.

Politicians prospered, but the jobs left, and the factories closed. The establishment protected itself, but not the citizens of our country. Their victories have not been your victories; their triumphs have not been your triumphs; and while they celebrated in our nation's capital, there was little to celebrate for struggling families all across our land. That all changes starting right here and right now, because this moment is your moment. It belongs to you. It belongs to everyone gathered here today and everyone watching all across America. This is your day, this is your celebration, and this, the United States of America, is your country.

What truly matters is not which party controls our government, but whether our government is controlled by the people. Jan. 20, 2017, will be remembered as the day the people became the rulers of this nation again. The forgotten men and women of our country will be forgotten no longer. Everyone is listening to you now. You came

by the tens of millions to become part of an historic movement, the likes of which the world has never seen before. At the center of this movement is a crucial conviction that a nation exists to serve its citizens.

Americans want great schools for their children, safe neighborhoods for their families and good jobs for themselves. These are just and reasonable demands of righteous people and a righteous public, but for too many of our citizens, a different reality exists. Mothers and children trapped in poverty in our inner cities, rusted-out factories scattered like tombstones across the landscape of our nation; an education system flush with cash but which leaves our young and beautiful students deprived of all knowledge; and the crime and the gangs and the drugs that have stolen too many lives and robbed our country of so much unrealized potential.

This American carnage stops right here and stops right now. We are one nation, and their pain is our pain. Their dreams are our dreams, and their success will be our success. We share one heart, one home, and one glorious destiny. The oath of office I take today is an oath of allegiance to all Americans.

For many decades we've enriched foreign industry at the expense of American industry, subsidized the armies of other countries while allowing for the very sad depletion of our military. We've defended other nations' borders while refusing to defend our own and spent trillions and trillions of dollars overseas while America's infrastructure has fallen into disrepair and decay. We've made other countries rich while the wealth, strength and confidence of our country has dissipated over the horizon.

One by one, the factories shuttered and left our shores, with not even a thought about the millions and millions of American workers that were left behind. The wealth of our middle class has been ripped from their homes and then redistributed all across the world. But that is the past, and now we are looking only to the future.

We assembled here today are issuing a new decree to be heard in every city, in every foreign capital and in every hall of power. From this day forward, a new vision will govern our land. From this day forward, it's going to be only America first. America first.

Every decision on trade, on taxes, on immigration, on foreign affairs will be made to benefit American workers and American families. We must protect our borders from the ravages of other countries making our products, stealing our companies and destroying our jobs. Protection will lead to great prosperity and strength.

I will fight for you with every breath in my body, and I will never, ever let you down. America will start winning again, winning like never before. We will bring back our jobs. We will bring back our borders. We will bring back our wealth. And we will bring back our dreams. We will build new roads, and highways, and bridges, and airports, and tunnels,

and railways all across our wonderful nation. We will get our people off of welfare and back to work rebuilding our country with American hands and American labor.

We will follow two simple rules: Buy American and hire American. We will seek friendship and goodwill with the nations of the world, but we do so with the understanding that it is the right of all nations to put their own interests first. We do not seek to impose our way of life on anyone, but rather to let it shine as an example. We will shine for everyone to follow.

We will reinforce old alliances and form new ones — and unite the civilized world against radical Islamic terrorism, which we will eradicate completely from the face of the earth. At the bedrock of our politics will be a total allegiance to the United States of America, and through our loyalty to our country, we will rediscover our loyalty to each other. When you open your heart to patriotism, there is no room for prejudice. The Bible tells us how good and pleasant it is when God's people live together in unity.

We must speak our minds openly, debate our disagreements honestly, but always pursue solidarity. When America is united, America is totally unstoppable. There should be no fear. We are protected, and we will always be protected. We will be protected by the great men and women of our military and law enforcement and, most importantly, we will be protected by God.

Finally, we must think big and dream even bigger. In America, we understand that a nation is only living as long as it is striving. We will no longer accept politicians who are all talk and no action, constantly complaining but never doing anything about it. The time for empty talk is over. Now arrives the hour of action. Do not allow anyone to tell you that it cannot be done. No challenge can match the heart and fight and spirit of America. We will not fail. Our country will thrive and prosper again.

We stand at the birth of a new millennium, ready to unlock the mysteries of space, to free the earth from the miseries of disease and to harness the energies, industries and technologies of tomorrow. A new national pride will stir ourselves, lift our sights and heal our divisions.

It's time to remember that old wisdom our soldiers will never forget: that whether we are black or brown or white, we all bleed the same red blood of patriots, we all enjoy the same glorious freedoms, and we all salute the same great American flag. And whether a child is born in the urban sprawl of Detroit or the wind-swept plains of Nebraska, they look up at the same night sky. They fill their heart with the same dreams, and they are infused with the breath of life by the same almighty creator.

So to all Americans, in every city near and far, small and large, from mountain to mountain, from ocean to ocean, hear these words. You will never be ignored again.

Your voice, your hopes and your dreams will define our American destiny. And your courage and goodness and love will forever guide us along the way. Together we will make America strong again. We will make America wealthy again.

We will make America proud again. We will make America safe again. And, yes, together, we will make America great again. Thank you. God bless you and God bless America. Thank you. God bless America.

There are two colours the researcher chooses to analyse the speech namely yellow and green. Yellow shows the words contain of prefix and green shows the words contain of suffix.

4.2. Discussion

4.2.1. Types of Prefix in Donald Trump's Inauguration Speech

TABLE 1: Types of Prefix

No	Prefix	Word	Total
1	Re-	Rebuild, restore, reaped, redistributed, rebuilding, reinforce, rediscover	7
2	Un-	Unrealized, unlock, unstoppable	3
3	En-	Enrich, enforcement	2
4	Dis-	Disrepair, dissipated, disagreement	3
5	Im-	Impose	1
6	Pre-	Prejudice	1
Total			17

From the table above, it can be seen that there are 17 prefixes found. The seventeen prefixes are divided into six types namely *re-, un-, en-, dis-, im-, pre*. The prefix *re-*, is of 7 namely *rebuild, restore, reaped, redistributed, rebuilding, reinforce, rediscover*. Un- consist of 3 namely *unrealized, unlock, unstoppable*. En- 2, dis- 3, im- and pre- 1 word. So, the total is 17 prefixes.

4.2.2. Types of Suffix Donald Trump's Inauguration Speech

There are 46 suffixes found. The dominant suffix is the suffix –ly or the words which ending by –ly such as *orderly, merely, completely, openly, honestly, totally, importantly, finally, constantly*. The second dominantl is –ion such as *administration, celebration, conviction, depletion, decision, immigration, protection, division*.

<p style="text-align:center">TABLE 2: Types of Suffix</p>

No	Suffix	Word	Total
1	-ship	Hardship, friendship	2
2	-ly	Orderly, merely, completely, openly, honestly, totally, importantly, finally, constantly	9
3	-ful	Peaceful, beautiful, wonderful	3
4	-ous	Gracious, righteous, glorious	3
5	-ion	Administration, celebration, conviction, depletion, decision, immigration, protection, division	8
6	-ment	Establishment, government, movement, disagreement, enforcement	5
7	-en	Forgotten. Stolen	2
8	-hood	Neighborhood	1
9	-able	Reasonable, unstoppable	2
10	-ity	Prosperity, solidarity	2
11	-ism	Terrorism, patriotism	2
12	-er	Bigger	1
13	-ian	Politician	1
14	-ness	Harness, goodness	2
15	-dom	Wisdom, freedom	2
16	-ty	Almighty	1
Total			**46**

4.2.3. Types of Dominant Prefix and Suffix in Donald Trump's Inauguration Speech

<p style="text-align:center">TABLE 3: Dominant types of prefix and suffix</p>

No	Prefix	Word	Total
1	Re-	rebuild, restore, reaped, redistributed, rebuilding, reinforce, rediscover	7
No	**Suffix**	**Word**	**Total**
2	-ly	orderly, merely, completely, openly, honestly, totally, importantly, finally, constantly	9

From the table above, it can be seen that the dominant prefix is re-. Indeed, from the seventeen prefixes, the prefix of re- is of 7 words namely *rebuild, restore, reaped, redistributed, rebuilding, reinforce, rediscover.* This shows that Donald Trump is meant to conduct the activities which have ever been conducted such as *rebuild, redistributed, rediscover* which might ever been conducted by the previous American President's vision.

Talking about suffix, Donald Trump used –ly mostly. It means that he preferred to use adverb in his inauguration speech. Adverb tells us in what way someone does. Indeed,

he wanted to stress his speech by using adverb in order to encourage the American people about his mission and vision and how he works and does the duty during his presidential period.

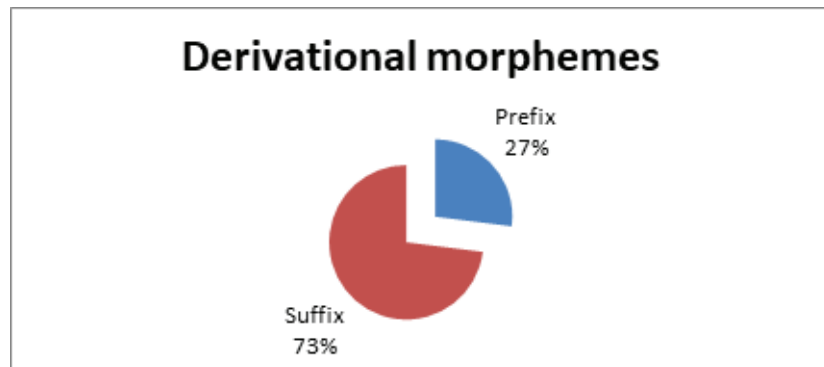The percentage of prefix and suffix in Donald Trump's inauguration speech can be seen as follows:

Figure 1: The Percentage of Derivational morpheme

TABLE 4: The Percentage of Derivational morpheme

No	Derivational morpheme	Number	Percentage
1	Prefix	17	27%
2	Suffix	46	73%
Total		**63**	**100%**

The percentage above shows that derivational morpheme is divided into two namely prefix and suffix. In Donald Trump's inauguration speech, it is found that the number of prefix is 17; he percentage is 27%. Then, the number of suffix is 46 and the percentage is 73%. So, the total number of derivational morpheme is 63 words and the percentage is 100%. In this case, the suffix is more dominant than the prefix.

5. Conclusion

There are 17 prefixes found in Donald Trump's inauguration speech. The seventeen prefixes, are divided into six types namely *re-, un-, en-, dis-, im-, pre*. The prefix re- consist of 7 namely *rebuild, restore, reaped, redistributed, rebuilding, reinforce, rediscover.* Un- of 3 namely *unrealized, unlock, unstoppable*. En- of 2, dis- of 3, im- and pre- of 1. So, the total number is 17 prefixes.

There are 46 suffixes found in Donald Trump's inauguration speech. The dominant suffix is the suffix –ly or the words which ending by –ly such as *orderly, merely,*

completely, openly, honestly, totally, importantly, finally, constantly. The second dominant one is –ion such as *administration, celebration, conviction, depletion, decision, immigration, protection, division.*

So the number of prefix used is 17; the percentage is 27%. Then, the number of suffix is 46 and the percentage is 73%. So, the total number of derivational morpheme is 63 and the percentage is 100%. In this case, the suffix is more dominant than the prefix.

Acknowledgements

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Conference Paper

Multilingualism on the Internet in Jackson Wang Got7 Instagram Captions

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Abstract

This study was conducted to identify the dominance, frequency and percentage of multilingualism on the internet in Jackson Wang Got7 Instagram captions. Jackson Wang is a singer from South Korean who was born in Hong Kong and actively promotes his songs all over the world. This study focused on analyzing his Instagram and identifying the multilingualism in the recent captions. This study employed qualitative methods and an observation approach. The data were collected by taking text from the Instagram captions and identifying the language. Descriptive statistics were used where the frequency was tabulated and converted into percentages. The findings showed that Jackson Wang predominantly spoke Mandarin, which illustrated the background of his life as he was born in Hong Kong.

Keywords: Multilingualism, Internet, Instagram, Caption

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1. Introduction

The spread of internet usage is very large and comprehensive. This phenomenon is a thing that has been started since time immemorial, in the past, the internet was even still very difficult to reach but now almost everyone look over their phone and grips on their mobile phones to access the internet or read the news or create status on their social accounts. They update their daily status or personal activities on Instagram, Facebook or Twitter. This is like a habit for every individual.

Based on the e-Marketer, the users of the internet already reach 3,6 billion in 2019 and will grow bigger. On the other hand, Instagram is one of the most contributive applications for the Internet, because based on the play store and ios, Instagram has been downloaded 1 billion times. It is 33% of internet users in worlds. Avigdor (2018:34) conducts a study that focuses on the problem of scoring and ranking influential users of Instagram, a visual content sharing online social network (OSN). The study shows that

Instagram is the second largest online social network in the world with 700 million active Instagram accounts, 32% of all worldwide Internet users. It is supported by the idea that the users of Instagram give a massive contribution to the growth of internet users. Avigdor (2018:29) states that among the millions of users on Instagram, photos shared by more influential users are viewed by more users than posts shared by less influential counterparts. It shows that the more influence your account is the more viewed it will be.

Nowadays, multilingualism is a large feature of digital environments. However, what multilingualism means can vary a great variation. For some individuals, it can mean a dissimulate that gives them access to fully participate in a range of sites, group, and types of communication, while for the other, it can involve a more limited, private and context-specific set of heterogeneous linguistic resources. Kress and Van Leewen (2001:8) states that the "language" of digital media also involves multimodality – it is a texture of heterogeneous semiotic materials that are woven together in ways that are sociocultural significant to the individuals, groups, and communities of practice using it. To certain degree participants in digital activities and interactions can draw on and mobilize their semiotic resources will often depend on the normativity in which specific environments with which they will or can engage. This means that there will be the influence of those who post the photos and caption on Instagram to the users. The more amount number of followers you have the more influential your caption will be. This is the gap of this study and also becomes the preliminary data.

This study will investigate the Instagram caption of Jackson Wang. The reason why taking Jackson Wang Got7 as the data source is Jackson Wang is a singer from South Korea that fluently speaks 3 languages and this is worth to be invested. His full name is Jackson, a Hong Kong rapper, singer and dancer based in South Korea. He is active in China Mainland as a solo artist and TV host. This is also part of the Gap and the preliminary data to start conducting this study.

2. Literature Review

During the last decade, interest in multilingualism on the internet has increased rapidly. Commitment to diversity is now recognized as one of the key requirements of the successful future development in the world. Multilingualism is the ability of individual to speak or communicate effectively in three or more languages (Aronin and Singleton, 2012:8). An individual who can communicate in numerous dialects is known as a bilingual or a multilingual. The original language of an individual grows up speaking is known

as their first language or mother tongue. An individual who is raised speaking two first languages or mother tongues is called a simultaneous bilingual and if they learn a second language later, they are called a sequential bilingual. Auer and Wei (2007: 34) explains:

> "That the estimation that most of the human language users in the world can speak more than one language. They are at least bilingual. In quantitative terms, then, monolingualism may be the exception. Because at least they learn language from their school. For instance, the students in Indonesia should learn English as their subject in school."

Current research begins by emphasizing the quantitative distinction between multilingualism and bilingualism and the greater complexity and diversity of the factors involved in receiving and using more than two languages. Moreover, it is pointed out that not only does multilingual have larger overall linguistic repertoires, but the range of the language situations in which multilingual participates, making appropriate language choices, is more extensive (Aronin and Singleton, 2012:9). Others refer to this capacity as "multilingual art of balancing communicative requirements with language resources". This wider ability associated with the acquisition of more than two languages has also been argued to distinguish multilingual in qualitative terms.

Multilingualism is considered to be the consequence of some kind of disruption in the language order, such as migration or conquest, which brings language systems into some kind of unexpected and unnatural, contact with one another, often leading to simplifying language structure. The problems surrounding multilingualism today are to a large degree of consequence to the monolingualism, demanded, fostered and cherished by the states in Europe (Auer and Wei, 2007: 36). It means the idea that multilingualism is detrimental to a person's cognitive and emotional development can be traced back to this ideology. Language purism is nothing than a representative war zone for social clashes.

A significant fundamental advance in the conversation of multilingualism on the web is to characterize our terms. A definition of the notion of the internet itself is the first in order. It refers to a global network connecting millions of computers in which any computer can communicate with any other computer as long as they are both connected to the internet. The internet fills in as the mechanism for the World Wide Web, a virtual arrangement of appropriating and getting to data as hyperlinked Web records.. The Web is thus only one of the ways that information can be disseminated over the internet.

Overall, multilingualism can be found out anywhere, whether in direct interaction or through internet or online; it is a habitual of human being to speak the language that he or she knows together meaning they use it collectively. Internet is a worldwide PC arrangement giving an assortment of data and correspondence offices, comprising of interconnected systems utilizing institutionalized correspondence conventions. The Internet, some of the time called essentially "the Net", is an overall arrangement of PC organization, a system of systems where clients at any one PC can, on the off chance have authorization, get data from some other PC (and now and again talk straightforwardly to clients at different PCs). Herring (2004:22) expresses that while Internet use has developed over the most recent five years, jtip top's administration, or colleges.

The Internet is a worldwide arrangement of interconnected PC organization of the utilization the Internet convention suite (TCP/IP) to connect gadgets around the world. It has a system of comprising private, open, scholastic, business, and government systems of neighborhood to worldwide extension, connected by an expansive exhibit of electronic, remote, and optical systems administration advances. The Internet conveys a huge scope of data assets and administrations, for example, between connected hypertext records and utilizations of the World Wide Web (WWW), electronic mail, communication, and document sharing.

The inceptions of the Internet go back to explore the dispatch by the central legislature of the United States during the 1960s to construct strong, issue tolerant correspondence with PC systems. The essential antecedent system, the ARPANET, at first filled in as a spine for interconnection of territorial scholarly and military systems during the 1980s. The subsidizing of the National Science Foundation Network as another spine during the 1980s, just as private financing for other business expansions, prompted overall interest in the improvement of new systems administration advances, and the merger of numerous systems. The connecting of business systems and endeavors by the mid 1990s denoted the start of the progress to the cutting edge Internet, and created a continued exponential development as ages of institutional, individual, and versatile PCs were associated with the system. Despite the fact that the Internet was generally utilized by the scholarly community since the 1980s, commercialization joined its administrations and advances into essentially every part of current life.

Most conventional correspondence media, including communication, radio, TV, paper mail and papers are reshaped, re-imagined, or even circumvent by the Internet, bringing forth new administrations, for example, email, Internet communication, Internet TV, online music, advanced papers, and video gushing sites. Paper, book, and other print

distributing are adjusting to site innovation, or are reshaped into blogging, web channels and online news aggregators. The Internet has empowered and quickened new types of individual collaborations through texting, Internet gatherings, and person to person communication. Internet shopping has become exponentially both for significant retailers and private companies and business visionaries, as it empowers firms to expand their "block and concrete" nearness to serve a bigger market or even sell products and ventures altogether on the web. Business-to-business and monetary administrations on the Internet influence supply chains across whole ventures.

The Internet has brought together administration in either innovative execution or arrangements for access and utilization; every constituent system sets its own approaches. The overextending meanings of the two chief name spaces in the Internet, the Internet Protocol address (IP address) space and the Domain Name System (DNS), are coordinated by a maintainer association, the Internet Corporation for Assigned Names and Numbers (ICANN). The specialized supporting and institutionalization of the center conventions is an action of the Internet Engineering Task Force (IETF), a non-benefit association of approximately partnered universal members that anybody may connect with by contributing specialized aptitude. In November 2006, the Internet was remembered for USA Today's rundown of New Seven Wonders. That was the general clarification of web, yet here we were more spotlight on the web, which is simply the Instagram.

Jackson Wang was conceived in Kowloon Tong, British Hong Kong on 28th March 1994, and experienced childhood in Sha Tin District, New Territories. His mom named Sophia Chow, is a previous tumbling tumbler from Shanghai. His dad named Wang Ruiji, is a previous individual from China's national fencing crew and an Asian Games gold medalist. Jackson Wang at ten years old was beginning his fencing training under the direction of his dad and other expert mentors. Subsequent to beginning the fencing training he proceeded to win various honors as a feature of the Hong Kong national fencing crew, including in front of the rest of the competition at the Asian Junior and Cadet Fencing Championship in 2011.He likewise went to the American International School Hong Kong.

The start of Jackson Wang was noted by a delegate of South Korean ability office JYP Entertainment. This is the point at which he played ball in his school and welcomed to partake in the tryouts in Kowloon, which he went in December 2010, until a half year later. He was offered a grant to Stanford University for fencing; however he turned it down in the wake of passing his tryout. In July 2011, Wang moved to Seoul, South Korea for his K-pop preparing. He showed up on the truth endurance program Win: Who Is Next two

years after the fact, which circulated on one of Korean Television Broadcasting Chanels. The program was a challenge between YG Entertainment learners (who later appeared as individuals from Winner and iKon), and JYP students. Jackson Wang showed up nearby individual learners Mark, Yugyeom, and BamBam, who were then chosen as individuals from Got7.

Following more than two years of preparing, Jackson Wang was chosen as a last individual from JYPE new kid bunch Got7 and appeared with the single "Young ladies Girls", discharged on 16 January 2014. On 29 April 2016, Got7 held their first show in Seoul, where Jackson Wang played out his self-formed tunes "I Love It" and "WOLO (We Only Live Once)" with his gathering individuals Yugyeom and BamBam

By and large, Jackson Wang is one of the acclaimed vocalists from South Korea. His number of adherents is 15,8 Billion, demonstrating that he is well known and affecting. He has countless fans in his "Fan Café". Along these lines, it implies that there will be an inclination for him to utilize multilingualism to convey and cooperate with his fans.

3. Research Method

This research basically employs qualitative descriptive method to identify, analyze and to explain the dominance, frequency, and percentage of multilingualism on the internet in Jackson Wang Got7 Instagram Captions. Mack (2005) explains that

qualitative research is a type of scientific research. When all is said in approved terms, logical research comprises of an examination that:

- seeks answers to a question

- systematically uses a predefined set of procedures to answer the question

- collects evidence

- produces findings that are not determined in advance

- produces findings that are applicable beyond the immediate boundaries of the study.

Mack (2005) states that Qualitative research shares these characteristics. Moreover, it tries to comprehend a given research issue or subject from the viewpoints of the nearby populace it includes. Subjective research is particularly successful in getting socially explicit data about the qualities, conclusions, practices, and social settings of specific populaces."

Right now, essayist eutilized structure of spellbinding strategy which is a technique for looking into that endeavor to portray and decipher the items as per reality. The descriptive method is implemented because the data analysis is presented descriptively. The study uses the results by selecting 20 recent captions in Jackson Wang Instagram that are being analyzed. Based on the explanation above, this study is attempted to find out the dominance of the multilingualism in Jackson's Instagram Caption, since Jackson Wang speaks multilingualism such as, Korean, English and Mandarin. All the Instagram captions will become the data in this study.

Data are raw materials that need to be processed to produce the information, both in qualitative and quantitative data to show the facts. On the other side, data are material information about the object of study. The data can be found by observation, interview, documentation, etc. hence, the data of this study are the words of the Instagram captions from Jackson Wang's account.

4. Result and Discussion

The first step that the researchers conducted was identifying the data analyzed. The data in this study were the words written by Jackson Wang in his Instagram caption. The data were taken from Instagram, observed, and then transcribed.

The words produced then were analyzed to draw the percentages and conclusions. After analyzing the language, the researchers separated them into 3 parts; Korean, Mandarin, and English, because Jackson Wang speaks these 3 languages, then drew the total of the words occurence.

TABLE 1: The Total of the Caption Occurrence in Instagram Caption.

Caption	Korean	Mandarin	English
1 - 10	9	10	6
11 – 20	10	10	10
21 – 30	10	10	10
31 - 40	6	10	6
41 - 50	7	10	6
51 – 60	7	10	6
61 - 70	8	9	6
71 - 80	10	7	10
81 - 90	9	9	9
91 - 100	10	10	10
Total	86	95	79
f	86	95	79
%	33,08	36,54	30,38

The table above shows that from 100 Instagram Captions, the frequency for Korean language is 86, 33,08 percentage, Mandarin 95, 36,54 percentage, and the English language 79, 30,38 percentage. We conclude that the dominance of the Language that Jackson Wang is Mandarin, in line with the background of his life, as he wasborn in Hong Kong. Moreover, the differences between the 3 languages not that large; because he has been working in Korean entertainment industry for a long time. He already gains a huge number of fans from Korean due to joining the group called Got7. He also uses English because he actively goes abroad for doing his concert and also promotion of his songs.

The study then shows the table for the monolingual, bilingual, and multilingual. This table illustrates the percentage and frequency of each caption.

TABLE 2: The total of Monolingual, Bilingual, and Multilingual in Caption

Monolingual	Bilingual	Multilingual
11	18	71
11%	18%	71%

The table above shows that out of 100 Instagram Captions, the frequency for monolingual is 11, 11 percentage, bilingual 18, 18 percentage, and multilingual, 71, 71 percentage.

5. Conclusion

There are 100 Instagram Captions taken from Jackson Wang's account. The conclusions are out 100 captions there are 71 out of 100 in multilingualism, 11 monolingual, and 18 bilingual. The 71 captions are in Korean, Mandarin, and English Languages. From all of the 100 captions the dominance is the multilingualism with frequency of 71. This shows that when someone is having a work out of his country, he or she has got a tendency to use the language of the place where he/she stays and this is a great benefit for the person concerned as he/she will have more than one language to speak. From the perspective of language, the person concerned is luckier. Having a mastery of languages, meaning more than one language, a person could nicely make any social interaction, especially when the language mastered is in the status of global language.

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