

e-ISSN: 2685-8878 | p-ISSN: 2655-9080

JOURNAL OF LANGUAGE

VOLUME 4, NUMBER 1

MAY 2022



Faculty of Literature

Islamic University of North Sumatra

e-ISSN: 2685-8878 | p-ISSN: 2655-9080

JOURNAL OF LANGUAGE

VOLUME 4, NUMBER 1

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**FACULTY OF LITERATURE
ISLAMIC UNIVERSITY OF NORTH SUMATRA**

Journal of Language (JoL) is an open access and a peer reviewed scientific journal covering research reports in linguistics, literature or language teaching, and critical evaluations of books on the related areas published by Faculty of Literature, Islamic University of North Sumatra (UISU), Medan, Indonesia. The main objective of JoL is to provide a platform for scholars, academicians and researchers to share the contemporary thoughts mainly in the fields of language, literature, and language teaching. This journal is published twice a year in May and November. JoL is nationally accredited with Grade 4 (SINTA 4) by the Ministry of Research Technology and Higher Education of Republic Indonesia based on the Decree Number: 158/E/KPT/2021 dated 09 Desember 2021, which is effective from Volume 1 Number 1, 2019 to Volume 5 Number 2, 2023.

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Published by

Sastra UISU Press

Jl. Sisingamangaraja Teladan Medan 20217 Telp. (061) 7869911,

E-mail: journal_language@sastra.uisu.ac.id

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TYPES OF DEIXIS USED IN THE DOUM-TREE OF WAD HAMID: A CORPUS-BASED STUDY

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Received: 2022/03/08

Accepted: 2022/03/22

Published: 2022/05/30

Abstract

In linguistics, the term deixis is used to describe the use of general words and phrases by speakers to point to persons, objects, specific place and time from their physical or psychological positions while communicating their messages. Such words and phrases are considered deictic when their denoted meaning becomes context-dependent. The present study used AntConc v.3.5.9 corpus analysis toolkit to find out the frequent occurrence of the types of deixis used in the English translation of the short story *The Doum-tree of Wad Hamid*, and then utilized the useful information obtained along with examples manually derived from the story to discuss the extent to which this use of deixis reflects the author's style and the story's point of view. The results indicated that the common five types of deixis were used in the short story with a different degree of frequency and usage, but personal deixis was the most dominant with 653 examples represented 54.10% out of the total of 1207 deictic instances found in the corpus. Social deixis ranks second with 242 examples represented 20.05%. The study deduced that the dominant use of person pronouns as personal deixis or relational social deictic words reflects the author's style and point of view in the narration line via which the narrator recounts the events from his own perspective.

Keywords: deixis, corpus linguistics, stylistics, style, personal deixis, spatial deixis, social deixis, spatial deixis, temporal deixis.

1. Introduction

It is well-known that the basic concept of corpus linguistics is the *corpus* which is defined as a collection of authentic texts, written or spoken that represents a variety of examples of language use. In Merriam-Webster Dictionary (online), the word *corpus* (plural is corpora) refers to "a collection or body of knowledge or evidence, especially a collection of recorded utterances used as a basis for the descriptive analysis of a language".

In lexicography, a corpus is anybody of texts collected with the aim of analyzing its features, (Landau, 2001: 273). But unlike the content of dictionaries or glossaries where words are enlisted, a corpus is a guided and principled collection of texts of particular language that is usually collected and used for quantitative and qualitative analyses in order

to provide researchers with useful information about language use mainly at lexical level, (McEnery & Wilson, 2001).

There are no well-defined rules that determine the corpus size, but a distinction is usually made between general corpora and specialized corpora. A *general corpus* is necessarily large as possible and be enlarged continuously and is not about specific genre of texts. In this sense, two corpora are considered general and large, namely the one-billion-word corpus of contemporary American English (COCA) because of its wide coverage and its relation to other corpora of English, and the British National Corpus (BNC) which is almost 100-million-word text samples of both written and spoken texts represented a wide range of sources.

In contrast, *specialized corpora* tend to be smaller since they are representative of specific field or genre of language use or of specific period of time in which language use was distinct. The texts of specialized corpus can be a whole book, a novel, short story, a news article, a chapter or a selection of extracts of different length.

Another concept in corpus linguistics is *corpus studies* which can be carried out by adopting one of two approaches: *corpus-based* approach and *corpus-driven* approach. When adopting the first approach, a corpus itself is used as an investigation data with the aim of exploring a theory or hypothesis that can validate it, refute it or refine it. In this approach, which is deductive, the linguistic forms and structures that are already defined and described by the formal linguistics theory or by any specific model of linguistics constitute the reference frame of the corpus analysis. The second approach is *corpus-driven* which is inductive since it rejects the claim that characterizes corpus linguistics as a method and claims that the corpus itself should be the sole source of theoretical hypotheses about language. Thus, it assumes that the corpus itself embodies a theory of language" (Tognini-Bonelli, 2001).

Over the last years, the use of corpus analysis tools in different areas of language studies has become a tradition and covered a wide spectrum of topics because there is a belief among researchers that such corpus analysis tools are capable to provide accurate linguistic data about language forms and patterns in a quantitative form the matter that was difficult to manually obtain in the same speed and accuracy required when employing these tools. Thus, areas such as stylistics in which qualitative approach has been adopted for years before the integration of computer technology in language studies has become able to adopt additional quantitative procedures to its qualitatively-based analysis.

In the present time, various corpus analysis tools are available whether freely to download from internet websites or commercially to buy. Such tools are fundamentally developed to handle different types of corpora. Among the currently available corpus analysis tools is AntConc corpus analysis toolkit which is recommended by most researchers and users for its usability and the information it provides. AntConc v.3.5.9 (windows) 2020 is the latest version which hosts seven tools for corpus analysis, namely concordance, concordance plot, file view, clusters/n-grams, collocates, wordlist and keyword list.

2. Literature Review

2.1 The Definition of Deixis

Etymologically the word deixis [deiksis] is derived from the Greek word [n. deiktikos] which means reference or the word [v. deiknunai] which means to point or 'to indicate'. In linguistics, deixis or deictic expressions refer to the words and phrases that are used to point to time, place, person or things in the context of a communicative event. Lyons (1977:637) stated that "by deixis is meant the location and identification of persons, objects, events, processes and activities being talked about or referred to in relation to the space and time of a context created by the act of utterance and the participation in it, typically of a

single speaker and at least one addressee". Renkema et al (2004) states that deixis refers to "language forms whose interpretation depends not only on the semantic value but also on the speech context of situation". The word 'deixis' has also been used to referred to as "those features of language which refer to the personal, temporal or locational characteristics of a situation within which an utterance takes place", (Crystal,2003). Although the notion of deixis has been a subject of research in different areas of language study such as discourse analysis, literary criticism, stylistics as well as other disciplines such as cognitive psychology and philosophy, it has been noticed at least in the literature consulted by the present study that there is an agreement about its definition and types.

2.2 The Types of Deixis

In linguistics, the term deixis is used to describe the use of general words and phrases by speakers to point to persons, objects, specific place and time from their physical or psychological positions while communicating their messages. Such words and phrases are considered deictic when their denoted meaning becomes context-dependent.

The deixis' center or the 'deictic center' as the (I, here, and now) refer to the speaker's first-person pronoun, the near 'proximal' place, and the present 'proximal' time of communication, and are divided into four categories; demonstratives, personal pronoun, place and time. Yule (2010) differentiates between deixis that indicate the 'nearness' to the speaker as 'proximal deixis', and those which indicate a 'far distance' from the speaker as 'distal deixis'. Anyhow, Levinson (1983) classifies deixis into five types: personal, spatial and temporal, social and discourse. Based on such classification, these five types of deixis will be presented along with examples derived from the short story *The Doum-tree of Wad Hamid* in the following section.

Personal deixis includes person pronouns which have three groups. They are shown in the chart below:

First-person pronouns		Second-person pronouns		Third-person pronouns	
<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
I, Me, My, Mine, Myself	We, Us, Our, Ours, Ourselves	You, Your, Yours, Yourself.	You, Your, Yours, Yourselves.	He, She, It, His, Her, Him, Hers, Himself, Herself, Itself	They, Their, Thiers, Themselves

Spatial deixis includes words and phrases that are used to point to a location in the context of a sentence or an utterance. Spatial deixis has three groups: adverbs of place, demonstratives and motion verbs.

Adverb of place: [here, there, near that, next to] and prepositions that point out a space related to the participants' location in the speech event [down, up, back, front, out, above].

a) "*Here* it is -the doum-tree"

b) " They carried us off in a great procession, *back* to *our* own folk".

c) " *under* the doum-tree "

Demonstratives: [this, that) and (here, there].

a) " *Here* it is -the doum-tree "

b) "*You* remember *that* some years ago".

c) " *They* said *that* the best place for setting up the pump was where the *Doum-tree* stood."

Motion verbs:

The verbs [come and go] can be deictic when used to indicate movement towards or away from the speaker.

Temporal deixis includes words that indicate or point to time in the context of an utterance or sentence. Temporal deixis can be divided into the following;

Adverb of time:

This type of deixis can be single word such as [yesterday, then, now], or phrasal adverbials that consist of a deictic modifier and non-deictic measure word as [next month, last year, this morning] as in the examples below.

a) "To-morrow you will depart from *our* village, of this *I* am sure, and *you will be* right to do so."

b) " I have told you *this night* ".

Verb tense:

One type of temporal deixis is expressed by the verb *tense* which includes the present tense with proximal form [He *is* here *now*], and the past tense with distal form [He *was* there *then*]. Also, future simple can be used to indicate the near or distal time from the time of speaking. The following examples are derived from the short story.

a) " You *were* to come to us in summer "

b) " To-morrow you *will depart* from our village".

c) " *Will* they set up the water-pump?"

d) "Were you come in a time which was neither summer nor winter you would find nothing at all".

The word 'time' can be used as deictic form when a pre-modifier is added to it: summer time, winter time, or a demonstrative such as *this time*, *that time* as in the example below.

e) " *This* is no time for talking in the open".

Social deixis has two categories:

Relational social deixis includes words such as [Sir, My Grandfather, My Son, Our Nieghbour] and kinship terms [Father, Mother, Grandfather, Cousin, Aunt, Son], reflect the social position of the addressee in the politeness line of the speaker.

Absolute social deixis includes words that point to people's titles [Sir, Mr., Miss, Ms.]. And a person's first name [Hassan], a combination of two names [John Smith], titles that are gained from names of jobs and professions such as [Coach, Doctor, Nurse, Instructor, Professor, Captain, General] or by combination of profession titles and a person's name [Professor Hassan, Captain John] or absolute status such as 'Mr. President'.

Discourse deixis includes *simple conjunctions* [and, but, therefore], *proximal demonstratives and adverbs* [this, these, here], and *distal demonstratives and adverbs* [that, those, there]. Such type of deixis is often used to indicate contextual information related to locations, time, referencing as linked to certain referents inside a text. However, in text analysis, the concept of anaphora which can also be used to denote a referent, may overlap with this type of deixis but the difference between discourse deixis and anaphora is that anaphoric words and phrases are used to refer to the same referent whereas discourse deixis can be used to introduce the same different or new referent.

2.3 Previous Studies

Over the last decades, there has been extensive research conducted on the subject of deixis. Most of such research tended to identify the types of deixis and count their frequencies in certain types of texts such as literature works. But there are also studies that have investigated the use of deixis in other genres such as political speech, news texts and translated texts of different types and discourses.

The present study reviews a few related studies that were previously conducted around the world with particular consideration to three aspects: text type (genre), methodology followed and the results/findings obtained.

In her study, Jaafar (2017) analysed Thomas Harris's novel *The Silence of the Lambs*. She used two analysis tools namely, Wmatrix3 corpus analysis tools to examine keywords and key semantic domains, and AntConc corpus analysis toolkit to investigate the use of lexical phrases in the selected novel and to point out their significance to its interpretation.

This study emphasized the fact that semantic domains analysis tools help to put words in groups and label them to the suitable semantic domains. It also affirmed that the analysis of words groups such as N-Grams can assist stylisticians and provide them with useful information about lexical bundles.

Much research that has been conducted on the topic of deixis is related to the realm of pragmatics, but there is a number of studies investigated the use of deixis in literary works (poems, plays, novels and short stories) which aimed to finding out the dominant types of deixis and their impact on the stylistic characteristics of a literary work.

In their study, Sembiring et al (2020) used a matrix table to count the two categories of social deixis: relational and absolute in 'Madness of King George' movie. The result indicated that relational social deixis was more dominant than absolute deixis, except the absolute deixis 'Sir', and all other types of both absolute or relational referred to male characters rather than female ones.

Deixis has also been a topic of research in comparative literature and translation, so many studies conducted on translated texts of different subjects from different languages such as French, Spanish and Arabic into English. For example, Mbahawa et al (2019) examined the use of deixis in the English translation of a political speech delivered by the president of the republic of Cameroon to the youth of his country on the commemoration of the country's National Youth Day. This study employed Halliday's theory of functional systematic grammar to identify the types of deixis and their frequencies of usage in the speaker's speech. The study's findings show that the speaker used the five types of deixis with different frequencies. But personal deixis was the most frequently used category which reflects the speaker's power and dominance over his audience, and his involvement of them in his decisions.

A similar study was conducted on political discourse by Al-Khalidy (2019) in which he investigated the use of the three forms of spatial deixis namely proximal, medial and distal, in the speeches delivered by the Jordanian parliament members as they discuss the fanatical budget of the year 2017. The study found out that proximal terms are the most frequently used by MPs followed by distal terms whereas medial terms were the least occurred ones.

It can be said that the study of deixis is not only the interest of linguistics but it is also the concern of other interdisciplinary disciplines that are involved in language since language is a universal human phenomenon. Such areas include philosophy and psychology, so there are other studies conducted on the topic of deixis under such areas. Also, the above reviewed studies show that deixis there has been a variety of research approaches used including corpus analysis tools are adopted to investigate deixis.

The present study is a contribution to the literature since it attempted to study the use of deixis in the English translation of *The Doum-tree of Wad Hamid* by Al-Tayeb Salih and translated to English by Denys Johnson-Davis in 1969. So, the following two questions were raised to frame the study's method and discussion.

- 1- What types of deixis are most frequently used in the English translation of the short story 'The Doum-tree of Wad Hamid'?
- 2- To what extent does the use of deixis in the English translation of the short story 'The Doum-tree of Wad Hamid' reflects the author's style and point of view?

3. Research Method

The present study adopted AntConc v.3.5.9 corpus analysis toolkit to analyze the types of deixis that are most frequently used in the translation of the short story 'The Doum-tree of Wad Hamid' written by Al-Tayeb Salih and translated to English by Denys Johnson-Davis in 1969. And then based on the theory of stylistics view about deixis, the study used the useful data obtained by the AntConc analysis and some examples directly quoted from the translated text to discuss the extent to which the use of deixis reflects the author's style and point of view.

3.1 Data Analysis

First of all, the translated text of the short story was uploaded in a pdf form and converted into .txt. format by a free online converter, and the resultant text was manually edited and saved as a corpus in the same plain text format. After that the AntConc v.3.5.9 (2020) corpus analysis toolkits was downloaded and set up to the researcher's lap top. The first procedure was importing the corpus file to the AntConc software for analysis. This analysis used three tools of the AntConc tools, namely concordance tool, wordlist tool, key word tool.

Figure 1 displays the search result obtained generated by Wordlist tool in three columns [Rank-Freq.-Word] which read as the words' ranks on the left column, the frequencies of all words in the given corpus starting from rank 1 of the most frequent item and goes on in a descending order until the last rank and the least frequent word, the middle column shows the frequencies and on the right column appears the individual words of the corpus. Such result provides significant lexical information about the types of deixis occurred in the translation of the short story 'The Doum-tree of Wad Hamid'. for example, function words such as articles, prepositions, and conjunctions [the -and-of-to-a] are the most frequent in the corpus which is normal.

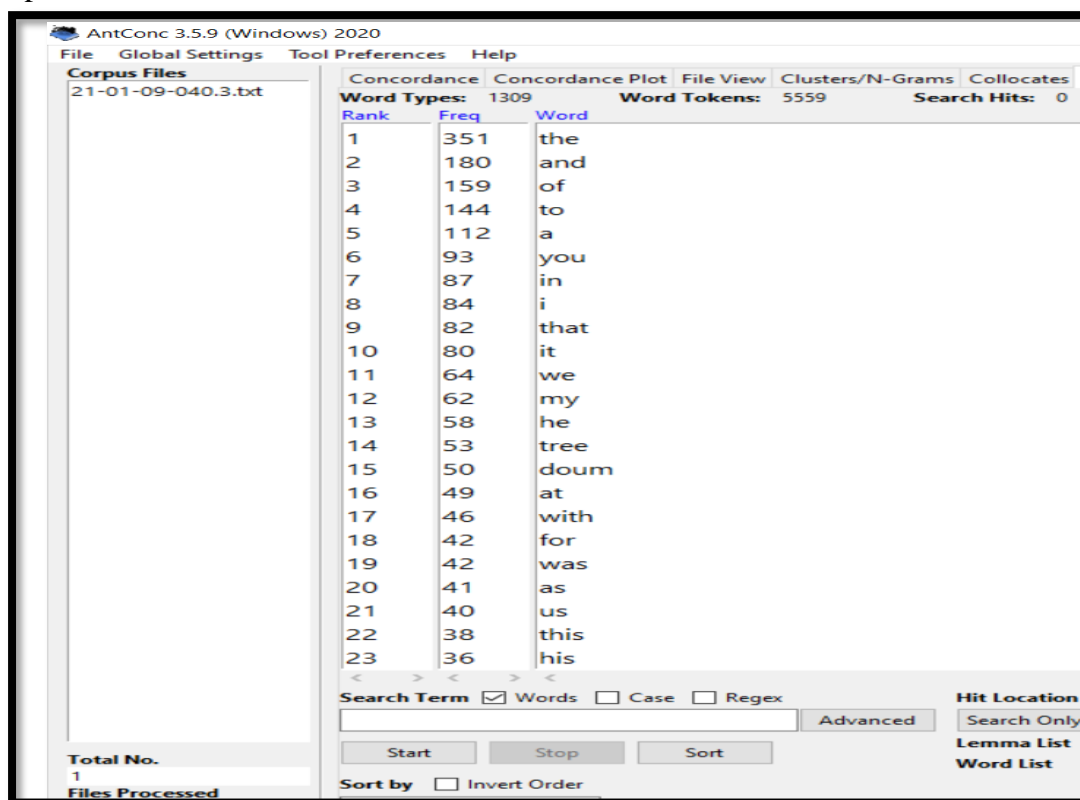


Figure 1: Search Result generated by Wordlist Tool

In the whole, it is said that one way of investigating the lexical variation and/or complexity of a text is to firstly figure out the type-to-token ratio (TTR) which is calculated by dividing the total of types of different words occurred in the corpus by the total number of its tokens [1309/5559 * 100 = 23.55%]. Figure 1 also shows the number of corpus lexicon in terms of word types [1309] and word tokens [5559].

Types of Deixis Used

Personal Deixis

The first search result generated by the Wordlist tool shows that the second-person pronoun 'you' ranks sixth-see figure 1. It appeared immediately after the functional words such as articles, simple conjunctions and prepositions. The second search results were obtained by the concordance too in order to find out more lexical information about the pronoun 'you' as deictic word. Figure 2 shows that this person pronoun, which is an example of person deixis has 93 concordance hits. It also provides lexical information of 'you' as a KWIC since it displays the word in context with other words and lexical items that collocate or colligate with it. For example, the conditional word 'if' has occurred many times with 'you' in the interrogative repeated phrase "if you were to come to us". And sometimes this 'if' is embedded in the conditional interrogatives uttered by the narrator addressing his visitor as "were you to come to our village".

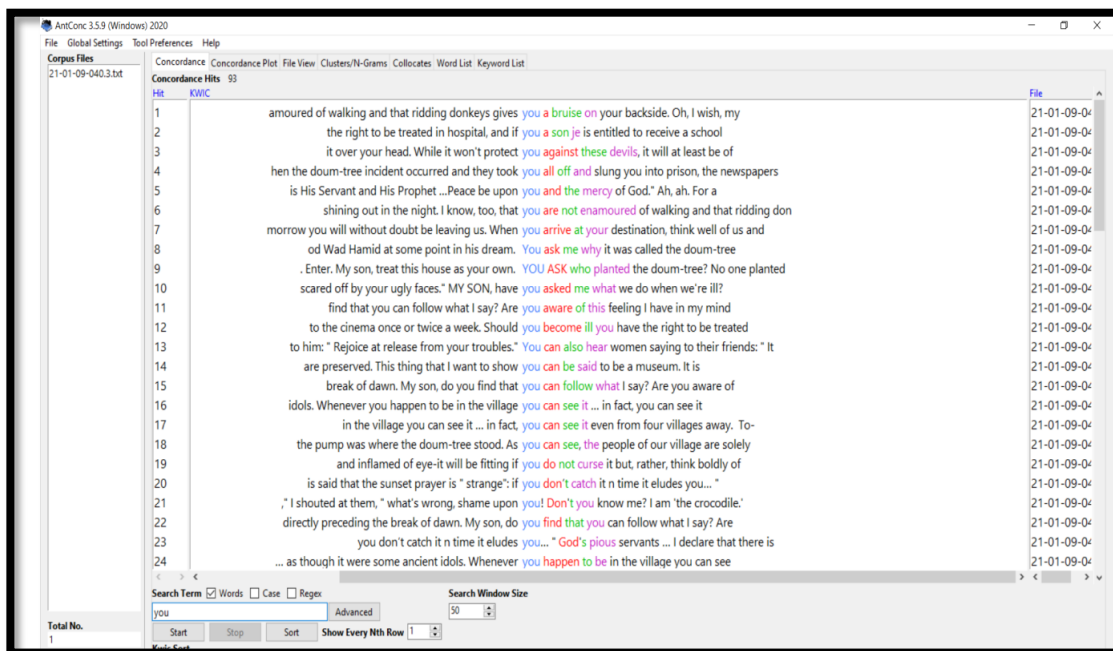


Figure 2: The Concordance Hits of Second-person Pronoun 'You'

As the person pronouns are observed as the most frequent in the corpus of the study the matter that supports the study's major claim, all person pronouns were manually derived from the short story and sorted and tabulated in order to calculate their ranks and frequencies. Therefore, table1 shows the frequent instances of all person pronouns identified in the study's corpus with their ranks. It indicates that the second-pronoun 'You' ranks first among all personal deixis with 93 examples represented one-sixth of the total examples of personal deixis found in the corpus. Other person pronouns appeared in the search results include *I*, *It*, *my*, and *we*, which occurred with different degrees of frequencies and usage. It also shows that the first -person pronoun 'I' ranks second immediately after 'You' with almost one-sixth out of the total number of person pronouns that used in the short story.

Pronouns	Ranks	Freq.	% Out of the Total of Personal Deixis	% Out of the Total of Deixis
You	1	93	14.24	7.70
I	2	84	12.86	6.96
It	2	80	12.25	6.62
We	3	64	9.80	5.30
my	4	62	9.49	5.14
He	5	58	8.88	4.81
Us	6	40	6.13	3.31
His	7	36	5.51	2.98
Our	8	34	5.20	2.87
They	9	31	4.74	2.57
Him	10	29	4.44	2.40
Me	11	29	4.44	2.40
Their	12	24	3.67	1.98
Them	13	23	3.5	1.91
Its	14	18	2.76	1.49
Your	15	14	2.14	1.16
She	16	6	0.92	0.49
Himself	17	4	0.16	0.33
Itself	18	3	0.46	0.25
Mine	19	3	0.46	0.25
Themselves	20	3	0.46	0.25
Myself	21	2	0.30	0.16
Herself	22	1	0.15	0.08
Total		653		

Table 1: *Personal Pronouns Used*

Spatiotemporal Deixis

There are many words and phrases used to point to the *spaciotemporal* context of the short story *The Doum-tree of Wad Hamdi*. And to introduce the story's major conflict between [old] rooted traditions and [new] modern changes as the narrator relates all the incidents and people to such specific spaces in the village of Wad Hamid and far urban centers such as Khartoum and tries to make a comparison between the two spaces.

In the whole, table 3 shows that spatial deixis and temporal deixis occurred for 147 and 74 times respectively. There are also words and phrases used in the short story deictics which point to specific place or time related to the specific incidents. For example, the search result on AntConc v3.5.9 indicates that the '*doum-tree*' which occurred 48 times in the corpus was used to indicate specific location near the river Nile where the *tomb* of Wad Hamid is built. Moreover, there examples contain deictic words since they refer to time spans and places which all related to crucial elements of the major context of the short story.

a) " Were you come to *our village*"- the *village* of Wad Hamid

b) "If you were to come to us as a tourist, it is likely, my son, that you would *not stay long*".

c) "Every new generation finds the '*Doum-tree*' as though *it* had been born *at the time* of their *birth* and would *grow up* with them".

In (c) above, which is full of deictic expressions through which the narrator wanted to show their visitor the position of the *doum-tree* in the people's minds and hearts, the author displays one of the story's struggles: the struggle between [old and original] traditions and [new and modern] changes. The example also indicates the degree to which the doum-tree is very special to everyone in the village even the new generations.

There are other words such as '*time*' that can be used as temporal deixis indicating specific time when a pre-modifier such as noun is added [a noun +time] or [a demonstrative + time] as in the examples:

d) " I have told you *this night*"

e) "If it were in *winter time*"

f) " if you were come to us in *summer time* ".

Temporal dixies can also be identified by tracing the type(s) of tenses. The short story *The Doum-tree of Wad Hamid* was told in past tense including future-in-past as a part of the narrator's conditional interrogatives: " if you were to come to us in summer " and also to provide the would-be answers " you would find horse-flies-", or in future simple " To-morrow you will depart".

Social Deixis

It has been stated that there is a close link between social deixis and person pronouns in the sense that the social roles of participants in communication besides "those aspects of the utterance which reflect or involve certain realities connected to the social situation in which the act of speech of communication occurs". The first-person plural pronoun 'we' which occurred 64 times refers to the people of the village of Wad Hamid as the narrator told the story to their visitor. Also, the pronoun 'us' which occurred 40 times refer to the same people except in one or two examples when the narrator refers to himself and their visitor in: " Let us go home my son".

Figure 2 shows the concordance search result for the lexical phrase '*my son*'. This reflects the social position of the addressee [their visitor] in the politeness line of the narrator. Figure 2 also shows that the *concordance* search result for this phrase [*my son*] which occurred 30 times as it comes as a KWIC reflects the social position of the addressee [their visitor] in the politeness line of the narrator.

The name of 'Wad Hamid' which is mentioned in the title of the story with the key word 'the doum-tree' refers to a local name of a person whose image is stuck to the minds of all villagers. He is entombed near the doum-tree. Throughout the history, the tree has become a life-giving force to the members of Wad Hamid village and it is present in their thoughts and dreams: "*We visit the tomb of Wad Hamid with our women and children and that we make offerings there every Wednesday as our fathers and fathers' fathers did before us*".

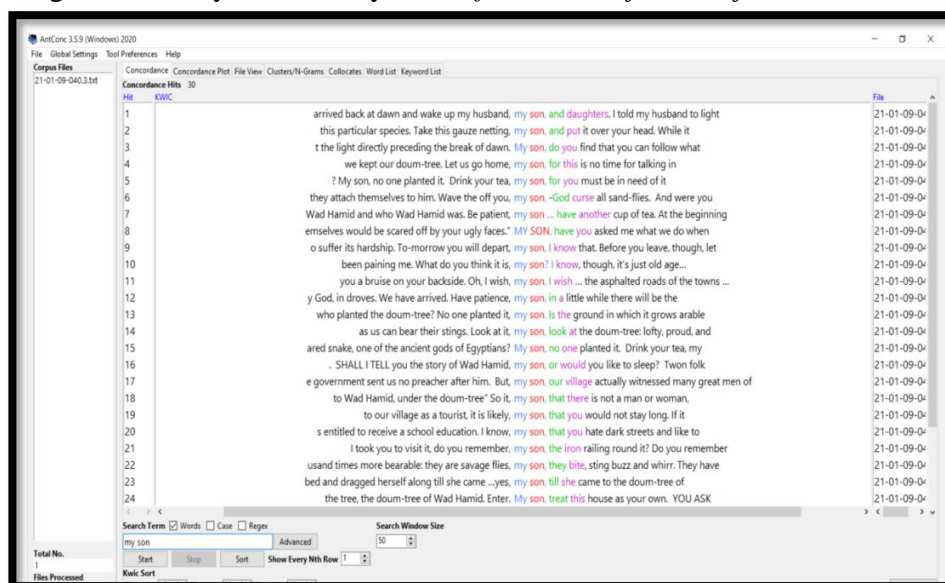


Figure 3: The Concordance Hits of the Phrase ' My son'.

Discourse deixis

As mentioned earlier in this study, discourse deixis may include conjunctions such as such as [and, but, therefore], proximal demonstratives and adverbs [this, these, here], distal demonstratives and adverbs [that, those, there]. Of course, story has examples of several conjunctions and adverbs but Figure3 shows that the demonstrative 'that' is the most frequent types of discorsal devices with 82 examples. In addition to the result obtained by AntConc tools, the following are some examples of discourse deixis manually derived from the short story.

- a) "And when will *that* be?" I said,
- b) "I mentioned to you *that* my son.", or to refer to something will be in the future:
- c) "And do you think, " I said to him," *that* the Doum-tree will one day be cut?".
- d) " I have told *you this* night, for *you* may well find *that your* visit to *us* was not wholly bad".
- e) " Let *us* go home, my son, for *this* is no time for talking in the open. *This* hour is just before sunset is a time when the army of sand-flies becomes particularly active prior to going to sleep".
- f) " *This* was in the time of foreign rule."
- g) " when *I* turned round, *he* was no longer *there*."
- h) "*Her* friend then says to *her*: " *that* was Wad Hamid".

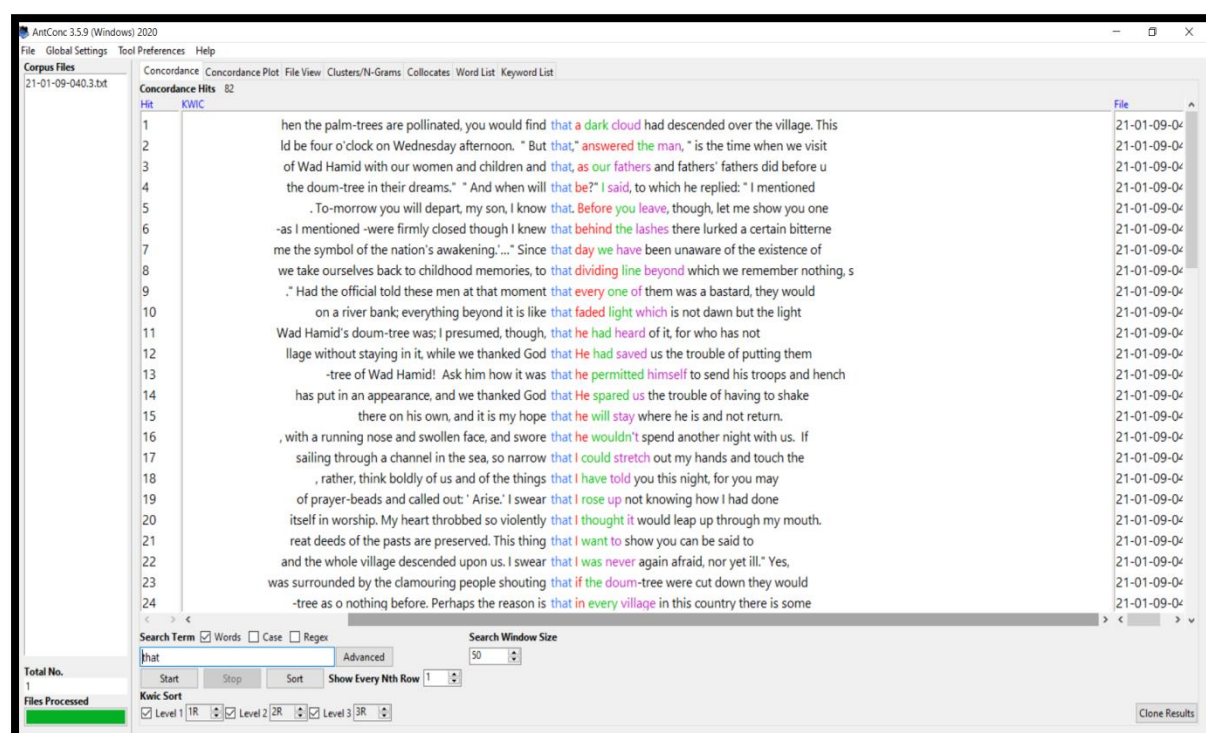


Figure 4: The Concordance Hits of the Demonstrative 'that'

In English grammar, it is known that the function of demonstrative pronouns [this, these, that, those] is to point to the position of persons and objects in relation to time and place. Thus, demonstrative pronouns play an important role as discourse deixis whether they are used for anaphoric, cataphoric or even rhetoric refences, (Webber,1978). Therefore, the result of the use of 'that' generated by AntConc v.3.5.9 may include such examples of anaphoric 'that' which play an important role in maintaining the focus of the narrative discourse and binding together the cohesively the parts of the story. It is also worth to

mention that the use of demonstratives in the short story was significantly effective to maintain the entity of the discourse.

Table 2 displays a statistic summary of the four demonstratives [that, this, there, these] as used in the short story with their ranks, frequencies and percentages. It is apparent that the use of demonstratives constitutes a significant proportion out of the total number of the all hits of the five types of deixis found in the short story.

Demonstratives	Ranks	N	%	% Out of the Total of Deixis
That	1	82	55.40	6.79
This	2	38	25.67	3.15
There	3	19	12.84	1.57
These	4	9	6.08	0.74
Total		148		

Table 2: *Demonstratives Used*

3.2 Results

In general, the results generated by the tools of AntConc v.3.5.9 toolkit can be counted as primary evidences to support the major hypothesis underling the two questions raised earlier, and then some extract examples which are manually derived from the short story will also be of great support. Therefore, in this section (3.2) the study presents a summary of the five types of deixis as used in the short story.

The first search result generated by Wordlist tool shows that the corpus size consisting of 6868 [word tokens = 5559 and word types = 1309]. Such statistical information is significant because it can be used to calculate type-to-token (TTR) rate as $[1309/5559 * 100 = 23.55\%]$. This rate is indexical to identify some stylistic features such as style. Table 1 shows a summary of the five types of deixis used in corpus based on the short story along with their ranks and frequencies.

The total number of deixis found in the corpus is 1207 concordance hits which represented nearly one-fifth of the total lexicon of the whole story. And among such examples It is also found out that the occurrences of personal deixis rank first and represents more than half of the total number of the frequencies of the five types of deixis found in the corpus.

Types of Deixis	Ranks	Frequencies	% Out of the Total of Deixis
Personal Deixis	1	653	54.10%
Social Deixis	2	242	20.05%
Discourse Deixis	3	148	12.26%
Spatial Deixis	4	147	12.18%
Temporal Deixis	5	74	6.13%
Total		1207	

Table 3: *Summary of Deixis Used*

4. Discussion

It is often argued that deixis are the most significant linguistic elements by which speakers indicate their physical and psychological positions in relation to people, things, places and time that they are involved in any communicative event, (Levinson,1983; Renkema,2004; Huang,2007 & Yule,2010). Moreover, such linguistic forms are considered as crucial constituents for conveying ideational and emotional meanings for it is also known that speakers or writers usually initiate their message from a 'deictic center' that reflects where they stand and view events and incidents while communicating.

Based on the above arguments, the present study sought to achieve a twofold aim. First, to find out the words and phrases that are used in the translation of the short story *The Doum-tree of Wad Hamid* as deictic. The story was originally written in Arabic by the Sudanese novelist Al-Tayeb Salih and translated to English by Denys Johnson-Davis and published in 1969 in a collection entitled *The Wedding of Zien and Other Stories*. The 'Other Stories' are namely the *Doum-tree of the Wad Hamid* and *A Handful of Dates*. To achieve this, the study adopted AntConc corpus analysis toolkit v.3.5.9. Second, the study also attempted to examine the reflection of the use of deixis on the short story's point of view and the author's style as well. Thus, to do so, the study used the useful information obtained by the AntConc analysis toolkit results and examples quoted directly from the translated text of the short story to discuss this. Thus, the study raised two questions to frame its method and discussion which will be answered by referencing to the results in section 3.2 in one hand and the interpretations of such results on the other.

The summary of the results in table 3 of section 3.2 shows the frequencies, ranks and percentages of the five types of deixis found in the corpus of the study which represented in total almost one-fifth of the short story's lexicon [$1207/6868 \times 100 = 17.57$]. The results prove that the study's argument that the use of deictic words and phrases constitutes a considerable proportion of the lexicon of short story *The doum-tree of Wad Hamid*. And among this proportion the type of personal deixis is more than half of the total number of all deixis found in the corpus. So, this finding answers the first question of the study pertinent to the most frequently used type of deixis in the short story.

By the second question, the study intended to find out any relationship between the use of deixis by the author of the short story and his style in one side and the influence of use on the study's point of view. In stylistics, the term style can refer to two aspects of language as it is used in a literary work. First, the author's *choice of words* which covers the vocabulary and lexical units that constitute the work's lexicon. And the *rhetorical devices* including figures of speech and the lexical repetition by which the author can tell his story. So, the study of style is primarily based on the description of style as a choice of words, or as a deviation from the language norms and rules employing a verity of rhetorical devices to achieve creativity and innovation, (Sampson, 2014). Therefore, it can be said that the repetition of deictic words and expressions as shown in the rate of the type-to-token ratio (TTR) [23.55%] is one evidence of the stylistic features that are crucial to analyze the style of the author. This choice of such specific lexical units is often attributed to the fact that it is a narrative strategy which demanded the author to depend on deixis to show the interpersonal involvement as in the case of using personal deixis between the narrator and his listener in one hand and their involvements with what is said or referred to during the narration on the other.

It is also intended to find out the extent to which the use of deixis reflects the story's point of view. It known that there are three types of point of view in relation to the use of person pronouns: first-person pronoun point of view, second -person pronoun pint of view and third-person pronoun pint of view.

The results of the study revealed that the spatiotemporal [space-time] deixis in the short story *The Doum-tree of Wad Hamid* are employed to point to roles of specific places [our village, the location of the doum-tree] in the narration of the incidents that constitute the major conflict of the work. Also, such use of deictic words and phrases directs the characters' thoughts and feelings to such specific places and times: "were you come to *our village* as a tourist, it is likely, *my son*, that you would not *stay long*.", and the narrator continued to relate his narrative to this context by referring to space and time saying: "If it were in *winter time*" and "if you were come to us in *summer*". By so doing, the narrator firstly tried to pinpoint the sufferings of Wad Hamid's people as he described their miserable life to his listener. But

later he stated how the same inhabitants are content of what is in their village by saying that people became able to manage and compromise since it is their fate "we are people who God sees fit to give us".

The results also shows that personal deixis has been used more than other types of deixis especially the second-person pronoun 'you' by the narrator as asking his listener and the first -person pronoun 'I' when referring to himself. This finding indicates that although the results generated by AntConc corpus analysis toolkit shows the actual occurrences of the pronoun 'you' but the first-person pronoun is already embedded in almost all integrative sentences asked by the narrator. So, it is easy to say that the short story *The Doum-tree of Wad Hamid* is told by an old villager who addressed a young man -a stranger.

5. Conclusion

Although the corpus of this study is very small if compared to specialized corpora available in the websites, it is found that it consists of considerable amount of deixis which represents nearly one-fifth of the whole lexicon of the short story. It also found that the dominance of personal deixis over the other types indicates a significant relationship between the use of such linguistic forms and the narrative style of the author and the point of view of the narration line via which the narrator recounts the events from his own perspective. This usage of deixis affords linguistic evidences to understand the stylistic features of a literary work such contextual aspects which help the present study to come to the conclusion that the story tended to convey certain social status, respect and power of old people in villages' communities such as in the Sudan. Finally, the researcher believes that this study may have some shortcomings which are due to many factors including the ample knowledge of the researcher himself and the methodology but such limitations can trigger and inspire researchers to do more further investigation in future about the use of deixis specifically in the literary works of Al-Tayeb Saleh (1969).

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DIRECTIVE SPEECH ACT IN LOUISA MAY ALCOTT'S NOVEL *LITTLE MEN*

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Received: 2022/04/08

Accepted: 2022/04/18

Published: 2022/05/30

Abstract

Speech acts are central entities in pragmatics. The research aims to describe kinds and functions of directive speech act in the novel *Little Men* by Louisa May Alcott. This research uses descriptive research. The steps of data analysis were carried out by; 1) collecting data (reading novels repeatedly and marking data including directive speech acts), (2) reducing data (identifying and classifying the types and functions of directive speech acts, 3) presenting data, 4) drawing conclusions and verifying data. The result of this research shows that there are 301 directive speech acts. There are seven kinds of directive speech acts that are found in this novel. Those are questioning (41,8%), ordering (24,5%), commanding (7,3%), advising (5,3%), begging (6,6%), inviting (4,9%), and prohibition (8,3%). With this research, it is hoped that the reader will be able to understand the meaning of speech through the actions of the speaker in the novel *Little Men*.

Keywords: speech act, pragmatic, directive speech act

1. Introduction

The use of good language will result in good communication as well. However, on the contrary, if the language used is not good, it will have a negative impact on the continuity of communication between individuals. The impact that appears is not only related to the failure of a speech event, but also has an impact on social relations in society. Language also related with culture in multiple and complex ways (Kramsch, 2011).

Rahardi (2009) has the same point with Kramsch, he states that language is a tool of social communication between humans. In every communication, humans convey information to each other which can be in the form of thoughts, intentions, feelings, and emotions directly or indirectly. Levinson (1983) states that the study of language usage is pragmatics.

Language always appears in speech acts or individual actions. Therefore, every study of language structure must start from the study of speech acts, including study about a novel. Novel is a work of fiction that has the nature of fictionality, namely fiction and fantasy. According to Muhardi and Hasanuddin (2006), the word fiction means fantasy, not based on reality or can also mean a statement based on imagination or mere thought.

Speech acts in novels are linguistic problems that are important to study. The speech act in the novel is an oral utterance that is written down. In this research, the

writer focuses the research on directive speech acts. As Searle (in Rahardi, 2009) states that a directive speech act is a form of speech intended by the speaker to influence the speech partner to take the desired actions.

Speech acts are a concrete manifestation of language functions, which are the basis of pragmatic analysis (Rahardi, 2005). Speech acts are central entities in pragmatics. Speech acts in speech events are a communication process. In human life cannot be separated from speech events, because with human speech can convey information to the interlocutor and can be understood by each other. Chaer (2010) states that speech acts are individual symptoms, psychological in nature and their continuity is determined by the speaker's language ability in dealing with certain situations. In speech acts, it is seen in the meaning or meaning of actions in dealing with certain situations. Searle (2011) divides speech acts based on their function, namely assertive, directive, commissive, and declarative speech acts.

The conversation in the novel must be corresponded with the context of its use, so that the conversation is similar to the real situation of using language, thus the form of conversation in literature is pragmatic. It is pragmatic because, in interacting, a person is required not only to understand the elements of language, but also to understand the elements outside the language, namely the context of speech. This understanding reflects that language is pragmatic.

The importance of a pragmatic approach in reviewing novels because the novel is a portrait of people's lives contained in the form of a story that is beautiful, entertaining, and educational. There needs to be an understanding of the meaning that must be mastered by the reader in order to respond to the contents of the novel. The study of pragmatics is used in the novel in order to examine more deeply the language and meaning contained in the literary work.

By studying pragmatics, we can understand the people's intended meanings, their assumptions, their goals, and the kinds of action (request, refusal, agreement, disagreement, thanking, apologizing, etc). Moreover, to achieve the success in communication, a speaker from one language should understand the meaning and effects of utterances in relationship to the context and the speaker's intention (Fitriyah, 2021).

This study will focus on the types of directive speech acts used in the novel "Little Man" (English version). *Little Man* is a novel by Louisa May Alcott, which was first published in 1871 and republished in 2018 by Virago Press, London.

2. Literature Review

Levinson (in Leech, 1983) defines pragmatics as the relationship between language and context that is fundamental to the understanding of language. Understanding or use of language refers to the fact that language is used to understand an expression or utterance of language that requires knowledge beyond the meaning of the word or its grammatical relationship, namely the relationship with the context in which it is used. Searle (in Leech, 2014) divides illocutionary acts into *assertive*, *directive*, *commissive*, *expressive*, and *declarative*.

Searle (2011) explained that directive speech acts are speech acts performed by the speaker with the intention that the listener (speaker) performs the actions mentioned in the speech, for example: ordering, pleading, and challenging. In directive speech acts, there are speech events and speech acts. A speech event is a speech act that functions in verbal and nonverbal interactions.

Ibrahim (1993) explains that directive speech acts are not only an expression of the speaker's attitude towards the actions to be taken by the addressee, but the directive can also be an expression of the speaker's intentions (wishes and hopes) so that the speech or attitude expressed is used as a reason to act by the speaker.

An utterance spoken by speakers has various functions. According to Bach and Harnis (in Ibrahim, 1993) that the directive speech act of ordering or asking has the function of asking, begging, pleading, pressing, inviting, praying, inviting, and encouraging. The directive speech act is commanding. has the function of commanding, willing, commanding, demanding, dictating, directing, instructing, regulating, and requiring. The directive speech act of requesting has the function of asking, begging, pleading, pressing, inviting, praying, inviting, and encouraging. The directive speech act of asking (questions) has the functions of asking, inquiring, and interrogating. The directive speech act of recommending or recommending has the function of suggesting and asking. The directive prohibition speech act is a speech act that is intended so that the speech partner does not do things that are prohibited by the speaker. The directive speech act of advising has the function of advising, warning, counseling, proposing, suggesting and encouraging.

Previous studies about directive speech act can also found in Fitriah (2017), it indicates directive speech acts of ordering, advising, begging, and recommending. Putri, et al., (2019) found eight kinds of directive speech acts. While Sulistyani (2018) found directive speech acts as pedagogical function.

From the five categories of speech acts, the researcher wants to analyze one type of speech act as stated in the title of this study, namely directive speech acts. The directive speech act is a speech act study chosen by the researcher. The number of intentions to be conveyed from the speaker to the speech partner in an utterance is one of the reasons for researchers to choose directive speech acts as the focus of research.

3. Research Method

This research uses descriptive research. Bogdan, Robert and Bikien (2007) state that the design used in the research refers to the researcher's plan of how to proceed. The source of the data in this study is the speech acts contained in the novel *Little Men* by Louisa May Alcott (Alcott, 2018). The data in this study are directive speech acts of questioning, ordering, commanding, advising, begging, inviting, and prohibition.

Data collection techniques in this study used documentation techniques. The steps of data analysis were carried out by; 1) collecting data (reading novels repeatedly and marking data including directive speech acts), (2) reducing data (identifying and classifying the types and functions of directive speech acts, 3) presenting data, 4) drawing conclusions and verifying data.

4. Discussion

The directive speech acts performed by the speaker with the intention that the listener (speaker partner) performs the actions mentioned in the speech, for example: questioning, commanding, requesting, advising, begging, inviting, prohibition. The occurrence of directive speech acts in "Little Men" can be seen in the table below.

No	Kinds of Directive Speech Acts	Amount	Percentage
1	Questioning	126	41,8%
2	Commanding	74	24,5 %
3	Requesting	22	7,3%

4	Advising	16	5,3%
5	Begging	20	6,6%
6	Inviting	15	4,9%
7	Prohibition	28	8,3%
	Total Amount	301	100 %

Table 1: The Frequency of Occurrence of Directive Speech Acts in novel "Little Men" by Louisa May Alcott

Based on the table 1 above, it is found that there are seven kinds of directive speech acts in novel "Little Men" by Louisa M. Alcott. There are 301 utterances of directive speech acts. They are questioning (41,8%), commanding (24,5%), requesting (7,3%), advising (5,3%), begging (6,6%), inviting (4,9%), and prohibition (8,3%). The examples of directive speech acts can be seen in the following data.

4.1. Questioning

The directive speech act of asking is a speech act intended by the speaker so that the interlocutor provides the answer. A detailed description of directive speech acts of the type of questioning can be observed in one of the following data:

Example 1: Data 005 (page 4)

"Have you seen Aunt Jo?" (a)

"I haven't seen anybody yet but you boys; I'm waiting." (b)

Context:

The boy (a), who found something very attractive in the pleasant face of this slender, mild-eyed boy, asked to Nat (b) as if that was some sort of important ceremony.

Example 2: Data 111 (page 322)

"What did they say?" (a)

Context:

In the evening, as the Plumfield boys sat on the steps, as usual, in the mild September moonlight, they naturally fell to talking of the event of the day. Jack, who had been much impressed by the scenes of the day, asked to the Plumfield boys what have they talked.

The utterances (a) in data 005 and data 111 are directive questioning speech acts. Utterance (a) in data 005 requires a "yes" or "no" answer. In questioning utterance, the speaker directly asks the speech partner. The utterance (b) answered the speaker's question that he hasn't sees anyone yet. In data 111 (a), Jack asked to the Plumfield boys what have they talked.

4.2. Commanding

Commanding directive speech acts are speech acts that are conveyed by speakers to their interlocutors, so that they do something according to what is expected by the speaker. A detailed description of directive speech acts of the type of command can be observed in one of the following data:

Example 1: Data 001 (page 1)

“Mr. Lawrence, I have got a letter for the lady.” (a)

“All right; go up to the house, and give it to her; she’ll see to you, little chap” (b)

Context:

A ragged boy asked to the man (Mr. Lawrence) who opened the great gate at which omnibus left him.

Example 2: Data 023 (page 74)

“Oh, what next? asked Sally, all impatience to begin. (a)

“Shut the lower draught of the stove, so that the oven may heat. Then wash your hands and get out the flour, sugar, salt, butter, and cinnamon. See if the pie-board is clean, and pare your apple ready to put in (b)

Context:

Sally (a) helped Mrs. Jo (b) cooked some pies in the kitchen. She asked to Mrs. Jo what next to do. Then Mrs. Jo answered and ordered to her to shut the stove.

The utterances (b) in data 001 and 023 are directive commanding speech acts which are represented without using the word request because, the speaker asks directly for the speech partner. This can be seen from the context behind the speech. This utterance is a requesting directive, because in this utterance, there is a requesting intonation.

4.3. Requesting

The directive speech act of requesting type is an utterance that is conveyed to the interlocutor so that the speaker gets something or a speech act that is put forward to ask the speech partner to convey a message to others. A detailed description of the directive speech act of the type of ordering or asking can be observed in one of the following data:

Example 1: Data 010 (page 88)

“I told him to come because I thought you’d like it, but if there isn’t room he can go away again, “(a)

“Tell me about this Dan.” (b)

Context:

The boy (a) told to Mrs. Bhaer (b) that he had confidence in her hospitality. It was touched Mrs. Bhaer, and she could not find the heart to disappoint his hope, and spoil his kind little plan, so she asked about Dan.

Example 2: Data 016 (page 126)

“My dear dollies, how can I let them go?” (a)

“Let me keep one, the dear blue thing, she is so sweet,” (b)

Context:

The children (a) played the dolls and they didn’t want to let them go. Mrs. Bhaer tried to calm them with saying that she wanted to keep them.

The utterances (b) in data 010 and data 016 are directive requesting speech acts, because there is a requesting intonation in the speech. Utterances (b) are directive speech acts of

asking which is represented without using the word request because, the speaker asks directly for the interlocutor to tell about his friend named Dan to the speaker (010) and requesting keep the doll (016). These can be seen from the context behind the utterances. This utterance is a requesting directive, because in this utterance, there is a requesting intonation.

4.4. Advising

The directive speech act of advising is a speech act that is intended so that the speech partner can be influenced by what is conveyed by the speaker. A detailed description of the directive speech act of advising can be observed in one of the following data:

Example 1: Data 003 (page 14)

"You are all so kind – and it's so beautiful – I can't help it" (a)

"My child, you have got a father and a mother now, and this is home. Don't think of those sad time any more, but get well and happy; and be sure you shall never suffer again, if we can help it." (b)

Context:

Mrs. Bhaer (b) took Nat (a) away to her own parlour, where she let him cry himself quiet. Then she won him to tell her all his troubles, and listened to the little story with tears in her own eyes, though it was not one to her.

Example 2: Data 015 (page 300)

"Well, Daisy and I both think that if there are any angels, their wings look like that butterfly's as we see it through the glass, only more soft and gold." (a)

"Believe it if you like, and keep your own little wings as bright and beautiful, only don't fly away for a long time yet." (b)

Context:

Mrs. Jo (b) showed the children a microscope. Every one took a look, and then Dan showed them the lovely plumage on a moth's wing, the four feathery corners to hair, the veins on a leaf, hardly visible to the naked eye. The boys (a) amazed what they saw.

The utterances (b) in data 003 and 015 are advisory directive speech acts, because in the speech there is an advising intonation. Utterance b (003) is a directive speech act advising the interlocutor to be happy and not suffer anymore. Utterance b (015) is a directive advising speech act which is expressed directly because the speaker hopes that his interlocutor believes in what he likes. The use of diction "*Don't*" give the impression that the speech is in the form of warning advice. The utterance is represented by the speaker directly by using a speech act of advising and not using greeting words.

4.5. Begging

Begging refers to a speech act whose function is to beg. This type of speech act includes all utterances whose function is to ask the interlocutor to do something. This form of begging is used by speakers whose position is lower or younger than their interlocutor. Usually a slightly subtle tone. The following is an example of the data:

Example 1: Data 007 (page 66)

“Oh Aunt! Please could I go and make gingersnaps and things? Asia isn’t cross, and she say I may, and it would be such fun, please do,” (a)

Context:

In five minutes, Daisy (a) was back again, with a wide-awake face, a bit of dough in her hand and a dab of flour on her little nose. She asked to Mrs. Bhaer to make gingersnaps and things.

Example 2: Data 020 (page 330)

“Please, ma’am, could you lend us the girls for a little while? We’ll be very careful of them” said Tommy. (a)

Context:

With the October frosts came the cheery fires in the great fireplaces. Mrs. Jo and the children sat around the fireplace and do some happy and fun activities. Tommy begged to Mrs. Jo to ask the girls to help him.

The utterances (a) in data 007 and 020 are begging directive speech acts. In data 007, the speaker (Daisy) asked permission to Mrs. Jo to make a pie by herself. She use the words politely (*Please..?*). While in data 020 (a), Tommy begged to Mrs. Jo to lend him the girls (his friends) to help him. From these data, it can be said that the type of speech acts includes all utterances whose function is to ask the interlocutor to do something. This form of begging is used by speakers whose position is lower or younger than their interlocutor. Usually a slightly subtle tone.

4.6. Inviting

The directive speech act of advising is a speech act that is intended so that the speech partner can be influenced by what is conveyed by the speaker. From its function, this form includes all forms of speech that invite the interlocutor to do something. A detailed description of the directive speech act of advising can be observed in one of the following data:

Example 1: Data 006 (page 97)

“Let’s go down to the river, and cut a lot of news fish-poles”

Context:

One Saturday afternoon as a party of the boys went out to play, Tommy asked his friends to go down to the river.

Example 2: Data 013 (page 329)

“Uncle forbids our playing for money. Dan, what do you want?” (a)

“Let’s have a battle between the Greeks and Romans,” (b)

Context:

The children wanted to play the commerce, a good round game, and have cents for the pool. But because uncle forbids the commerce games, Dan asked and invited his friends to play a battle between the Greeks and Romans.

The examples of the dialogue above are inviting directive speech acts because the speaker intends to invite his interlocutor. In data 006, the speaker (a) asked and invited his friend to go down to the river. He tried to convince them to follow his ideas to go down the river, and his friends agreed with his invitation. In data 013, the speaker (a) asked what Dan wants to play, and Dan answered (b) with asking his friend to play a battle between the Greeks and Romans.

4.7. Prohibition

The directive prohibition speech act is a speech act that is intended so that the speech partner does not do things that are prohibited by the speaker. A detailed description of the type of prohibiting directive speech act can be observed in one of the following data:

Example 1: Data 002 (page 51)

"Don't work so hard, my boy, you will tire yourself out, and there is time enough" (a)

Context:

When Nat went to school on Monday morning, he quaked inwardly, for now he thought he should have to display his ignorance before them all. Mr. Bhaer watched his hot face, inked fingers and said that Nat should not work so hard.

Example 2: Data 011 (page 11)

"Don't do it.." (a)

Context:

The Stuffy determined to get a cry out of Nat. Nat (a), who hated cruelty, forbids his friend from doing something bad.

The utterances (a) in data 002 and 011 are included in directive speech act of prohibiting. In data 002, it shows that it is prohibition directly so that the interlocutor does not work too hard, because it will result in fatigue. While in data 011 (a) is a directive forbidding speech act that is expressed directly because the speaker forbids him not to take actions that make people cry. The utterances are represented by the speaker directly by using speech acts forbidding and not using greeting words.

Regarding the directive forms used in this novel, along with their functions, the findings of this study reveal that questioning utterances are very dominant (41,8%). It means that the dialogues in the novel *Little Men* used direct questions in their communication. It can be seen from the speakers who are based on the age or the closeness. When the speakers are older than the speaker partner or because of their closeness, then they used direct questions. The directive speech act of ordering or requesting which is obtained in the novel *Little Men* by Louisa May Alcott is characterized by linguistic markers such as; *go up, sit there, look here, come now, obeys him, tell now, put on, clear up*, etc. Pragmatic markers are characterized by the context of speech.

Research on the types of directive speech acts contained in the novel *Little Men* by Louisa May Alcott is supported by relevant research found in Putri's (Putri et al., 2019). They said that the function of the directive speech act of ordering or asking are

permitting, suggesting, joking, asking, inviting, and persuading. According to Bach and Harnish in Ibrahim (1993), the directive speech act of ordering or asking has the function of asking, begging, pleading, pressing, inviting, praying, inviting, and encouraging. In other words, based on the context, the directives speech acts in the novel "Little Men" have also functions as asking, giving advices, giving instruction, inviting, pleading, pressing, and encouraging.

5. Conclusion

Based on the results of research and discussion, the directive speech acts obtained in the novel "Little Men" by Louisa May Alcott are 301 directive utterances. They are questioning (41,8%), commanding (24,5%), requesting (7,3%), advising (5,3%), begging (6,6%), inviting (4,9%), and prohibition (8,3%). The most dominant directive speech acts types used in the novel "Little Men" is questioning, and the least is inviting. Knowing the directives acts in the novel can help the reader understand the content of the novel.

Furthermore, for the researchers who are interested in pragmatic studies language, especially speech acts, it is expected to explore and learn more about directive acts classification with various ideas or point of views.

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THE EFFECT OF CORRECTIVE FEEDBACKS ON L2 STUDENTS' WRITING PERFORMANCE

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Received: 2022/03/09

Accepted: 2022/03/22

Published: 2022/05/30

Abstract

In the past years, teachers have been made to assume that corrective feedback benefits students' writing improvement. Corrective feedback as "any information provides information on the result of behaviour. However, a growing body of research has been reinvestigating the effectiveness of corrective feedback as a result of John Truscott's claim of its inefficiency. This paper aims to expand the related study on written corrective feedback to find corrective feedback with a significant positive effect on students' writing performance. This experimental study obtained the data from sixty-six homogeneous L2 students which were equally divided into three groups. The first group was given explicit correction feedback, the second group was given metalinguistic clue feedback, and the last group was the control group. The result showed that the explicit correction was more effective compared to metalinguistic but the fact that the participants tend to perform better even without receiving any correction made the small effect of explicit correction to be questioned.

Keywords: corrective feedback, explicit correction, metalinguistic clue, writing performance

1. Introduction

This paper focuses on the effect of two corrective feedbacks, explicit correction and metalinguistic clues on L2 student's writing performance. It aims at answering the question of which corrective feedback has a stronger positive effect on students' writing performance. The importance of corrective feedback is shown in Van Beuningen, De Jong, and Kuiken (2012, p.2), in which they state, "error correction or corrective feedback (CF) is probably the most widely used feedback form in present-day second language (L2) classrooms." However, although, as Ellis et al. (2008, p.97) put, "how teachers correct second language (L2) students' writing is a topic that has attracted enormous interest from researchers and teachers alike," and many questions of this area remain uncertain and even the stakeholders—teachers cannot make use of different types of feedbacks' full potential (Hyland & Hyland 2006, p.83). Hence, we would like to investigate and compare the effects of explicit correction and metalinguistic clues on L2 students' writing.

2. Literature Review

Corrective feedback has been regarded as having a positive effect on L2 learners' writing accuracy (Sameera, Amin & Siddiqui 2016). Richards and Schmidt (2013, p.217) define corrective feedback as "any information that provides information on the result of behaviour." In teaching a second language, feedback "refers to the comments or other information that learners receive concerning their success on learning tasks or tests" (Richards & Schmidt, as cited in Ghariblaki & Poorahmadi 2017, p. 87).

Although Truscott (1996, p.327) argues, "the grammar correction in L2 should be abandoned" because it is ineffective and even harmful, yet this claim is rebutted by many scholars such as Ferris (1999), Hyland & Hyland (2006), Sheen, Wright & Moldawa (2009), Van Beuningen, De Jong and Kuiken (2012) and Lee (2008). For example, Ferris (1999, p.4) argues that Truscott "overstates negative evidence while disregarding research results that contradict his thesis."

Scholars (Bates, Lane, & Lange 1993; Ferris, 1995; Ellis, 2009) suggest that direct corrective feedback and indirect corrective feedback are the two main kinds of corrective feedback. Ferris (2006, p.83) defines direct feedback "as the provision of the correct linguistic form by the teacher to the student"; whereas "indirect feedback occurs when the teacher indicates in some way that an error has been made—by means of an underline, circle, code, or other mark—but this does not provide the correct form, leaving the student to solve the problem that has been called to his or her attention." The former is argued by many researchers (e.g. Ko & Hirvela 2010) as "one of the least effective method of giving feedback to students" (Seiffedin & El-Sakka 2017, p.168). Indirect feedback, on the other hand, is said to be more effective than direct feedback because by using indirect feedback, "students are cognitively challenged to correct the error based on their informed knowledge" (Seiffedin & El-Sakka 2017, p.168).

Regarding our study, explicit correction is a type of direct feedback, in which, as the name suggests, "the teacher provides the student with the correct form" (Ellis 2008, p.98). Related case studies include Lalande (1982) in which Lalande examines the effect of explicit correction on students' essay writing in US. In metalinguistic clues, on the other hand, the teacher does not provide the correct form directly, but some metalinguistic clues about the error. Ellis (2008, p.98) suggests two sub-types of metalinguistic clues, namely "use of error code" and "brief grammatical description". When the teacher uses the former, he or she will write codes, such as ww=wrong word or art=article, in the margin of student's assignment. For "brief grammatical descriptions", the teacher will number errors in student's assignment and group those errors together in several categories and write grammatical description for each group at the bottom of the assignment.

Based on the aim of this study stated above, we propose these three overarching research questions:

1. Is there any improvement in post-test score of students' writings?
2. Is corrective feedback effective as a strategy to improve students' writing ability?
3. Is explicit correction more effective than metalinguistic clues?

3. Research Method

In total, sixty-six homogeneous participants were involved in this study. They were chosen based on the same level of competence in writing (intermediate English learners). All of them speak the same L1 and were in grade nine at the time this study was carried out. To conduct this experimental research, the participants were equally

divided into three groups. The first group consisted of 10 females and 12 males, the second group consisted of 13 females and 9 males, and the last group had equal number of male and female students. The groups were classified as Explicit Correction (EC: group 1), Metalinguistic Clues (MC: group 2), and No Correction (NC: control group).

The instruments used in this study was picture composition task in which the students had to write 100-150 words of procedural text. Each participant needed to put the pictures in correct order and write two different texts (one for pre-test and one for post-test) about the procedure on how to make gingerbread men and fruit jelly.

In the first meeting, all participants from each group needed to do pre-test to judge their general writing ability as well as to ensure their homogeneity in writing performance. The teacher gave back the results with feedbacks to the experimental groups (i.e. EC and MC) regarding their grammatical errors the week after. EC group received their pre-test with explicit correction feedback on their grammatical errors.

Explicit correction is a type of feedback where the grammatical errors are directly marked and the correct form is given which was put around the errors to indicate the correct grammatical term for the errors. In the next meeting, they were asked to look at the grammatical errors and discussed them with the teacher in the class. Unlike EC group, MC group did not get any direct correction on the errors in their writing compositions. Instead, the teacher numbered and grouped the errors and then gave the students a brief metalinguistic explanation of each group (Shintani & Ellis 2013, p.290). In the next meeting, the teacher explained about the general grammatical errors and the participants were asked to analyse their own writing compositions and correct their own writing errors by themselves according to clues provided by the teacher. As a control group, no correction group only received the pre-test score without any feedback on their writing. They just received the final score of the pre-test without any clue and their writing was incorrect and the teacher did not make any comment on their writing performance. This type of treatment was given to the students in the course of a semester. At the final meeting, all groups (both experimental and control group) had to do post-test. It was the same test that they had on the pre-test. It was done to enable us to judge how they improved from receiving different types of feedbacks.

This study is a quasi-experimental study that compares the control and experimental groups. A one-way ANOVA and two-way mixed ANOVA are used to compute the result using SPSS. These two statistical procedures were chosen to make sure that the data were valid and to be able to answer the research questions. One-way ANOVA was used to compare the pre-test result of each group to see whether they are different in their means. It was needed to make sure that all students are equal in terms of writing proficiency so that the result of this study would be more valid. Two-way mixed design ANOVA was chosen to answer the research questions because there were three groups with different treatments in this study and each of them had to do two different tests (pre-test and post-test). Besides, we needed to compare the scores of pre-test and post-test of each group.

4. Result and Discussion

The statistical output of the corrective feedbacks (explicit correction and metalinguistic clues) answers the research questions of this paper. To begin with, descriptive analysis is provided to give general description on how the result of the statistical computation contributes to the inferential analysis (in this case One-Way ANOVA) to see whether all the students have the same level of proficiency on the pre-

test. Different levels of proficiency between the participants will lead to different result. Next, Mixed (One-Way and Repeated-Measure) ANOVA is computed to compare within-subject factors (groups of participants: explicit correction group, metalinguistic clues, and control group) and between-subject factors (pre-test and post-test). The result will give us a clear understanding on which group performs better in writing.

4.1. Result

The result of comparison on the pre-test scores for each group is shown in Table 1. At the beginning of the study, it is important to make sure that all the participants have the same level of proficiency. This is very important because different level of proficiency at the beginning would affect the effectiveness of the treatment; in this case the corrective feedbacks. To make sure that all three participants groups had the same writing ability, a One-Way ANOVA was conducted. Descriptive statistics reveals that there is not much difference in the means between the explicit correction, metalinguistic clues group and the control group. All of them have similar mean around 64 - 66 and the difference in standard deviation is not very big. The result ($F_{(2,63)}=.542$, $p = .584$) shows that there is no statistically significant difference between all the three groups pre-test. This result can be seen by looking at the p value that is above 0.05. It means that all students are homogeneously chosen from the same level of proficiency that is proven by no difference between them. Since the ANOVA result showed insignificant result, there was no post-hoc test taken.

Groups	n	Mean	SD
Explicit correction	22	64.1364	7.809
Metalinguistic clues	22	65.5455	7.048
Control group	22	66.3182	6.190
Total	66	65.3333	6.997

Table 1: Descriptive statistics for pre-test

Table 2 shows the inferential statistics result of the corrective feedbacks. It shows that the three groups seemed to have the same type of improvement in post-test. There was no any group performed significantly better than the other. The two-way mixed ANOVA was conducted to see the writing performances regarding the feedbacks given for the pre-test. The types of feedback were considered as within-subject factors and the tests (pre-test and post-test) were the between-subject factor. ANOVA test resulted in there was no significant effect of the treatments (explicit correction, metalinguistic clue and no correction) on the student writing performance $F_{(2,84)} = .175$, $p = .840$. It can be seen by the p value which is higher than 0.05. It also affected the effect size that was very small (less than .1) around 0.4% ($\eta^2 = .004$). The significance level standard is 0.05, which is lower than the result ($p = .840$). As mentioned before, this happened because all the students perform equally well in the test. The post-hoc pairwise comparison for corrective feedbacks (within-subject factors) using Bonferroni reveals that there is no group significantly better than the others. All the three groups had exactly the same performance proven by the p value is higher than 0.05 (in this case $p = 1$).

Source	df	Mean square	F	Sig.	Partial Eta Square
Group	2	8.394	.175	.840	.004

Group*Test	2	40.394	.843	.434	.20
Error (group)	84	47.894			

Table 2: Within-subject effect

Table 3 shows the descriptive comparison of pre-test and post-test based on the treatment given and Figure 1 shows the result of between-subject effect on estimate means in student pre-test and post-test. The comparison of students test and type of feedbacks is shown in Table 2. From the Univariate ANOVA test, it was shown that both pre-test and post-test have significant main effect, $F_{(1,42)} = 85.95$, $p < .001$ with large effect size 67% ($\eta^2 = .672$). This means that the students performed significantly better in one of the test regardless of the corrective feedback given by the teacher. The post-hoc test using Bonferroni shows there are significant differences of the tests (pre-test and post-test) in student performances. It shows that the students perform significantly better in one type of test compared to the other with a significant p value ($p < .001$). From the descriptive statistics, it is apparent that the students perform better in post-test with the mean of 77.18 while the pre-test only 65.33.

Corrective feedbacks	Test	Mean	SD	N
Explicit correction	Pre-test	64.13	7.80	22
	Post-test	77.59	7.81	22
Metalinguistic clues	Pre-test	65.54	7.04	22
	Post-test	77.90	6.81	22
No correction	Pre-test	66.31	6.19	22
	Post-test	76.18	6.54	22

Table 3: Descriptive statistics for corrective feedbacks

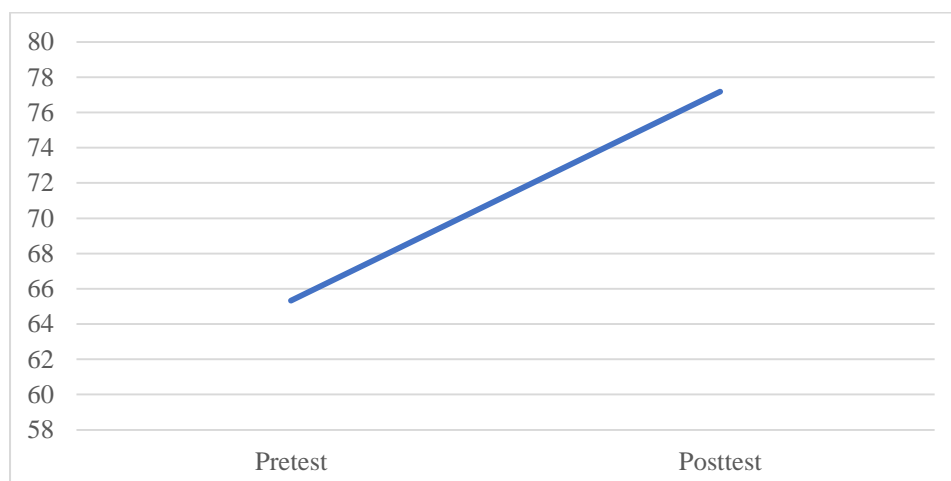


Figure 1: Pre-test and Post-test Comparison

Figure 2 provides the result of analysis of the variance test between corrective feedbacks and tests. The analysis of variance test showed that there was no significant interaction effect of corrective feedbacks and tests scores (pre-test and post-test),

$F(2,84) = .843$, $p = .434$ with small effect size, $\eta^2 = .02$ (2%). The result told us that the tests results were not significantly differed in corrective feedbacks. However, if we look at the descriptive statistics, the group which received metalinguistic clues feedback tend to perform better than the explicit correction in the post-test, although the difference of the mean is only .40. If we take closer look at the pre-test score as well, it is shown that basically explicit correction group perform better than the metalinguistic clues, so the difference of the means for post-test score is obvious from the beginning. However, the difference between the means in pre-test and post-test scores show that explicit correction performs better than the others because it has a higher improvement in scores compared to the others (it can be seen by subtracting the pre-test and post-test scores from each group).

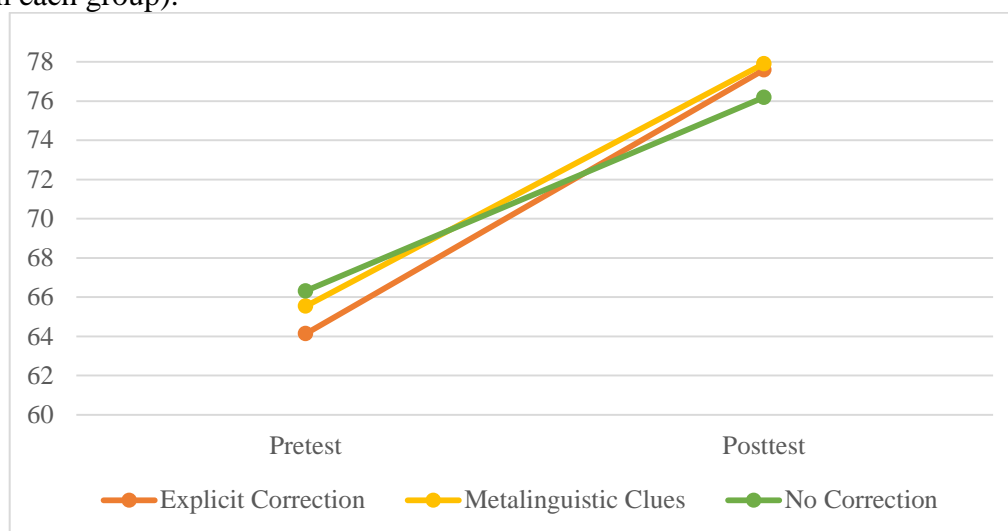


Figure 2: Student performance in both test based on feedback given

4.2. Discussion

As mentioned at the beginning of the paper, this paper's aim is to compare the effect of explicit correction and metalinguistic clues on L2 students writing task because there are debates related to corrective feedbacks given to the students. Some studies have shown that explicit correction has a positive effect in improving students' writing ability (e.g., Ellis et al., 2008; Krashen, 1981; Erel & Bulut, 2007; Lu, 2010), on the other hand, our study argues against the results of the previous studies.

Improvement in Post-test

The first research question addresses the idea of improvement in students' post-test score. As Dimitrov and Rumrill, Jr. (2003, p.159) state the purpose of pretest-posttest designs are comparing groups and/or measuring change resulting from experimental treatments, the change of scores of pretest and posttest indicates the effectiveness of the experimental treatments, in our case, the corrective feedback. From the result of the descriptive statistics above, it can be concluded that the three groups tend to have a higher score in post-test than pre-test regardless what kind of treatment was given to them.

Above all, the post-test scores did show improvement in experimental and control groups. The improvement in post-test score could be caused by the awareness of their grammatical errors after receiving pre-test result and they already had basic knowledge of English grammar which helped them identifying the errors.

Effectiveness of Corrective Feedback

The result of this study revealed that the corrective feedbacks given to the students was slightly effective to improve students' writing ability because they tend to perform better in the post-test even without any treatment. The result of the study argued against some previous studies such as Bitchener and Knoch (2010) and Ellis et al. (2008) in which it was shown that there was positive effect of explicit correction to the students' improvement in writing scores. Moreover, metalinguistic clues tend to have small positive effect on the students' score especially in writing. Schmidt (1992) and Krashen (1981) believe that metalinguistic clues is only good in short-term because the students are aware of their grammatical mistakes errors but they have little understanding about its concept so they will easily forget it over time. Our results support the argument of Truscott (1996) which argues that grammar correction is not effective to teach writing skills.

There might be some reasons for the result of this study which shows ineffective treatment of correction feedbacks, one of them may be caused by the students' familiarity with the writing topic and the students' awareness of their grammatical errors since they are intermediate level learners so that they already have knowledge about basic English grammar. Another reason might be because of the limited number of participants. In our study, each group only consisted of 22 students which may be regarded as insufficient. The bigger the sample, the higher the validity of quantitative research will be. Besides, previous studies assessed the writing scores several times (not only pre-test and the post-test) while our study only tested the participants twice. In addition to that, we also assume that the use of auto-correction tool in a word procession software that the students utilized during the pre and post test might affect the result. Thus, the reasons of a different result compared to previous studies are answered.

Explicit Correction Vs Metalinguistic Clues

As mentioned above, there are many previous studies resulted in the positive effect of explicit correction compared to metalinguistic clues. This study, however, shows that there is no positive effect of corrective feedbacks on the writing scores because all the participants tend to perform better in the post-test. However, by looking at the descriptive statistics, we can see that they perform better after receiving explicit corrective feedbacks rather than metalinguistic clues. It is in line with previous studies conducted by Bitchener & Knoch (2010), Ellis (2008), Shintani & Ellis (2013) which resulted in better performance after receiving explicit feedback.

The fact is the explicit correction is more effective than metalinguistic clues based on the descriptive statistics results because all the groups perform equally better in post-test even without any feedback given.

5. Conclusion

As stated in the introduction of this study, this paper aims at answering the question of which corrective feedback has a stronger positive effect on students' writing performance. Some previous studies such as Sameera et al. (2016), Richard and Schmidt (2013), and Van Beuningen et al. (2012) resulted in error correction is an effective way to use in L2 classrooms. However, the results of our study argue that the corrective feedbacks are ineffective because all the participants tend to get higher score even without receiving any feedback from the teacher. The results support Truscott's (1996) opinion that corrective feedback is a harmful way to teach writing skill.

However, if we compare the effectiveness between EC group and MC group, we could still figure out the difference, as shown in the descriptive statistics showing that explicit correction is more effective compared to metalinguistic but the fact is the participants tend to do better even without any correction and this makes the explicit correction abandoned.

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COMPLEXITIES IN TEACHING ENGLISH IN HIGHER SECONDARY LEVEL: A STUDY OF FOUR COLLEGES IN BOGURA DISTRICT, BANGLADESH

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Received: 2022/04/21

Accepted: 2022/05/13

Published: 2022/05/30

Abstract

This paper aims to explore the challenges of English language teaching in the Bogura district, Bangladesh. Although Bogura is advanced in establishing educational institutions and trades, it is still lagging in respect of the quality and consequence of English language teaching in higher secondary education. In comparison to the other subject, it seems much more difficult for both teachers and learners. Therefore, the problems of English language learning have been listed, and the result of class observation of colleges in the Bogura district has been presented. To do this study, a descriptive research design, quantitative method, and questionnaires are used. The present findings opine that the majorities depend on the exam system to just pass the exam and there is no equal chance to be skilled in four skills of the English language students. The lacking of teachers has also been detected. However, the study attempts to illuminate a scenario of the English teaching system as well as the problems and prospects of English language learning and teaching in higher secondary education.

Keywords: Teaching, English, Complexity, Higher secondary

1. Introduction

Language is a systematic way of communication. There are approximately 6,500 languages in the world. English is a kind of language that has been used in every country since the middle age of the 18th century. English is a well-known universal language of education, science, technology, computer, tourism, diplomacy, world literature, philosophy, commerce, aviation, and as well as communication (Sharma, 2021). Giri (2014) asserts that English has been playing the role of lingua franca. As English is an international language, and it is the language of communication, modern technology, media, trade, and higher education, it is really important to build the skill in this language. Biswas says (2018) that English is now a vital chapter for the people of Bangladesh, covering from everyday life to education and profession. This language proficiency depends on practice. According to Hamid & Honan (2012), approximately 17 million children are studying English, Bangladesh is one of the largest populations in the world learning English as a foreign or second language. Most recently, the government of Bangladesh instructs English as a second language through its curriculum (Ministry of Education, 2010). As it is a foreign language, students must be

followed some processes to be capable of this language. Proficiency in the English language is influential for higher secondary learners because after this stage they have to attend higher education. This level is not considered the conclusion of the secondary level, but rather as grounding for a four-year college or university (Islam & Hashim, 2019). The significance of this education or shortage of it is felt during the person's life; so, this level of learning should be utilized to make the skill in the English language. But the problem is that the system of this country's education is not up to the mark. The proficiency in speaking and writing is not quite good (Shawlin, 2019). So, we have to think about the betterment of English language learners, especially in the higher secondary levels. For this reason, the challenges need to be addressed to find a solution. The researchers have tried to identify some complexities that can be useful to cope with this concern.

Bangladesh has been known as a monolingual country from the time of our independence in 1971, Bangla is the only national and official language (Faquire, 2010). Therefore, Bangla is being used for daily communication. In Bangladesh; Governor-General Lord William Bentinck introduced the English language in 1835. At first, it was not accepted, and then Raja Ram Mohan Roy and Lord Macaulay received Governor General's approval in 1835. After that, the students of Bangladesh need to learn English for almost twelve years but the proficiency in speaking or writing is not satisfactory. As a result, English always fails in public exams. In Bangladesh, students need to learn the English for Today series for their secondary level and Higher Secondary level, but it is a traditional method to teach English with this book. There is found a real shortage of competent English teachers in Bangladesh, especially in Bogura. Most school teachers complete their graduates only, and they are not so qualified to teach English because one gets just a degree without studying proper English or without securing qualifying marks in it. But the condition at the Higher Secondary level is slightly better than the secondary level in our country. Higher Secondary level educators at least have an M.A degree in English. But the problem is to be concerned that their courses are oriented toward literature rather than language. And it is hardly possible to get a degree in English without having reasonable proficiency in the language. But the real concern is that teachers are not trained in their specific study zone. An untrained teacher cannot teach language efficiently at any level in any part of education. English Language teaching is very important because for better welfare it will prove that HSC level students will get the benefit to become finesse English learners (Shawlin, 2019). Another thing is to use only the GTM method in the class to teach them the English language through grammar rules. Though, CLT is introduced for communicatively practicing English in 2001 (Siddiqua, 2016).

However, NCTB has taken some initiatives in their textbook for the progress of the students, but the sorrowful thing is that this initiative is not properly accepted by the teacher. Firstly, they have added some approaches like CLT. In 2001, CLT was introduced to the HSC level learners and gave them the scope to practice the English language communicatively (Siddiqua, 2016). They believe that through this approach students can do better in their learning. According to the new curriculum, maximum evaluation from primary to higher secondary level will be carried out throughout the

studying period in the educational institutions. This evaluation needs to be done through project work, assignments, pair work, quizzes, sports, poster exhibitions, and co-curriculum programs. Another important thing is that NCTB gives some recommendations for the teachers which will help them to develop their teaching skills. The teacher will have a significant role in this system. So, our teachers can do better with the updated curriculum which has been given by the NCTB authority. But still, this policy is neglected by the teachers. Curriculum changes often fail because the policymakers do not think about the needs of the teachers (Fullan, 2007).

1.1 Historical Background of English Language in Bangladesh

An appropriate historical overview of the status of English in Bangladesh can be divided into the following sections:

(a) The status and the learning system of English in the pre-independence period, i.e., up to 1947 (colonial period). (b) The status and the education of English in the newly formed Pakistan period (since 1947-1971) or post-colonial period. (c) The grade and the education of English in a newly created Bangladesh (from 1971 onwards) or post-liberation (Islam & Hashim, 2019). These three stages will provide us the authentic knowledge about the installation of the English language. In the first half of the 19th century, British colonial leaders firmly established English as an obligatory curriculum subject by introducing English teaching and learning in this sub-continent (Islam & Hasim, 2019). Since that time English has been a vital element of our national curriculum (Hoque, 1997, p. 130). During the British regulation, English became the mechanism and language of the colonial authority. Colonial administration, education, and commerce used it as their medium of communication. This language was recognized as the major vehicle of development and enlightenment of the western variety. Therefore, In the Indian subcontinent, it became a familiar means of communication between the ruler and the literate class. English maintained that place till the separation of India in 1947 (Hoque, 2017).

In 1947, after the end of British rule, the present region of Bangladesh was placed as one of the two parts of the Dominion of Pakistan- then recognized as East Pakistan. The colonial language received new status and authenticity with the formation of the dominion power. The English language was used as the associative language between East and West Pakistan... (Hamid & Earling, 2016). According to the constitution (1956), English is considered their official language for 20 years (Khatun, 1992). Waseem (1987) asserts that after independence English has revitalization in Pakistan. In 1972, the Constitution of Bangladesh was written and it was stated that from that time on, Bangla will be the language to be used in administration, judiciary, and also in the education sector as the medium of instruction. From 1972, the primary level and tertiary level were deprived to study English, and only at the secondary level maintained as a subject to be learned...but due to a lack of sufficient supply of translated books in Bengali, English needed to be kept in the system of education (Ara, 2020). For this reason, after the liberation of Bangladesh, the new Government took the initiative to

reform the 'English Language Teaching and Learning System' (Islam & Hashim, 2019). For this step, this subject has been given special attention to be skilled in it. English is an obligatory subject that obtains an important place in National Curriculum (Islam & Hashim, 2019). At present English, is taught from class one in many primary schools and also in nursery and kindergarten schools unofficially (Khatun, 1992, p. 99). Students study English all their school and college life before putting their name down to university (Ara, 2020). Farooqui (2007) asserts that presently English language teaching in Bangladesh is occupied a significant place due to the ever-growing global demand for English in professional sectors.

Then, the researchers may discuss some methods or approaches to be used to develop this language like the GTM method and CLT approach. GTM method is used widely in our secondary level education. The CLT approach has been applied to improve the quality of English language teaching, but the result is not optimistic for the students.

1.2 Teaching English at the College Level

In Bangladesh, learners are taught English for about twelve years from primary level to HSC level (Shawlin, 2019). But it is a matter of sorrow that the teachers have no concern to develop the skill of the students.

As Banu (2009) asserts that teachers view English as a set of content rather than an assortment of language skills. They try to keep busy with their students by completing those contents instead of giving attention to their language competence. Education management authority keeps the teachers under pressure to complete their large syllabus within a short time. Thereby, competency has been given less importance while the priority is to complete the syllabus or textbook. She again emphasizes students' comprehensive level and also communicative skills more willingly than rightness and accuracy. Teachers of HSC level basically from village areas break off the young students' flow of English learning by creating a sense of being exact and grammatically accurate. It makes a sense of being attentive and always about making mistakes which encumbers the learners' in their language acquisition process.

(Biswas, 2018) states that (Selim & Tasneem, 2011) have also blamed these ELT teachers by saying "When CLT came to Bangladesh the traditional English teacher strongly opposed it because they were not prepared for something new". The teachers of intermediate level barely feel the consequence of enhancing learners' speaking and listening skills. Though many days have passed and different methods have been applied but the scenario of our classroom has not been changed. Yet, our teachers feel comfortable to teach the learners according to the traditional method... Therefore, this is the picture of HSC level classes and their learning system of English language teaching.

The desired hypothesizes of the research are as follows: 1. Teaching a foreign language has some complexities. If a teacher starts to teach it, he or she will face some difficulties. 2. As native students are not accustomed to the foreign language, they have some problems to be faced.

2. Literature Review

In higher secondary levels English is considered a compulsory subject. But it is found that at the higher education level there are a lot of obstacles that need to be overcome (Shawlin, 2019).

Over the last few years, the level of standard in English language and teaching has declined alarmingly (Hamid, 2011). In Bangladesh, English language education has always been uncertain, despite various efforts to induce curriculum reform (Rahman & Pandian, 2018). The National Education policy approves communicative English for assisting the present generation to cope with the competitive globalized world (Shawlin, 2019). Karim (2015) says that the National Curriculum Board has modified its curriculum to include the CLT approach at Higher Secondary level and given the emphasis on this approach by adding the four skills of learning a language- listening, speaking, reading, and writing. Yet, no remarkable change has been noticed in the field of English language teaching (Shawlin, 2019). The problem is to lack of implementation. The exam is one of the vital obstacles to giving importance to four skills together. The exam is one of the most significant factors in learning outcomes which motivates learners to practice more on a particular topic, and skills of their assigned exam syllabus (Sultana, 2014). Learning a language and learning behavior are considered similar where the learner requires having an actual stimulus and operant conditioning (Skinner, 1957).

In this regard Exam work for the students is considered one of the most significant stimuli to work hard (Heaton, 1976). At the time a competitive exam like the HSC exam excludes speaking and listening skills it inspires learners to give less importance to those skills in learning (Shawlin, 2019). Writing is also an important issue in language. According to Coffin et al. (2003), students compose writing for many reasons including evaluation, the progress of their critical thinking skills, understanding and memory, the propagation of their education in the classes, the enrichment of their communication skills, and preparation for their future knowledge areas as their profession. Due to the lack of skill, the entire result of the public exam is not acceptable (Suvin, 2020). Another matter is to avoid the direction of NCTB to teach English. Though the textbook is written with communicative thought, they are found unwilling to accept the guideline of the book (Hoque, 2009).

Thus, illuminating multifaceted problems including implementation of CLT, teaching method, incompatible language education strategy, instructional materials in practice, and language teachers' professional improvement, are the most notable negative aspects of English language teaching (Rahman et al., 2019). However, there is a possibility to find the challenges of English language teaching.

3. Research Method

Mason (2011) states that research methodology illuminates an overall research strategy. The research questions are the first section of this chapter. Then, there are details of the research methodology like quantitative methodology. After that, the

researchers have described the research environment, participants, instruments, and data collection procedures. Finally, the researchers have discussed the method of data analysis. They have followed a systematic, and ethical way to complete this analysis. The ending part of this paper also presents an ethical statement that serves as a protection to ensure that the rights of participants are valued in each way the paper is shown.

3.1 Research Design

According to Creswell (2008), research designs are some techniques and procedures to span the decisions from general assumptions to detailed methods of data collection and analysis.

In a word, the research design is an absolute guideline of a study where the direction of data collection, use of instruments, processing, and evaluation of collected data are focused on systematically dealing with the main research questions. In addition, research design leads the researcher with a necessary plan of action and its limitations. The techniques of the quantitative method were used to obtain data from participants. Questionnaires and classroom observation were the main tools that the researchers used in the study. The researchers prepared two sets of questions including close-ended questions for the students and open-ended questions for the teachers. As the goal of the study is to recognize the complexities of teaching English at the higher secondary level in Bogura, a quantitative method is applied to accomplish this study. To conduct our research, the researchers prepared one set of close-ended questionnaires which were 10 in number. Then, they began to search the suitable institutions where they could pursue their studies. As their present living place belongs to Bogura in the Rajshahi division, the four colleges of Bogura have been selected to continue the study. After that, the researchers approached the head of four colleges and requested them to be permitted to carry out their research. After getting the permission a consent form was given to be filled out. Despite some difficulties, the researchers have been able to obtain their information. They gathered their data from college sources to be added to their research.

3.2 Participants

The researchers have only been authorized to work with four specialized English teachers to answer their offering open-ended questions. Then they observed the classes where approximately 30 students were present and they also selected them for giving the close-ended questions of the study. Approximately 85 students have been selected to accumulate data from four colleges in the Bogura district. Though they were unknown to them, they completed their providing information sheet.

3.3 Data Collection Procedure

The information of the study was collected within one week, using a variety of quantitative methodologies. The researchers managed this information to work for one week where they observed the class and the questions of their research were filled up by

the students and the teachers. In a classroom, the researcher saw the style of teaching, cooperation between student and teacher, and their activities, as well as gather information on teaching methods, textbooks, and teaching materials. Apart from this, the researchers also individually talked with teachers for gathering information about the present learning situation which helped them to observe the class very perfectly.

3.4 Classroom Observation

At present, the researchers observed the classes of four colleges for one week. There, they entered as a student and sat on a bench in a corner of the class to monitor the class. There they found around 30 students in a class but the total number was above 100. The students of those colleges could not take him easily but he tried to adjust himself. Each class lasted 40 to 45 minutes. The maximum students felt very comfortable speaking Bangla in their class activities. For this reason, teachers are accustomed atom to giving their lectures in Bangla. Sometimes they speak in English. When the attendance of the students is high, it is very difficult to manage the class.

4. Discussion

This part shows the present findings of the study. Relevant data is presented in the column charts and pie charts. The findings of the study are graphically presented and then analyzed in the descriptive method. At first, close-ended questions for the students' are noted. Then close-ended questions for the teachers are mentioned. The analysis of the findings is added in the final section of this chapter.

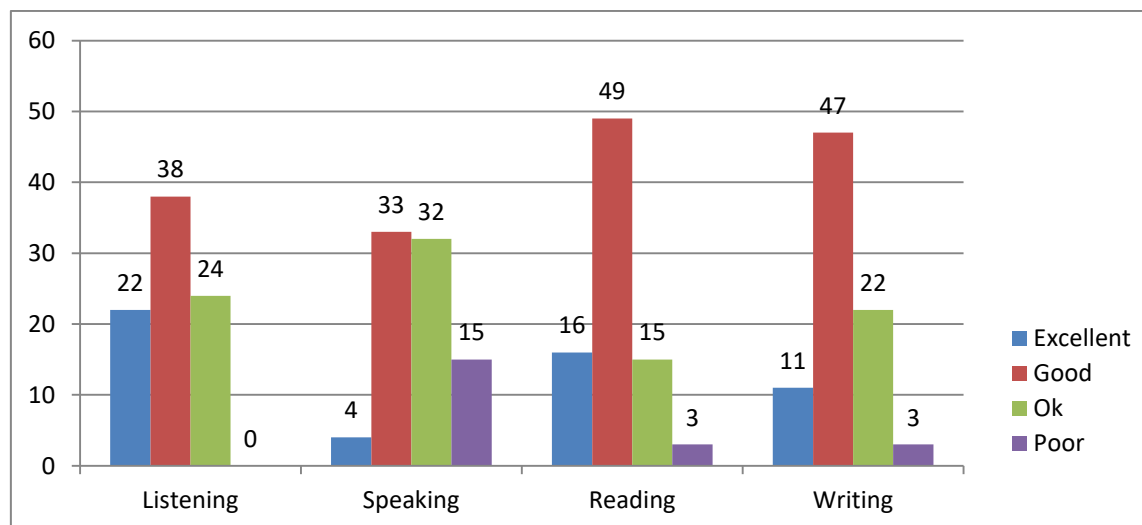


Figure 1: Student's capability in four skills of the English language

The above chart is to show the student's capability in four skills of the English language including listening, speaking, reading, and writing.

Listening

Approximately 25% of the students are excellent while 44% of the participants are good whereas 28% of the learners are ok and 3% of the pupils are poor at listening. Among them, 2% of the students didn't like to respond.

Speaking

Around 4% of the apprentices assured their excellence whereas 38% of the students are good while 37% of the participants are ok and 17% of the pupils are poor at speaking. Besides, 1% of the learners didn't will to answer.

Reading

About 18% of the students are excellent and 57% of the learners are good at reading. Besides, 17% of the pupils confirmed that they are ok whereas 3% of the participants are poor at reading. Apart from this, 2% of the students didn't want to give their answers.

Writing

This chart delineates that almost 12% of the apprentices are excellent while 55% of students are good at writing. It also reflects that nearly 25% of the learners are ok whereas 3% of them are poor in writing. Moreover, 2% of them have found reluctant to answer.

Moreover, the capability of the learners in spelling, vocabulary, punctuation, and grammar are also mentioned here as-

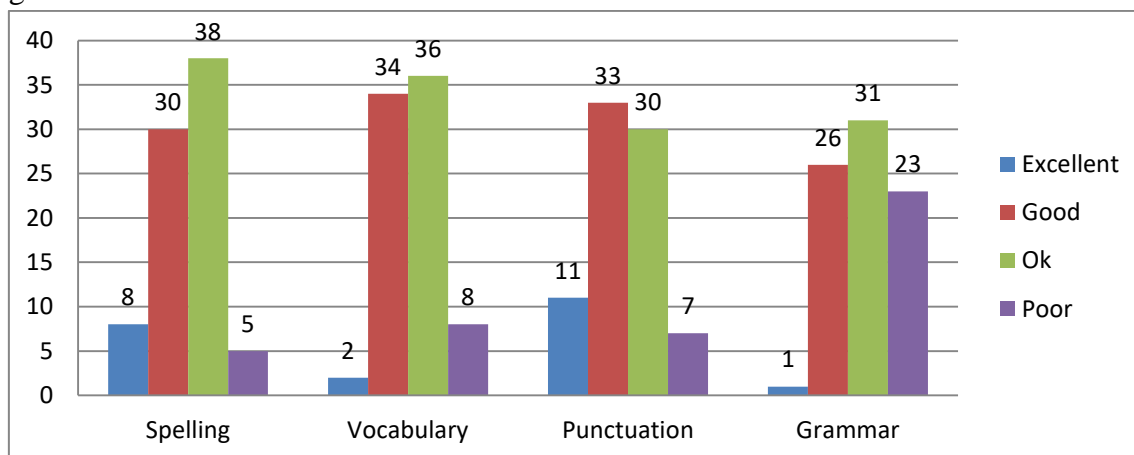


Figure 2: Students' Linguistics Capability Checking

Spelling

Approximately 9% of the learners are excellent while 34% of the students are good whereas 44% of the learners are ok and 5% of the pupils are poor in spelling. Among them, 5% of the students didn't like to react.

Vocabulary

About 2% of the students are excellent and 39% of the learners are good at reading. Besides, 41% of the pupils confirmed that they are ok whereas 9% of the participants are poor in vocabulary. Apart from this, 6% of the students didn't want to give their answers.

Punctuation

This chart delineates that almost 11% of the apprentices are excellent while 33% of students are good at writing. It also reflects that nearly 30% of the participants are ok whereas 7% of them are poor in punctuation. Moreover, 5% of them have found reluctant to reply.

Grammar

Around 1% of the apprentices confirmed their excellence whereas 26% of the students are good while 31% of the learners are ok and 31% of the pupils are poor in grammar. Besides, 5% of the learners didn't will to respond.

Later, some questions have been asked to the students to get their consent of them. The rates of their assent are presented in the pie charts.

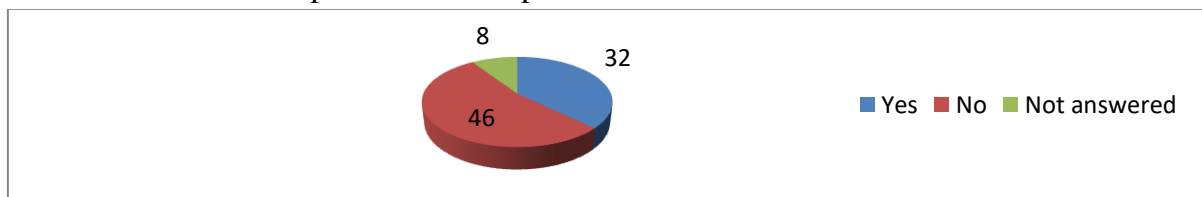


Figure 3: If the students have any idea of the GTM and CLT

Around 53% of the participants said that they were familiar with the term GTM and CLT while 37% of them weren't. Besides, 8% of them were found blank on their answer paper.

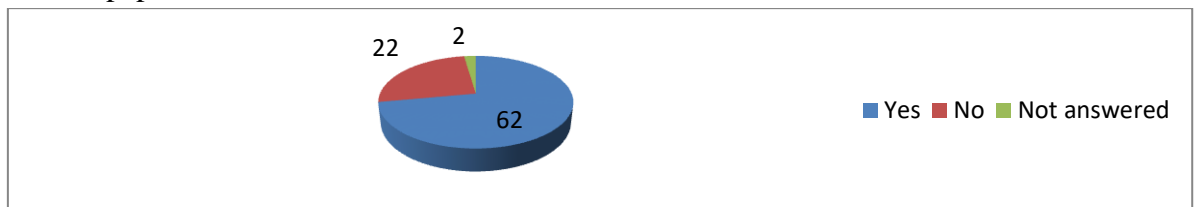


Figure 4: The medium of communication in English class

Nearly 72% of the learners asserted that they communicate in English in class. Besides, 25% of them don't communicate in English in class and 2% of them were reluctant to opine.

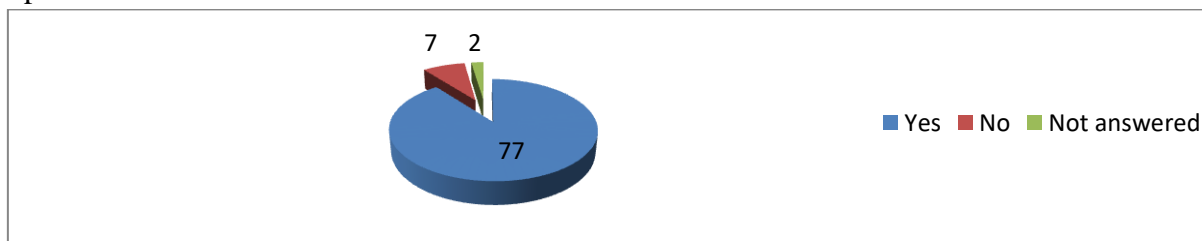


Figure 5: Whether teachers talk in English to the students in class

A maximum number of the apprentices (about 89%) agreed that their teacher talk in English to them in class. Nearly 8% of them gave their different opinion on it and 2% of them were loath to reply.

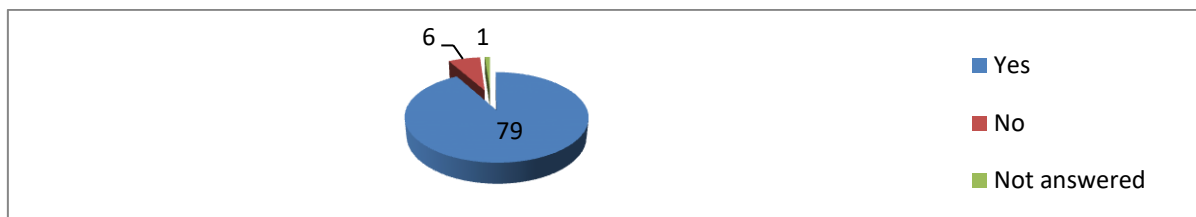


Figure 6: If English teachers offer the students the lesson on the four skills including speaking, listening, reading, and writing

Around 91% of the pupils gave positive comments on it whereas 6% of the learners were found negative and 1% of them remained silent.

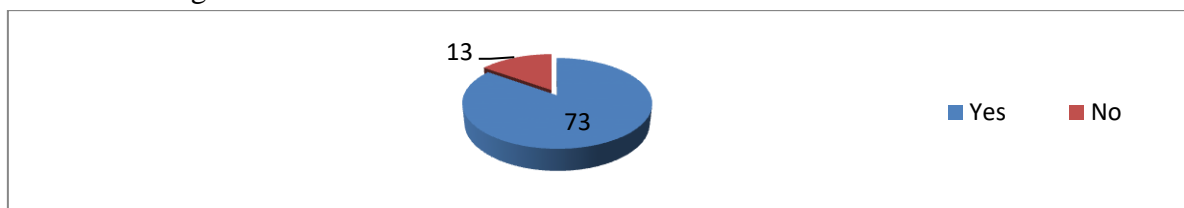


Figure 7: If the teachers motivate the students to develop their English language skill

In this regard, all of the participants gave their views. A large number (about 84%) of them claimed that their teacher motivate them in learning the English language while around 15% of them chose to give negative reactions.

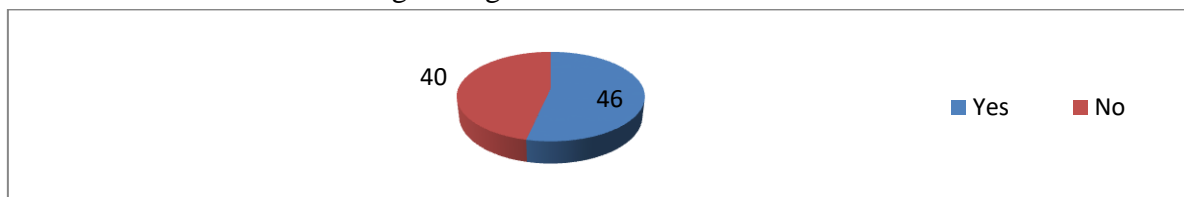


Figure 8: Whether the students think the exam system forces them to remain unskillful in English

Approximately 53% of the learners agreed that they agreed with it, but 46% said they didn't think so.

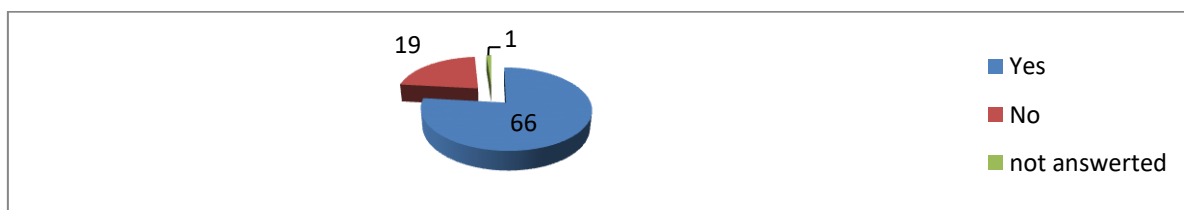


Figure 9: If the learners think that the process of English language teaching is appropriate

The majority (nearly 76%) of the learners answered positively about their opinion but 22% didn't agree with it. Besides fewer students (1%) didn't like to answer.

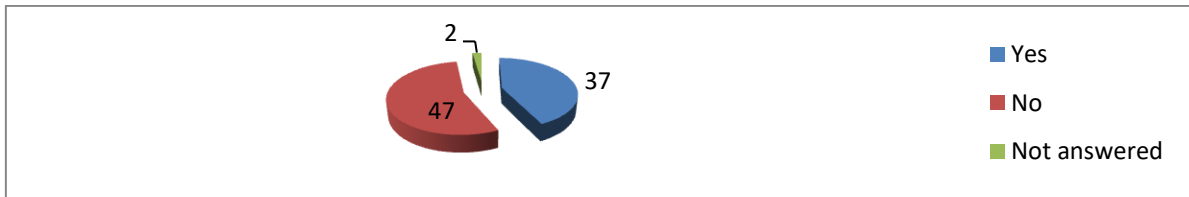


Figure 10: If the students have the fluency in the English language

A large portion of the students (around 54%) couldn't talk fluently in English while 43% of them said yes and 2% of them didn't like to respond.

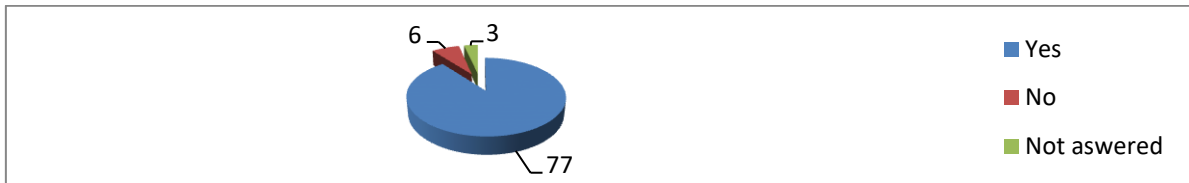


Figure 11: Whether the students think that they are being provided proper guidance to develop their skills in the English language

A maximum number (around 89%) of the apprentices admitted that they are being provided proper guidance to develop their skills in the English language whereas some of the students (about 7%) didn't think so and 3% of them remained quiet.

As English is not our native language, we may have some issues learning and teaching it. The present findings show the language ability of the learners. To be competent in a language, a student must have proper knowledge regarding speaking, listening, reading, writing, vocabulary, punctuation, spelling, grammar, etc. The researchers have tried to sort out the issues to gather proper knowledge of the language. To survey, a close-ended question has been served to the learners from various higher education institutions where they put a tick as a choice mark. From that, the ability rate of four skills of language, other information of learners, and lack of teacher and education system will be discussed.

By chart 1, a few students are excellent in the four skills of the language; most of them are good while some of the learners are ok and some of them are poor. But the percentage of speaking skills is being decreased in comparison to other skills. Maximum students opined that they have complexity in speaking.

According to chart 2, Most of the students are ok with spelling, vocabulary, and grammar. The punctuation rate is high in comparison to other skills. Besides, the excellence rate is very low. Some of them are good at these skills.

Students also have given their opinion on the other questions which have been added to the pie charts. Most of them have stated that they don't know about CLT and GTM but they have been given lessons on the four skills, they have been motivated and guided by their teachers but the exam system is not appropriate. Moreover, they think that it's one kind of obstacle in their way of learning. A large portion has admitted they are not fluent in speaking English which is very alarming for us.

Furthermore, our educational institution and teachers also have some shortage which is discussed below-

Teachers' Qualification:

A higher secondary level is considered a preparatory level for higher education. If students make their basics strong, they can shine in life. Therefore, the college section plays an important role to develop learners' basic education. In this regard, the roles of teachers are so effective. If the learners are provided proper guidance, they can illuminate themselves. In the fieldwork, the researchers observed that most of the teachers have M.A. degrees in English but the sorrowful thing is that they don't follow any method and they don't have any proper training in CLT. To tell the very truth, they have no clear conception regarding CLT and GTM. To teach a student a teacher must have adequate knowledge regarding the subject but in this country, it's rare.

Lack of Proper Training:

Teachers train their students to be educated. The lacking of teachers has had a bad impact on the students. In our education system, teachers' responsibility is to guide the students to make a good result in their exams so that teachers have no concern to teach them four skills or give importance to these. Thus, if the teachers are well trained, the students can get the benefits.

When the researchers visited four colleges, they offered to the teachers a paper of open-ended questions. In their answer, most of them wrote that they have no specific training in CLT. Someone didn't know about the scope of training in their field of teaching. They also told us that they didn't get any offer of training in their 10 to 12 years of teaching life.

Even they don't have any proper knowledge of ELT branches such as direct method according to Second language Acquisition (SLA), GTM, phone, morpheme, syntax, and semantics.

Inability to Speak English with Methods

CLT-based learning means Communication-based learning. The interaction between teacher and student in English is a must in Communicative teaching. The selected teachers of the study wrote that they talk but the researchers observed that they don't follow any method or speak according to any method. They just read out the lesson and solve the question of that lesson. Sometimes the students ask the teachers about their study problems, but they ask in Bangla. The survey result also shows that the percentage of speaking fluently is very low. There are no regular conversations between teacher and student. The reason is to avoid the methods of teaching. As they don't pursue any method, students are deprived of creating group discussion, peer discussion, act dialogue, etc. as their class activities. As a result, their speaking and listening skills are not up to the mark.

Short duration and Overloaded Classroom:

At the time of the researcher's observation, they saw the specification of the class which is very short in the comparison of students because the number of the students is above 100. Another important thing is the class hour is around 40 minutes which is very inappropriate with the total number of students. This short session doesn't encourage the students to be friendly or skillful. The teachers have no chance to interact with all of the students during this period and it is very tough work to arrange anything extra activities for the betterment of the learners.

Lack of Preparation for the Class:

In teaching, preparation for the class helps a teacher to provide appropriate lectures and structured learning to the learners. The lack of it makes the environment bewildered. Observations of the classes help the researchers to find this problem. Before starting a class like English class, it is really important to prepare for the class hour. During that time, a teacher has to fill up a student's needs, understand the lesson accurately, give suggestions on that, make the lesson enjoyable, and set some language-related activities. Besides, the students need to prepare the lesson for making their studies fruitful to them. All of these things are absent today. As a result, neither students nor teachers can develop the condition of their studies.

Grammar Based Learning System:

CLT method has been developed to enhance the four skills of the English language and this method is mainly for communicative learning which discourages the learners to use the GTM method. This method mainly teaches the grammatical rules and captures some grammatical items. Thus they know some rules but can't speak fluently and can't use them properly, in their writing. But it is common to run the class by giving grammar-based learning which hinders us to be skilled in the English language.

Insufficient Language Activities:

Most of the learners admitted that their teachers attempt to give a better lesson to them. Yet, we don't get any satisfactory development of the learners because they don't follow the systematic way to teach the students. For example, they don't arrange any language activities including group work, group discussion, peer work, peer discussion, role play, etc.

Lack of Teaching Aids and Library:

Teaching aids and library facilities are a very essential thing for the teaching system. But unfortunately, our colleges have no sufficient facilities for these things. The researchers saw some of the colleges have no whiteboard and markers, they don't provide hand notes to the students, and no projector. For the inadequate number of books in the library, students can't get the possibility to enrich their knowledge.

5. Conclusion

English is considered our official language but our students face some complexities in learning. Therefore, it seems very tough to teach them fairly. The main fact is that the curriculum of CLT is still far from being implemented which is a matter of tremendous sadness for us. The students of Bogura are quite good at learning as the findings have been shown but they lag to achieve fluency in English, reading comprehension, listening power, and systematic approach to learning. Lack of proper instructions, sufficient time management for each class, interaction between learners and teachers using the English language, applying specific methods of teaching, and proper training are the vital reasons to be found. These are the core barriers to English language teaching.

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DEUTRAGONIST'S EGOISM IN JOJO MOYES' NOVEL *ME BEFORE YOU*

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Received: 2022/04/13

Accepted: 2022/05/12

Published: 2022/05/30

Abstract

This study is to explore the deuteragonist's egoism in Jojo Moyes Novel *Me Before You*. The study focuses on the accidental meeting between Will and Louisa which makes them fall in love but they do not end up together. Their love does not make Will egoistic to go away and not to change his decision to end his life. It takes an analysis on psychological egoism and ethical egoism. Additionally, the analysis is concerned with the two characteristics of deuteragonist's egoism before and after the accident. This study used a qualitative method to find evidence from the data identified from the novel. The analysis is done by classifying the data related to the research problem. The results of this study indicate that Will's egoism cannot be imitated, and it is not accepted in an environment such as committing suicide. The obstacles and struggles of the second character are found to fulfill his needs which are also related to the love story in the novel.

Keywords: deuteragonist, egoism, psychological, ethical egoism, rational egoism, love story

1. Introduction

Me Before You is a novel by British writer Jojo Moyes. This novel was first published on January 5, 2012 in England. *Me Before You* (2012) novel was inspired by the author's true story, Jojo Moyes. She was inspired by a couple of her own family members who needed a full 24-hours care. In addition, she also gets inspired from a radio news reporting a young sport man who has been left quadriplegic and he decides to commit suicide by Dignitas. Then, she makes these two things as basic ideas for making *Me Before You*. She says that she wants to write a story about how a man who does not know compromise and makes decisions that will not be approved by others around him, and puts him in the position of those around the man who want to change his decision.

The story is centered on a 35 year old man, Will Taynor, a wealthy and successful person whose life has changed since the accident. He is diagnosed with paralysis by a doctor because of this the accident he suffers. He loses control of his body. Then he becomes irritable and bad-tempered. Then he becomes irritable and grumpy man. One day, a girl who becomes his nurse two years later, changes his life becoming brighter and he regenerates his spirit. She is a 26 year old girl named Louisa Clark who lives with her family. She has lost her job in cafe. She feels she has little expertise. She is always over shadowed by her sister, Treena, a single mother who is

quite shrewd and passionate. Finally, Louisa goes to the Job Center and is offered a job to care for the disabled man.

Then, Louisa knows the fact that Will plans to end his life by enrolling himself into a suicide organization in Switzerland. She and Will's ex-girlfriend, Alicia, tries to prevent Will's suicide plan. Louisa tries many ways to encourage Will again. She takes Will out to many places, even invites him to her birthday party, and even Louisa breaks up with Patrick, his lover, who has been in relationship with her in the last few years. Will also encourages Louisa to be passionate and ambitious for her life. However, Will remains to commit his suicide. His decision to end his life by suicide is based on desperation of his life.

The reason why Deutragonist's egoism in this study is chosen is because this novel contains many moral lessons about life. The novel has two very different characters. Louisa is a cheerful girl but has no ambition for her life; while, Will is a passionate person who loves his life so much. He gives up life because of an accident that makes him lose all aspects of life. The accident requires him to do everything in a wheel chair.

2. Literature Review

2.1 Egoism

According to Atkinson (2010: 30), the egoism has an over whelming sense of the centrality of the 'Me', that is to say of their personal qualities. Egoist means placing one self at the centre of one world with no concern for others, including those 'loved' or considered as 'close', in any other terms except those subjectively set by the egoist.

Egoist is someone who only thinks of himself. He does not care about the fate of others' low emotional intelligence. Many people dislike such a person. When talking, he does not care about other people's feelings. When there is a division of something it is selfish. He never thinks that his actions cause many people to be harmed (Poniman et. al., 2007:282).

Egoism is a behavior that only thinks of one self and does not care about other people. A person who is egoist will never listen to the advice of others even if the advice for his own good and always considers what he is doing is right even if it harms himself.

Shaver (2008) says that egoism can be a descriptive or a normative position. Psychological egoism, the most famous descriptive position, claims that each person has but one ultimate aim: his own welfare. Normative forms of egoism make claims about what one ought to do, rather than describe what one does do. Ethical egoism claims to perform some action if performing that action maximizes the self-interest.

2.1.1 Psychological Egoism

Psychological egoism is a thesis about motivation, usually with a focus on the motivation of human (intentional) action. It is exemplified in the kinds of descriptions we sometimes give of people's actions in terms of hidden, ulterior motives (Rachels, 2003: 69). All forms of egoism require explication of self-interest. There are three main theories. Preference or desire accounts identify self-interest with the satisfaction of one desire. Often, and most plausibly, these desires are restricted to self-regarding desires. What makes a desire self-regarding is controversial, but there are clear cases and counter-cases: a desire for one's own pleasure is self-regarding; a desire for the welfare of others is not. Objective accounts identify self-interest with the possession of states

(such as virtue or knowledge) that are valuable independently of whether they are desired (Broad, 1971).

A bigger problem for psychological egoism is that some behavior does not seem to be explained by self-regarding desires. A soldier throws himself on a grenade to prevent others from being killed. It does not seem that the soldier is pursuing his perceived self-interest. It is plausible that, if asked, the soldier would have said that he threw himself on the grenade because he wanted to save the lives of others or because it was his duty. He would deny as ridiculous the claim that he acted in his self-interest.

The psychological egoist might reply that the soldier is lying or self-deceived. Perhaps he threw himself on the grenade because he believed that he could not bear to live with himself afterwards if he did not do so. He has a better life, in terms of welfare, by avoiding years of guilt. The main problem here is that while this is a possible account of some cases, there is no reason to think it covers all cases. Another problem is that guilt may presuppose that the soldier has a non-self-regarding desire for doing what he takes to be right (Feinberg, 1978).

2.1.2 Ethical Egoism

Ethical egoism claims that morally ought to perform some action if and only if, and because, performing that action maximizes the self-interest. There are possibilities other than maximization. One might, for example, claim that one ought to achieve a certain level of welfare, but that there is no requirement to achieve more. Ethical egoism might also apply to things other than acts, such as rules or character traits. Since these variants are uncommon, and the arguments for and against them are largely the same as those concerning the standard version, set them aside (Brink, 1997).

One issue concerns how much ethical egoism differs in content from standard moral theories. It might appear that it differs a great deal. After all, moral theories such as Kantianism, utilitarianism, and common-sense morality require that an agent give weight to the interests of others. They sometimes require uncompensated sacrifices, particularly when the loss to the agent is small and the gain to others is large. Ethical egoists can reply, however, that egoism generates many of the same duties to others. The divergence between ethical egoism and standard moral theories appears in other ways.

First, the ethical egoist will rank as most important duties that bring him the highest pay off. Standard moral theories determine importance at least in part by considering the payoff to those helped. What brings the highest payoff to us is not necessarily; what brings the highest pay off to those helped.

Second, the cooperation argument cannot be extended to justify extremely large sacrifices, such as the soldier falling on the grenade, that standard moral theories rank either as most important or supererogatory. The cooperation argument depends on a short-term loss (such as keeping a promise that it is inconvenient to keep) being recompensed by a long-term gain (such as being trusted in future promises). Where the immediate loss is one's life (or irreplaceable features such as one's sight), there is no long-term gain, and so no egoist argument for the sacrifice.

2.1.3 Rational Egoism

Rational egoism makes claims about what reason to do, without restricting the 'ought' or 'reason' to a moral 'ought' or 'reason'.

Like ethical egoism, rational egoism needs arguments to support it. One might cite our most confident judgments about rational action and claim that rational egoism best fits these. The problem is that our most confident judgments about rational action seem to be captured by a different, extremely popular theory the instrumental theory of rationality. According to the instrumental theory, to perform some action if and because, performing that action maximizes the satisfaction of our preferences. Since psychological egoism seems false, it may be rational for us to make an uncompensated sacrifice for the sake of others, for this may be what, on balance, best satisfies my (strong, non-self-interested) preferences. This conflict with the instrumental theory is a major problem for rational egoism.

The rational egoist might reply that the instrumental theory is equally a problem for any standard moral theory that claims to give an account of what one ought rationally, or all things considered, to do.

One reply is to argue that non-arbitrary distinctions can be made by one preference, say like anchovies and hate broccoli. This makes our decision to buy anchovies rather than broccoli non-arbitrary. Similarly, our preference for our own welfare makes our concentration on our own welfare non-arbitrary.

There are two problems for this reply. First, we do not always take preferences to establish non-arbitrary distinctions. The rational egoist must argue that his is a case where preferences are decisive. Second, if psychological egoism is false, there will be lack of a preference for our own welfare.

3. Research Method

The research study design applied in this research is qualitative research with library study. Qualitative research method is a method used to describe fact qualitatively. Ismawati (2012: 7) defines that qualitative research is the research procedure resulting from descriptive data pertaining to a problem in a study of research.

This study follows qualitative method of research for it involves the characteristics of qualitative procedure of analysis. This study explores and understands the egoism character found in the novel.

4. Discussion

Only egoism is depicted in the novel. It is analyzed by looking at the story from the viewpoint coinciding with the views of experts in the field. It increases clearly that the novel is not only a story of right or wrong, but also of moral study. This is a story that teaches how to behave towards others. The egoism problems and how they are described in the novel are focused on this study to answer the problems of this study.

4.1 Psychological Egoism

The first form of deuteragonist egoism in this novel is psychology egoism, which is a condition where a person feels that his life has ended just because the life, he is experiencing is no longer what he wants, likewise in the novel it is also explained that Will wants to end his life. He seems to be shutting down, and still does not accept the fact that the world is not just about the perfect life. This is of course related to the conditions in the quotation below: It can be seen in the following:

But it's not enough for me. It's not the life I want. 'Now it was my turn to pull away. 'The thing is, I get that this could be a good life. I

get that with you around, perhaps it could even be a very good life.
But it's not my life (Moyes, 2012: 316).

The conversation between Will and Clark shows Will's egoism in wanting to commit suicide without thinking of anyone. He could not accept his destiny to become someone who could only spend time in a wheelchair. If he cannot get his life back to the way it is before the accident, he better ends his life. Being paralysed and unable to do whatever he wants completely unacceptable to Will. Will is an active person before the accident, he has the perfect life, the perfect job. He likes adventurous activities that pump his adrenaline. But after the accident, he loses everything.

I need it to end here. No more chair. No more pneumonia. No more burning limbs. No more pain and tiredness and waking up every morning already wishing it was over (Moyes, 2012: 317).

Will's statement above not only shows emotional feelings about his inadequacy, but also physical hurt every day. The pain makes him tired and he wants to give up his life. Every day Will takes a lot of medication, treatments, and therapies, but there is no change during the two years. There are various things bothering him and he does not want to suffer anymore.

Don't say another word.' I was choking. 'You are so selfish, Will. So stupid. Even if there was the remotest possibility of me coming with you to Switzerland ... even if you thought I might, after all I've done for you, be someone who could do that, is that all you can say to me? I tore my heart out in front of you. And all you can say is, "No, you're not enough for me. And now I want you to come watch the worst thing you can possibly imagine." The thing I have dreaded ever since I first found out about it (Moyes, 2012: 319).

The above quotation shows Will's desire to end his life, even though Clark has tried to encourage Will that he can have a better life. Since the first time Clark gets to know Will, she knows that he is the most stubborn man who always speaks sharply and behaves badly, but as time goes by after getting to know Clark, Will begins to deal with other people and he is comforted and begins to care more about others. However, even though Will's attitude is getting better than before, Will's mind to end his life remains unchanged. Many times Lou tries to open Will's mind that there are other better ways than dignity but Will always confirms his decision. It is about Will's life, no one has the right to judge or make decisions on other people's lives, even his own family. Will's choice to end his life is not an easy one. However, living in pain and loss of physical freedom is the most terrifying thing for Will.

4.2 Ethical Egoism

The second form of deuteragonist's egoism in this novel is ethical egoism, that is a condition that has no solution other than to maintain the egoism. In Will's life it is only concerned with living freely by doing whatever pleases him. Apart from the pleasures he wishes for then life is not what he has dreamed of. It can be seen in the following:

It's not going to get any better than this. The odds are I'm only going to get increasingly unwell and my life, reduced as it is, is going to get

smaller. The doctors have said as much. There are a host of conditions encroaching on me. I can feel it. I don't want to be in pain any more, or trapped in this thing, or dependent on everyone, or afraid. So I'm asking you – if you feel the things you say you feel – then do it. Be with me. Give me the end I'm hoping for. 'I looked at him in horror, my blood thumping in my ears. I could barely take it in. (Moyes, 2012: 317)

Will feels hopeless. He does not know what he wants to do with his life. When he looks at his future, he sees nothing but something worse. He does not have any motivation, but to end his pain, his limits, and finally his life.

You're not giving me a chance. 'It's not a matter of giving you a chance. I've watched you these six months becoming a whole different person, someone who is only just beginning to see her possibilities. You have no idea how happy that has made me. I don't want you to be tied to me, to my hospital appointments, to the restrictions on my life. I don't want you to miss out on all the things someone else could give you. And, selfishly, I don't want you to look at me one day and feel even the tiniest bit of regret or pity that –' 'I would never think that! 'You don't know that, Clark. You have no idea how this would play out. You have no idea how you're going to feel even six months from now. And I don't want to look at you every day, to see you naked, to watch you wandering around the annexed in your crazy dresses and not ... not be able to do what I want with you. Oh, Clark, if you had any idea what I want to do to you right now. And I ... I can't live with that knowledge. I can't. It's not who I am. I can't be the kind of man who just ... accepts. 'He glanced down at his chair, his voice breaking. 'I will never accept this (Moyes, 2012: 316).

The quotation above shows Will's caring attitude towards Clark. Will's life gets better after Clark's arrival. However, Will realizes that if he stays alive, Clark will always be attached to him. Will realizes that he will become an obstacle for Clark to achieve his dream. On the other hand, Will always wants Clark to live a better life, and that would not have happened if he were still alive and put all his care on her. And this totally discourages Will.

4.3 Deutragonist and Egoism Character

Before his motorcycle accident, Will Traynor is an active, athletic man, passionate about extreme sports and successful in his job. However, due to an accident, he loses everything. Will becomes quadriplegia, a person who experiences paralysis as a result of injury or illness. It can be seen in the following:

I climbed Mount Kilimanjaro when I hit thirty. That was pretty incredible. 'How high?' 'A little over nineteen thousand feet to Uhuru Peak. That said, I pretty much crawled the last thousand or so. The altitude hits you pretty hard. 'Was it cold?' 'No ... ' he smiled at me. 'It's not like Everest. Not the time of year that I went, anyway.' He gazed off into the distance, briefly lost in his remembrance. 'It was

beautiful. The roof of Africa, they call it. When you're up there, it's like you can actually see to the end of the world (Moyes, 2012: 190).

The quotation above shows how Will is truly an active man. He likes activities that challenge his adrenaline, such as mountain climbing and rock climbing. Something like that is the most beautiful thing that has happened in his life before the accident.

I like more metropolitan places too. Sydney, I loved. The Northern Territories. Iceland. There's a place not far from the airport where you can bathe in the volcanic springs. It's like a strange, nuclear landscape. Oh, and riding across Central China. I went to this place about two days' ride from the Capital of Sichuan province, and the locals spat at me because they hadn't seen a white person before. 'Is there anywhere you haven't been?' He took another sip of soup. 'North Korea?' He pondered. 'Oh, I've never been to Disneyland. Will that do? Not even Euro Disney.' 'I once booked a ticket to Australia. Never went, though.' He turned to me in surprise. 'Stuff happened. It's fine. Perhaps I will go one day (Moyes, 2012: 191).

This quotation shows that there are so many places Will has visited in the metropolis as well, not just climbing mountains. For Will, adventure is his way of enjoying life and being an adventurer is the perfect life he has had before the accident.

After experiencing a motorcycle accident, Will is declared completely paralysed. He becomes a sad and angry person, he hates his life. However not, in quadriplegia sufferers, they lose all control of their limbs, both hands and feet. Usually in the paralysed part, they also do not feel any sensation or feel numb. He likes to be alone rather than dealing with other people. He does not talk too much. He loses the meaning of life he has had from his previous life. It can be seen in the following:

In the center of the room stood a black wheelchair, its seat and back cushioned by sheepskin. A solidly built man in white collarless scrubs was crouching down, adjusting a man's feet on the footrests of the wheelchair. As we stepped into the room, the man in the wheelchair looked up from under shaggy, unkempt hair. His eyes met mine and after a pause, he let out a bloodcurdling groan. Then his mouth twisted, and he let out another unearthly cry. I felt his mother stiffen. 'Will, stop it!' He didn't even glance towards her. Another prehistoric sound emerged from somewhere near his chest. It was a terrible, agonizing noise. I tried not to flinch. The man was grimacing, his head tilted and sunk into his shoulders as he stared at me through contorted features. He looked grotesque, and vaguely angry. I realized that where I held my bag, my knuckles had turned white. 'Will! Please.' There was a faint note of hysteria in his mother's voice. 'Please, don't do this.' 'Oh God, I thought. I'm not up to this. I swallowed, hard. The man was still staring at me. He seemed to be waiting for me to do something (Moyes, 2012: 37).

The quotation above shows how Will gives bad impression when the first time he meets Lou. He makes Lou get really scared of him. This shows that Will does not want to deal with others, moreover with a new person.

But oh Lord, he was vile to me. Everything I said, he had a sharp answer for. If I asked him if he was warm enough, he would retort that he was quite capable of letting me know if he needed another blanket. If I asked if the vacuum cleaner was too noisy for him – I hadn't wanted to interrupt his film – he asked me why, had I worked out a way to make it run silently? When I fed him, he complained that the food was too hot or too cold, or that I had brought the next forkful up to his mouth before he had finished the last. He had the ability to twist almost anything I said or did so that I seemed stupid (Moyes, 2012: 49).

The quotation above shows that Will is feeling desperate. He does not have any idea what he wants to do in his life. When he looks into his future, he sees nothing but something worse. He does not have any motivation, but to put an end to his pain and ultimately his life.

In connection with the analysis, the findings encountered in this study are the deuteragonist in this novel has the egoism character who only thinks of himself without involving others' feelings. Egoist like this must be discarded because they can harm other people and the fact is that life also requires other people to live life. Meanwhile, egoist is a trait that is hated by everyone. The egoism after an accident experienced by the deuteragonist character can happen to anyone, anywhere. The role of family and people around are very influential in the life of someone who has lost the will to live. Accepting reality and being sincere about living are the keys to living a better life. Happiness is not just about life we want it to be; it is about living life with the people who love us.

5. Conclusion

The conclusion of the deuteragonist's egoism defines its essence. The first is about the form of deuteragonist's egoism in novels. Will chooses to isolate himself from people, including Lou, Ruppert's best friend, and his ex-girlfriend, Alicia. Will gets self-isolation because he does not want to seem pathetic about having a life where he could not do anything. And then, Will also chooses to end his life because he could not bear to live.

The second is about how the deuteragonist shows the character of his egoism. The second part is explained through the characterization of Will before and after the accident. There is a change in the characterization before and after the motorcycle accident which causes almost ninety percent of his body to be paralyzed. Before the accident, Will is described as adventurous, interesting, and ambitious man. The motorbike accident leaves him paralyzed. He becomes an unhappy person. He also behaves badly. He gives up hope and does not care about himself and his social life. Will's character is totally changed. This means that Will is absolutely selfish but not strong and brave enough to live his own life. When he becomes paralyzed, he refuses all types of interactions. He still wants to control his own life and could not accept the life he does not want. That is why with his selfish character, he decides to end his life.

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CARPE DIEM* IN ANDREW MARVELL'S POEM *TO HIS COY MISTRES

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Received: 2022/05/17

Accepted: 2022/05/26

Published: 2022/05/30

Abstract

Carpe Diem derives from Latin which, in English, means seize the opportunity by enjoying the present time and trusting the least possible to the future. The future is formed through the present. *Carpe Diem* is the main theme in Andrew Marvell's *To His Coy Mistress* and is the object of this research. The poet's view of the transience of the world is clearly illustrated referring to the limitations of time and space for humans; Thus, every available moment must be utilized. This research is conducted using descriptive qualitative method related to social phenomena and based on the *Carpe Diem* terminology and supported by the concept of taking advantage of existing opportunities. These two concepts basically refer to a single notion which states that opportunities will not come repeatedly. The results show that there are two forms of *Carpe Diem* in this poem, namely in matters of love and sex and both are conveyed by the male lover to his lady by using the arguments that they are mortal and everything they have is limited. Relationships of love and sex must be carried out immediately because only then can they see, feel and enjoy the beauty of love and the pleasures of sex.

Keywords: *Carpe Diem*, social phenomena, existing opportunities, love, sex, relationship

1. Introduction

The term *Carpe Diem* was first issued by Quintus Horatius Flaccus (Horace), a poet during the emperor August 65-68 BC. Horace writes an ode in which he inserts the phrase *carpe diem*, specifically in series 1. The phrase is taken from the full sentence *carpe diem, quam minimum credula postero*, which means 'pick for today and believe the least possible to the future. In this poem, *carpe diem* is defined as enjoying, maximizing, living, and using the things existing (Wang, 2020).

The phrase gives recommendation to people to make optimal use of today and not to postpone something for tomorrow so that we can make better use of the time given optimally. Procrastination is something risky because something that has been postponed can probably no longer be carried out; besides procrastination can also be a picture of laziness, and laziness is never fruitful.

Today we have to make something concrete in life. This is when we have to act real in our lives. Today we should think carefully. This is when we should think critically. Right now we should ask a lot of questions about everything around and in our lives.

From the description above, it is illustrated that *Carpe Diem* can be used as a concept, ideology, principle and also motivation in all spheres of human, social, cultural and political realms. *Carpe Diem* which is closely related to opportunity is universal with the understanding that everyone gets, enjoys, uses, and also expects opportunities, both positive and negative.

The research is focused on the *Carpe Diem* theme in the poem *To His Coy Mistress* written by Andrew Marvell. Andrew Marvell (1621 – 1678) was an English poet of the 17th century and later became very well known in the 20th century. His poetry is generally sensual and elegant with nuances that are full of the excitement of life, especially the excitement that exists in romantic relationships. All of these make Marvell declared a metaphysical poet. His poetry contains metaphors, conceits and allusions. The metaphysical traits in Marvell's work are ambiguity in words, complex metaphors, contradictions, allegorical interpretations, twists and turns of the opinion and argument, scientific vocabulary, and subtle style of the language (Veloz, 2018).

A stark ambiguity in meaning and language is the feature of Marvell's way of writing to express his feelings and thoughts hidden in his sensibility of human condition. Historical aspects also play important roles in his poems, showing that he constantly ties the themes with the current issues of his age. The philosophy of body and soul contradiction are expressed through contradiction and opposite propositions, making Marvell a great metaphysical poet, dividing the human soul into three parts, the nutritive soul in humans, plants, and animals, the sensitive soul in emotional beings and in those creatures that sense things and the rational soul as a unique property of human beings. He is straightforward and blunt when it comes to expressing the exact point of view. In the production of his poems, especially the ones with metaphysical aspects, Marvell all the time refers to various allusions taken from history or classical myths (Thompson, 2019). The metaphysical poets are men of learning, and to show their learning is their whole endeavour. They neither copy nature nor life, neither paint the forms of matter nor represent the operations of intellect. Their thoughts are often new but seldom natural. The most heterogeneous ideas are yoked together by violence; nature and art are ransacked for illustrations, comparisons and allusions; their learning instructs, and their subtlety surprises (Dutta, 2013).

To His Coy Mistress, a poem that tells the story of two lovers, and these two lovers do not have specific names or identity. The male lover tries to reassure his

female beloved by saying that basically her shyness is acceptable and not a bad thing; however as they do not have enough time, then the lady should be willing to sleep with him. "Time's winged chariot" (line 21) is a statement used to describe that time moves very fast. They are mortal beings, which means that their time and place are limited; thus their relationship is an important moment and they should take advantage of the moment; or they simply do not have the opportunity to be able to have sex together. Sex should be done whenever the opportunity arises and should not be delayed.

Furthermore, the gentleman says that by delaying sex, her virginity which she has guarded for so long would be in vain because it would only become food for worms. While they are still alive they must hasten to have sex. There is no point in adhering to a principle of intact virginity. The man also assures the lady that he loves her so much that he even goes on to say that he will wait for her until the end of the world, using elaborate conceit, "until the conversion of the Jews" (line 10). This refers to New Testament's Book of Revelations (Ibanez and Gomez, 2015)

2. Literature Review

2.1 Carpe Diem

The concept of Carpe diem can be seen in lots of the literature before and after Horace, and is also found in ancient Greek literature, especially lyric poetry, and intersects with the teachings of the Greek philosopher Epicurus and what comes to be known as Epicureanism (Wang, 2020). Epicureanism is a philosophical system that emerged in the fourth century BC. C. in Athens, proposed by Epicuro de Samos, who taught his doctrine at a school called El Jardín. The main basis of his philosophy is the pursuit of happiness.

For Epicurus, every element is made up of atoms and humans can perceive their forms and qualities using their senses. His followers are called Epicureans and must avoid pain and distraction (Clackson, 2011).

The philosophical goals for Epicurus are ataraxia (absence of fear, restlessness or anxiety), aponia (absence of pain), and friendship. He argues, the greatest source of human suffering is the fear of death. Humans tend to imagine pain and fear death. In the concept of eucupurusism, anxiety is something that does not need to be taken into account and is not something to be afraid of. For him death is the end of the body as well as the soul. Through the concept of *Carpe Diem*, anxiety, whatever its form, can be overcome with the principle of *Carpe Diem*, namely picking the day. Anxiety is a situation where a person is afraid of things that have not yet happened, while in the *Carpe Diem* concept, every moment, which is devoted to the present or today's moment, must be pursued, must be achieved and thus anxiety, at a minimum, can be reduced (Oyson, 2016).

In general, the meaning of this terminology is that we are recommended to use today optimally, not to delay anything for tomorrow, so that we can make optimal use of time. Horace has his own opinion on the meaning of his phrase; he conveys that the future is something unpredictable and we cannot make a choice to escape from it, just

by doing it today we can make our future better. The point is we should not waste anything for today, if we do our best today then we will reap success in the following days (Pongweni, 2015; Bryson, 2018).

The concept of *Carpe Diem* is basically in line with the old adage that says 'Strike while the iron is hot', take advantage of the opportunity while it is still there. In life we are always competing to be able to face life's competition that is getting tougher. It is not easy to get something without going through a struggle that is not light. In the life that is lived every human being must have the opportunity to easily achieve a desired goal.

2.2 Opportunity

Opportunity does not come twice; very trivial indeed but sometimes if we ignore an opportunity, we shall usually regret later; so all opportunities require decisions, wise decisions of course, because decisions determine fate. So an opportunity depends on how humans make decisions. There are three types of people related to opportunity:

1. Weak people, waiting for opportunities.
2. Strong people, creating opportunities.
3. Wise people, taking advantage of opportunities.

For the weak, if the opportunity has not come they will wait and wait patiently until the opportunity comes. And if the opportunity has not come for so long, then they will decide that it is already a way of life, which means that there is an element of despair. Meanwhile, for the strong, if the opportunity has not yet come, they will use various methods and techniques, with all their creativity, connectivity, and all their abilities to create the opportunity that comes to them. This type of people has the principle that opportunity does not just come, but opportunity must be sought or created. And for the intelligent, they will take advantage of the opportunity as well as possible, because they realize that opportunity is a very valuable gift and not necessarily that opportunity will come again and again. In fact, under certain conditions, the emergence of opportunities may take time to mature. We need to wait a moment, but not passively. Instead, we wait for the opportunity with an alert, proactive and ready attitude (Kuada, 2016).

Opportunity is one of the factors that must be owned by anyone who wants to develop themselves. Without the available opportunities, it is impossible for us to be successful. Therefore, if the opportunity has not yet come, we must try to create it, even in adversity, if we have the tenacity to keep trying, one day, the opportunity will come (Oyson, 2016).

3. Research Method

This study is a descriptive qualitative research method as it gives pictures of the concept of *Carpe Diem* without using any numerical data. The work is completely theoretical. The source of data is the poem *To His Coy Mistress* by Andrew Marvell and

the data are taken from the lines of the poem referring to the points of discussion concerning Carpe Diem.

Descriptive qualitative method is used in the study having mechanism of research design, data collection procedures and data analysis procedures. In qualitative research method, the data are taken from texts and are then explored and analyzed using descriptive qualitative method since it intends to identify lines of the poem and will be interpreted into the form of words rather than numbers. By this the various forms of data taken from poem as the primary source, are oriented to types of carpe diem (Cresswell in Hidayati, 2019).

4. Discussion

Andrew Marvell (1621-1678) is an English poet, and a member of parliament after the Restoration in 1660. His most anthologized poem is *To His Coy Mistress*, published in *Miscellaneous Poems* (1681). It is a poem traditional in topic and form that using metaphysical and argumentative elements. Metaphysical poetry is highly intellectual, makes use of strange imagery (such as the references to worms gaining his mistress' virginity) and frequent paradox. They also contain complicated thought and are often witty and elaborate in style.

To his Coy Mistress is said to be a 'carpe diem' metaphysical poem. The phrase 'carpe diem' in Latin, means 'seize the day', focusing on the poem's allusion to living in the moment. Marvell uses this poetic form as a way of asking and persuading the mistress that time is short and she should partake in worldly enjoyment. Nobody knows what tomorrow brings. We are not supposed to keep waiting, but we have to keep trying to reach the goal.

4.1 Carpe Diem in love

Now therefore, while the youthful hue
Sits on thy skin like morning dew,
And while thy willing soul transpires
At every pore with instant fires,
Now let us sport us while we may,
And now, like amorous birds of prey,
Rather at once our time devour (Sackville-West, 2013)

The quotation refers to the opportunity to love each other while still young because at a young age, the turmoil of feelings and thoughts is very high and with the high spirit possessed, affectionate relationships can be truly enjoyed. Everyone when asked about love, will give a different answer. Everyone will definitely answer according to what he thinks and feels when experiencing it. Love can be interpreted as a form of our love for someone and want to always see him or her happy, even though sometimes we do stupid things to make the person we care about smile happily.

Here the man tells the lady that they are young and thus they should do everything optimally. Adolescence should be filled with beauty. Next he tells the lady that her skin is as smooth as the morning dew and her soul also lit up like coals, meaning that she has a high zeal to do anything. Love in adolescence makes our hearts flutter, we admire someone very quickly, our heart beats fast when we see someone we admire pass by, and quickly make a decision related to romance. This happens because in adolescence we have not had complicated problems and are still in our comfort zone. Teenagers are also very fun because we never think about what the future holds; what is important is that we are happy today.

The man goes on to say that the two of them are now like predatory birds who are always ready to do anything. Here Marvell uses an argumentative statement, 'amorous birds of prey', predatory bird that has the nature of affection. Predator and affection are two opposite concepts. Violent creatures usually lack compassion; but this is the hallmark of metaphysical poetry. Predatory birds here are a symbol of the high excitement possessed by teenagers, especially in love. So before the end of adolescence, the pleasure of love must be achieved, felt and enjoyed. This is a once-in-a-lifetime opportunity.

Thy beauty shall no more be found;
Nor, in thy marble vault, shall sound
My echoing song (Sackville-West, 2013)

Here it is clearly illustrated that if the opportunity is ignored, while they are still young, then this affectionate relationship can no longer be enjoyed. Once the teenage years pass, the beauty will also disappear and the strings of words of love can no longer be heard. In short, the man says that before it is too late, or before she dies, he invited his lady to feel the sensation of the love affair. Everything is meaningless in the grave.

4.2 Carpe Diem in Sex

Had we but world enough and time,
This coyness, lady, were no crime (Sackville-West, 2013)

The man convinces the lady to sleep with him, having sex and it is not a crime. Having sex on the basis of love is a natural thing according to him; on the contrary, the shyness that the lady has and shows is acceptable. The man says that the feeling of shyness owned by the lady is normal and he believes that behind the feeling of shyness there is a great desire to have sex.

He continues to persuade the lady to have sex because they are human, mortal, so while they have the opportunity, they should be able to feel the pleasures of the sensual embodiment.

Thy beauty shall no more be found;
Nor, in thy marble vault, shall sound
My echoing song; then worms shall try

That long-preserved virginity,
And your quaint honour turn to dust,
And into ashes all my lust;
The grave's a fine and private place,
But none, I think, do there embrace (Sackville-West, 2013)

Then, the man says that the beauty of the lady will soon disappear; at this time the lady is beautiful because she is young, but once she dies, all that beauty could not be enjoyed anymore. Maintaining chastity is futile, just as once she dies, her virginity will become food for worms in the grave while she herself cannot enjoy it anymore because she certainly will no longer have lust. The opportunity that exists must be used immediately, the opportunity to have sex is currently wide open, so the man continues to persuade the lady to have sex. No one has sex in the vault.

5. Conclusion

Love is a person's tendency to other people who are considered to have a good impact and make him happy. Love can be formed because there are people who love and are loved. To love is the duty of the heart. The heart cannot be forced to love, but the heart is free to love anyone because the heart is not limited by space and time, not only one love that grows but can be more. As love grows in the heart, then no one knows which heart to love or be loved. But human life is limited by space and time. Everything is ephemeral; so while we have the opportunity, make the most of it.

Philosophically the phrase *Carpe Diem* means to bring joy and happiness in every moment of life and Marvel prominently uses this phrase in this poem. Time is the eternal and unchanging substance of existence. It is very important for basic humanity to live their life as if it were the only thing they have, hence the concept of seizing the day or *carpe diem*. In Marvell's poem, 'To His Coy Mistress', the speaker of the poem commits *Carpe Diem*, an affair to try and sleep with a young girl who protects herself in order to marry.

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MALE AND FEMALE PERCEPTION OF TABOO IN ACEH LANGUAGE

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Received: 2022/05/17

Accepted: 2022/05/26

Published: 2022/05/30

Abstract

This research is to obtain male and female perspectives on taboo language. This study used qualitative research with a phenomenology approach. There are fourteen subjects in this research that consist of seven males and seven females, the age of the subject is categorized into a start from early adulthood to middle adulthood. The researchers used observation and gave questionnaires to find the data. The result of this research showed that; 1) males and females ever use taboo language, but a male dominantly used taboo language, about 57%, compared to females 14% in using taboo language in daily communication. 2.) A taboo language used by an adult is very limited; adults only know about the taboo related to dirty words and insults, showing that taboo language understood by an adult is shifting in believing and practicing. 3) Male and Females have the same perspective towards taboo language, Most females believe that taboo is impolite words.

Keywords: *Taboo, Gender, Language perception*

1. Introduction

Taboos are a hallmark of all cultures (Qanbar, 2011) and is considered to be the root of social problems (Allan and Burridge, 2006). The restriction or avoidance in society of behavior is regarded to be harmful because it can cause a person to feel nervous or ashamed and this is referred to as taboo. Taboo is a politeness barrier that is extremely powerful (Wardaugh, 2006: 239). Every society has its own interpretation of the term taboo. The roles of men and women in society are tied to differences in perspective or opinion about taboo terms (Gender). The psychological, social, and cultural differences between men and women are referred to as gender (Wodak, 1997: 3). In addition, Miller, & Johnson (1976) identify the link between gender and language, stating that gender influences linguistic differences since each gender has different life experiences. Interpretation and the use of linguistic resources to achieve social goals are linked to language and gender (Shitemi, 2009). Men are thought to be more powerful than women in general. The topic of gender is widely discussed among all cultures and is one of the determining factors in the use of taboo language in society, see among others: Klerk, 1994, Pillotti, 2012., and Rai, C.A and Y, G. G, 2020.

Research on language and gender was initiated by Lakoff (1973), where he says that there are differences in women's languages from the level of grammar, lexical

choice, a frequency of use, intonation, and other suprasegmental elements (Lakoff, 1973: 49). Furthermore, Wardhaugh argues that the relationship between language and social structure is called gender preferential language, which means that certain ways of saying and conveying ideas characterize each gender, both feminine and masculine. Specifically, as previously mentioned, the use of taboo words is influenced by differences in social aspects which ultimately affect the style of language in society.

Related to this, gender analysis and taboo language deserve to be considered as social markers in the field of sociolinguistic studies that can distinguish the use of language in society. This applies to the use of taboos related to gender in the Acehnese language among the Acehnese people in Langsa. In this study entitled "Male and Female Perception toward taboo in Aceh Language (Gender perspective)", the researchers focus on male and female perception towards the taboo language in their society.

2. Literature Review

2.1 Taboo and Gender

According to Allan and Burridge (2006), taboo comes from the Pacific Islands. When Europeans first visited, the people of those islands were restricted to using certain words, which are tied to taboo language. They had to use polite language as the representative of their culture.

As mention before, taboo expressed differs in different gender. Gender is something we cannot avoid; it is part of the way in which societies are ordered around us. Gender is a key component of identity (Wardhaugh, 2010). In addition, Barsalou (2009) states that gender (the socially acquired notions of masculinity and femininity by which women and men are identified) is a widely used and often misunderstood term. It is sometimes mistakenly conflated with sex or used to refer only to women.

From gender concept by an expert above it is seen that gender is not only about male and female but gender is identity, because gender is socially acquired and reflected to the way of communication.

2.2 Language and Perception

The two most important cognitive systems are language and perception. However, until recently, the interactions between them are only partially studied and not from a broad theoretical perspective. However, the interaction between language and perception has been shown to be important for understanding both traditional and deviant human behavior. Recent studies of "embodied cognition" and "cognitive linguistics" show that language processing requires the construction of scenario models and the early activation of perceptual expressions (Barsalou 2009).

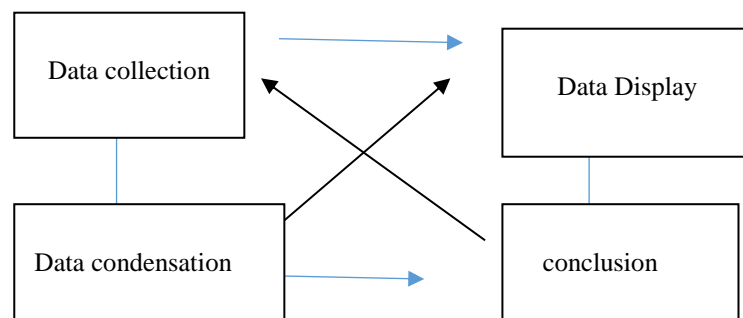
Perception is a unique interpretation of the circumstance, not a correct recording of the situation (Ridwan, 2016:89). Psychologists have expressed several ideas about perception. Perception is a complex process in which people choose, arrange, and interpret stimuli in a meaningful and logical world-society context. The way humans see, hear, smell, and feel the environment around them is referred to as perception. According to Wardhaugh (2010), perception has three components that make up the structure of attitudes:

- a. Cognitive components, such as knowledge, opinions, and beliefs.
- b. Affective component, which is concerned with whether or not the object of attitude makes us happy. Happiness is a good trait, whereas sadness is a negative trait.

- c. A component connected to the tendency to act on the object of attitude is the conative component. This component depicts the strength of a person's attitude toward the target of attitude's tendency to act or behave.

3. Research Method

This research uses a qualitative research design. According to Guba and Wolf in Bogdan & Biklen (1992: 62), qualitative research is often called naturalistic because the researcher often visits places where the events occur naturally. This research is located in Langsa city; there are fourteen subjects becoming respondents in this research. The method and technique of data collection were used by observation and giving questionnaires. The researchers also used the three-stage in analysis based on interactive models from miles and hubarman. The interactive models from Miles and Hubarman, Saldana (2014: 31-32) apply three stages in research data analysis, namely: 1) condensation data (2) display data, and (3) conclusion and verification. It can be seen in the following image:



The components of data analysis by Interactive Model Miles, & Hubarman, Saldana(2014)

Data analysis in this study was carried out after the data were collected from questioner sheet. The steps taken by the researchers in this study are as follows: (1) observing all data in research notes, (2) collecting data and selecting perception used by subjects towards taboo in Aceh language, (3) classifying the perception into cognitive, affective and conative categories. (4) analyzing the data by describing the perception about taboos in Acehese society and displaying them in the forms of table or diagram (5) drawing conclusions from the results of research.

4. Discussion

This part gives a brief description of gender perspective toward taboo language. Fourteen respondents of 20-26 years old were involved in this study.

4.1 Perception Toward Taboo

4.1.1 Cognitive component related to knowledge of taboo language

From fourteen adults that become subjects in this research, the researchers first asked about the knowledge of taboo language. Below are presented knowledge of male and female on taboo language.

NO	RESPONDENT	Knowledge about taboo	Example
1		R1	I don't know
2	FEMALE	R2	I don't know
3		R3	Yes
4		R4	Yes
5		R5	Yes
6		R6	Yes
7		R7	Yes
8		R8	Yes
9	MALE	R9	Yes
10		R10	I don't know
11		R11	Yes
12		R12	Yes
13		R13	Yes
14		R14	Yes

Table 1: knowledge about taboo language (male and female)

From the table above it is seen that from fourteen subjects, there are three of them who do not know about taboo language and the rest of them really know taboo. The understanding of taboo language by subjects were limited to dirty words and insults, while according to the concept of Allan and Burrige taboos can be classified into several types, namely: bad language, taboo names and nicknames, obscenities and unlucky aspects. There are three subjects who do not know anything about taboo.

4.1.2 Affective components related to feeling about taboo

All subjects believed that taboo was rude language that should be avoided by all humans. That is shown in the table below showing a teenager's feeling toward taboo language.

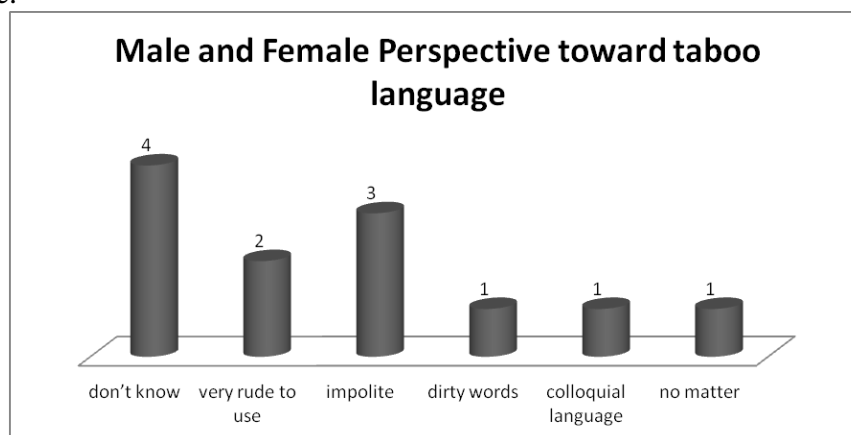


Chart 1: Male and Female Perspective on Taboo Language

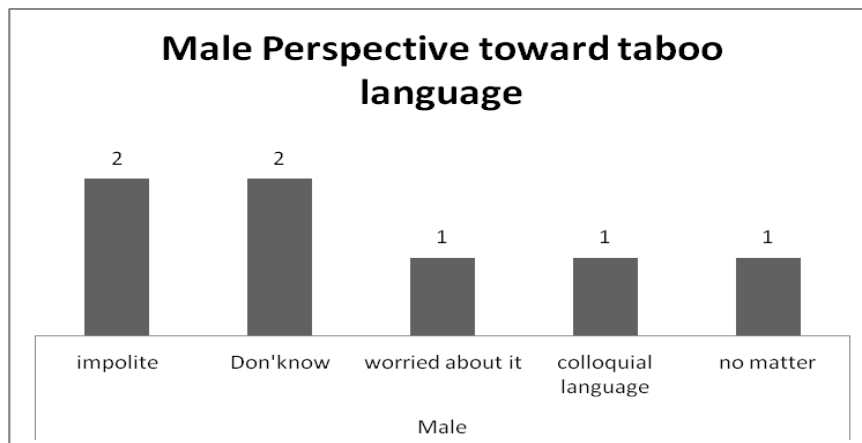


Chart 2: Male Perspective toward Taboo Language

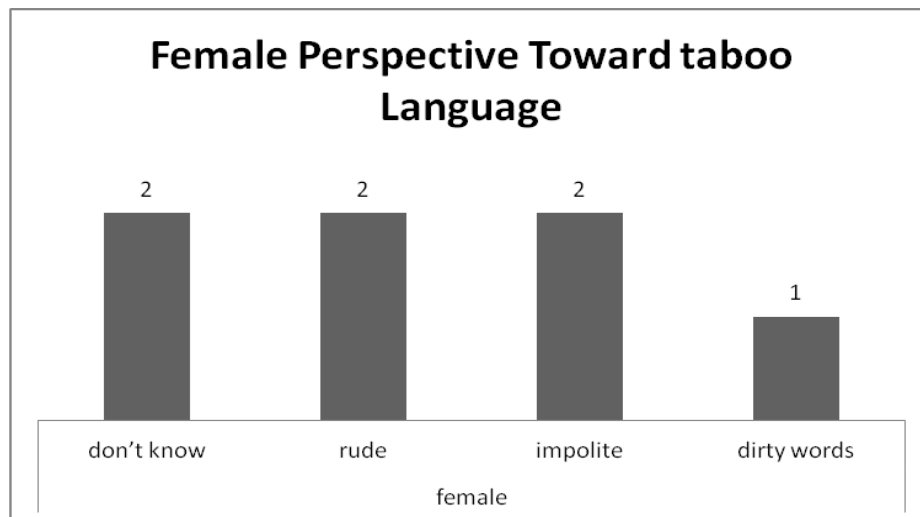


Chart 3: Female Perspective Toward Taboo Language

From the chart above it can be compared that females and males almost have the same perspective toward taboo language, as said by R8

“Tidak baik dan ketika tidak sengaja mengucapkannya, maka langsung mengucapkan astagfirullah al azim” (It is not good if we accidentally use that language, so we must say “ **astagfirullah al azim**).

Statement from R11 above showed that besides showing his perspective about taboo he also gave away how to avoid using taboo, but it different from R1, R2, and R10 when researchers asked about perspective about taboo and they said " I don't know taboo language". The use of taboo language by all adults below showed how adult perspective related to taboo language.

4.1.3 Conative components related to the way using taboo language by Male and Female

There are fourteen adults becoming respondents in this research and from fourteen respondents, they admitted that they used taboo language. However, there were

differences between Males and females in using taboo. The table below showed how frequently they used taboo language:

RESPONDENT		Taboo Language Use
FEMALE	R1	Never
	R2	Never
	R3	Never
	R4	Ever
	R5	Seldom
	R6	Never
	R7	Never
MALE	R8	Ever
	R9	Ever
	R10	Ever
	R11	Never
	R12	Never
	R13	Seldom
	R14	Ever

Table 2: Table of How Frequency Male And Female In Using Taboo Language

The table above showed that most of the male respondents never use taboo language in their daily communication, but it is different to a female showing that from seven females only one of them admits that she ever uses taboo language in communication. The chart below shows differences between males and females toward taboo language.

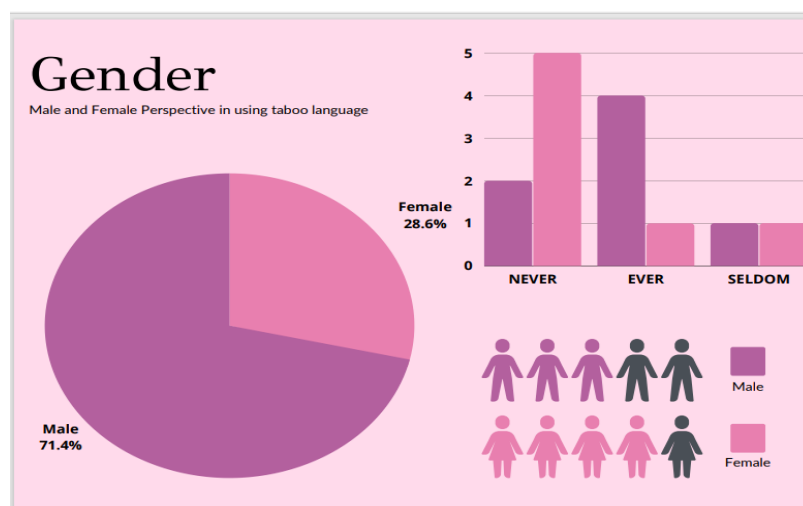


Chart 4: The Frequency of Males and Females Using Taboo Language

The two charts above show that males use more taboos than females. Most of them say that they ever used taboo, about seventy one point four percent and females use twenty-eight point six percent.

5. Conclusion

1. Male and female have the same perception toward taboo in Aceh Language. The perception show their cognitive, affective and connative. Among males and females who ever use taboo language, male dominantly use taboo language. Males use more frequency taboo than females, most of the males said that they use taboo for about fifty-seven percent, in comparing to a female, about fourteen percent.
2. Taboo language that used by the teenagers is very limited, they only know about taboo related to dirty words and insults, this means that taboo understood by the teenager is shifting in belief and practice.
3. Male and Female have the same perception toward taboo language and most of them believe that taboo is a forbidden language.

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TEACHING NARRATIVE TEXT THROUGH MIND MAPPING TECHNIQUE

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Received: 2022/05/17

Accepted: 2022/05/26

Published: 2022/05/30

Abstracts

This research focused on teaching narrative text through mind mapping technique. The objectives of this research were to know and describe the process of teaching narrative writing using mind mapping. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching-learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the forms of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' writing skill through the pre-test and the post-test. Therefore, the quantitative data were in the form of students' writing scores in the pre-test and the post-test. The results of this study showed that the use of the mind mapping was effective to improve the students' writing skill. The use of colorful pictures of mind mapping in the BKOF and MOT stages was effective to make the students more enthusiastic in the writing activities. The writers found that the student's problems in writing were that the students were confused to develop their ideas because they did not have many vocabularies. Furthermore, the students had problems in matters of capitalization, punctuation, grammatical error, and organization. They also needed too much time to finish their writing.

Keywords: Writing, Narrative Text, mind mapping technique

1. Introduction

When you first write something, you have already been thinking about what to say and how to say it. It means that writing is not to be viewed as a *representation* of a researcher's thinking, but as a process of thinking that uses written language (Oshima and Hogue, 2010: 15).

Backman (2012) says "writing is a skill that does not develop on its own through trial- and-error but rather through direct instruction, it means that writing is thus not an externalisation of mental activity, but a direct performance of such activity". Writing is one of the important skills in language learning besides the other language skills namely speaking, reading, and listening and writing is actually helpful for students to learn a language because writing provides many advantages such as by writing the students necessarily become very involved with the new language; efforts

to express the ideas and constant use of eyes, hand and brain is a unique way to reinforce learning a new language, and it enhances the students to adventure the language.

According to Hughes (2005: 06) “writing is a visual/motoric process which, although it is produced through the dimension of time (as all human actions are), has the inherent potential to persist through time, and for different sections to be revisited in the same form”. But in a different order, as when we go back and re-read part of a paragraph or sentence when we do not understand.

Based on the reality, learning to write is difficult especially for writing in a second or foreign language in an academic context. Writing is one of the most difficult productive skills that require specialized skills. Therefore, it can be understood that errors usually occur in writing. Errors in writing can be in the forms of grammar, vocabulary, spelling, punctuation, organization, and cohesion.

Based on research in a Vocational High School in Medan, it was found that there were many problems faced by the students in writing skill. The students lacked vocabulary. The students’ difficulties came from the weaknesses of student ability in generating ideas, therefore they did not have ideas what to write first. Secondly, the students had difficulty in making the writing relevant with the topic. The students also had difficulty in choosing the word due to lack of vocabulary. Teaching English as a foreign language (TEFL) is compulsory in Senior High School according to Curriculum 13, in which it is expected that students must be able to understand and create various kinds of short functional text and monolog texts. Since narrative text is included in the curriculum, the students of senior high school have to accomplish it well. Here the researchers also found that score writing in narrative text by students still under Minimum Completeness Criteria; this mean that the students’ ability in narrative text is still low.

2. Literature Review

a. Writing

Writing has been with us for several thousand years, and nowadays is more important than ever. Having spread steadily over the centuries from clay tablets to computer chips, it is poised for further dramatic advances. Although hundreds of millions of people are still unable to read and write, humanity relies on writing to an unprecedented extent (Coulmas, 2013: 01).

Backman et al (2012:02) “writing is not merely description, though it may employ illustrations and appeals to the reader’s imagination”. When our students write memos and briefs, they are doing more than just telling us what they know. They are also learning how to think like lawyers. Writing is a goal directed, that goals are hierarchically organized, and the writers use three major processes, they are planning, sentence generation, and revision. The process is outlined in terms of the representation of knowledge, the source of the writing plan, the use of strategic knowledge.

Christopher, Marc and JoAnn. (2018) states that writing is an integrated text-level process that involves word-level skills; cognitive abilities, such as WM, linguistic awareness, and attention; and metacognitive skills, including planning, metacognition, strategy use, and self- regulation. Although right and left brain sides are used in writing, right brain side has big position because it is a -e which appears new ideas and emotion.

Writing should not be seen as a study of its own but crossing itself with any and all areas of study. As such, overall writing goals should be fairly standard. But the very variations among discipline suggest flexible means to arrive at them. Disciplinary writing also reflects departmental practices and national trends (Brand, 2003:16-17).

b. Narrative Text

According to Smalley and Ruetten (1986) that “narrative describes a sequence of the events or tell a story, in other word narrative describe an experience. The logical arrangement of idea and sentences in the narrative is chronological- according to time order”. Moreover, Anderson (1997) states that “narrative is text, which tells a story and in doing so, entertains or informs the reader or listener”. It means that narrative is a piece of text that tells a story to inform, amuse, and entertain the reader or listener. This narrative text is then associated with generic structure.

Generic structure is divided into five elements, they are:

Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story is introduced to the students; how the story happens and who are involved in the story. In this level the students are persuaded to follow the story. In other words orientation of narrative text tells who the characters are / where and when the story happens.

Sequence of Events (complication)

This part tells the sequences of the story and the problems faced by the characters. The complication makes the story more interesting because the characters are prevented from reaching their wants. It is in the middle of story.

Resolution

It tells the readers (students) how the problem is solved and this is also called problem solving. A satisfying narrative will give the resolution of the problem.

Re-orientation

It tells what the story tells on the message of moral value to the readers.

Evaluation

This part can be joined to orientation part. It contains the beginning of the narrative text. Evaluation tells about the time and place of the event being narrated.

Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students (readers) find more than one complication and resolution. It may happen when the problem (complication) arises in unsolved scheme.

c. How to Teach Narrative Text

Brown (2001: 346-356) develops some principles for designing interactive writing techniques. They are as follows.

Incorporating Practices of “Good” Writers

To be a good writer some criteria are to be fulfilled. They are: (1) Focusing on

goals or main ideas in writing, (2) Gauging their audience perceptively, (3) Spending some time (but not too much) planning to write, (4) Letting their first ideas flow into the paper easily, (5) Following the general organizational plan as they write, (6) soliciting and utilizing feedback on their writing, (7) Not wedded to certain surface structure, (8) Revising their work willingly and efficiently, and (9) Making as many revisions as needed patiently.

Balancing Process of Product

As writing is a composing process and usually requires multiple drafts before an effective product is created, a teacher has to make sure that students are carefully led through appropriate stages in the process of composing. At the same time, do not get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make sure students see that everything leading up to this final creation is worth the effort.

Accounting for Cultural/Literary Backgrounds

Make sure that the techniques do not assume that our students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that we are trying to teach, we have to help students to understand what it is, exactly, that they are accustomed to and then by degrees, and bring them to the use of acceptable English rhetoric.

Connecting Reading and Writing

Clearly, students learn to write in part by carefully observing what is already written. They learn by observing, or reading the written words. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about the subject matter that may become the topic of their writing.

Providing as Much Authentic Writing as Possible

Whether writing is real writing or for display, it can still be authentic in that the purposes of writing are clear to the students; the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements-all these can be seen as authentic writing.

Framing the Techniques in Terms of Prewriting, Drafting and Revising Stages

Process writing approaches tend to be framed in three stages of writing. The Pre-writing stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages is the core of process writing. In traditional approaches to writing instruction, students are given time in-class to finish their work, or they are given a homework writing assignment. The first option gives no opportunity systematic drafting, and the second assumes that if students do any drafting at all, they would simply have to learn the tricks of the trade of their own. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

d. Mind Mapping

Mind mapping is a creative note taking technique in a visualization and graphic forms that is used to make people find it easy to enter information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2006: 6 ; Buzan 2008: 10). In this definition, five important concepts of mind mapping are used. Firstly, the mind mapping is one of the creative note taking techniques. It is a technique used by people to represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Secondly, the mind mapping helps people to enter the information into their brains. By using mind mapping, it is easy for people to put information into their memory. Thirdly, the mind mapping helps people to keep information in the long term memory. By using mind mapping, the information can be saved into their memories for a long time. Fourthly, the mind mapping helps people to take information out from their brain easily. By using mind mapping, it is easy to recall information saved in their memories. Finally, the mind mapping engages the use of imagination and association in its application. This means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts. These new concepts are connected to the known concepts having a tight relationship with the new concepts. All mind maps are using color and the form is radiant thinking. All mind maps have nature structure which spray from the center. It can be by lines, symbol, words, and picture which related in simply, basic, nature series with brain. By using mind map, long list information could change into colorful diagram, well regulated, and easy to memorize.

Mind mapping is a system that uses brain management to open all the hidden brain potency and capacity. Besides, mind mapping is also a learning system that is often used to help students to learn effectively, efficiently and happily (Buzan, 2005: 15)

3. Research Method

The data were qualitative and quantitative in nature. The qualitative data were the description of the process during the action. To get those data, the following qualitative data collection techniques were employed:

Observation

The observation was done to know what happened in the classroom when the research was being conducted. The result of the observation was used to get information for supervising and inspecting the next research plans. In this case, the observation was reported in the form of field notes. It described what happened in the classroom. The class observation was also completed with the photographs taken from the writing teaching-learning process. The photograph was one of the references to support the notes about what happened in the classroom.

Writing Test

To obtain valid scores that defined students' writing skill, clear criteria to assess their works were needed. To qualify this need, the researchers adopted the rubric of Anderson (2003: 92). Students' writings were assessed by the researchers and English

teacher. There were six aspects to be assessed in students' writing, namely, ideas and development, organization, vocabulary, sentence structure, and capitalization and punctuation, spelling. The table in the next page presents the categories for evaluating writing and the ranging the scores.

Interview

The interviews were held to get the data about the students' interest about the technique during and after the teaching-learning process. The data were interview transcripts. The interviews were unstructured. It means the teacher and the students answered the questions related to their opinions and suggestions about the teaching-learning process of writing by using the mind mapping technique. The English teacher and some students of class XI-TKJ were interviewed soon after the research was implemented.

The quantitative data were the scores of the students' writing before and after the actions were applied. The quantitative data were used to support the qualitative description. The data were also aimed to describe the actions. They were collected by means of the writing test.

1. Discussion

1.1 Research Procedures and Findings

This research is action research. In the previous part, it has been mentioned that the steps of the research were planning, implementation, observation, action and reflection. The purpose of the research was to improve the students' vocabulary writing skills of grade XI-TKJ in SMK RIDHO ZAHRA. The researchers focused on applying the mind mapping technique to improve the students' writing skills.

The researchers did some steps in conducting the research. The first step was reconnaissance. In the reconnaissance step, researchers observed and identified the problems that occurred in the writing learning process. The second step was planning. After the problems had been identified, the researchers designed a syllabus and an action that were feasible to be implemented in the field. The action designed in this research used the mind mapping technique. The third step was action and observation. In this step, researchers implemented the action that had been made. After that, researchers observed and evaluated the data, whether the mind mapping technique was effective to improve the students' writing skills or not. The last step was reflection. In the reflection step, the English teacher (ET) as the collaborator, students, and the researchers identified the effective and ineffective actions activities so that the researchers could design the better plans for the next Cycle.

1.2 Identification of the field problems

The researchers had a discussion with the English teacher of grade XI-TKJ to identify the problems. Besides, the researchers also observed the English teaching-learning process in the class. The researchers did some observations to identify the problems that occurred in English teaching-learning process of grade XI-TKJ. In identifying the field problems, the researchers observed the classroom activities and also interviewed the teacher.

Based on the identification above, there were some problems related to the process of writing teaching-learning. They were categorized into problems on students,

teachers and facilities. Since the focus of the study was on the use of the mind mapping technique to improve the students' writing skills, the problems solved in this study were those related to the process of writing teaching-learning especially of the narrative text.

Based on the problems related to the process of writing teaching-learning, the researchers and the teacher discussed the main causes of the problems. The result of the discussion between the researchers and the teacher used to fulfill the criteria of democratic validity. It was agreed that the main causes of those problems were:

- a. The students found difficulties to write sentences in English.
- b. The students lacked grammar ability.
- c. The students had difficulties to express their ideas in writing.
- d. The students lacked vocabulary.

The teacher asked the researchers to propose some action plans to overcome the field problems. The teacher added that the action plans should consider the limitation of fund, time, and the ability of the researcher and the teacher in conducting the research.

1.3 Determining the actions to solve the field problems

After the researchers and the English teacher identified the most important problems that needed to solve, they discussed again the main problems. The researchers and the English teacher agreed that those problems above were related to writing skill. Then the researchers and the English teacher tried to look for the appropriate way to improve the students' writing skill. Finally, the English teacher asked the researchers to make some action plans to overcome the field problems. This was done to fulfill the democratic and dialogic validities. The actions were intended to overcome the problems of the students who had difficulty to generate ideas for writing the narrative text. The actions plans were as follows:

1. Using narrative text with the mind mapping.
2. Employing the stages of English teaching-learning cycle in the process of writing teaching-learning
3. Improving classroom management

The use of mind mapping was intended to make the students more interested in the topic of teaching-learning process. It would also help the students to express their ideas in writing the narrative text. Besides, mind mapping which was colorful and varied would be able to attract the students' attention. Mind mapping could encourage them to involve the textswriting in the teaching-learning process. Considering the strengths and the weaknesses of the students' ability, finally the researchers decided to use mind mapping technique to improve the students' writing skills.

The English teacher suggested that the action above should be conducted based on the curriculum applied in the school by showing the materials used for the English subject. After that, the teacher asked the researchers to select the competency and the suitable theme.

1.4 Description of Data

Quantitative data were obtained from the students' test result carried out in two cycles. The students' score got improvement in every test. The way of scoring the students' writing narrative text is based on Anderson (2003: 92). Students' writings

were assessed by the researcher and English teacher. There were six aspects to be assessed in students' writing, namely, ideas and development, organization, vocabulary, sentence structure, capitalization and punctuation, and spelling. Here, the researchers compared the students' pre-test with post-test scores by using the t-test to know whether or not there was a significant difference in the pre-test and post-test scores. The data could be seen from the students' mean scores before and after they got treatment. Below, the results of the t-test were presented.

The increase of the students' score in writing a narrative text can be seen from the mean of the students' score from the test I until the test III. The mean in the test II (75.43) was higher than the mean in the test I (57.43). As most of the students did not pay attention well to the teacher's instruction and explanation during the teaching learning process, there was only a low improvement on their score. In the test III, the mean of the students' score was 79.43. It showed that the mean of the test III was higher than the mean of the test II (75.43) because in the test III the students were active and they paid attention well to the teacher's instruction. The students were not reluctant to ask question about what they did not understand well. From the entire tests administered and the teaching process conducted, the students' score kept improving from meeting to meeting.

The students' score in those three tests were different. In the test I, the lowest score was 51 and the highest score was 60. In the test II, the lowest score was 61 and the highest score 82. And in the test III the lowest score was 63 and the highest score was 91. The comparison of the students' score can be seen in the following table:

Types of Score	Pre-test (Test I)	Cycle I (Test II)	Cycle II (Test III)
The lowest score	51	61	63
The highest score	60	82	91
\bar{X}	57.43	75.43	79.43
N	30	30	30

Table 1: The Comparison Table of the Students' Writing Test Score

Where :

\bar{X} : the mean of the students' score

N : the number of the students

Students' score mean in the test III was the highest, it could be concluded that the students' writing score was improved from 57.43(test I) to 79.43 (test III).

The percentage of the master students who got point up to 75 showed the improvement of the students' writing score from the test I to test III (the students were said mastering the lesson if they got score up to 75). The percentage can be seen in the following table:

Test	Students who got up to 75	Percentage
Test I	2	6.66%
Test II	16	53%
Test III	23	76.66%

Table 2: The table of Percentage of Students' Achievement

The percentage of the students' achievement was calculated by applying this

following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

- P : the percentage of students who get the point 75
 R : the member of students who get the points up 75
 T : the total number of students who do the test.

The result showed the improvement of the students' score from test I to III. In the test I there were two students who got score up to 75 with the percentage 6.66%. In the test II there were 16 students who got score up to 75 with the percentage 53%, so the improvement of score from test I to test III was 70%. And in the test III there were 23 students who got score up to 75 with the percentage 76.66%, so the improvement of score from the test II to test III was 23.66%. In the test III there were 5 students who did not achieve the score up to 75 but overall their score improved from test I to test III. It had been proved that 83.3% of the students got good score on the last test.

1.5 Research Findings

The data were taken from quantitative data from all meetings. The test I result showed that the students' ability in writing narrative text was still low. The first cycle of the research was done and they were taught by the application of Mind Mapping Technique. Then the test was done and their score was calculated. The score got improvement but it was not so satisfying after that the second cycle was conducted to get the high improvement.

	Pre- Test	Post test cycle I	Post test cycle II
	Meeting 1	Meeting 4	Meeting 6
Total Score	1723	2263	2383
Mean	57.43	75.43	79.43
R	2	16	23
% R	6.66%	53%	76.66%

Table 3: The table of Improvement of Students' Writing Comprehension

- R : number of students who got the score up to 75 points
 $\% R$: percentage of number of students who got score up to 75 points

The table revealed in test II of the mean of the students' score was 75.43 and there were only 16 students who got score up to 75 points. The table showed the students' ability in writing narrative text still needed to be improved. In order to get higher improvement, the second cycle was conducted. There was improvement in the number of students who got score up to 75 points in the second cycle, there were 23 students getting score up to 75 points with the percentage 76.66% and the students' mean score was 79.43. These numbers showed that the application of Mind Mapping Technique could improve students' ability in writing narrative text, so the application of this technique was effective.

5. Conclusion

The research is about the implementation of mind mapping to improve the students' writing skills. Based on the discussion in the previous part, it can be concluded that the mind mapping can improve students' writing skill. This can be seen from the findings of the research during the action research.

Before the action research was conducted, the students said that writing was difficult. It could be seen from their product of writing. Firstly, the students had little knowledge of vocabulary. They wrote in Indonesian. Secondly, they found it difficult to use accurate grammar so they made many mistakes of grammar. Moreover, they also found it difficult to organize sentences into a good text. Furthermore, the students had difficulties to express their ideas in a written form. It can be indicated by the facts that they did not understand the teacher's explanation, they got bored because the teacher did not use media to support teaching-learning process and to improve the students' motivation, and they kept silent when the teacher asked them about the lesson.

During the implementation of actions, the students were motivated through the use of the mind mapping. These made them interested and more confident to finish the activities well and answer the questions correctly. As a result, the students were able to write with the correct grammar, spelling, and punctuation. The organization of sentences could be easily understood. They also used vocabulary accurately. These are because the mind mapping is a good technique that can improve students' writing skills. Moreover, the mind mapping is selected as their pre-writing strategy before they are ready to write. It helps the students to arrange appropriate words related to the topic of the text.

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METAPHOR IN ATTICUS' SELECTED POEMS

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Received: 2022/01/12

Accepted: 2022/04/12

Published: 2022/05/30

Abstract

What distinguishes literary works from other written non-literary works is the aesthetic value gained by using figurative language in most of literary works. There are various types of figurative language with different usages for each type. Metaphor is a type of figurative language used in literary works and becomes the focus of this study. Atticus is one of the famous poets in social media where his works have been published since 2017. This study aims to identify the types of metaphors found in the selected poems of Atticus', based on theory by Lakoff and Johnson (2003). The method used in this study is descriptive qualitative. The data of this study are sentences in which the metaphorical expressions are marked in italics. The data sources are the poems taken from Atticus' book entitled *Love Her Wild*, with a total of 20 poems selected. The results of this study show that all types of metaphor: structural metaphor, orientational metaphor, and ontological metaphor are found in the selected poems, where ontological metaphor becomes mostly found type.

Keywords: Metaphor, *Atticus*, *Love Her Wild*, structural metaphor, orientational metaphor, ontological metaphor

1. Introduction

Humans use language as a tool to communicate ideas, information, beliefs, and feelings in the daily life. The use of language to express feelings is also portrayed in literary work. However, the term *aesthetic* becomes a thing that distinguishes the style of language used in literary works with the language used in daily life. Dancygier and Sweetser (2014) state that figurative language is an aspect that gives the special aesthetic value in the most poetic text. Figurative language is a prominent diversion of how a language user apprehends as standard meanings of words to achieve a special meaning or effect (Abrams & Harpham, 2009).

There are various types of figurative language such as metaphor, simile, hyperbole, onomatopoeia and others. Among these types, metaphor becomes one of the types of figurative language that mostly becomes the primary subject that is still debated among the other types of figurative language. This thing discussed by many speakers is how metaphor becomes particular and artistic, while others think it becomes everyday usage, so that it is not considered figurative (Dancygier & Sweetser, 2014). In this regard, it can be understood that metaphor is frequently used in daily language and considered as the common cognitive structures which are the basis of much abstract reasoning and thought (Cortazzi & Jin, 2021). This thing is in line with Lakoff and

Johnson's (2003) stating that metaphor is inescapable in everyday life, as in language as well as in thought and action. In addition, Lakoff and Johnson (2003) say that metaphor is about understanding and experiencing one kind of thing in terms of another. Kövecses (2010) further elaborates that metaphor is characterized as apprehending one conceptual domain in terms of another conceptual domain. The conceptual domain here indicates any meaningful construction of experience. The domain is divided into two; source domain and target domain. According to Casasanto and Gijssels (2015), the source domain consists of more concrete things that can be experienced through sensation (e.g., touch and vision). Meanwhile, the target domain consists of more abstract things that can be experienced through introspection (e.g., feelings and similarity).

Poem is known as a literary work that also employs figurative language, especially metaphor. This study aims to investigate the types of metaphor found in the selected poems of Atticus' by using Lakoff and Johnson's (2003) theory. Atticus is a famous poet, especially in social media. The poems are taken from the book entitled *Love Her Wild*, the collection of poems written by Atticus and published in 2017. The poems are divided into three themes; love, her, and wild. There are 20 poems selected from this book. The poems are selected as not all of the poems within this book use metaphor.

2. Literature Review

There are several studies on metaphor by using Lakoff and Johnson's theory that have been carried out previously. Pramudita and Hanidar (2019) conducted a research entitled *Conceptual Metaphors in Paramore's After Laughter Album*. The results showed that orientational metaphors were primarily found in the lyrics implying feelings of hopelessness, pessimism, disappointment, and depression. Besides that, it also portrayed how Paramore rose up again and realized that life was sometimes hard. The structural metaphors found imply war, journey, and valuable objects. Meanwhile, ontological metaphors were the least used concept in the eleven chosen songs of the analysis.

Pratiwi, Sujatna, and Indrayani (2020) conducted a research entitled *A Cognitive Semantic Analysis of Conceptual Metaphor in Lang Leav's Poetry*. This research aimed to investigate the types of conceptual metaphor found in Lang Leav's poetry combined with the cognitive semantic theories by Evans & Green (2006) and further analyzed the image schema based on theory by Croft et al., (2004). The results showed that all types of conceptual metaphors were found within the poems.

In addition, it could be found out that there is multiplicity of source domains for certain metaphors, as shown in a research that was conducted by Al-Abdullah (2020) entitled *Conceptual Metaphors of Time in the Sonnets of Shakespeare: A Cognitive Linguistic Approach*. The research aimed to show the multiplicity of source domains Shakespeare enlisted to describe the target domain of TIME. This study explored a selection of conceptual metaphors of time from the collection of Shakespeare's sonnets under the categories of structural, ontological, and orientational metaphors. The results showed that the source domains found were: WAR, INVINCIBLE FORCE, ENEMY, TYRANT, MONSTER, SCYTHER, SPEEDY RUNNER, WAVES, CHANGE, SLUT, DOWN, and UP. These source domains showed positive and also negative meanings.

This study is different from the three previous studies as mentioned in terms of the object of the study used and using Oxford Advanced Learner's Dictionary (2015) to find the lexical meaning of the metaphorical expression.

The definition of metaphor which people mainly known is as Keraf (2006) says that metaphor is a kind of analogy in which comparing two things directly, but in a brief form, and without the use of 'like' or 'as'. Therefore, the first principal is directly related to the second principal. McGlone (2007) defines metaphor as a figure of speech in which a word or phrase is used to describe something it does not stand for in literal. For example, "He is a night owl." This sentence compares someone with a night owl to describe that this person is more active or wakeful at night, just like an owl which is characterized as an active animal at night. However, these views toward metaphor are considered traditional, and Saeed (2016) further adds another view on metaphor which is fundamental to language and thought as a way of experiencing the world. Therefore, Lakoff and Johnson proposed a new view towards metaphor as the extension of the traditional view. Their theory is also known as conceptual metaphor. Lakoff and Johnson divide the types of metaphor into three; structural metaphor, orientational metaphor, and ontological metaphor.

a. Structural Metaphor

Structural metaphor allows a concept that is metaphorically organized inside another term (Lakoff & Johnson, 2003). In other words, saying something in another term that has a similar meaning (Smithiana & Hanidar, 2018). For example, the metaphor of ARGUMENT IS WAR in "Your claims are *indefensible*" and "His criticisms were *right on target*" (Lakoff & Johnson, 2003). *Indefensible* and *right on target* on the previous examples are usually used in a war. Therefore, it can be understood that the structural metaphor ARGUMENT IS WAR is used to represent that the claims cannot be justified as in "Your claims are *indefensible*" and how his criticisms matched with the goal as in "His criticisms were *right on target*". 'Argument' is seen as a verbal fight and act as the target domain, which is understood within the term of 'war' that is seen as the physical conflict and act as the source domain.

b. Orientational Metaphor

Orientational metaphor deals with the whole system of the concepts that have organized and have a relationship with one another as well as spatial orientation such as up-down, in-out, and front-back (Lakoff & Johnson, 2003). These spatial orientations are based on the physical and cultural experience. Consider the example of 'future', which in some cultures believe that future is in front of us, meanwhile the other cultures believe it in back (Lakoff & Johnson, 2003). Having understood this example, thus orientational metaphor is based on how our physical body and the culture that we have responded as well as in the actual surrounding. Some examples are HAPPY IS UP and SAD IS DOWN. "I'm *feeling up* today" is an expression that shows HAPPY IS UP as the erect posture is always apprehended with a positive emotional state. "I *fell* into a

depression" is an expression that shows SAD IS DOWN as a physical basis from the drooping posture will relate to sadness and depression (Lakoff & Johnson, 2003).

c. Ontological Metaphor

Ontological metaphor is a metaphor that is based on how human views in experience with something more concrete (Lakoff & Johnson, 2003). Examples of ontological metaphor are *entity and substance metaphors, container metaphors, and personification*.

1. Entity and Substance Metaphors

This metaphor allows us to treat our experiences in terms of objects and substances as discrete entities or substances of a consistent kind (Lakoff & Johnson, 2003). For example:

- a) INFLATION IS AN ENTITY as expressed in *inflation is lowering* our standard of living; we need to *combat inflation*; *inflation makes me sick* (Lakoff & Johnson, 2003).
- b) THE MIND IS A BRITTLE OBJECT as expressed in her ego is very *fragile*; *I'm going to pieces*; his mind *snapped* (Lakoff & Johnson, 2003).

2. Container Metaphors

Container metaphor is characterized by the physical objects bounded by surfaces, and we view them as container as it deals with in-out orientation (Lakoff & Johnson, 2003). For example: the ship is *coming into* view, I *put a lot of energy into* washing the windows, she's *in* love (Lakoff & Johnson, 2003).

3. Personification

Personification allows us to comprehend what nonhuman entities experiences with human motivations, characteristics, and activities (Lakoff & Johnson, 2003). For example, *life has cheated* me, this *fact argues* against the standard theories, *cancer* finally *caught up with* him (Lakoff & Johnson, 2003).

3. Research Method

This study employs the qualitative descriptive method as the data are sentences and the descriptively explained analysis. This thing is also in line with Patton and Cochran (2002) that define the qualitative research as characterized by its aims within relating to understanding some of social life, and its methods which generate words, rather than numbers, as data for analysis.

The data of this study are sentences in which the metaphorical expression will be marked in italic. The data sources are the poems taken from the book *Love Her Wild*. According to Creswell (2014), the data collection can be gathered from interviews, observations, documents, and audiovisual information. Documents can be in the form of writings, pictures, or monumental works of a person (Sugiyono, 2013). Therefore, document analysis is the suitable technique to collect the data for this research. The step in the data collection was started with reading all the poems and marking the poems

which employ metaphor. After that, the data were classified and analyzed into each of the types of metaphor by using theory based on Lakoff and Johnson (2003), and using Oxford Advanced Learner's Dictionary (2015) to find the lexical meaning of the metaphorical expression.

4. Discussion

This section discusses the results of the data analysis in terms of types of metaphor (structural, orientational, and ontological) used in the selected poems under the theory of Lakoff and Johnson (2003).

4.1 Structural Metaphor

DATA 1

Love could be labeled poison and we'd drink it anyways

In this poem, it is seen that love is equated with poison. Poison is a substance that causes death or harm if it is swallowed or absorbed into the body (Oxford Advanced Learner's Dictionary, 2015). Furthermore, this 'poison' is drunk by a human. Therefore, the structural metaphor used in this poem is LOVE IS A POISON, since the target domain LOVE is understood through the source domain POISON which can be harmful to people. This poem emphasizes that though love is harmful as poison, we still get into it.

DATA 2

Even those we love the most can be a poison to our souls.

Still about poison, as discussed previously, poison is a harmful substance to the human body. Soul is a person's inner character, containing their true thoughts and feelings (Oxford Advanced Learner's Dictionary, 2015). Following the context of this poem, it can be understood that *those we love the most* refers to a human being. Therefore, the structural metaphor HUMAN BEING IS A POISON is used here, since the target domain POISON, which can be harmful to humans is understood through the source domain HUMAN BEING. This poem tells us that the people we love the most could be bad or harmful (in terms of thoughts and feelings).

DATA 3

Go forth and conquer for the world is small and you are a giant and every step you take will make the ground shake as it rises to meet you.

In this poem, it can be seen that human is directly compared to a giant. Giant is a popular character in mythology, and it is always characterized as a strong being due to its unusual large size (Oxford Advanced Learner's Dictionary, 2015). Therefore, the structural metaphor HUMAN BEING IS A GIANT is used here, since the target domain GIANT is understood through the source domain HUMAN BEING, and the similarity in terms of the power owned by a giant. This poem indicates that people are bigger than the world; thus, people should conquer this world with their big strength.

DATA 4

We are made of all those who have built and broken us.

The word *built* and *broken* used in this poem can lead to the understanding of a building that means a structure such as a house, office block, or factory that has a roof and walls (Oxford Advanced Learner's Dictionary, 2015). Once it is built, it can also be destroyed. It will all be done by humans in building and destroying a building. The understanding of the building is realized through human personality. Therefore, it can be seen that the structural metaphor HUMAN PERSONALITY IS A BUILDING is used in this poem. The target domain HUMAN PERSONALITY is understood through the source domain BUILDING, which gives the understanding that a human's personality can be shaped either positively or negatively, just like a building that could be built and destroyed. This poem shows that people become who they are because other people try to shape them into better or bad people.

4.2 Orientational Metaphor

DATA 5

I think it's beautiful the way you sparkle when you talk about the things you love.

The way you sparkle indicates the orientational metaphor LIGHT IS UP. Sparkle means to shine brightly with small flashes of light (Oxford Advanced Learner's Dictionary, 2015). However, sparkle is also used to describe passionate or to be full of life, enthusiasm or humor (Oxford Advanced Learner's Dictionary, 2015). Therefore, in this poem, *sparkle* deals with spatial orientation of UP as it is related to how our physical basis carry the erect posture with a positive emotional state. This thing can be seen as the context of this poem shows how someone is said to become beautiful in the way a girl sparkles when talking about the things she loves. So the meaning of sparkle here is not about the girl who can shine brightly, but it could be interpreted that the girl who becomes enthusiastic when talking about the things she loves. Therefore, this poem shows someone who thinks that a woman looks beautiful when she talks about the things she loves.

DATA 6

There was a whole magnificent soul burning brightly behind her 'shy.'

A whole magnificent soul burning brightly indicates the orientational metaphor BURN IS UP. Burning means a very strong or extreme feeling (Oxford Advanced Learner's Dictionary, 2015). Though taken from the basic word of 'burn', which means to damage, injure, destroy, or kill something with fire, this term is indirectly related to fire, which gives a positive state. In this poem, the positive state is represented in *magnificent soul*. It can be apprehended that the word *burning* deals with spatial orientation of UP as the context of this poem refer to a 'shy' girl that has magnificent soul, which can be considered with strong feelings. Therefore, it can be understood that this poem shows the existence of extreme feelings in someone's soul hidden in a woman's shyness.

4.3 Ontological Metaphor

DATA 7

Love is diving headfirst into someone else's confusion and finding that it all makes sense.

Love is diving headfirst into someone else's confusion shows the use of ontological metaphor MIND IS A CONTAINER. The target domain MIND is understood through the source domain CONTAINER. The target domain MIND is taken from the metaphorical expression of *someone else's confusion*. The word *confusion* means a state of not being certain about what is happening, what you should do, or what something means (Oxford Advanced Learner's Dictionary, 2015). Thus, it can be apprehended that confusion comes from the human mind. In this poem, the mind is seen as a container because a physical phenomenon is bounded with a surface as shown in *diving*, which leads to the 'in' orientation. Therefore, this poem shows how love enters someone's mind, especially when someone is in the state of not being certain about what is happening, what should to do, what something means and tries to understand that it all makes sense.

DATA 8

My atoms love your atoms, it's chemistry

The concept of the atom is studied in chemistry. Atom is the smallest particle of a chemical element that can exist (Oxford Advanced Learner's Dictionary, 2015). Atom can attract or connect other atoms, either the same or different types, and groups of these atoms are also known as molecules. According to Oxford Advanced Learner's Dictionary (2015), love is a strong feeling of deep affection for somebody or something. It is known that humans can only feel the love. In this poem, love, which belongs to human qualities is given to non-human entities, which are atoms. Therefore, *my atoms love your atoms* can be classified as personification, which belongs to the ontological metaphor. The source domain is HUMAN and the target domain is ATOM. This poem indicates that human can fall in love and connect with one another, just like the concept of the atom.

DATA 9

It's a lonely thing, *protecting a breakable heart*.

Protecting a breakable heart is considered as the ontological metaphor HEART IS A BRITTLE OBJECT. HEART as the target domain is understood through the source domain BRITTLE OBJECT. Break means to be damaged and separated into two or more parts (Oxford Advanced Learner's Dictionary, 2015). Heart is viewed as a brittle object since it refers to the physical phenomena of breaking. When human's heart breaks, it deals with their psychological and it can be conceived that someone is in a state of sadness. Therefore, this poem shows how lonely it is to protect a heart that can be easily broken.

DATA 10

Do not fall in love with me for *I will break your heart* long before you realize you were going to break mine.

This poem also employs the use of the ontological metaphor HEART IS A BRITTLE OBJECT, as it is mentioned there is an activity in which the speaker will break someone's heart. Furthermore, it can be confirmed that the speaker will make someone hurt and sad.

DATA 11

Break my heart and you will find yourself inside.

This poem also employs the use of the ontological metaphor HEART IS A BRITTLE OBJECT, and it can be understood that this poem tells if someone tries to break the speaker's heart, then that person will see the true self within that heart.

DATA 12

We so often want love to work but *we are fighting currents of our hearts* that flow a different way

We are fighting currents of our hearts shows the use of ontological metaphor HEART IS A MOVING OBJECT. The source domain MOVING OBJECT is taken from *currents*, and the target domain is HEART. Heart is seen as an object, referring to the poem's context that it is being fought. Current is the movement of water in the sea or a river; the movement of air in a particular direction (Oxford Advanced Learner's Dictionary, 2015). So it can be interpreted that what humans feel in their hearts, may be vary and different, just like the current that flows to the different way.

DATA 13

Words will scratch more hearts than swords.

Words will scratch more hearts shows the ontological metaphor WORDS ARE SHARP OBJECTS. The source domain is SHARP OBJECTS and the target domain is WORDS. In this context, scratch can be understood as giving damage to heart, and it denotes where the sharp objects cause it as compared to swords at the end. According to Oxford Advanced Learner's Dictionary (2015), word means a single unit of language that means something and can be spoken or written. Term, phrase, expression, and idiom are also referred to words. Therefore, it can be understood that heart, as a part of human's body, can be mentally scratched or we perceive it as being hurt. In this case, words are the objects which give the hurt.

DATA 14

We left our love in ash where a mighty fire once had roared.

We left our love in ash shows the ontological metaphor LOVE IS AN OBJECT. In this poem, love is identified as state and seen as ash. So the target domain is LOVE, and the source domain is ASH. Ash is the grey or black powder left after something, especially tobacco, wood or coal, has burnt (Oxford Advanced Learner's Dictionary, 2015). Love for both of the couple which has ended is conceptualized into ash where once the fire attacks it. Following the context of this poem, it is also understood here that fire refers to the emotion that made the couple's love end. Thus, it can be interpreted the love which has ended by emotion.

DATA 15

And the stars blinked as they watched her carefully *jealous of the way she shone*.

Jealous is known as a state which humans can feel. Jealous is feeling angry or unhappy towards something such as; feeling jealous of something that somebody else has where this person does not have it or feeling jealous when somebody you like or love is showing interest in somebody else (Oxford Advanced Learner's Dictionary, 2015). Meanwhile, a star is a large ball of burning gas in space that we see as a point of light in the sky at night (Oxford Advanced Learner's Dictionary, 2015). In this poem, it is portrayed that the stars are jealous of the way a woman shines. Therefore, the metaphor as in italics can be classified as personification since *jealous* which belongs to human qualities is given to non-human entities, which are *stars*. Therefore, the source domain is HUMAN and the target domain is STAR. So, the metaphorical expression shows that a star could feel unhappy with the existence of a woman who could shine and be more shining than the stars.

DATA 16

She found herself over a long and treacherous road and the more treacherous the road became, the more of herself she found.

She found herself over a long and treacherous road shows the ontological metaphor ROAD IS A CONTAINER. It is viewed as a container since there is an 'in' orientation that makes this road found. Treacherous means something that cannot be trusted; intending to harm someone (Oxford Advanced Learner's Dictionary, 2015). Following the context of this poem, a girl tries to enter that road, but it turns treacherous. When the road becomes more treacherous, the girl could know who she is. Therefore, it can be understood from this poem that the more treacherous road someone tries to enter, it will make them know who themselves are as they might keep walking to avoid the street.

DATA 17

She made gentle the wild oceans of my soul.

From the poem above, it can be seen that soul is seen as the wild oceans. Thus, it is identified as the ontological metaphor SOUL IS AN ENTITY. The target domain SOUL is understood through the source domain ENTITY which is mentioned as *wild oceans* in this poem. Wild has a meaning of having no discipline or control (Oxford Advanced Learner's Dictionary, 2015). Therefore, it could be understood that the wild oceans in this poem characterize someone's soul, which shows no discipline or control. Following the context of the poem, a woman is denoted by the pronouncing 'she', and it is told that she can make the wild oceans of someone's soul gentle. This leads to the understanding of a woman who could gently treat someone which has no discipline or control.

DATA 18

Loneliness is a fire I hold close to my skin, to see how much pain I can stand before running to the water.

Loneliness is a fire I hold close to my skin shows the ontological metaphor LONELINESS IS AN OBJECT. Loneliness is known as being unhappy as there are no friends or people to talk to (Oxford Advanced Learner's Dictionary, 2015). Thus, it is considered as the target domain. The word *hold* denotes that loneliness as something that can be held by someone, thus it refers to an object and the source domain. This poem tells about loneliness, which is considered a negative state and it becomes a pain.

DATA 19

Depression is being color blind and constantly told how colorful the world is.

The poem above employs the ontological metaphor DEPRESSION IS AN ENTITY WITHIN A PERSON. According to Oxford Advanced Learner's Dictionary (2015), depression is defined as feeling very sad and without hope; thus, it is considered the target domain. Meanwhile, color blind is known as someone's unable condition to see the difference between some colors, especially red and green; unable to see colors at all (Oxford Advanced Learner's Dictionary, 2015). Referring to the context of the poem, it is viewed as an entity within a person. So, the source domain is ENTITY WITHIN A PERSON. Therefore, this poem uses the ontological metaphor since depression that shows the negative state is being conceptualized with physical phenomena of color blindness. It could be understood from this poem that people who suffer from depression describe a condition where they see a world not as colorful as it is, instead they see the world with another different color or in other words, from another side.

DATA 20

Don't give up now, *chances are your best kiss, your hardest laugh*, and your greatest day are still yet to come.

Chances are your best kiss, your hardest laugh employ the ontological metaphor CHANCES ARE OBJECTS WITHIN CONTAINER. The source domain is OBJECTS WITHIN CONTAINER, and the target domain is CHANCES. Chance means as a possibility of something happening, especially something that you want (Oxford Advanced Learner's Dictionary, 2015). *Best kiss and hardest laugh* refer to the objects that belong to humans (container) as they are bounded by the surface. It can be also perceived that *best kiss and hardest laugh* are viewed as positive states. Kiss means to touch somebody with your lips as a sign of love or sexual desire or when saying hello or goodbye (Oxford Advanced Learner's Dictionary, 2015). Kissing will be an activity where the person will do it in their own best way, regarded as an unforgettable moment, even giving the best impression. Meanwhile, laugh means to make the sounds and movements of your face that show you think something funny or silly (Oxford Advanced Learner's Dictionary, 2015). Therefore, it can be understood that chances are the good things that all person will have.

5. Conclusion

In conclusion, the three types of metaphors which are structural, orientational, and ontological are found in the selected poems. In the cases of structural metaphors, there is multiplicity used in the source domain HUMAN BEING, such as HUMAN BEING IS A POISON and HUMAN BEING IS A GIANT. These metaphors, along with LOVE IS A POISON and HUMAN PERSONALITY IS A BUILDING are

identified as structural metaphors, since all of these metaphors represent something with a concept that we find and use in life as well as the relationship with our culture.

In the cases of orientational metaphors, the use of spatial orientation leads to the positive use, which is UP. This thing is also in line with what Lakoff and Johnson (2003) describing that the physical basis of erect posture denotes the positive emotional state, as in LIGHT IS UP and BURN IS UP that shows the positive emotional states of being enthusiastic and extreme feeling.

The last, ontological metaphors become the mostly found type used in the poems. There are three poems that employ the same metaphor; HEART IS A BRITTLE OBJECT. Besides, there is multiplicity used in the source domain HEART, such as HEART IS A BRITTLE OBJECT and HEART IS A MOVING OBJECT. There are two poems that employ personification, which are HUMAN IS ATOM and HUMAN IS A STAR. The rest of the poems also employ the container, entity, and object metaphor, such as MIND IS A CONTAINER, WORDS ARE SHARP OBJECTS, LOVE IS AN OBJECT, ROAD IS A CONTAINER, SOUL IS AN ENTITY, LONELINESS IS AN OBJECT, DEPRESSION IS AN ENTITY WITHIN A PERSON, and CHANCES ARE OBJECTS WITHIN CONTAINER.

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REGRET IN NICHOLAS SPARKS' NOVEL *THE BEST OF ME*

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Received: 2022/04/18

Accepted: 2022/05/12

Published: 2022/05/30

Abstract

This study aims to discuss the types of regret that represent the effects of the protagonist's regret in Nicholas Spark's novel entitled *The Best of Me*, and to describe the effects of the protagonist's regret. This study is the result of a qualitative assessment of the regrets of the protagonist named Dawson Cole. The theory used in this study is the theory proposed by Zeelenberg (2007), and supported by Pieters R. A (2007). The results of this study indicate that there are two types of regret reflected in the novel; they are existential regret and regret of inaction. The cause of the protagonist's regret is that the protagonist avoids Amanda all his life, and his regret that he is inferior and unworthy to be with Amanda. The effect of the protagonist's regret is that he lies to his own feelings and remains single for the rest of his life.

Keyword: regret, existential regret, regret for inaction, literature

1. Introduction

Definitions of literature have varied over time. In Western Europe prior to the 18th century, literature is a term indicating all books and writing. In general sense, literature is a term used to describe works which are considered of having aesthetic sense. In line with it, Klarer (2004: 1) says that in most cases, literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word.

Literature offers some major forms, as poetry, prose, & drama. Referring to this paper, prose can be defined as any kind of written text that is not poetry (which means drama, discussed below, is technically a type of prose). The most typical varieties of prose are novels and short stories, while other types include letters, diaries, journals, and non-fiction (also discussed below). Prose is written in complete sentences and organized in paragraphs. Instead of focusing on sound, which is what poetry does, prose tends to focus on plot and characters. Dramas are meant to be acted out in front of audience, it is hard to fully appreciate them when looking only at pages of text.

This is often considered the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down but is still sometimes performed. The novel written by Nicholas Sparks is as a beautifully written romance novel talking of relationship of a family. The novel is Sparks's seventeenth novel following the theme of both love and heartbreak.

In *The Best of Me* the characters Dawson Cole and Amanda are a pair of lovers starting from when they were in senior high school. After 20 years, they met again in Tuck's small house in place with which their memories in senior high school came again. Tuck was an old man who met Dawson accidentally when Dawson tried to escape from his father. Dawson got into Tuck's old garage and that was where they got to know each other. They lived together and Tuck was a good man. He took care of Dawson. One day Dawson had grown up and discovered that Tuck had died. Dawson was sad because only Tuck he had at the time. Finally, Tuck handed over the little house to Dawson along with the beautiful garden of Tuck's wife relic. Dawson family had been famous since his grandfather because the Cole's family had moonshiners business and they were known as a cruel criminal family. Dawson Cole, the one member of Cole's family, was a good man and he did not want to imitate the behavior of his big family known to be cruel. He was gentle, friendly, and polite to the surrounding community. But they did not believe in Dawson because he belonged to Cole family. Therefore, Dawson decided to run away from home and chose to stay at Tuck's home. He lived at Tuck's home without his father. He was happy to take care of the house and the garden. Amanda who had free time, decided to visit her teenager home with him. They both spent time together.

The next day, Amanda and Dawson visited Tuck's lawyer and they spread his ashes to Tuck's wife's cabin. They had lunch, discussing, and spending time together, but Amanda had to go home and Dawson still lived at Tuck's home to repair his car. During this time, his cousin, Crazy Ted came to kill him. Crazy Ted had done something like this in an explosion of oil rig, Dawson knew it, they hit each other. Dawson went to a bar by driving his car. When on the street, he met his hordes of cousins and his father. Dawson did not know that beside his car it was his cousin. Dawson's father was in front of Dawson's car and finally he was shot in the head by his own father. At the same time, Amanda's son had an accident and needed a heart, Dawson's heart was finally donated to him. Amanda knew this and she felt so sad.

2. Literature Review

2.1 Regret

According to Zeelenberg & Pieters (2007) regret is defined as an aversive emotion that we experience when we realize or imagine that our current situation would be more favourable if we had chosen differently. As such, regret is defined as a counterfactual emotion due to the accompanying cognitive processes of comparing current outcomes to what 'might have', 'should have', or 'could have' been. Regret also has an element of responsibility, or self blame, and this feature differentiates it from other negative emotions, such as disappointment. According to Landman (1986) regret is one of the kind of emotions related to sorrow caused by disappointment. According to Sugden (1987) regret is counterintuitive which is a countermeasure for the individual to think "if I make other choices", and such a thought is a tendency that exists in the individual, like equating the effects of decisions by making different choices.

2.1.1 Kinds of Regret

According to Van Dijk & Zeelenberg (2002) the kinds of regret is categorized as a cognitive emotion for understanding a person. In this case Van Dijk & Zeelenberg discusses regret as an existential regret and regret of inaction.

a. Existential Regret

Existential regret, defined as a profound desire to go back and change a past experience in which one has failed to choose consciously or has made a choice that does not follow one's beliefs, values, or growth needs.

b. Regret of Inaction

Tykcinski & Pittman (1998) suggests that regrets over inaction may reduce the likelihood that one acts on a subsequent opportunity that is still attractive but less attractive than the one missed earlier. However, we argue that the opposite may happen when the new opportunity is more attractive than the missed one. In that case, the regret experienced over the failure to act may promote action to be taken on the new opportunity.

2.1.2 Causes of Regret

The study of regret since 1982 can be selected, at least, into 4 groups. First, the study that deals with confirming factors (variables). The second deals with the study of comparisons of regret with other specific emotions, such as disappointment, sadness, deep sadness, and contentment (giggling) Third, the study of diverse forms of regret such as hot regret or wistful regret, Fourth, the study of sources of regret in the system and brain structure. Based on these four regret assessment groups, for this article, the writers choose the factors that elicit regret. The group is a current principal in the study of regret (Zeelenberg and Pieters, 2007).

a. Avoidance

Avoidance is a style that tends to view conflict as unproductive and little punishing. The negative aspect of this style is that it throws problems at others and sets aside other language or issues that are with drawing or hiding to avoid conflict (Robbins 2002: 215).

In avoidance individuals will tend to shy away when put in that situation that makes him uncomfortable or depressed (Leary 1996).

Avoidance is an action of emptying, vacating, or clearing away. Avoidance is found in the novel as the causes of protagonist regrets. One of the causes of Dawson's regret that is portrayed in the novel is that he has avoided Amanda throughout his life.

b. Inferior

Inferior is an attitude posed from that individual who feel himself lacking inside a thing compared to other people. Insecurity makes individuals, withdraw from the environment and feeling of being isolated from society. This is tied to low self- esteem meaning the feeling of inadequacy. Humans have always wanted to be recognized and accepted by others. One who experiences low self- esteem gets worse in his identity and will be easily dropped in mischief, that is disguised as acceptance.

Inferior is a relatively permanent feeling about inadequacy or the emergence of a tendency to feel less so it cannot shows its optimum abilities, its inferiority must be tempered and may impede the potential of not developing (Tentama, 2012).

The second kind of protagonist regret is that he feels himself inferior and does not deserve to be together with Amanda. He is not good for her, and he is poor and from a broken family.

2.2 Effect of Regret

In general, regret pushes us to change our actions. We recognize that we have made a poor decision and we don't want to make it again. So we change our behaviors in ways that hopefully bring improvement in our life circumstances (Landman, 1987)

2.2.1 Related Studies

There are several studies related to this research. Thesis written by Ernawati (2012) discusses three things, namely; (1) kinds of regrets portrayed in the novel, (2) causes of regret, (3) effects of regret.

Ernawati (2012) presents the theory related to this research in order to support the analysis. It consist of explanation about previous finding and use a narrative approach. The method used in this study is to give description about character. Ernawati (2012) uses descriptive qualitative method in order to describe and explain what have been interpreted from the object of the research. This study contains several similarities with the research conducted by Ernawati (2012). The first is that this study also uses qualitative method and narrative approaches. Ernawati (2012) only mentions the protagonist in the novel as having a regret while the writers reveal regrets of the protagonist in depth, so that it is clearer.

3. Research Method

Research design is a way carried out by the researcher to make the research easy to do. According to Kerlinger (1986; 276), research design in the plan and the structure of the investigation is done to obtain answers to research questions. There is a variety of methods that could be used in a research and every researcher has different research methods (Creswell, 2009). Therefore, research design adopted in this study is descriptive qualitative method because the process of the analysis and the finding are accomplished descriptively.

Kinds of data used in this research are in the forms of words, phrasse, sentences and as oriented to regrets played by the main character Dawson. All the data used are to reveal the problems of regret from the novel *The Best Of Me*, written by Nicholas Sparks. However, any supporting references which can provide valuable information refering to the analysis are also gathered.

4. Result and Discussion

This part presents the analysis of the protagonist's regret in the novel *The Best Of Me* named Dawson Cole. The discussion will be divided into two sub parts, they are the existential regret and the regret of inaction of the protagonist's regret in the novel.

4.1 The Kinds of the Regrets Portayed in the Novel

4.1.1 Exsistential Regret

The first kind of the regret in this novel is existential regret. It is defined as a profound desire to go back and change a past experience in which one has failed to choose consciously or has made a choice that does not follow one's beliefs, values, or growth needs.

This is tied to guilt, an experience in someone connected with emosional response and despair. That feeling of guilt is the emotion of regret that results when one judges one's own behavior as a failure.

“Being together isn’t about a honeymoon. It’s about the real you and me. I want to wake up with you beside me in the mornings, i want to spend my evenings looking at you across the dinner table. I want to share every mundane detail of my day with you and hear every detail of yours. I want to laugh with you and fall asleep with you in my arms. Because you aren’t just someone i loved back then. You were my bestfriend, my bestself, and I can’t imagine giving that up again.” He hesitated, searchin for the right words (Sparks, 2011: 264).

The quotation shows exsistensial regret experienced by the main character. It is seen from the conversation above, Dawson regrets about his past. He asks how if Dawson and Amanda are still together; it will be so good for them. They can share their happiness together. Even though they have been separated for a long time their love still remains the same. No one can replace Amanda from his heart, while the same case happens to Amanda. She still loves Dawson yet she has got married. The biggest regret of Dawson is he leaves Amanda because he thinks he is not good enough for her.

“But that wasn’t possible. He thought about all the years he’d dreamed of seeing her again; he thought about the future they might never spend together. He didn’t want to give her time, he wanted her to choose him now. And yet he knew that see needed this from him, maybe more he than anything she’d ever needed, and he exhaled, hoping that it might somehow make the words come easier (Sparks, 2011: 266).

The above quotation clearly illustrates how Dawson feels sorry, that he is asking Amanda's permission to leave her at that time, Dawson meets his true love after more than two years and Dawson Cole still loves her, and hopes there is a miracle for him then he wants to come back to Amanda, even though he also knows that there is no way they can be together because Amanda has already got another life. He still wants her in his life, he wants to spend all of his lifetime together with Amanda. Somehow, if they meet, they still keep remembering their past to remind their love together.

He hesitated, searching for the right words. “You might not understand, but I gave you the best of me, and after you left, nothing was ever the same” (Sparks, 2011: 265).

The quotation above clarifies Dawson’s regret. It proves that Dawson love to Amanda. It shows his eternal love. He said that after he left Amanda nothing ever same. He already give all of his best to her, and nothing left for another person. Amanda has changed him to a better person before he met her, she is everything to him that is why even after he left he cannot change her place and keep being single. Yet no one is like her.

4.1.2 Regret of Inaction

Tykocinski & Pittman (1998) suggests that regrets over inaction may reduce the likelihood that one acts on a subsequent opportunity that is still attractive but less attractive than the one missed earlier. However, we argue that the opposite may happen when the new opportunity is more attractive than the missed one. In that case, the regret experienced over the failure to act may promote action to be taken on the new

opportunity. The delay in taking a stance causes the protagonist to lose his love; his lover has married another man.

He'd said good-bye along time ago, and since then he wanted to believe that he had done the right thing. Here and now, though, in the quite yellow light of an abandoned garage, he wasn't so sure. He'd loved Amanda once and he'd never stopped loving her, and spending time with her tonight hadn't changed that simple truth. But as he reached for his case, he was conscious of something else as well, something he hadn't quite expected (Sparks. 2011: 99).

The quotation above shows that Dawson wants to believe that what he has done is right, but he cannot. His love still remains the same to her. He regrets about what he has not done to her and he feels sorry for not staying anything to her. As he leaves, Amanda gets married with another person. That is his biggest regret.

4.1.3 The Causes of the Protagonist's Regret in the Novel

The next point to be discussed in this part is concerned with avoidance, which is also a part of regret.

4.1.3.1 Avoidance

Avoidance is an action of emptying, vacating, or clearing away. Avoidance is found in the novel as the causes of protagonist's regrets. One of the causes of Dawson's regret that is portrayed in the novel is that he has avoided Amanda throughout his life, Dawson's avoidances will be explained from the quotation below:

"I'm just trying to be realistic. This is your life we're talking about. And..I can't be part of it anymore."

"What are you saying?" "I'm saying your parents are right." "You don't mean that. In her voice, he heard something almost like fear. Though he yearned to hold her, he took a deliberate step backward. "Go home," he said. She moved toward him. "Dawson—" "No!" he snapped, taking a quick step away. "You're not listening. It's over, okay? We tried, it didn't work. Life moves on" (Sparks, 2011:35).

The quotation above shows that Dawson's regret is that he does not clarify his relationship with Amanda because he feels inferior and he is depressed at that time. He is depressed because he has to sacrifice for his father; he hands over himself to the police to rescue his father. That is one of the reasons why he chooses to leave Amanda. And Dawson also regrets that he is not there when Amanda's daughter named Bea dies of leukemia at the age of two years. He regrets that he could not hug Amanda when Amanda loses her daughter. But in the end of the story he could prove his love by giving his heart as a donor to her child and save her.

"And you know what? I loved you back then as much as you loved me, but for whatever reason, it wasn't meant to be and it ended. But I didn't end. And you didn't end, either." She put her palms on the table. "Do you really think I want to leave here thinking that you're going to spend the rest of your life alone? Because of me?" He stared at her. "I never asked for your pity." "Then why would you say something like

that?” “I didn’t say much of anything,” he said. “I didn’t even answer the question. You read into it what you wanted to” (Sparks, 2011:91).

From the two quotations above it is very clear that Dawson begins to avoid Amanda because Dawson will not be released for several years. He cuts his relation with Amanda, while forcing her to choose college instead of living with him. Breaking up with Amanda is the best decision instead of staying together. Dawson does not want to continue their relationship. This is so because Amanda's parents do not approve of their relationship. Her parents say that Dawson is from a broken family and is not as rich as they. Therefore, he is not good enough for her. And Dawson chooses a different way to lead his life. He does not want Amanda to be with him in a difficult life.

4.1.3.2 Inferior

The second kind of protagonist’s regret is that he feels himself inferior and does not deserve to be together with Amanda. He is not good for her, as he is poor and from a broken family. Dawson’s inferior described in the novel is discussed below:

She thought about it. “Okay, how about this? What do you remember most about the first summer we were together?” he reached for a set of wrenches, considering the question. “I remember wondering why on earth you wanted to spend time with me.” “I’m Serious.” “So am I. I had nothing and you had everything. You could have date anyone. And thought we tried to lie low, I knew even then that it would only cause you problems. It didn’t make sense to me” (Sparks, 2011: 164).

The quotation above shows how Dawson feels very inferior to Amanda's family. Amanda herself is a child of a respected family, while Dawson is a child from a criminal family. So, Dawson thinks they will never be able to build a life because Dawson himself is not a rich person and he has nothing even for Amanda. Amanda has everything and Dawson has nothing. Dawson is insecure and afraid of the words of Amanda's family so that Dawson leaves Amanda because he knows who he is. And Dawson wants Amanda to choose a partner equal to her.

“Being close to someone, whoever it is, means letting that person, knowing his past. That thought was daunting, he was an ex-con from a family of criminals, and he had killed a good person. Although he has served his sentence and improved since then, Dawson knows. he will never forgive himself for what he has done (Spark, 2011 :62).

The quotation above shows that Dawson feels inferior, he does not want to be close to other people because he is afraid of experiencing his past. He feels insecure because he comes from a criminal family; his father has killed several persons. Even though, finally he gives up to rescue his father, no one knows about it and keeps thinking that Dawson is a bad person. And also because he has been in prison. Since then he has improved himself to be better but he still feels inferior when people approach him.

4.1.4 The Effects of Protagonist's Regret in the Novel

The other points that the writers wants to explain in this part is the effects of protagonist's regret in his life.

4.1.4.1 Lying to His Own Feelings

While there is a cause there will also be an effect. One example of effect of regret in protagonist's life is Dawson lies to his own feelings because Amanda is getting married with another man and leaves her.

"He rose and turned out the light, then headed for his car, feeling strangely depleted. It was one thing, after all, to know his feelings for Amanda hadn't changed; it was another thing entirely to face the future with the certainty that they never would" (Spark, 2011 :99).

The quotation above shows that Dawson is late to meet his lover Amanda to confess his love again because he has been lying to his own feelings, and Amanda has got married as Dawson has left her. Amanda is married twenty years back and Amanda has two children from her marriage. Amanda is not destined to marry Dawson. after a long period of separation Amanda is forced to Marry Frank, the man her parents choose, even though basically Amanda does not love the man her parents choose. But she has not another choice and in the end has to marry Frank.

4.1.4.2 Being Single

The other kind of effect of regret that happens to Dawson is he remains single.

"I hardly ever get to the city. "Even on a date?" she quizzed between bites. "I don't really date," he said. "Ever?" He began to cut his steak. "No" (Spark, 2011 : 90).

The quotation above shows that Dawson never dates any woman after breaking up with Amanda. It is very difficult for Dawson to open his heart to other women, because he only loves Amanda in his life. Eventhough he lies to Amanda about his feelings, but from the bottom of his heart, Dawson loves Amanda until the end of his life. It is evident that during their separation, Dawson is not married and has never dated any woman. Until the end of his life, Dawson is never married. Even he sacrifices his life by giving his heart as a donor to save "Jared", Amanda's kid as the prove of his love to Amanda.

5. Conclusion

After analyzing the regret in the novel *The Best of Me* by Nicholas Sparks, some conclusion are made. There are two forms of regret depicted in the novel namely avoidance and inferior. Aviodance is an action of emptying, vacating, or clearing away. Avoidance is found in the novel as the causes of protagonist's regrets. One of the causes of Dawson's regret that is portrayed in the novel is that he has avoided Amanda throughout his life. The second kind of protagonist's regrets is that he feels himself inferior and does not deserve to be together with Amanda. He is not good for her, as he is poor and from a broken family.

The Best of Me by Nicholas Sparks is worth reading together with all aspects of the novel. From the novel, we can understand the meaning of an opportunity that does not come twice. The novel is heartbreaking with the twists and turns of the drama even

though it is of a heavy theme. This novel has several positive messages, especially the power of love and the importance of someone to us. There we can see two very attractive lovers who have strong chemistry and feelings. There we can see the loyal nature of Dowsen cole, making the best of the time and opportunity. And from this novel we can learn about the meaning of sincerity and loyalty. For other researches, it is recommended that the other topics in the novel such as regrets, friendships, struggles, motivations and other interesting topics could be studied further since they consist of a great number of valuable moral lessons.

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THE EFFECT OF CAPITALISM IN SUZZANE COLIN'S NOVEL *THE HUNGER GAMES*

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Received: 2022/03/08

Accepted: 2022/03/22

Published: 2022/05/30

Abstract

This research is conducted to analyze the effects of capitalism in society through the novel *The Hunger Games* written by Suzanne Collins and to determine the negative effects that occur in society. According to Karl Marx capitalism is the production of value and surplus-value. It is an ideology that believes that the owner of production can do their effort to get the big profit. The negative effects that are analyzed in this study are: poverty, social stratification, and totalitarianism. Poverty as deficiency materials and services needed to achieve a decent life. Poverty is a condition where a person is unable to meet basic needs such as shelter, food clothing, decent health, and education. Social stratification is system of differentiation of individuals or groups in society, which placing it in social classes that differ hierarchically and provide different rights and obligations between individuals in one layer with another layer. Totalitarianism is meant to a government that is strong, powerful, lasting and all-encompassing and within the state; nothing outside the state; nothing against the state. This research uses descriptive qualitative method. It is applied to explain the negative impact of capitalism from quotations in the novel. This research finds that the three effects of capitalism: poverty, social stratification, and totalitarianism are found the novel.

Keywords: capitalism, class distinction, poverty, negative effects, social stratification, totalitarianism

1. Introduction

The Hunger Games is a novel by the American writer Suzanne Collins. *The Hunger Games* was published on September, 2008, in USA. *The Hunger Games* is a novel by the American writer Suzanne Collins. Suzanne Collins is an American author who published her debut book, *Gregor the Overlander*, the first of the five-part *The Underland Chronicles*, in 2003. In 2008, her first book of *The Hunger Games* series was published.

The Hunger Games was published on September, 2008, in USA. The writers analyze negative effects of capitalism in novel *The Hunger Games*. The author shows a cruel administration system. In this novel, Panem is a country which becomes the setting. In the past, Panem gets a rebellion until finally the rebellion finishes. The cruel one is that the capitalists do not give an apology to the districts which rebell against the country. In fact, they run a Hunger games. The capitalist oppresses the citizen. Other wickedness of this game is that it becomes an entertainment for the capitalist. That

game is a big oppression for the citizen. This condition makes *The Hunger Games* movie interesting for the writers. Respective data and theories are of high needs to support the whole study and presented in the literature review of this thesis. This research is focused on the negative effects of capitalism in the novel. Furthermore, this research, hopefully, might give significance contribution to the researchers themselves and the readers of this research.

2. Literature Review

Capitalism is the production of value and surplus-value (Marx. 2012: 15). He also states that capitalist societies are dehumanizing because the social relations of production prohibit men from achieving the freedom of self-determination that the advance of technology has made possible (Marx. 1973). Capitalist society is a society who oppresses the proletarian class (lower class). They are the owner of production and the employers of wage labor. The separation between the possessing class and the working class (labor/lower class) represent the same human alienation but bring different impact to the two classes. The possessing class feels satisfied as a sign of its own power. Then, the lower class feel destroyed and isolated in this alienation, so, they want to stand against as the result of the alienation and the oppression that is done by the capitalist society. This is in line with Berberoglu (1994: 156) who states that capitalist society is a society characterized by the principles of production relationship between wage labor and the owners of the means of production in capitalist system. According to Tucker in Tuduru (2008: 34), there are two main classes in capitalist society that relate to one another in the production sphere: the capitalist (bourgeoisie/the opposing class) and the waged labor (the proletarian/the working class). The first class possesses the means of production and accumulates capital through the exploitation of labor. The second class, the working class does not possess the means of production but instead uses their labor power to generate value for the capitalist as a condition for its survival. Furthermore, Drepper in Tuduru (2008: 102) states that the working class moves toward class struggle insofar as capitalism satisfies its economic and social needs and aspiration. There is no evidence that workers like to struggle again than anyone else; the evidence is that capitalism compels and accustoms them to do so. Based on the descriptions above it is seen that it is the capitalists who cause the working class or proletariat to do class struggle.

Capitalism might give some effects such as poverty, social stratification, and totalitarianism. Poverty is created when a stratified social and economic system breaks down or is replaced by another. One example supporting that is moving from feudalism to capitalism. A culture of poverty has resulted from imperial conquest, in which native, social, and economic structures are broken down, it may also occur in the process of detribalization. Meanwhile, Muin (2004: 48) states that social stratification is system of differentiation of individuals or groups in society by placing them in social classes that differ hierarchically and provide different rights and obligations among them in one layer with another layer.

Social stratification is the difference of population or society into classes in stage, manifested in high classes, medium class, and low class. The basis and core of the community stratification system is an imbalance in the distribution of rights and the responsibilities of each individual or group in a system (Sorokin, 1998: 36). On the other side, totalitarianism is meant to a government that is strong, powerful, lasting and all-encompassing and within the state; nothing outside the state; nothing against the

state (Staniforth, 2008: 1). Totalitarianism is the total rejection of the dominant ideology of liberalism and the political, social and economic freedom that has become the norm in the Western world. People do not have the right to be free to make decisions that are not in the interests of the state. In short, it means total control of all aspects of people's lives is under the state. Totalitarianism is a much more efficient and simpler form of government. All the decisions are made by one central power and this makes very fast and efficient decisions. It is a very short process to pass a law that requires the approval of only one or two people. This is much faster as compared to other forms of government that must go through several processes before being put into effect. This is in line with the ideas proposed by Baehr (2014: 18).

3. Research Method

This research is accomplished by adopting qualitative design. The analysis and the findings are presented in the form of description. In other words, there is no statistical value applied in this research because the data of this research are in the forms of words, and quotations of the script of the novel. According to Neuman (2000: 123) that data of qualitative research are in the forms of words and images from documents, observations, and transcripts.

4. Results and Discussion

4.1 Result

Negative effects of capitalism found in the novel are poverty, social stratification, and totalitarianism. It is proved by the people who live in the district 12. They are poor people who have to submit and obey the capitol government. They are given poor facilities of life, they do not have right to speak, and all of their activities are controlled by the capitol government.

4.2. Discussion: Negative Effect of Capitalism in the Novel

4.2.1 Class Distinction

Class Distinction is a characteristic that is observed to differ based on social class in which the dominant class exploits subordinate groups for their interests in both the economic or political fields. Class Distinction causes people to be divided into two camps that compete with one another in sustaining life. Class Distinction will also cause social classes in the midst of society. It is undeniable in life that we often encounter social distinction. In the novel, it is very clear that there is a class of distinction that occurs. The class distinction can be seen as follows:

“You can see why someone like Madge, who has never been at risk of needing a tessera, can set him off. The chance of her name being drawn is very slim compared to those of us who live in the Seam. Not impossible, but slim. And even though the rules were set up by the Capitol, not the districts, certainly not Madge's family, it's hard not to resent those who don't have to sign up for tesserae” (Collins, 2008: 14).

The quotation shows that there is a difference between Madge, Gale and Katniss. There is less possibility for Madge to be taken in different collections from Gale and Katniss who live in seam, most likely their names come out at the time of

collection. Madge is a child of a Mayor while Gale and Katniss are just poor poachers.

“Gale knows his anger at Madge is misdirected. On other days, deep in the woods, I’ve listened to him rant about how the tesserae are just another tool to cause misery in our district. A way to plant hatred between the starving workers the Seam and those who can generally count on supper and there by ensure we will never trust one another. “It’s to the Capitol’s advantage to have us divided among ourselves,” he might say if there were no ears to hear but mine. If it wasn’t reaping day. If a girl with a gold pin and no tesserae had not made what I’m sure she thought was a harmless comment” (Collins, 2008: 14-15).

Social class distinction is created by Capitol for their benefit leading to a divided society. It appears from the quotation that shows Gale's anger towards Madge because Madge does not need to follow Tessera like them and her name will not come out at the polls because she is a mayor's daughter. It is clearly seen that there are differences in treatment between ordinary people and the daughter of a mayor.

4.2.2 Human Exploitation

The term exploitation is an act of exploiting or using something for any purpose. Human exploitation is related to the use of other people in a way that they want even very cruel and dangerous. The persons who are exploiting do not care about how other people are doing to achieve their desired goals. In the novel, it is clear that the government is Panem and the Capitol is exploiting the community for its sake. The quotation proves human exploitation that happens in the novel:

“To make it humiliating as well as torturous, the Capitol requires us to treat the Hunger Games as a festivity, a sporting event pitting every district against the others. The last tribute alive receives a life of ease back home, and their district will be showered with prizes, largely consisting of food. All year, the Capitol will show the winning district gifts of grain and oil and even delicacies like sugar while the rest of us battle starvation (Collins, 2008: 19-20).

The quotation shows how Capitol exploits humans by holding hunger games and the public must consider hunger games as a party that they must watch every year. While the games are only pitting each district and there will be person to be killed and people have to witness that.

People in districts are exploited as severe labor by the Capitol. It can be seen from the standard fair. The safety standard is not secure and the working hours are not appropriate. It can be seen in the quotation below:

“Rue tell to Katniss, the people in districts 11 sometimes harvest through the night, where the torchlight does not reach they should use some glasses in the highest in the trees” (Collins, 2008: 203).

The quotation above describes the workers in district 11 who have to harvest through the night in the highest of the trees. It is one of forced labor because that is not suitable with working hours and safety standards. It is clearly seen in the quotation how

the Capitols are exploiting the people in district 11 for their own sake without thinking about the consequences of their policies which are detrimental and harmful to the people living in district 11.

4.2.3 Poverty

Poverty is the saddest condition where a person is very difficult to survive because of difficult economic conditions; it can have a bad impact. Poverty is a condition in which someone or a family experiences a difficult life. They find it difficult to fulfill their daily lives such as getting food, proper clothing and even the houses they live in. As explained in Chapter II in 2.2.1, poverty is a situation that is very difficult to deal with. It must be realized that it is very difficult to deal with poverty and even poverty can cause death because they do not have money to buy food. In the novel, the Katniss Everdeen family experienced a difficult life and even threatened their lives because of poverty they experienced. Their poverty is seen as follows:

"But the money ran out and we were slowly starving to death. There's no other way to put it. I kept telling myself if I could only hold out until May, just May 8th, I would turn twelve and be able to sign up for the tesserae and get that precious grain and oil to feed us. Only there were still several weeks to go, we could well be dead by then." (Collins, 2008: 27-28).

The quotation above shows that the Katniss families are very poor. They do not have money to buy food to eat every day. And this can even cause them to starve to death. Katniss is struggling to get money to buy food for his family to survive. From the quotation above it is clear how the Katniss family survive because of the poverty they experience and even have to bet their lives to fulfill their daily lives.

"On the eighth of every month, I was entitled to do the same. I couldn't stop hunting and gathering, of course. The grain was not enough to live on, and there were other things to buy, soap and milk and thread. What we didn't absolutely have to eat, I began to trade at the Hob" (Collins, 2008: 51-52)

To survive, Katniss must hunt in the forest, and the game will be exchanged with the basic needs of his family. Because life is difficult, at the age of 16 years, Katniss must be able to become the head of the family so that their needs are met. From the above quotation it is clear how Katniss struggles to meet the needs of her family, she is willing to risk her life by hunting in the forest.

4.2.4 Social Stratification

Social stratification is the categorization of society over its people into socioeconomic rankings based on factors such as wealth, income, race, education, and power. Social stratification shows differences in social class in society. In *The Hunger Games* novel, social stratification occurs when there are differences between districts in the Panem. Conditions that show social stratification are described as follows:

"For the opening ceremonies, you're supposed to wear something that suggests your district's principal industry. District 11, agriculture. District 4, fishing. District 3, factories. This means that coming from District 12, Peeta and I will be in some kind of coal miner's getup.

Since the baggy miner's jumpsuits are not particularly becoming, our tributes usually end up in skimpy outfits and hats with headlamps. One year, our tributes were stark naked and covered in black powder to represent coal dust. It's always dreadful and does nothing to win favor with the crowd. I prepare myself for the worst" (Collins, 2008: 65).

The quotation above shows the existence of social class differences between districts. The judges give different treatment to the twelve districts which are the last districts they consider to be the place of the poor. District twelve does not get the same treatment as district one, for district twelve, it is very difficult to find sponsors to finance their clothes and the costumes they wear are not as good as those in district one.

"The exceptions are the kids from the wealthier districts, the volunteers, the ones who have been fed and trained throughout their lives for this moment. The tributes from 1, 2, and 4 traditionally have this look about them. It's technically against the rules to train tributes before they reach the Capitol but it happens every year. In District 12, we call them the Career Tributes, or just the Careers. And like as not, the winner will be one of them" (Collins, 2008: 94)

It shows there are exceptions to children in districts 1, 2 and 4 because they come from better districts and higher stratification. Therefore, they get special handling that is different from other districts. From the quotation above, it is clear that the class distinction between districts 1, 2, and 4 get special treatment because they come from districts where rich people live.

4.2.5 Totalitarianism

Totalitarianism is a political system in which the state, usually under the control of a single political person, faction, or class, knows no boundaries with its authority and seeks to regulate every aspect of public and private life in society. The public is also not given freedom of opinion or to behave as it is controlled by the government.

"Taking the kids from our districts, forcing them to kill one another while we watch - this is the Capitol's way of reminding us how totally we are at their mercy. How little chance we would stand of surviving another rebellion. Whatever words they use, the real message is clear. "Look how we take your children and sacrifice them and there's nothing you can do. If you lift a finger, we will destroy every last one of you. Just as we did in the Thirteen District " (Collins, 2008: 19).

The quotation above shows totalitarianism that occurs in Panem carried out by the capitol authorities. Capital city has a lot of wealth oppressing the people in Panem especially in District 12 by holding a hunger game. The community has to sacrifice a pair of 12 year old children to be sacrificed in the hunger game arena. Hunger games are always held every year even though people do not like and they cannot oppose the administration of capitol.

"The rules of the Hunger Games are simple. In punishment for the uprising, each of the twelve districts must provide one girl and one boy, called tributes, to participate. The twentyfour tributes will be

imprisoned in a vast outdoor arena that could hold anything from a burning desert to a frozen wasteland. Over a period of several weeks, the competitors must fight to the death. The last tribute standing wins” (Collins, 2008: 19).

In the interest of the Capitol, the Panem community in each district must sacrifice one son and one daughter. The children from the district will be put into the arena and there they will compete to the death. The final participant who is still alive is the winner. That is how the Capitol tortures the Panem people and the decision made by the Capital government cannot be contested.

5. Conclusion

This research concludes that capitalism in a country gives negative effects to subordinate people who live in one region. This people might live in poverty and hard to survive because their life is controlled by the government as the capitalist. The subordinate people have no freedom either in individual or public matters. They might get tortured and suppressed by the government or the capitalist.

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DARK TIMES IN EKA KURNIAWAN'S NOVEL *BEAUTY IS A WOUND*

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Received: 2022/02/09

Accepted: 2022/05/09

Published: 2022/05/30

Abstract

The purpose of this research is to find out the dark times experiences that the protagonist undergoes in the novel *Beauty is A Wound* written by Eka Kurniawan in i 2002. This novel tells the story of Dewi Ayu who is willing to be trampled by the power of the Japanese army, because Dewi Ayu wants to save her best friend's mother. Dark times is a natural feeling which, if unfelt, will stay in one's array of unresolved trauma knots. This research uses qualitative method in which the data are taken by quoting the relevant proofs from the novel then analyzing them and making the conclusion in the description forms. The findings show that the dark times undergone by the protagonist's gives negative impact to her life. The dark times period experienced by the protagonist covers violence, slavery, social status discrimination, and being a single parent. The dark period experienced by the protagonist makes her feel sad, but i, precisely, makes her much stronger to live. It is reflected here how she negotiates with the colonizers in defending his life, although, it does not stop until the end of the colonial period and she lives as a prostitute until the end of her life.

Keywords: protagonist, violence, slavery, social status discrimination, a single parent

1. Introduction

Beauty is a Wound is the first novel written by an Indonesian writer, Eka Kurniawan that was published in 2002 in collaboration with Yogyakarta Cultural Academy and Window Publisher. *Beauty is a Wound* received wide appreciation from the public, media, and literary critics. *Beauty is a Wound* tells a story during the Dutch colonial period. She is Dewi Ayu who lives in luxury. She is neither less wealthy nor less affectionate because her parents choose to leave her at their parent's house.

Dewi Ayu's fate changes drastically when the Japanese Army occupied Indonesia. Her grandfather went to expel the Japanese and died in the war. While her grandmother decided to return to Netherlands. Unfortunately, the ship carrying her grandmother had been sabotaged by the Japanese army and then sunk. As time went on, Dewi Ayu has four children, of which the three daughters are very beautiful. While the fourth has an ugly and even scary face because when she was pregnant, Dewi Ayu tried to abort the fetus. Then, her three daughters are adult and are married by the men she chooses. Then she gets a grandson from her first child and two granddaughters from her second and third daughter. All of the grandchildren are beautiful and handsome. Seeing

that her three children have got married, Dewi Ayu wants to die immediately by shutting herself up in her room and leaves his ugly fourth child with a faithful servant.

This study is concerned with the protagonist's dark times such as to be a sexual slave or a prostitute, to be a single parent and to be discriminated because of social status. The dark times experiences discussed in this research are (1) the slave is a criminal act that can involve more than one perpetrator part of the general purpose of crime. It is understood that deprivation of liberty can be carried out in a number of situations, including forced labor or reducing a person's freedom to degrading status. The elements of war crimes that often afflict women include sexual acts. In addition, slavery can also be considered a crime against humanity; this crime is part of an attack that is systematic or widespread slavery that also often forms part of inhuman acts against opposing groups. (Atikah, 2006: 154). (2) Prostitution. Prostitution is the exchange of sexual relations for money or gifts as a trafficking transaction. Prostitution is a form of crime that is prohibited in both Islamic law and positive law. In addition, prostitution is prohibited in any form, whether it is done openly or in secretly. The perpetrators of prostitution in addition to receiving harsh physical punishment also receiving moral punishment from the community in the surrounding area. (Farhana, 2017: 116). (3) The dark times are experienced might be faced by anyone, such as adults or children. These dark times originate from fear, occurring together with basic hostility, and originating from anger. Dark times are neurotic helplessness, insecurity and stresses of everyday of life for those who experience them. (Syamsu, 2009: 94). The researchers are interested in analyzing the dark times experienced in this novel because they are going to find out how dangerous the impacts of the dark times are.

2. Literature Review

Dark times is a natural feeling which, if unfelt, just stays in our array of unresolved trauma knots (Masmen, 2010:14). Together with other emotions, those feeling might go away. However, to keep such a feeling, it will periodically erupt inappropriately in one's body's attempt to rid itself or associated trauma knots (Karen, 2014:26). Based on the descriptions above, it means that dark times is a condition of being hurt. It is felt by someone in his or her body or in his mind. Shortly speaking, it is the condition of being unhappy. Dark times relate to the feelings of stress, depression, and trauma. In a wide range of empirical paradigms, dark times have been associated with more extensive and detail-oriented thinking than happiness, resulting in reductions in judgmental bias that arise from reliance on stereotypes and others simple decision heuristics. Recent research on anchoring indicates that an active thought process underlies the emergence of this bias. If people have ever felt dark times, they are likely to think more actively about the judgmental anchor than their neutral-mood counterparts and their subsequent judgments should be more likely to be assimilated toward this reference point. This prediction was confirmed in two experiments demonstrating that if people who have felt dark times are indeed more susceptible to anchoring bias than are people in a neutral mood. Moreover, this effect is generalized over judgments in positive, neutral, and negative content domains.

Chattel slavery or sexual slave is one of experiences categorizing in dark times during the war. Sexual slavery happens when someone is treated as an object to be used by a person and to dispose to other persons. When one's body is placed at the disposal of another for sexual purpose without his or her valid consent, it is a form of sexual slave (Argibay. 2003). Sexual enslavement means the exercise of any or all of the

powers attached to the “right of ownership” over a person (Bambang, 2008:119). It comprises the repeated violation or sexual abuse or forcing the victim to provide sexual services as well as the rape by the captor. The crime has the character of a continuing offence. Bambang’s definition of sexual slavery includes situations where persons are forced to domestic servitude, marriage or any other forced labor involving sexual activity, as well as the trafficking of persons, in particular women and children. The term slave itself is a condition in which there is control over someone (called a slave) by another person (Wahyudi, 2011:200). Slavery usually occurs to meet the needs for labor or sexual activity, or it can also be a group of people who are owned by someone in power, without salary and no human.

Sexual slave also refers to prostitution. The word prostitution comes from the Latin word *prostitute* which means to surrender openly to adultery (Kartini, 1992:207). Etymologically, it derives from the word *prostate* means to sell, peddle. So definition prostitution is a transaction between the female prostitute and the prostitute service user who gives some money for sexual interaction. Either sexual slave or prostitution is a form of violence. Violence in the narrow sense refers to actions in the form of attack, destruction, destruction of one's (physical) self, or something that potentially belongs to someone else. Thus, violence refers to physical actions that are personal in nature, meaning that it leads to a certain person or group that is carried out deliberately, directly, and actually. (Topo and Eva, 2003:21) Violence in a broad sense, refers to physical or psychological acts committed by a person or group of people, whether intentionally or unintentionally, directly or indirectly, personally or structurally. What is meant by structural violence is violence that occurs in a social structure, such as oppression by an authoritarian state, a system that makes social unfair, and so on. (Varia, 1997: 65).

Dark times might also refer to discrimination to someone or people either individually or in a group. Discrimination is a prejudice or behavior that differentiates a person only because he comes from a social identity (religion, ethnicity, race, gender, sexual orientation), (Kamanto, 2004:146). Just because his social identity is different, he is seen or treated worse. For example, they are prohibited to have same legal protection or legal rights compared to other citizens of different social identities. According to (Denny, 2014:6) the meaning of discrimination is unfair and unbalanced treatment that is carried out to distinguish individuals, or groups, or distinctive attributes, based on race, ethnicity, religion, or social class membership. Discrimination is a form of injustice and is an act of violation of human rights; concubines are part of society that often experience discrimination both legally and socially. Concubines are also individuals and citizens who have human rights. Therefore, for whatever reason, concubines should not be discriminated against because the act violates human rights. (Ubed, 2002: 75-76).

Other experiences that might be included as dark times experiences are when someone should be a single parent in his or her life in which he or she should struggle herself or himself to support all the needs in their life.

A single parent is an adult man or woman who raises and takes care of a child without a partner because of the occurrence of separation in a family, whether it happens because of a divorce, or because of the death of one of the partners (Dagun, 2002: 31). Hurlock (1980: 4) states that someone who loses his partner he has to face social problems alone without his partner. Meanwhile, according to Noor (1991: 26) a single parent is someone who has to work as well as raise his child. A single parent

must fulfill the need for affection and finance, act as both mother and father, and control the anger or depression that is experienced by both the child and himself. Suryasoemitra (2007: 19) states that a single parent is someone who has to bear the burden of education and emotional burdens that should be shared with his partner. The person also has to be patient and strong physically and mentally because he has to make a living for his children. Single parent for most women is more of a choice of fate, not at all a trend to be followed. Single mother is part of a single parent. According to Sager et.al in (Duvall & Miller, 1985: 16) a single parent is a parent who looks after and raises their children without the presence and support of their partner. Cashion in (Duvall & Miller, 1985: 16) says that a single mother is a mother who is a leader in a family who looks after, educates, cares for, and becomes a guardian for her children.

3. Research Method

The research adopts qualitative research design. According to Creswell (2013 :4), qualitative research is defined as methods to explore, understand meanings ascribed to social or humanitarian problems. The qualitative research process involves important efforts, including: asking questions, procedures, collecting specific data from participants, analyzing data inductively from specific themes to general themes, and interpreting data. The perspective of research in an inductive style, focuses on individual meanings, and translates the complexity of a problem.

According to Moeloeng (2003: 47) qualitative research analysis is easier to adjust if multiple realities are found in research and is more adaptive to the many sharpening effects to the influence of the value patterns faced. The use of systematic techniques and the right approach is also expected to achieve the objectives of an accurate assessment.

The main data in this study are taken from Eka Kurniawan's novel *Beauty is a Wound*, and the source of data are from the phrases and sentences of the novel which then analyzed in accordance with the theories adopted in this research.

4. Results and Discussion

4.1 Results

The followings are the results of this research:

1. The dark period experienced by the protagonist makes her feel sad, but it is precisely with that sadness that makes her much stronger. This attitude is reflected in how she negotiates with the colonizers in defending her life. However, it does not stop until the end of the colonial period. She lives as a prostitute until the end of her life.
2. The main character's experiences are very dark. Her family is drowning in a bomb by Japanese soldiers, and she mourns for several days. The Japanese soldiers come and take all the women and children. They are jailed and several people die of starvation. The depiction of the protagonist is so clearly depressing in the novel.
3. The main character's experiences two dark experiences, physically or experiences as a slave. She should give service to the soldier for sexual purpose and she is also used by the soldier as tool for political activities and is discriminated due to social status.
4. The protagonist's experiences of dark times are when she becomes a single parent. Even though the protagonist's job is illegal, she does not want her daughter to be

the same as her. The protagonist raises her child just like any average mother, even better.

4.2 Discussion

4.2.1 Violence

Violence in a narrow sense refers to actions in the forms of attack, destruction of one's (physical) self, or something that potentially belongs to physical actions that are personal in nature, meaning that it leads to a certain person or group that is carried out deliberately, directly, and actually.

Violence in a broad sense, refers to physical or psychological acts committed by a person or a group of a people either intentionally or unintentionally, directly or indirectly, personally or structurally. What is meant by structural violence is violence that occurs in the social structure, such as oppression by an authoritarian state, a system that makes social injustice.

“With annoyance the Japanese took out the samurai and held it up until the tip pressed against Dewi Ayu’s cheek and repeated the order. But Dewi Ayu did not move, still so even though the tip of the samurai then scratched the face” (Kurniawan, 2002: 64)

The quotation above shows that Dewi Ayu is injured by a Japanese samurai on her face.

Other form of violence is seen in the following:

“Everything I’ve done to try to kill him. I should have a swallowed a grenade and blew it on in the stomach. Poor little one, like criminals, poor people are also hard to die” (Kurniawan 2002: 23-4).

Violence is directed to a baby girl who has just been born. Violence against the baby girl is carried out personally by her own mother, Dewi Ayu. Her mother believes that the baby girl would be born beautiful like the three previous daughters, and she does not want that, even though she has not yet seen what the ugly baby looks like. With the belief that the baby will be born with a beautiful face, Dewi Ayu has done various ways to abort it, but in fact the baby is born and is never seen by her mother who later dies after 14 days after birth.

The physical violence is also received by Dewi Ayu as seen in the following:

“That morning the newcomers stood in the field, burnt in the sun waiting for the camp commander. Children are crying, people are almost fainting, because nobody is allowed to sit” (Kurniawan, 2002: 64).

It shows that the Japanese soldiers give torment to the prisoners including Dewi Ayu by asking them to stand for hours under the heat of the sun which might drain the stamina of the prisoners.

4.2.2 Prostitute Slave

Prostitution is one form of human trafficking. Human trafficking is a modern form of human slavery. Trafficking in persons is increasingly prevalent in various countries, including Indonesia and other developing countries. Usually, women and children are the group most victims of the criminal act of trafficking in persons. Victims

are trafficked not only for the purpose of prostitution or other forms of sexual exploitation, but also include other exploitation such as forced labor, slavery and so on. Slavery is a condition of a person under the ownership of another person, a practice similar to slavery is the act of placing someone in the power of another person so that the person is unable to refuse a work that is illegally ordered by that other person, even though that person does not want it. The meaning of slavery in the discourse of prostitution will be narrowed down to an act that violates international law regarding war protocol, namely the act resulting in loss or damage to women both physically and psychologically as experienced by Dewi Ayu. This is seen in the quotation: "this command will give me medicine if I sleep with him." (Kurniawan 2002: 67). It shows that Dewi Ayu's struggle is not directly reflected, there is no rebellion or escape from the colonialism. Dewi Ayu seems to surrender. Look at the expressions which actually show that she wants to fight to survive, which makes her the last surviving lineage in this country. Another quotation also implies that there is an action of prostitution slave: "hopefully our army can capture the Japanese, we will be exchanged like rice and sugar." (Kurniawan, 2002: 58). This expression describes Dewi Ayu's obstinacy towards violence perpetrated by Japanese colonizers. But it is not free. In reality they are only used as tools for political activity both natives and non-natives.

4.2.3. Single Parent

Being a prostitute slave, Dewi Ayu has four daughters whom she does not know who their fathers are. Alamanda, Adinda, and Maya Dewi have beautiful faces passed down from their mother. Meanwhile, her youngest daughter, whose name is Cantik, is born ugly. It is the result of her prayer since she is in the womb. Despite being a prostitute, Dewi Ayu remains a good mother for her children. A good mother for her children and lives in the colonial period; she gets many experiences of life for. Moreover, she should live separately from her family. She becomes a Japanese prisoner and a prostitute in Halimunda. Before being colonized by Japan and separated from her family, Dewi Ayu attends school. She is not only beautiful but also smart. She has a broader mindset and has different thoughts from others. She is often able to solve every problem despite of her young age.

The role of a mother is not only about how she manages and protects her child, but also how she educates religion to her child because it is not taught at school. Although she is a prostitute, she does not want her children to be the same as herself and does not want her children to be seen as the children of a prostitute. She plays the role of a mother who instills religious values by teaching about life, even though she does not. The second message shows that the beautiful goddess is the mother who is responsible for her child. Although she has to be a bully in order to support her children, she does not forget her job as a mother. To be a single parent without knowing the fathers of her children shows that Dewi Ayu is a strong woman. She is able to carry out her double roles as a woman who gives birth, raises, educates, and earns a living for her children and as a good mother. A woman should not only be able to give birth, but also be able to produce useful children. The care of children born is the responsibility of women; the delinquency of children is considered as a sign of the failure of women in caring for children.

"At night, the children are accompanied by Mirah, but during the day she takes care of the children like a mother in general. She sent the

children to the best schools, even sent them out to study the Al-qur'an under kyai Jabro" (Kurniawan 2002: 104).

The above descriptions imply that Dewi Ayu is a prostitute, but is also a mother, a sinner and a role model. Men admire her and dream of her. Her beauty, body, and personality make them obsessed. "they can not be prostitutes" she said to Mirah, "except for their desires." (Kurniawan 2002: 41). This quotation shows a mother's hopes for her children. Dewi Ayu's good attitude is that she does not want to let her children accept the same fate as her, being a prostitute.

5. Conclusion

This research is concluded by showing that Dewi Ayu as the main character in the novel keeps being a strong woman to be a good mother for her children although she should face various forms of social discrimination due to her duty as a prostitution slave. It supports other findings in other researches stating that "Ayu Dewi is a classy prostitute who is famous at Halimunda, Indonesia. She suffers in her life not only mentally but also physically. However she has strength to be tough and to solve her problems. She does not feel hopeless to encounter her tough life, but she keeps on struggling for her happiness and her right as a woman (Mulia, 2020).

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MORAL VALUES IN JUSTIN ZACKHAM'S MOVIE SCRIPT *THE BUCKET LIST*

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Received: 2022/04/18

Accepted: 2022/05/12

Published: 2022/05/30

Abstract

Justin Zackham published the script for his film *The Bucket List* in 2007. The script tells the story of two men who have serious illnesses and have a strong desire to continue doing things they haven't done before they die. The film script was adopted into a film in 2008. This study aims to reveal the moral values contained in the film script. Various theories related to moral values were adopted to support this analysis, but the main theory that will be used is the theory proposed by Berterns. Another concept is proposed by Elizabeth stating that moral is controlled by the moral, the rules of moral to which the members of a culture have become accustomed to and which determine the expected behavior pattern of all group members. The method used in this study is a qualitative descriptive method. The results of the analysis show that the moral values found in the characters discussed, Edward Cole and Carter Chambers, are the values of courage, honesty, patience, responsibility, and humility. These moral values make the two characters successful and useful for many people.

Keywords: moral values, bravery, honesty, patience, responsibility and modesty.

1. Introduction

The Bucket List is an American drama-comedy movie written by Justin Zackham (2007). He was born in America and became a screenwriter, director and producer. This movie was inspired by Zackham when graduation from NYU film school. Zackham wrote his own "List of Things to Do before I Kick the Bucket," which was shortened to "Justin Bucket List". In his bucket list, he wants to make a movie in a big Hollywood studio. A few years later, his wish list became the idea for a movie scenario. Zackham wrote it down in the specs before sending it to producers, who almost all rejected it. Finally, the script got to Rob Reiner, a famous producer who made this script into a very popular movie.

The Bucket List movie script tells about two main characters, Edward Cole a millionaire who is suffering from terminal cancer and a low-profile man, Carter Chambers, who has cancer first. They are in the same room in the hospital owned by the millionaire, Edward Cole. The thing that makes Cole and Carter in the same room is because of the full hospital rooms and the existence of a policy from Cole to place two

patients in the same room, in order to get a big profit. Unfortunately, the rules ended up being used for himself.

After several weeks of treatment and chemotherapy, the doctor states that Cole and Carter have only 6 months to live. In the end, Carter writes down some of his last wishes before he leaves this world. The wishes are apparently read by Cole and he also thinks about what he would do before he dies. In the end, Cole and Carter carry out their last wish and enjoy life as long as they have.

From the explanation above, there are several moral values that we can represent in our respective lives. Moral values are values that are found in a person related to good or bad deeds that serve as guidelines in human life in general. These moral values can encourage people to act or do something or as a source of motivation. In other words, moral values tend to regulate and limit our actions in everyday life.

According to Sternberg (1994: 938), understanding morality is to be specific about definitions of good (or bad) and right (or wrong), since these terms can be used in several different ways". In other words, a person's moral values can be about bravery, patience, honesty, responsibility and modesty.

The writers chooses this movie script to be examined because the topic of moral values is closely related to people's daily life. Hopefully, this paper can be a reminder for everyone to respect every existing moral value.

This movie script tells many aspects to be discussed so that the writers decide to limit what will be analyzed. The analysis will only focus on the moral values that are found in the movie script such as bravery, honesty, patience, responsibility and modesty. The other things that are not related to the problem will not be analyzed.

2. Literature Review

2.1 Character

According to Dali (1982: 29), character is a personality in terms of ethics or morals, for example a person's honesty, usually related to relatively fixed characteristics. Other observers also say that character is a psychological trait, or morals that distinguish a person from others. In other words, character is a trait or personality that is found in a person related to psychology and morals. Character is usually used as a person's value. In addition, Characters are divided into 3 categories: protagonist, antagonist, and deuteragonist. Protagonist is usually the main character that has a good role. Antagonist is the opposite. The antagonist has an evil role that often becomes the opposite of the protagonist. Meanwhile, the deuteragonist is a form of characterization other than the protagonist and antagonist in a literary work. Deuteragonist can help or trouble the protagonist character. In addition, deuteragonist is more suitable as a character that undergoes a role change from the supporting role of the protagonist to the supporting role of the antagonist.

Moreover, a protagonist has an important role to play a story in a literary work. According to Altenberd and Lewis (1966: 59), the protagonist is a character admired by his readers, who is always called a hero because he always performs an ideal role and follows the rules and values in society. In other words, the writers can say that the protagonist and main character are almost the same character. But it should be emphasized that the protagonist pushes the plot forward the main character affected by the plot. Protagonist is the chief character in a work. The word was originally applied to the "first" actor in early Greek drama. The actor was added to the chorus and was its leader; hence, the continuing meaning of protagonist as the "first" or chief player.

Based on the statements above, it can be concluded that the protagonist is a role that becomes the main character in a literary work and is always a good character. Choosing the right actor and role for the protagonist character in a literary work is very important because it is the main condition for the success of a storyline.

2.2 Moral Value

The notion of morality is more specific about defining good (or bad) and right (or wrong), because these terms can be used in several different ways, Sternberg (1994: 938). Moral is something to be conveyed by the author to the reader, where the meaning contained in a literature work and the suggested meaning is conveyed through stories, Nurgiyantoro (2005: 42). Therefore, Elizabeth (1997: 386) says moral is controlled by the moral, the rules of moral to which the members of a culture have become accustomed to and which determine the expected behavior pattern of all group members. Every society has values to arrange their life that contain some principles, ideals and standards. In addition, Bertens (2000: 139) says value is something that is attractive to us, something we are looking for, something that is a fun, something that is liked, and in short is something good; value has a good connotation. Value is something high, valuable, important and useful for human. Value is a belief or feeling that is believed to be an identity which gives a special pattern to a way of thinking, feeling, attachment and behavior, Ahmadi (1991: 23). According to Benninga in Hadil's book, the term "value" may suggest judgments of right and wrong, lofty and base, just and unjust, and more personal preferences, things that are useful for individuals (Benninga, 1991: 131). Earle (1992: 92) says that value is the positive quality of anything that is desirable, useful, interesting, good and important, to name only a few of the terms available for the expression of the positive values. Based on the statements, it can be said that value is a form of judgment which can be either justification or error, something that is pleasant or unpleasant, and has a relative clarity of meaning.

Ursery (2002: 2) says, moral values are the people's beliefs about what is important in life. Individual's morals may derive from society and government, religion, or self. When moral values derive from society and government they, of necessity, may change as the laws and morals of the society change. Moreover, according to Bertens (2000: 142) loyalty is a moral value, but it must be applied to other human values in general, for example husband and wife's love.

Based on Bertens (1997: 144) theory, there are four characteristics of moral values, thus are:

1. Relating to the person's responsibility, moral values concern with the human's personality which has responsibility. It causes the person to be guilty or not because he is responsible. It is created within the actions which become his duty. Human being is as a source of his moral values.
2. Concerning one's inner self this values produces "voice" from one's inner self. It will accuse us if we are against it and praise us if we bring the values to reality.
3. Moral values has absolute obligation which cannot be bargained. We are obliged to do something without requirements. It is applied to human being as a root of humanity. Human is hoped to perform the moral values. It is impossible that someone chooses some moral values and refuses the others, for example, someone receives honesty and loyalty as the values in his life but rejects justice. Therefore, all the people should accept all of the standards of behavior.
4. Having formal quality of a moral value does not have the separate substance of values. It runs with the other values.

Then, the writers conclude that moral values have been variously defined as things which are considered 'good' in themselves such as bravery, honesty, patience, responsibility and modesty.

2.2.1 Bravery

According to Webster (1981: 269), bravery is facing (something involving possible unfortunate or disastrous consequences) or enduring (as hardship) used with self-control and mastery of fear and often with a particular objective in view. Bravery is able to meet danger or endure pain or hardship without giving in to fear. Bravery is arising from or suggestive of mastery of fear and intelligent use of faculties especially under duress.

Bravery refers to feeling or at least showing no fear. Bravery refers to boldness or determination in facing great danger, especially in battle. Then according to Greenberg (2012: 15) the characteristics of bravery are:

1. Feeling fear yet choosing to act.
2. Following your heart.
3. Persevering in the face of adversity.
4. Standing up for what is right
5. Expanding your horizons; letting go of the familiarity.

2.2.3 Honesty

Honesty is a form of conformity to words, as well as the suitability of one's behavior in life and society. In every religion it is also taught to continue to behave honestly in everyday life. Likewise, with matters of success, being honest is the key to getting success through the trust that society has given us. Honesty is estimable character; fairness and straightforwardness of conduct or adherence to the fact. Honesty is freedom from subterfuge or duplicity, truthfulness, and sincerity (Webster, 1981: 1086). Honest behavior is proven to educate students about self-confidence, responsibility, curiosity, and courage, (Syaodih & Andayani, 2017: 28).

Then according to Kesuma (2011: 17) the characteristics of honesty are:

1. If he is determined to do something, his determination is truth and benefit.
2. If he says he is not lying.
3. There is a similarity between what his heart says and what he does.

2.2.4 Patience

Patience as defined in the current study, however, does not involve selecting between different outcomes with respect to waiting time. It is rather seen as the way a person waits in the face of frustration, adversity, or suffering when there is no choice but to simply wait. When participants received patience training, their depression score decrease and their positive influence increase" (Schnitker, 2012: 7). Schnitker & Emmons (2007: 19) say that "patience is a predictor of life satisfaction, happiness, health, and goal achievement". Therefore, it can be said that patience will only be possessed by people who have a clear purpose in life and are sure of their success and believe that they will be able to go through their patience all this time. According to Yusuf (2010: 58), the characteristics of patience include:

1. Being strong in stance or principles, which means being strong in completing what has been planned and holding fast to goals.
2. Steadfastness, which means to stay strong to face the challenges and trials.

3. Diligence, that means carrying out tasks continuously so that you can achieve your goals.

2.2.5 Responsibility

Responsibility is a form of awareness of one's obligation to something. Since childhood, everyone must have been taught how to form a responsibility and also taught how to overcome and complete these obligations. Being responsible is to have control and authority over something or someone and the duty of taking care of it or them (Walter, 2008: 47). According to Fitri (2012: 112), responsibility is an important moral value in people's lives; responsibility is responsibility for actions, parents and yourself. Mustari (2011: 25) says that the characteristics of responsibility are:

1. Choosing a straight path.
2. Always advancing yourself.
3. Maintaining self-respect.
4. Always being vigilant.
5. Having a commitment to duties.
6. Performing tasks with the best standards.
7. Recognizing all his actions.
8. Keeping promises.
9. Daring to take risks for his actions and words.

2.2.6 Modesty

Modesty is synonymous with the phrase simplicity. Modesty means a life that is not extravagant but also not miserable. A simple life will bring a person into a phase of a calm and peaceful life phase. Hamka (1984: 152) reveals that a simple person will be honest, because honesty is a simple straight show. Then, Wijaya (2014: 1199) also states that the characteristics of modesty can be assessed by:

1. Not easily suspicious of others.
2. Not showing off.
3. Not being arrogant.
4. Being Honest.
5. Being Helpful.

3. Research Method

In writing a study, the research method is one of the most important elements that must be resolved. The research method contains a systematic way of how a study is conducted and shows research that provides the design, data collection, and analysis of research data.

3.1 Research Design

Research design is all the processes required in planning and implementing a research design. According to Creswell (2009: 3) research design is plans and the procedures for research to detailed methods of data collection and analysis.

The research design differs according to the research purpose. To analyze the data found in this movie script, the writers use qualitative method. A qualitative method research is a process of research and understanding based on methods that investigate social phenomena and human problems. This method is used to build knowledge

through understanding and discovery; this method is also used to describe moral values in the movie script.

4. Result and Discussion

4.1 Result

After the moral values in *The Bucket List* movie script written by Justin Zackham are analysed, some results can be concluded. They are as follows;

1. There are five forms of moral values found in this movie script they are, bravery, honesty, patient, responsibility and modesty.
2. Bravery is shown by Edward and Carter makes them never give up of fear.
2. Honesty that Edward and Carter do make them respect each other and respect each other's decisions and beliefs.
3. Edward and Carter's patience are seen through all the most difficult phases of their lives.
4. The sense of responsibility shown by Edward and Carter makes them care about themselves, their families and those around them.
5. Modesty that exists in Edward and Carter makes them more accepting of the circumstances of life and understanding about life.

4.2 Discussion

The moral values in this film script is how the main characters still have moral values in their conditions, struggling with cancer and also influencing other characters to maintain several points in moral values, such as:

4.2.1 To be Brave

Bravery is an act of a person that is usually used to fight fears such as injustice, forms of oppression and things that one thinks appropriate to fight. Bravery is also usually caused when someone is under pressure and is required to make decision regardless of the pain. It can be seen in the following:

“We still feel good, right? Enegery's coming back. We're not in pain. Asymptomatic, the doc says. The way I see it, we can lie around here hoping for a miracle in some bullshit science experiment... or we can put some moves on”
(Zackham, 2006: 35)

The quotation above shows that Edward and Carter cheer each other after hearing the doctor's statement that they only have a few months left of their lives. This statement does not make them afraid but make them believe that everything will be fine; all they need is a bravery to continue living the rest of their lives. What Edward and Carter do, shows that they have a brave attitude.

“Dreams are for teenagers. Let's face it, we've had our time and we did with it” (Zackham, 2006: 31)

In this quotation Edward encourages Carter to start their bucket list. Previously, Carter is not sure of the bucket list that he has written on a paper, he feels it is just a wish that would not be possible. He thinks there would never an opportunity, time and money to run his bucket list. Edward cheers and assures Carter that they can do it.

4.1.2 To be Honest

Honesty is an act of a person in the form of speech and behavior in society, all of which are in accordance with what he does. Honesty is a commendable behavior, usually if someone becomes an honest person there will be many people who respect, trust and respect every decision and his words.

“Edward, you’re strong, but you’re not that strong. When Rachel left for college there was a hole. There was no more homework, no more Little League games, recitals, school plays, kids crying, fights, skinned knees. For the first time in forty years, I looked at Virginia without all the noise, without all the distractions, and I couldn’t remember how it felt when I couldn’t walk down the sidewalk without holding her hand. She was the same girl I feel in love with. She had not changed, but somehow everything was different. We lost something along the way...” (Zackham, 2006: 48).

The quotation shows that Carter expresses that Virginia is childish. For 45 years he has taken care of the family and worked with engineering and machinery. He feels annoyed with his wife and thinks that his feelings for Virginia are not what they are used to be. This shows that Carter has always been true to his feelings.

“I do. I’m sorry. A man much smarter than me once said, ‘Sometimes you have to go a long distance out of your way to come back a short distance correctly.’ I blamed you. And you didn’t deserve that. I blamed you because I thought it should be. I had an extraordinary life. You gave me that” (Zackham, 2006: 74).

In this quotation, Carter has returned home and is dancing with his wife. He says that he should be honest with his feelings and his love that does not change from he is young till old with Virginnia, his wife. What Carter does shows that he has an honest attitude as the characteristics of honesty according to Kesuma (2011: 17).

“I don’t know what most people say at these occasions, because in all honesty, I’ve tried to avoid them. The simplest thing is I loved him and I miss him.

Carter and I saw the world together. This is amazing when you think that only three months ago we were strangers, I hope it doesn’t sound selfish of me, but the last months of mine. He saved my life, and he knew it before I did” (Zackham, 2006: 102).

The quotation shows that Edward finds out Carter has left this world. He realizes that his meeting with Carter is not just an ordinary meeting. Carter teaches many things in Edward's life, such as being a brave man who is strong in battling his illness. Everything that Carter goes through in these three months becomes the best part of Edward's life before he also leaves this world. He is lenient with his meeting and parting with Carter. What Edward says shows that he has a patient attitude in his friendship with Carter.

4.1.3 To be Patient

Patience is a form of attitude of someone who is always steadfast and generous to face something and believes that everything will pass well. Patience is also a commendable attitude as some of the quotes below:

“There was a survey once; a thousand people were asked, if they could know in advance, would they want to know the exact day of their death.

Ninety-six percent of them said no. I always kinda leaned towards the other four percent. I thought it would be liberating, knowing how much time you had left to work with” (Zackham, 2006: 30).

As informed in the quotation, Carter receives a doctor's decision stating that his remaining life is only about six months. This does not frighten him, but he is patient and generous to accept it; he says that he gets a lot of time and he could spend it doing the things he has never done before.

“Death? Treat it as if it were your own. Now go get me one of those almond croissants and don't buy any green bananas” (Zackham, 2006: 32).

In this quotation Edward's personal assistant, Thomas, comes to see him in the morning and tells him about his work. Then Thomas asks how he is going to manage Edward's funeral. With grace and patience, Edward says to take care of his death ceremony as Thomas also wants to be treated.

“I definitely want myself cremated” (Zackham, 2006: 67).

The quotation above is Carter's statement while walking in India with Edward. He says when he dies he wants his body to be cremated. The meaning of Carter's statement really shows that Carter is very tolerant and patient in accepting all his illnesses even until his death he has thought about.

4.1.4 To be Responsible

Responsibility is the act of someone who is undertaken to carry out his obligations for something. The attitude of responsibility cannot be underestimated, if someone already understands the true meaning of responsibility; this means he has become a wise person.

“It's not that... It's just. If you're worried about letting me down... it's easy for me. I mean, you've got your family to think about” (Zackham, 2006: 59).

In this quotation Edward and Carter are on their travelling the world. At that time Virginia, Carter's wife calls Edward to talk about her husband, she asks if Carter is okay during the trip and Virginia wants Edward to return her husband as soon as possible. It makes Edward hesitate, and tells Carter about it. Edward asks once again about their mission, whether they will continue or return to their house. What Edward does shows a responsible attitude to take Carter with him.

“The ancient Egyptians had a beautiful belief about death. When their souls reached the entrance to heaven, the gods would ask them two

questions. Their answers determined if they were admitted or not.
First, have you found joy in your life?
Second, has your life brought joy to others?” (Zackham, 2006: 63).

In this quotation Carter and Edward are sitting at the desert of Egypt watching the sun rises. Edward delivers an ancient Egyptian phrase to Carter as a reminder that a person is responsible not only for himself but also for those around him.

“What any father would do. I took care of it. I called a guy who called a guy who handles these kinds of things. I don’t know what he said or what he did. All I know is he didn’t kill him and my daughter never heard from him again” (Zackham, 2006: 64).

The quotation shows what Edward explains about sacrifice and responsibility to protect his daughter who has a fight with her partner. He wants to do whatever it takes as long as his daughter does not hurt him anymore, including hurting his child's partner, but his daughter forbids him because his daughter loves him and he cannot do anything about it. Although his daughter hates Edward, Edward's sense of responsibility as a father has never been lost. What Edward does shows that he has a responsible attitude towards his daughter.

4.1.5 To be Modesty

Modesty is an attitude or behavior in someone who does not do anything excessively. This attitude is usually adjusted to the actual situation, looking as it is and living with what you have.

“Didn’t anyone tell you it’s rude to talk about money?”
(Zackham 2006: 51).

In this quotation Carter and Edward are on their journey to start their bucket list. At that time a simple man like Carter wonders how someone could have that much money and he wants to ask how much money Edward gets. But Edward does not want to answer and instead scolds Carter. This shows the modest side of Edward who just wants to make himself and those around him happy without thinking about any costs. For him, money can be earned but time and opportunity cannot be wasted. What Edward does shows a modest attitude not to show off his wealth.

“...well, get familiar, just want to know where I stand is all”
(Zackham, 2006: 31).

The quotation above shows a simple attitude from Edward. He asks his personal doctor, Hollins, to also check Carter's condition and immediately asks for the results of the lab that have been done. He does not want to seem like a privileged person even though the hospital is Edward's. Now he also wants Carter to be treated the same as whatever Edward gets at the hospital.

5. Conclusion

Based on the analysis of the moral values in Justin Zackham’s movie script *The Bucket List*, it can be concluded that:

1. There are several moral values that have been found in the movie script, they are bravery, honesty, patience, responsibility, modesty.

2. Moral values held by a person can make that person highly respected by others.
3. Usually, moral values can awaken a person from the mistakes he makes because of his selfishness.

According to the analysis and conclusion of the moral value in the movie script, there are some recommendations given by the writer:

1. We must have moral values in living our life.
2. The moral values can make you find and bring the joy for yourself and the others.
3. We have to continue doing good things, starting with ourselves such as; being honest, responsible, patient, brave and simple.
4. We should live our life to the fullest every day and to always have a goal to keep ourselves going and looking forward.
5. No matters how hard life is, everything we should do is just to be a good person.

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ROLES OF MOTHER IN EMMA DONOGHUE'S NOVEL *ROOM*

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Received: 2022/04/18

Accepted: 2022/05/12

Published: 2022/05/30

Abstract

This study focuses on the roles of mother performed by Ma in the novel *Room*. The purpose of this research is to show Ma's dominant roles in educating, maintaining, and managing the life of Jack, her son. The descriptive qualitative method was applied to analyze the data and to answer the research problems in this study. The data are obtained from the quotations in the novel *Room*. This research is analyzed based on a theory of the roles of mother proposed by several experts such as Ki Hajar Dewantara in Muthmainnah, McGuigan, and Good. Twelve data could be used as evidences of the mother's roles represented by Ma. The results of the study show that there are four dominant roles of mother performed by Ma. The four roles of a mother in the novel are mother as an educator, mother as a carer of family's physical and mental health, mother as a company, and mother as a communicator. From the data presented in the analysis, it is very clear that Ma performs her roles as a mother well. With limited space for movement, Ma can still provide education, health maintaining, attention and affection, play and guide for Jack through life.

Keywords: mother, role, communicator, educator, accompany

1. Introduction

Roberts and Jacobs (1995: 1) say that literature refers to a composition that tells stories, dramatizes situations, emotion, and analysis of ideas. Literature helps us grow, both personally and intellectually. It provides an objective base for knowledge and understanding. Whitla (2010: 6) says that literature becomes a means of passing on the present age the values and the cultural system from generation to generation. Literature has four genres: 1) fiction, 2) poetry, 3) drama, 4) non-fiction.

As one of literary works, the novel always presents not only entertainment but also enlightening stories. This is why this study is concerned with a novel entitled *Room*. The novel was published by Back Bay Books in 2010. *Room* is a Canadian novel that talks about the abduction story of Ma using a third-person point of view, Jack, the protagonist, a five-year-old boy. This novel has completely different situations. Jack grows in a room and lives with his mother only. Ma herself is kidnapped since she is nineteen years old. It has been seven years ago. She is raped and locked in a Room till she gives birth to a son, Jack. For Ma, life in room which is what Jack calls their zone of containment, an ongoing torment, mitigated only by the desire to protect her son. On this occasion, this study only discusses the representation of a mother in educating, managing, and maintaining her son, Jack.

The role of mother is chosen to discuss because of the undeniable facts that parents are the bearers of life for their children. They are the ones who reproduce humankind in a given society, as in this way they contribute to the development of the human history. Discussing the role of parents, especially mothers, is really interesting because there is so much to admire from a mother. One of them is the roles of mothers in educating children. This is what prompts the writers to discuss the roles of mothers performed by Ma to Jack, his son. This study is to know how 'Ma' educates and teaches Jack in limited conditions and motion. Honorably, this study becomes important to entertain readers. Anyone may also get a moral message and understand how if we are arrested, living only in a room about only 3 x 3 ms for seven years. By analyzing this topic, it can be understood what causes a woman to educate and train her son without her son knowing the outside world and meeting someone else besides his mother.

To analyze the roles of Ma to teach and educate her son, the researches use the theory of the Roles of Mother proposed by Ki Hajar Dewantara in Muthmainnah, McGuigan and Good. Of the six roles of a mother, the study discusses only four roles of mother. They are mother as an educator, mother as the carer of the family's physical and mental health, mother as a company, and mother as a communicator. These four roles are closely related to the story presented by a mother in the novel.

2. Literature Review

In general, a mother is a female parent; the center of creation, inspiration, and love; one who rears, nurtures, and protects children; a mender of heart; a maker and holder of memories; someone who loves unconditionally. According to Kelly (2009), motherhood is something that the majority of women frames the identity of all women, even those who are not mothers. She also adds that women are judged on whether they have children or whether they do not, what age they decide to have them, whether they stay at home or return to work, whether they do it as part of a heterosexual or lesbian couple, or as a single mother.

Arendell (2000: 1192-1207), says that while it may seem obvious that mothers are women who have children this is a simplistic way of conceptualizing motherhood as it does not capture pregnant women, mothers whose children have left home, and mothers whose children have died. An alternative way of conceptualizing motherhood is something distinct from mothers and thought of as experiences and practices that can be 'done' by either gender. Ruddick, as cited in Ribbens-McCarthy and Edwards (2011) mentions 'maternal thinking' in an attempt to remove the gendered connotations of the word mother.

Mothers feel moral and social pressure to conform to an idealized version of motherhood (Miller, 2005). This ideal is one of women aspiring to be good mothers and is a dominant idea from the literature surrounding mothering. This idealized version of mothers is influenced "by socio-cultural backgrounds but also by political discourse and social programs" (Baker, 2010: 216).

To sum up, the ideology that all mothers are aspiring to be a good mother is having their own way. It implies that there is a universal ideal and set of practices that make a good mother.

Johnson and Swanson in Sukma (2017) mention that motherhood is not biologically determined or socially ascribed. In their book, they state that motherhood is a social and historical construction. They quote from Coontz that a family contains with a wage-earner father and a stay-at-home mother is a cultural deviation. They also claim

that culture has the ability to form how a good mother should be, what behaviors and attitudes that appropriate for a mother. In other words, culture formed an image about how to be a good mother.

Jayne Buxton in Sukma (2017) documents how stereotypical characterization of a mother who can manage her household and children and her business at the same time or whom she called as the superwoman are bruted against the Earth Mother, a traditional woman who feeds her children with organic foods and ever-present happy smile and all of her time spend with her children. Johnston and Swanson also state that culture defines, and rewards “good mothers” and sanctions “bad mothers”.

We live in an era of contested motherhood ideologies. However culturally and historically aberrant and individually restrictive and dominant motherhood ideology of the last century may have been, motherhood expectations were clearly defined. The traditional motherhood ideology defines a “good mother” as a full-time, at-home, White, middle class, and entirely fulfilled through domestic aspiration. Scholars have challenged the patriarchal assumptions of the traditional motherhood ideology as restricting mothers’ identities and selfhood, perpetuating the economic dependence of mothers and excluding mothers who are adolescents, older, single, lesbian, or women of color.

Being a mother is one of the most important roles a woman can ever play. Mother plays a huge role in their children’s lives, caring for them, loving them, teaching them, and so much more. The way a child develops can be largely attributed to the role that their parents and caregivers play in their lives. The role of a mother exactly plays importantly in a child’s early childhood development. In the family mother definitely has a role. These roles are as follows.

2.1 Mother as an Educator

Good (1988: 40) explains the role of the woman or the mother as an educator represents a crucial resource to the development of the individual identity, which from researchers is seen even as more important as the very marital status of the parents and the occupation of the parents themselves. It seems that the feeling of being a mother, to the woman is more powerful than being a father of given child for the husband. Always in accordance with the biological as well as physiological relation of mother to the child, represents the first and reasonable part or segment of the child’s development. This is for the reason, mother assures the child’s life, as she is the one who brings the child in this world, and further on she raises them from being little towards reaching a total independency in mature life.

Brada (1995: 193) says that each child which grows up and is educated in the presence of mother, for sure is expected to reach an appropriate physical, psychological as well as social development. In this regard, these children have a much better appearance, they look happy and enjoy childhood in general. They are communicative and as such, they are ready to cooperate.

For this reason, the mother’s love and care for the child is full and well completed, and as such is often accepted by other members of the very family. This type of cultivated love and affection can be qualified as a key condition for the appropriate development of the children in a given family. The children experience the physical as well as psychological effects of the mother, and as such, they are taken as a model which influences their further development during their emotional stage of development of their moral values as a whole.

2.2 Mother as the Carer of Family's Physical and Mental Health

The mother's roles in family health will be subject to dominant mothering discourses and this will impact the way mothers practice family health. The good mother discourse has been found in research on many of the areas within family health such as food provision, smoking, sleep, immunization, health-seeking behaviors, and breastfeeding. In terms of family health, the good mother is the one who makes moral, responsible and, safe health choices (McGuigan, 2012).

Allane et al in McGuigan (2012) say that the demands of motherhood are used by mothers discursively to explain or justify to themselves when they feel they are not being good mothers. When the mother fails as 'a good mother' there is a feeling of guilt. Mothers always suffer from a sense of guilt as to whether they are doing things right and whether everything has been for the best. There is an awful feeling of uncertainty about being a mother and about what one is like as a mother.

Mothering is subject to dominant ideologies of 'good' mothering which are located predominantly in gendered notions of intensive mothering. In modern reflexive society, good mothers are also self-scrutinizing their own practices. The writers believe that the mother's role in family health will be subject to these dominant discourses and the research will examine this idea with this research. The relationship between mental health and family such as mother is complex, and many assumptions are made by much of the research. First, women and mothers are assumed to be predominantly responsible for family health. Second, it is common that women will have specific gendered health issues and that they will 'do health' differently than men. Third, it is assumed that family health can be measured through health-seeking behaviors or health care utilization.

2.3 Mother as a Company

Every child needs attention from their parents. Some parents work and come home tired, so they have little time to meet and gather with family. For parents who spend part of their time working outside the home, it does not mean they have lost their obligation to accompany their children when they are at home. Even though it is only for a little time, parents can provide quality attention by focusing on accompanying children, such as hearing stories, joking, playing together, etc. (Ki Hajar Dewantara in Muthmainnah, 2012: 108).

2.4 Mother as a Communicator

Communication is important in the relationship between parents and children because communication is a bridge that connects the desires, hopes and responses of each party. Through communication, parents can convey hope, input, and support to their children. Vice versa, children can tell stories and express their opinions (Ki Hajar Dewantara in Muthmainnah, 2012: 108).

2.5 Mother as a Supervisor

Absolute supervision is given to the child so that the child can still be controlled and directed. Of course, the intended supervision does not mean spying and being suspicious. But supervision is built based on communication and openness. Parents need to, directly and indirectly, observe with whom and what the child is doing, to minimize the impact of negative influences on children (Ki Hajar Dewantara in Muthmainnah, 2012: 109).

2.6 Mother as a Motivator

Motivation is a state within an individual or organism that drives behavior toward a goal. Motivation can arise from the individual (internal) or from outside the individual (external). Every individual feels happy when given appreciation and support or motivation. Motivation makes individuals enthusiastic in achieving goals. Motivation is given so that children always try to maintain and improve what has been achieved. If the child has not succeeded, then motivation can make the child never give up and want to try again (Ki Hajar Dewantara in Muthmainnah, 2012: 109).

3. Research Method

This study uses qualitative research method and applies descriptive approach. In contrast to the other approaches, descriptive research can be a research method or an area of study in and of itself. According to Cresswell (2013: 70), descriptive qualitative research is a research method that focuses on the study of life experiences and is expressed in life stories and told by individuals. The design of descriptive method is to describe and to interpret the the role of mother in the novel *Room* by Emma Donoghue based on the theory of the role of mother proposed by Ki Hajar Dewantara in Muthmainnah, McGuigan and Good. There are four roles as the indicators of the analysis of the mother's roles in the novel.

4. Result and Discussion

The character of mother, Ma, is kidnapped at the age of nineteen by a man named Nick, Old Nick. Then, she is locked up for seven years in a closed room called the *room*. During her imprisonment, Ma becomes Old Nick's sex slave. Until two years later Jack is born and accompanied Ma in the *room*. This study discusses what and how Ma educates and takes care of his son. Four mother's roles are verified to be performed by Ma in the novel. They are mother as an educator, mother as a carer of family's physical and mental health, mother as a company and mother as a communicator. Then, these roles are discussed in the following:

4.1 Mother as an Educator

A mother plays an important role in child development. Mothers are not only responsible for intellectual development, but also for physical development. Before getting knowledge and information from school, children will get it from parents, especially mothers because mothers are the first educators for her children. From the mother, a child learns new things in his or her life, such as speaking, behaving and getting information. Regarding the novel *Room*, Ma acts as Jack's sole educator. Jack, who has been confined since birth in a "room", learns and gains knowledge only through his mother, Ma, starting from reading, writing, arithmetic and asking questions and information from television. This statement can be proven through the data below.

"Listen. What we see on TV is . . . it's pictures of real things."

That's the most astonishing I ever heard.

Ma's got her hand over her mouth.

"Dora's real for real?"

She takes her hand away. "No, sorry. Lots of TV is made-up pictures— like, Dora's just a drawing—but the other people, the ones with faces that look like you and me, they're real."

"Actual humans?"

She nods. "And the places are real too, like farms and forests and airplanes and cities . . ."

"Nah." Why is she tricking me? "Where would they fit?"

"Out there," says Ma. "Outside." She jerks her head back (Donoghues, 2010: 67).

The quotation above shows a situation where Ma and Jack are watching television. Jack does not understand the information he just receives. He does not know anything about the outside world. Then, he asks if Dora is real. Ma explains that Dora is just a human-like image. It is not real. This is where Ma's role is needed to explain things that Jack does not know. Ma also explains a lot of real things that only exist outside the "room". Real things that Jack never sees but they exist, such as other humans, forests, agriculture, etc. Furthermore, the data below will strengthen the statement above.

"Can I have a story?"

"Which one?"

"One you never told me before."

Ma smiles at me. "I think at this point you know everything I know.

The Count of Monte Cristo?"

"I've heard that millions of times."

"*Gulliver in Lilliput*?"

"Zillions."

"*Nelson on Robben Island*?"

"Then he got out after twenty-seven years and became the government."

"*Goldilocks*?"

"Too scary."

"The bears only growl at her," says Ma.

"Still."

"*Princess Diana*?"

"Should have worn her seat belt."

"See, you know them all." Ma puffs her breath. "Hang on, there's one about a mermaid . . ." (Donoghues, 2010: 75-76).

The data above are a conversation between Ma and Jack. From the data above, it can be verified that Ma performs her role as an educator by providing knowledge through readings and storybooks. At the age of only five-years-old Jack has read books that usually cannot be understood by children of his age. One of his books is *The Count of Monte Cristo*, a thick book that even adults would be reluctant to read, but Jack does it. From this data, it can be concluded that Ma is indeed an educator for Jack.

The last data for Ma as an educator can be seen below.

". . . like a newborn in many ways, despite his remarkably accelerated literacy and numeracy," he's saying to Ma. I'm listening hard because it's me that's the he. "As well as immune issues, there are likely to be challenges in the areas of, let's see, social adjustment, obviously, sensory modulation—filtering and sorting all the stimuli barraging him—plus difficulties with spatial perception . . ."

Ma asks, "Is that why he keeps banging into things?"

“Exactly. He’s been so familiar with his confined environment that he hasn’t needed to learn to gauge distance.”
Ma’s got her head in her hands. “I thought he was OK. More or less.”
(Donoghues, 2010: 203).

The above quotation is to strengthen the evidence that Ma is successful as an educator for Jack. At the age of five, Jack can count and read. Usually, children will start reading and counting when they get formal education through school. The task of teaching and counting is usually assigned to the teacher as a child educator. However, although Jack’s social and sensory skills are still lagging, his literacy and numeracy skills are very good. Despite the limitations of movement, space and information, Ma can still provide education to Jack. Even without formal education at school, Jack is able to read and count at the age of four.

4.2. Mother as a Carer of Family’s Physical and Mental Health

Parents have their own roles in the family. Like a father who acts as the head of the family and the breadwinner, the mother also has a role as a health caretaker in the family, not only physical health but also mental health. With the care of health, the family will be happy and free from all diseases. Related to the role of the mother as a carer of physical health in the family, the mother in her role in caring for the mentality of the child acts as a good decision maker, and is not burdened, and can increase the child’s ability and confidence. Ma as a carer of the family’s physical and mental health can be proven through the data below.

It’s 12:13, so it can be lunch. My favorite bit of the prayer is the daily bread. I’m the boss of play but Ma’s the boss of meals, like she doesn’t let us have cereal for breakfast and lunch and dinner in case we’d get sick and anyway that would use it up too fast. When I was zero and one, Ma used to chop and chew up my food for me, but then I got all my twenty teeth and I can gnash up anything. This lunch is tuna on crackers, my job is to roll back the lid of the can because Ma’s wrist can’t manage it (Donoghues, 2010: 18).

The data above clearly shows that Ma plays a role in caring for Jack’s physical health. Jack mentions that Ma is the boss of the food which means Ma is in charge of the food for them. With limited food delivered by Old Nick, Ma organizes food and nutrition for her son. Jack also explains that when he is one year old, Ma usually chews food for Jack first. This is usually done by a mother to help her child digest food so that the food eaten by the child is not too big and hard. Ma does it until Jack gets all twenty of his teeth. The above statement clearly shows that Ma does play a role in Jack’s health as a provider, organizer, and carer of Jack’s food.

Other data that can prove that Ma plays a role as a carer of the family’s physical and mental health and this can be seen through the data below.

“It was all about keeping Jack safe.”
“Was it agonizingly hard to be, as you put it, polite?”
Ma shakes her head. “I did it on autopilot, you know, Stepford Wife.”
The puffy-hair woman nods a lot. “Now, figuring out how to raise him all on your own, without books or professionals or even relatives, that must have been terribly difficult.”

She shrugs. "I think what babies want is mostly to have their mothers right there. No, I was just afraid Jack would get ill—and me too, he needed me to be OK. So, just stuff I remembered from Health Ed like handwashing, cooking everything really well . . ."

(Donoghues, 2010: 261-262).

It is a conversation between Ma and a journalist, in which the journalist interviews Ma's situation. Ma explains everything she does to keep Jack safe from Old Nick's threats. "Autopilot" means an automatic mechanical system to guide the vehicle and "*The Stepford Wife*" is a film about a wife who is submissive like a robot. So from these words, it can be seen, in order to take care of Jack mentally and physically, Ma must automatically submit and be polite to all Old Nick's authority. Ma's role as a protector of physical health can also be proven by Ma who always takes care of Jack's health by telling him to wash his hands and cook food very well. This is done so that both of them can stay healthy because in order to keep Jack healthy, Ma has to be fine too. The latest data for this subsection can be seen below.

Me and Ma have a deal, we're going to try everything one time so we know what we like.

I already like going to the park with my soccer ball and feeding the ducks. I really like the playground now except when that boy came down the slide right after me and kicked me in the back. I like the Natural History Museum except the dinosaurs are just dead ones with bones (Donoghues, 2010: 350).

The data above is a situation where Ma and Jack have been released from confinement by Old Nick. After being freed from the "room", Ma, and Jack's psychiatrist, Dr. Clay states that Jack is difficult to socialize and adapts to the environment. As a result, Jack has difficulty responding to other people and always bumps into objects that are nearby. Therefore, to keep Jack mentally and help him adjust, Ma decides to make a deal with Jack. They will go out of their zone and try whatever they like. As a result, Jack does not close himself anymore and begins to adjust to the environment. Then he becomes fond of new things he does and knows a lot.

4.3 Mother as a Company

Every child needs attention from their parents. These concerns can be in the form of focusing on accompanying children, listening to stories, joking, playing together, etc. Mothers, who spend most of their time with their children, automatically have a role as a child's companion. Mothers as companions act as listeners and give explanations for things that children want to know. This is one of the responsibilities of parents, especially mothers. Regarding the novel *Room* by Emma Donoghue, Ma is Jack's only companion. This can be proven from the quotation below.

I stroke Table's scratches to make them better, she's a circle all white except gray in the scratches from chopping foods. While we're eating we play Hum because that doesn't need mouths. I guess "*Macarena*" and "*She'll Be Coming 'Round the Mountain*" and "*Swing Low, Sweet Chariot*" but that's actually "*Stormy Weather*." So my score is two, I get two kisses (Donoghues, 2010: 7).

The quotation above shows the situation when Ma and Jack play together. Ma is the only person around Jack, so they do everything together. In order to keep Jack's feeling cheerful, Ma plays a lot of games with Jack. One of them is playing Hum. Even though they are eating, they can still play. In the rules of their game, the winner gets as many kisses as they score. This shows that Ma is not only accompanying Jack to play, but also channeling his attention and affection.

The second data to describe Ma as a companion can be seen through the quotation below.

It's Wednesday so we wash hair, we make turbans of bubbles out of Dish Soap. I look all around Ma's neck but not at it.

She does me a mustache, it's too tickly so I rub it off. "What about a beard, then?" she says. She puts all bubbles on my chin for a beard.

"Ho ho ho. Is Santa a giant?"

"Ah, I guess he's pretty big," says Ma (Donoghues, 2010: 61).

The part above describes the situation when Ma and Jack are washing their hair. In between activities, Ma and Jack joke by making fake beards from soap bubbles. At Jack's age, children usually think of everything as a game. Children do things in a way that they find fun. This of course can be understood by Ma. Therefore, despite all the activities they are doing, Ma always responds to Jack's jokes. From the explanations above, it can be said that Ma acts as Jack's companion by accompanying him in joking.

Another data for Ma as a company can be seen through the data below.

We do all the Phys Eds we can think to warm up. Karate and Islands and Simon Says and Trampoline. Hopscotch, where we have to hop from one cork tile to another one and never go on the lines or fall over. Ma picks Blindman's Buff, she ties my camouflage pants around her eyes. I hide in Under Bed beside Eggsnap not breathing even, flat like a page in a book, and it takes her hundreds of hours to find me. Next I choose Rappelling, Ma holds my hands and I walk up her legs till my feet are higher than my head, then I dangle upside down, my braids go in my face and make me laugh. I do a flip and I'm right side up again. I want it lots times more but her bad wrist is hurting (Donoghues, 2010: 91).

The data above clearly shows that Ma plays the role of Jack's companion. With their limited range of motion, Ma can still make Jack play like any other child and keep Jack in a happy mood. The data above describes the games they do such as Phys Eds, Karate, Island, Simons says, trampoline, etc. Jack's age is full of fun and exploration. So it is not surprising that Jack likes to play games. Ma understands this and never refuses or forbids when Jack invites her to play. From this data, it can be concluded that Ma acts as a company for Jack with a focus on accompanying and paying attention to Jack.

4.4 Mother as a Communicator

In the family, communication is a liaison between family members such as between mother and father, mother and child, and father and child. As a communicator, the mother acts as a guide and director who can help children in living life. Through communication, parents, especially mothers, can recognize the personality and know the desires and opinions of children. On the other hand, through communication, children

can also tell stories and convey their opinions to parents. Regarding the novel *Room*, Ma as a mother also uses communication to guide and direct Jack. This statement can be proven through the data below.

"What if we put the bed over there?"

"I stare at her, then I look where she's pointing. "That's TV Wall."

"That's just what we call it," she says, "but the bed could probably fit there, between the toilet and . . . we'd have to shift the wardrobe over a bit. Then the dresser would be right here instead of the bed, with the TV on top of it."

I'm shaking my head a lot. "Then we couldn't see."

"We could, we'd be sitting right here in the rocker."

"Bad idea."

"OK, forget it." Ma folds her arms tight (Donoghues, 2010:48).

The data above shows a situation where Ma gives her opinion about the location of their bed. Ma wants to change the location of the bed to create new scenery. But Jack refuses that. From the quotation above, it can be seen that Ma does her job as a communicator well. Ma does not insist and then agrees with Jack's opinion. Although parents act as decision-makers in the family, Ma is not authoritarian. She still accepts Jack's wish. These data clearly show Ma's role as a good communicator.

Further data that will strengthen the statement of Ma as a communicator can be seen below.

"I'm glad he didn't come last night," I tell Ma. "I bet he never comes back, that would be super cool."

"Jack." She kind of frowns. "Think about it."

"I am."

"I mean, what would happen. Where does our food come from?"

I know this one. "From Baby Jesus in the fields in Outside."

"No, but—who's the bringer?"

Oh. Ma gets up, she says it's a good sign the faucets are still working.

"He could have turned the water off too, but he hasn't." (Donoghues, 2010: 90-91).

The conversation between Ma and Jack is described about that they are talking about Old Nick. Jack says he is glad Old Nick does not come to the room last night. But Ma admonishes Jack to reconsider his words. Even though Ma hates Old Nick so much, she does not want Jack to do that either. Ma does not want Jack to be a hater. Therefore, Ma gives understanding to Jack, even though Old Nick locks them up but he still gives food and does not turn off the water tap in the room. Implicitly, Ma teaches Jack to be grateful for what they get and still respect Old Nick.

The last data for the mother as a communicator can be seen through the quotation below.

Relax," Ma tells me. "Everything's different here."

"But what's the rule?"

"There is no rule. We can have lunch at ten or one or three or the middle of the night."

"I don't want lunch in the middle of the night."

Ma puffs her breath. "Let's make a new rule that we'll have lunch . . . anytime between twelve and two. And if we're not hungry we'll just skip it." (Donoghue, 2010: 206).

The conversation above takes place after Jack and Ma are released from the room. Jack, who just finds out the outside world, becomes confused and unfamiliar. Therefore, Ma gives Jack an understanding that the room and the outside world are very different. They no longer need to do all the rules they run in the room. They are free to do whatever they want and make whatever rules they like. As a communicator, Ma has an excellent communication approach. Ma does not force Jack to accept their new circumstances right away. But Ma speaks slowly to make Jack understand what they are about to do.

5. Conclusion

There are several points that have been concluded after the analysis of the novel *Room* by Emma Donoghue. From the analysis, it is found that there are four most dominant roles of mother performed by Ma, namely mother as an educator, mother as a carer of family's physical and mental health, mother as a company and mother as a communicator. Ma as an educator can be seen from Ma's role as the only educator for Jack. With limited space, Ma educates Jack so that he can read, write and count at the age of only 5 years. It can be said that Jack's literacy and numeracy skills are very good and fast. Ma as a carer of family's physical and mental health can be proven through the tasks performed by Ma. She acts as Jack's food keeper and nutritionist. Ma also takes care of Jack's physical health by cooking food well, always telling him to wash his hands. In order to mentally guard Jack against the shock and confusion of the outside world, Ma tries to give Jack understandings. Ma also helps Jack to adjust to his new environment by telling Jack to do things he likes. As a result, Jack begins to adapt to the environment. As the only person accompanying Jack, Ma automatically becomes his companion. Ma as a companion acts as a listener and explanation for Jack. This is evidenced by the data in the analysis. The data presented in the analysis shows that Ma always accompanies Jack to play and joke with him. Ma as a communicator can be seen through Ma's role in guiding and directing Jack. Ma uses a good communication approach. She is never an authoritarian and forces her will on Jack.

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KINDS OF FRIENDSHIP IN JAMES DASHNER'S NOVEL *THE DEATH CURE*

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Received: 2022/05/18

Accepted: 2022/05/26

Published: 2022/05/30

Abstract

The aim of this study is to analyze the kinds of friendship in James Dashner's novel *The Death Cure*. Most importantly, true friendship stands for a relationship free of any judgments. In a true friendship, a person can be themselves completely without the fear of being judged. It makes you feel loved and accepted. This kind of freedom is what every human strives to have in their lives. The data are taken from the novel by using descriptive analysis. The method used is descriptive qualitative method. The results show that there are three kinds of friendship found in the novel. They are friendship of utility, friendship of pleasure and friendship of virtue. Friendship of utility gives the protagonist an advantage in finding the cure. Friendship of pleasure brings the protagonist happiness in life. Meanwhile, friendship of virtue gives the protagonist a convenient life. A good friendship should give a comfortable feeling and form better human beings.

Keywords: Friendship, friendship of utility, friendship of pleasure, friendship of good, kinds of friendship.

1. Introduction

Francis & Hester (2004: 2) state that human being is a complex creature. As human beings, people are fundamentally members of society which means that our ways of living are deeply defined by the social world we recognize. It means that a human being needs other humans in life to solve complex problems. Therefore, a human are social creatures. Human beings will form groups that relate and reflect their individual personalities to comport within the group. Family and friends, for example, are the closest group of human beings in our life. Friends are also grouped into several levels, such as ordinary friends, close friends, and best friends. This kind of friendship will bring us something as relevant as our personality with the others. Friendship is important for every human being. Commonly, a friendship will be based on the simple rules of trust and honesty to count on each other when they face a problem.

Not only in reality but also in a novel, a story of friendship exists, for example in James Dashner's novel *The Death Cure*. This is one of best seller novels that is adapted into a movie. It is the third book of maze runner series which tell about Thomas, the protagonist, and his friends who run away from a solitary confinement to be used as human experiments.. This study will analyze how friendship which is performed by the protagonist with his friends brings an advantages for his and his friends life. This is a new study which is never conducted before by other researchers. This is also important

to be analyzed which has been known that friendship is very useful in human beings' life. It can also create a more understanding to the readers about friendship.

2. Literature Review

This research analyzes the characters especially the protagonist of Dashner's novel *The Death Cure*. A character is an imaginary person that lives in a literary work which can be major or minor and static or dynamic (Robert, 2001). Minderop (2005) states that character can also be a person, community, race, mental and moral attitude, the quality of reasoning, and famous people in literature. It means that character is any one who appears and is described through behaviour, traits, and description in the work of literature which is the representation of human beings.

Characters commonly are divided into three; protagonist, antagonist and deuteragonist. The author exposes the characters to describe the theme of his work for example friendship in *The Death Cure* novel. Nowadays, the definition and types of friendship has multiplied but all are different one another such as siblings, partners and colleagues. It needs to know the reasons why people tend to start a bond one another. Baron (1991: 14) says that friendship is a relationship which makes two people spend time together, interact in various situations, not involving others in the relationships and give each other emotional support. Craighead & Nemeroff (2004: 381) state that friendship is the important relationship in all cultures.

Lickerman (2013) states that the main reasons why people are together as friends are they have common interest, history, common values and equality. Common interest means sharing an idea, opinion to start a friendship. It gives emotional security sense and sense of belonging among people. History means experiencing the same past life or same experiences again form the basis of bond for example childhood. Common values can be caused of the same society or religion. And, equality means mutual respect and social belongings for example, time sharing and work sharing.

From above, it can be said that friendship provides a source of support and chance in individual to solve problems. Aristotle divides the kinds of friendship into three; utility, pleasure and virtue (Ross & Brown, 2009). Friendship of utility means that people tend to make a friend because of its usefulness. People see the affection for the usefulness than the person. It means that friendship must give advantage to each party to prevent the end of the friendship. Commonly, this kind of friendship occurs among old people regarding their works. Friendship of pleasure is based on the pleasure or enjoyment of a shared activity and the pursuit of fleeting pleasures and emotions by each party. Commonly this kind of friendship occurs among young people. This friendship will create a good friendship because they share pleasure, affection for pleasure and not the person (Sadler, 2013). Meanwhile, friendship of virtue is difficult for people are trying to find virtue in another party. Aristotle describes that this kind of friendship happens between two virtuous people who can invest the time needed to create such a bond. There is a statement that to be capable of being a friend in the primary and noble sense, a person must be courageous, temperate, and generous, and also just. He must also be proud in the sense of being aware of his own virtue and confidence. The more virtuous we are, the more we are able to excel in friendship; the less virtuous we are, the less we are capable of being true friends with other people. To be able to engage in true human friendship is the highest moral condition (Villones, 2017; Sokolowski, 2001).

This research uses the theory of friendship stated above to elaborate the kinds of friendship in the novel *The Death Cure* written by James Dashner.

3. Research Method

This study uses qualitative descriptive approach based on Sugiyono (2009). The approach is used to describe the specific kinds of friendship in the novel *The Death Cure* written by James Dashner as the source of data. Data are collected by taking note method proposed by Sugiyono (2009) and quoting method by Sutopo (2005). These techniques are used to select the relevant data to the research problem by selecting information without depending on the the number of information. Triangulation method is used to validate the data. The data are analyzed using the techniques proposed by Creswell (2013). Reduction data are conducted after the data collection to make the data organization based on the kinds of friendship. Then after the data collection, the interpretations of the data are conducted to answer the research problems.

4. Result and Discussion

Friendship can be found in every aspect of human life. It is a relation between two or more persons supporting each other or one another. As mentioned above, there are three kind of friendships proposed by Aristotle (Ross & Brown, 2009). The three kind of friendship found in the novel are described below.

4.1 Friendship of Utility

Friendship is a relationship between two people in which each participant values the other and successfully communicates this fact to the other (Leibowitz, 2018). Friendship should be understood as a figure present to be trust-worthy in deep comprehension and can forgive each other. The friendship of utility is conducted from being trust-worthy of each other. A friend is considered as a good friend for its usefulness and affection between two or more peoples. See quotations below.

Janson's expression was blank. "We've been using our data to select a Final Candidate, and you're the one. We need you, Thomas. It all rests on your shoulders." Not in a million years, Thomas thought. But saying that wouldn't get rid of the Rat Man. Instead he cocked his head and pretended to consider, then said, "I'll think about it" (Dashner, 2011: 236).

The statement "we need you" in the quotation above indicates that someone is useful for the other. He is Thomas. Thomas is used by Janson as a human experiment to create the cure of flare virus pandemic. Actually, Thomas and Janson are friends. Jason only looks for Thomas when he considers Thomas is useful. Thomas is one of infected men from the virus. Janson even forces him to be one of the human experiments due to his infection by pretending to save Thomas and the others. Clearly, the ulterior motive he hides make him befriend Thomas. It relevant with the statement that people tend to make a friend because of its usefulness. Janson sees the affection for the usefulness of Thomas than Thomas himself.

The ulterior motive shown by people of WICKED is also a kind of friendship of utility. See the following.

Thomas felt a stirring of familiar anger. "How can you possibly expect me to believe that? You probably knew exactly what Rat Man tried to

tell me—that they needed me, that I'm the so-called Final Candidate” (Dashner, 2011: 309).

Trusting each other is very important for friendship. The distrust of Thomas on his friend in WICKED makes him worried about himself and his friends. It can be seen from the statement that it is impossible for Thomas to believe WICKED in the quotation above. His friend from WICKED only wants to make him the last candidate of the experiment object to create the cure of the virus. They do that by knowing that Thomas has an immunity on the flare virus. Thomas is very useful to create vaccine to cure the world. The statement of 'they needed Thomas' in the quotation above indicates the utility of Thomas for WICKED.

4.2. Friendship of Pleasure

Friendship of pleasure exists when people find each other because of the enjoyment it carries. Commonly they create friendship for pleasure purpose, for example, hanging out due to fitting hobbies, common interest, and fishing buddies. Friendship of pleasure exists in people with the same pleasant interest. This friendship occurs between someone and others in enjoyment. This kind of friendship is also illustrated in the novel *The Death Cure* by James Dashner. See the data below.

The electric sound of the Launcher's charge filled the air just as Thomas got a whiff of burnt ozone. Then Newt squeezed the trigger. A grenade smashed into Greasy Hair's chest and lightning tendrils enveloped his body as he fell screaming to the ground, writhing, legs rigid, drool foaming out of his mouth. Thomas couldn't believe the sudden turn of events. He looked at Newt with wide eyes, glad he'd done what he had, and happy he hadn't aimed the Launcher at him or Minho (Dashner, 2011: 284).

The words or phrases such as *wide eyes*, *glad* and *happy* in the quotations above can be used to indicate that friendship of pleasure exists in the novel. In the novel, Thomas and Newt are close friend. However, Newt are infected by the flare virus. Commonly the virus makes the infected person lose control of his life. But, Newt still remember Thomas as his best friend. Even in uncontrollable situation, he does not aim the launcher to Thomas and his other friends. It implies that he makes a pleasure to his friends. See the the data below.

Minho leaned in to speak. "I can see you're as cheerful as always. So glad to be back in your sunshiny presence." Teresa completely ignored him. "Tom, they'll be moving us soon. Please come talk to me. In private, now." Thomas hated the fact that he wanted to, and he tried to hide his eagerness. "The Rat Man already gave me his big speech. Please tell me you don't agree with him and think I should go back to WICKED." "I don't even know what you're talking about." She paused, as if battling her pride. "Please." Thomas stared at her for a long moment, not sure how he felt (Dashner, 2011: 306).

Beside Newt, Thomas has other close friends. One of them is Teresa. The word *cheerful* indicates friendship of pleasure. She makes her friend happy for coming back to them. She warns Thomas that WICKED will move them soon. The enjoyment of

little chit-chat between Minho, Teresa and Thomas illustrates this friendship. They know each other, have a good communication, support each other in bad or good condition.

4.2. Friendship of Virtue

Pall (2000) states that people will be good friends because they are good. The wishes for 'for friends' sake' are friends in the truest friendship sense since the attitude is by what friends are and not incidental considerations. Perfect friendship is created from the affection for friend due to goodness, and not for the utility or pleasure. Friendship of virtue is commonly based on the mutual respect and admiration of each other. It means that this kind of friendship takes longer time to build but also more powerful and enduring. This friendship grows when two or more people recognize that they have similarity in values and goals and in vision for how their world should be. This kind of friendship is also illustrated in the novel as shown in the data below.

For some reason, at the words friends, Teresa popped into Thomas's mind. He tried calling out to her again with his thoughts, but there was still nothing. Despite his ever-growing disdain for her, the emptiness of her being gone still floated like an unbreakable bubble within him. She was a link to his past and, he knew without any doubt, had once been his best friend. It was one of the only things in his World that he was sure of, and he had a hard time letting go of that completely (Dashner, 2011: 23).

Teresa is an intelligent and smart person and technology is her area of expertise. She is capable of finding a cure of the virus. She is also a caring person. She tries to do whatever it takes to save Thomas even she must sacrifice her life. This kind of caring creates virtue between her and Thomas. The quotation above indicates the statement. Although she ever betrays Thomas, Thomas still considers her as a friend. He feels lonely when Teresa is not around.

See the data below for this kind of friendship.

Minho stared at Thomas, his eyes filled with pain. It hit Thomas that Minho had known Newt for two years longer than he had. So much more time to grow close. "We better check on him somehow," Thomas repeated. "Do something for him." Minho just nodded and looked away. Thomas was tempted to pull Newt's note out of his pocket and read it right then and there, but he'd promised he'd wait until he knew for sure the time was right" (Dashner, 2011: 238-239).

The quotation above indicates that Thomas really loves his close friend, Newt. He does not want to lose Newt. He cannot stand on the fact that Newt has been infected with the flare virus and will leave all of them. Thomas tries everything he could to save Newt. He knows that Newt is generally kinder and tries to look out for his friends. Thomas' desperation to save Newt can be seen in the quotation above on the statement *do something for him*. It indicates that good friends will do anything for the friend's sake. However, to make their relationship to be a friendship, people must each regard the other as a final value.

From the descriptions above, it can be seen that the novel illustrates about the friendship between the protagonist and his friends. The friendship is shown by the

author by elaborating how Thomas tries to save his friends from the virus; how Janson makes friend with him for utility and how Minho, Teressa and Newt make friend with Thomas for pleasure and virtue.

5. Conclusion

It can be concluded that there are three kinds of friendship found in the novel; friendship of utility, pleasure and virtue. Friendship of utility exists when Janson from *WICKED* considers Thomas useful and attempts to make him a human experiment object to find the cure of the flare virus. Friendship of pleasure exists on how Newt still remembers Thomas and Minho although he has been infected with the virus. And, friendship of virtue appears almost in every part of the protagonist's life such as among Thomas, Newt and Teressa. However, the portrayal of friendship in the novel shows us that friendship is very important in our life. A true friend will help us in fixing the problem we face.

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PARENTING STYLES IN NICOLA YOON'S NOVEL *EVERYTHING, EVERYTHING*

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Received: 2022/04/18

Accepted: 2022/05/26

Published: 2022/05/30

Abstract

This study is entitled "Parenting Style in Nicola Yoon's Novel Everything, Everything". This study focuses on the type of parenting style applied by Pauline Whittier to her daughter, Madeline Whittier, who suffers from SCID (Severe Combined Immuno-Deficiency). There are two objectives of this research, namely to find out the types of parenting styles and to describe how the parenting styles are implemented in Nicola Yoon's novel Everything, Everything. The researchers use the Parenting style theory proposed by Diana Baumrind. The data were collected through literature study and the researchers found twelve data that could be used as data analysis. The researchers used qualitative research method to analyze the data. Based on the results of the analysis, the researchers came to two conclusions. First, the type of parenting style in the novel Everything, Everything by Nicola Yoon is Authoritarian Parenting style. This style is applied by Pauline to her daughter Madeline. Secondly, Based on the analysis, Pauline's parenting style has four characteristics, namely strict discipline, one-way communication, order without negotiation and giving punishment.

Keywords: Authoritarian, giving punishment, one-way communication, order without negotiation, strict discipline.

1. Introduction

Everything, Everything is a young adult novel written in 2015 by Nicola Yoon. Nicola Yoon is the 1st New York Times bestselling author of Instructions for Dancing, Everything, Everything, The Sun Is Also a Star, and a co-author of Blackout. She is a National Book Award finalist, a Michael L. Printz Honor Book recipient, a Coretta Scott King New Talent Award winner and the first Black woman to hit 1st on the New York Times Young Adult bestseller list.

Everything, Everything is Madeline Whittier's story of a girl with a rare disease called Severe Combined Immunodeficiency (SCID). Because of the illness, Madeline's body becomes easily infected with disease, Madeline is allergic to everything including perfume, cleaning fluids or food seasonings. In outline, Madeline is allergic to the world. This disease makes Madeline's mother very protective of her. In 17 years of her

life, Madeline never leaves the house. She only knows her mother and Carla, her nanny. Madeline's health is checked regularly, everything that is touched and consumed must be sterilized, and they even have a device to sterilize the air in their home.

Problems arise when the arrival of a new family who moves next door to his house. Madeline, who is getting bored because she never has friends, is happy with their presence. From here, Madeline's mother becomes more protective.

The statements of the problem of the analysis are two. They are: the types of parenting styles found in Nicola Yoon's novel *Everything, Everything* and how the parenting styles are implemented in Nicola Yoon's novel..

2. Literature Review

Doinita and Nijloveanu (2015: 199) defines parenting styles reflect how a parent disciplines and socializes a child, whereas attachment is an early biological survival drive between an infant and the primary caregiver (mother). Attachment experiences directly influence the formation of a sense of self and the behavioral responses that operate within significant relationships. Parenting styles, on the other hand, describe the emotional climate created as parents attempt to socialize their children.

According to Baumrind (1971), there are three types of parenting styles. They are authoritative parenting, authoritarian parenting and permissive parenting. Baumrind states that authoritative parenting is identified by high responsiveness to the child as well as high demandingness regarding discipline and socialization. Children raised by authoritative parents develop self-confidence. They trust that their needs will be met.

Rackmawati in Fletcher (2008) states that authoritarian parenting is interpreted as nurturing in a way that is compelling, regulating, and violent. Parents require their children to follow all their wishes and orders. If the child violates the order, the consequences will be the consequences of punishment or sanction. Authoritarian parenting can have a negative impact on a child's psychological development. Children then tend to not be able to control themselves and emotions when interacting with others. Even they are not creative, confident, and independent. This style of nurturing will cause children to become stressed, depressed, and traumatized (Hurlock, 1980).

According to Baumrind (1991), the characteristics of permissive parenting style is the opposite of authoritarian style. Permissive parents give unlimited rules and mostly let children solve their own problems where communication between parents and children is open. Then Doinita and Nijloveanu (2015). states that children are left to make their own decisions without being given direction. The children tend to rank low in happiness and self-regulation, and are more likely to have problems with authority.

3. Research Method

The writers apply qualitative research method. Moleong (2007: 04) states that qualitative research is a research procedure that produces descriptive data in the form of written words. In conducting the research, the writers use the theory of Parenting Style by Diana Baumrind to find out what types of parenting style is portrayed in the novel *Everything, Everything*.

The data collection in this study is conducted with some steps, like identifying the data collected to find out what type of parenting style is most dominant, taking and marking quotations related to parenting style theory proposed by Diana Baumrind, and classifying the data (Creswell, 2009).

4. Result and Discussion

The protagonist, Madeline Whittier, is diagnosed with RSV (Respiratory Syntial Virus), an allergy-related illness when she was six months old. Madeline's mother,

Pauline Whittier, is told by doctors that there is a long list of things Madeline should avoid. Because of that, Pauline begins to carry out a series of rules to prevent Madeline from recurrence of the disease. Pauline had lost her husband and son in an accident, so she does not want to lose Madeline again. She wants to protect her daughter. Then, Pauline senses that there is much more for Madeline to avoid and concludes that her daughter has SCID (Severe Combined Immunodeficiency). Then she begins to apply a strict parenting style and forbade all Madeline activities. The writer verifies that the parenting style carried out by Pauline is relates to the characteristics of the Authoritarian Style by Baumrind. They are strict-discipline, one-way communication, orders without negotiation and giving punishment.

4. 4.1 Strict Discipline

Authoritarian parents use a strict discipline style (Baumrind, 1991). This statement shows that parents provide rules and supervise all children's activities. This attitude is intended to protect and direct children not to behave negatively. Strict discipline can also be interpreted as a very strict control of children's behavior. In the novel, Pauline always gives orders and limits Madeline's behavior. Pauline's strict discipline is forbidding her daughter to interact with other people. This attitude can be proven through the data below.

I don't know why I do this. There's no one else here except my mother, who never reads, and my nurse, Carla, who has no time to read because she spends all her time watching me breathe. I rarely have visitors, and so there's no one to lend my books to. There's no one who needs reminding that the forgotten book on his or her shelf belongs to me (Yoon, 2015: 1).

There is a conversation between Pauline and Olly. Olly is a teenage boy who has just moves next door to Madeline's. He knows Madeline because their rooms are across from each other and he often catch Madeline watching him from her bedroom window. Olly, with his mother's Bunt cake, goes to Madeline's house to try to interact with her new neighbor. He asks about Madeline and wants to take her on a tour. However, Pauline refuses Olly's invitation to her daughter without asking Madeline's opinion. She is afraid that her daughter will be infected with the disease because of interacting with Olly. So, she thinks whatever decisions she makes, it will be the best for Madeline.

Is your daughter home?" Olly asks quite loudly, before she can close the door. "We're hoping she could show us around."

"I'm so sorry, but she can't. Welcome to the neighborhood, and thank you again."

The front door closes and I step back to wait for my mom. She has to remain in the air lock until the filters have a chance to purify the foreign air. A minute later she steps back into the house. She doesn't notice me right away. Instead, she stands still, eyes closed with her head slightly bowed (Yoon, 2015: 23).

4.2. One-way Communication

Pauline applies one-way communication to her parenting style. This one-way communication causes Madeline to be a closed person. Actually, Madeline wants to share and talks about whatever she is feeling. How does it feel to be in love? How do

you feel when you think about the person you like? How do mom and dad fall in love? She wants to know and share everything. However, her mother would forbid her to fall in love. Falling in love means she will interact with other people. So, once again these feelings are just stuck in her mind without being able to express.

I wish again that I could talk to my mom about this. I want to ask her why I get breathless when I think of him. I want to share my giddiness with her. I want to tell her all the funny things Olly says. I want to tell her how I can't make myself stop thinking about him even though I try. I want to ask her if this is the way she felt about Dad at the beginning (Yoon, 2015: 67).

One-way communication also can be seen in conversation between Pauline and Madeline. Pauline insists that she is right and Dr. Fancis is wrong because she does not know Madeline's full medical history. She also forces Madeline to believe that her actions are to protect her daughter. Although, Pauline knows best that her daughter is not that sick, Madeline can still interact with other people. However, her protective attitude makes her forbid Madeline's activities.

She frowns down at the pages in her hand. "And this Dr. Francis doesn't know your full medical history. She's just seeing a tiny fraction of it. She hasn't been with you this whole time."

Her frown deepens. This mistake is upsetting her more than it did me.

"Mom, it's OK," I say. "I didn't really believe it anyway."

I don't think she hears me. "I had to protect you," she says.

"I know, Mom." I don't really want to talk about this anymore. I move back into her arms.

"I had to protect you," she says into my hair.

And it's that last "I had to protect you" that makes a part of me go quiet (Yoon, 2015: 185).

4.3 Order without Negotiation

Order without negotiation can be seen from Pauline's upbringing. She always gives orders that she feels best for her daughter. Pauline, who does not want her daughter to interact with anyone, tells Madeline to stay in a sterile room. This order is also shown by Clara's stance holding Madeline's shoulders to stay seated. No matter how curious Madeline is, she feels that she could not go against her mother's orders. So these data clearly show that Pauline gives orders to Madeline and the orders are not to be refused.

The bell sounds for a third time. I smile for no reason. "Want me to get it, ma'am?" Carla asks. My mom waves her off. "Stay here," she says to me. Carla moves to stand behind me, her hands pressing down lightly on my shoulder. I know I should stay here. I know I'm expected to. Certainly I expect me to, but somehow, today, I just can't. I need to know who it is, even if it's just a wayward traveler (Yoon, 2015: 22).

On one occasion, Pauline feels fearful and panic because Madeline tries to leave the house. Madeline, who already knows that her illness is not serious, begins to feel

sick of her mother's restraints. She tries to get out and wants a normal life. However, once again her mother gives orders on behalf of Madeline's disease. Pauline knows Madeline would not refuse her orders when it comes to her illness. So the data once again describe Pauline's order without negotiation.

My mom catches up to me. Her face is a ruin of fear. "What are you doing? What are you doing? You have to get inside." My vision tunnels and I hold her in my sights. "Why, Mom? Why do I have to go inside?" "Because you're sick. Bad things could happen to you out here" (Yoon, 2015: 192).

4.4 Giving Punishment

In the novel *Everything, Everything*, Pauline provides several punishments that she feels will stop Madeline's bad behavior.

She turns back to Carla. "You're fired." "No, please, Mom. It wasn't her fault." She cuts me off with a hand. "Not only her fault, you mean. It was your fault, too." "I'm sorry," I say, but it has no effect on her. "So am I. Carla, pack your things and go." I'm desperate now. I can't imagine my life without Carla in it. "Please, Mom, please. It won't happen again." (Yoon, 2015: 100).

Pauline punishes Madeline for trying to meet Olly. Pauline knows about it and does not hesitate to fire Carla because she gives Madeline and Olly permission to meet and it automatically violates the rules she has made. Despite Madeline's reaction, Pauline persists in her decision. This data show that Pauline gives Madeline a penalty for breaking the rules for interacting with other people. It is hoped that the punishment would have a deterrent effect on Madeline so that she would not see anyone again, including Olly.

Another evidence that shows that Madeline applies an authoritarian parenting style by giving punishment is shown below.

She straightens the already perfectly straight stack of drawings. "You understand why I have to do the things I'm doing?" Besides firing Carla, she's also revoked my Internet privileges and canceled my in-person architecture lesson with Mr. Waterman (Yoon, 2015: 105).

The data above shows that, not only does Pauline fire Carla and cut off the internet, Pauline also cancels Madeline's face-to-face architecture lessons with Mr. Waterman. Pauline knows that Madeline loves and has a talent for architecture. However, because of the fear and panic caused by meeting Olly and Madeline, Pauline decides not to allow anyone else to meet her daughter. So, it is clear that the data contain the punishment by Pauline to Madeline for the mistakes she has made.

5. Conclusion

Based on the analysis, the writers find that the parenting style in this novel is an Authoritarian style. It is found that Pauline's Authoritarian style has four characteristics. They are strict discipline, one-way communication, order without negotiation and giving punishment. Strict discipline can be seen from Pauline's attitude which does not

allow Madeline to interact with anyone, she cannot leave the house and cannot be visited by anyone except Carla. One-way communication can be seen from the attitude of Pauline's upbringing which always gives orders and makes unilateral decisions without listening to Madeline's opinion. Orders without negotiation can be seen from the many rules and prohibitions given by Pauline. Madeline must carry out the prohibition without any objection. And giving punishment can be proven through the various punishments that Pauline gives to her daughter for violating the agreed rules.

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DEVIDE ET IMPERA IN JONATHAN SWIFT'S NOVEL *GULLIVER'S TRAVELS*

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Received: 2022/54/18

Accepted: 2022/05/26

Published: 2022/05/30

Abstract

This study discusses *Devide et Impera* in the novel *Gulliver's Travels*, written by Jonathan Swift and published in 1726. This research is motivated by the writers' interest in knowing about the conflict between the Lilliput and Blefuscu countries. The method used in this research is a descriptive qualitative method, and one of the significant theories used in this research is proposed by Morrock, who claims that there are four major tactics commonly used by those who make use of this *Devide et Impera* strategy. Seeing the divisions between the two countries, the reason is due to disagreements on how to crack eggs correctly. Emperor Liliput argues that the way to break eggs is with a sharp tip, while Blefuscu's is different. As a result of these differences of opinion, in the end, it leads to an extraordinary conflict, namely a war that claims lives and weakens the economies of the two countries based on political strategy and political influence.

Keywords: *Devide et Impera*, political strategy, political influence, Liliput

1. Introduction

Gulliver's Travels is a political satire novel about the British government by Jonathan Swift, who was an English novelist. Published in 1726, this is where the author finds the term "Devide Et Impera". In life, *Devide et Impera* is very important to learn. When Gulliver traveled to the South Coast, they began sailing from Bristol on May 4, 1699. At that time, Gulliver was traveling to the South Coast. They began sailing from Bristol on May 4, 1699. Unfortunately, on this trip, the ship he used to sail was damaged. As a result, Gulliver, the captain, and other crew members were stranded. Gulliver, who tried to find help, went further than his friends. Exhausted, Gulliver finally collapsed on the grass and fell asleep. As soon as he woke up from fainting, he was immediately taken prisoner by humans less than 6 inches tall. They had tied and held him. As it turned out, he was stranded in the land of Lilliput. With a body size many times the size of the people on the island, and after seeing Gulliver's good qualities, Gulliver was allowed to live on the island. However, he still had to undergo the Liliput trial.

During that time, Gulliver observed his surroundings. He was also given permission to tour the city on the condition that he did not take any dangerous actions against the citizens of Liliput. One day, Gulliver was invited by the king to come to the palace. While at the palace, Gulliver learned that the enemy of the land of Liliput, the Kingdom of Blefuscu, would attack. The kingdom was also inhabited by dwarf humans,

like the Land of Liliput. The Royal Navy of Blefescu was so strong that the forces of the Land of Liliput were terrified. Gulliver planned something to help the people of Liliput. Gulliver swam to the enemy's place and towed their battleships. Because it did not have a battleship, the Blefescu Kingdom did not attack the Liliput Kingdom. King Blefescu made peace with the Land of Liliput. However, despite helping out, Gulliver was also punished. The problem was, that he made a scene by urinating in public. In fact, at that time, Gulliver only wanted to extinguish the fire and saved the people of Liliput from an even bigger fire. Seeing that there was no pardon for the punishment he had to accept, Gulliver fled to Blefescu. There he saw his damaged ship and asked for help to have it repaired so that he could return home immediately. And finally, with the help of an old friend, on April 13, 1702, Gulliver returned to his country, England.

Hearing the phrase "*Devide et Impera*" is certainly not a strange thing for all of us. In history lessons in elementary and secondary schools, this sentence is often mentioned. *Devide et Impera*, in our understanding, is often summarized in political terms as divisive or divide and conquer. This term is usually used to describe the strategy of Dutch colonialism, especially in the Java War (*Diponegoro*), the *Paderi* War (Imam Bonjol) and the *Aceh* War (Teuku Umar). Another dramatic effect that illustrates this strategy is incitement carried out by one group against another. (Saptamaji, 2017: 2)

Towards the end of the 19th century, Indonesian society was a backward community. Colonialism and oppression caused a setback in all fields, be it in the political, economic, social, cultural, and educational fields. In the political field, for example, all important positions in the government are in the hands of foreign nations, while the Indonesian people only occupy low positions.

Therefore, since Turkey Usmani ruled Constantinople and mastered trade in the Middle East in 1453, European nations sought sources of spices by carrying out ocean expeditions to eventually reach the archipelago. Among the European nations that reached the archipelago, were Portuguese, Spanish, Dutch, French, and English. Among the five nations, the Dutch were the longest and most phenomenal in the archipelago from the arrival of Cornelis de Houtman in 1596 until the Netherlands established a trading partnership called the VOC in 1602 - 1799. The long duration of the Dutch nation in the archipelago resulted in the emergence of that perspective in the hearts of the Indonesian people until now, up to elementary schools, middle schools, high schools, and higher education books. However, is it true that Indonesia has been colonized for 350 years by the Dutch?

The political policy of segregation education inherited from the Dutch colonial government is still quite dominant as a reference for managing and organizing national education. This policy is characterized by the separation of management between institutions. The political policy of segregation was imposed by the Dutch government into various sectors of community life. This policy became the main supporter of the implementation of *devide et impera* politics which was used by the Dutch colonialists to amputate the resistance movements of the indigenous society. With the politics of segregation, the indigenous society becomes segregated. Not only in the context of education, political policy of segregation is also applied into various important policies, such as citizenship, population, settlement, economy, and so on. The segregative citizenship policy, for example, can be seen in Article (4) *Algemene Bepalingen van Wetgeving* (AB), which came into force on April 30, 1847.

In this article, it is strictly separated between Dutch residents and natives. Citizens of the Netherlands East Indies are not classified based on indigenous people

and foreigners. On the contrary, the citizen is a "Nederlander who resides in the Dutch East Indies", and "indigenous people" (landzaten of inboorlingen) in the Dutch East Indies". (Soetoprawiro, 1996: 18) The population segregative policy appears with the issuance of a policy that divides the population into three classifications based on race and ethnicity, namely European populations dominated by the Dutch, Foreign Easterners (Vreemde Ossterlingen) consisting of Chinese, Arabs, and Indians, and the final classification is the indigenous population. (Suryadinata, 2002: 75-76)

Since the Dutch colonial era, divide and conquer politics has been popular in Indonesia. The colonizers at that time called it *divide et impera*. This is a strategy used by the Dutch colonial government for political, military, and economic interests. Divide and conquer politics was used to maintain the power and influence of Dutch colonialism in Indonesia. In principle, the practice of divide and conquer politics is to divide by clashing (pitting one another) a large group that is considered to have influence and power. The goal is to split the power into small, helpless groups. Thus, these small groups are easily paralyzed and controlled. The elements used in this type of political practice are: 1. Creating or encouraging divisions in society to prevent the formation of an alliance that has great power and influence, 2. Bringing forth many new figures (puppet figures) who compete with each other and weaken each other, 3. Encouraging mistrust and animosity among communities, 4. Encouraging consumerism which in turn triggers corruption, collusion, and nepotism.

The Dutch came to Indonesia with the politics of *divide et impera* with the aim of thwarting the establishment of Indonesia after independence in 1945. The politics of *divide et impera* was a strategy of dividing a nation so that it could be conquered with the aim of gaining and maintaining power by splitting large groups into small groups to make it easier to master. During 1947-1948, when the Dutch came back to Indonesia, the Netherlands formed a puppet state by promising independence from several puppet states that they had made, including the State of East Indonesia (now Papua), the State of East Sumatra, the State of Madura, the State of Pasundan, South Sumatra, and East Java.

Issues that will be discussed in this paper are analyzing the strategy of *Divide et Impera* in Jonathan Swift's *Gulliver's Travels* and the influence of *Divide et Impera* in Jonathan Swift's *Gulliver Travels*.

The benefits that can be drawn from the writing are that it can be used as a reference to find out about the study of *Divide et Impera* in Jonathan Swift's *Gulliver's Travels* and can be used to prevent political conflicts from breaking up and maintain social harmony in the nation and state.

2. Literature Review

2.1 *Divide et Impera* Strategy

The *Divide et Impera* strategy developed from the conquest strategy of the Spanish Qonquestadors of Indian tribes in Latin America in the 15th century (1462). This conquest brought a new era for Europe with the discovery of gold, silver, vast productive land, and also the working power of the enslaved native population. Spain has an extraordinary surplus to be able to advance its civilization in the surrounding countries. Since that time, countries such as Britain, Portugal, and France have begun to expand in search of natural resources. This expansion reaches Asia Pacific through the mastery of trade routes in the Moluccas to Australia today, Tropical Africa and Indi.

The expansion was not easy, even though the regions they controlled underwent technological warfare, but the resistance to their colonies continued.

At the same time, Britain was experiencing pressure from northern Ireland's resistance in its own territory. This resistance was conquered through a more complicated method than war, namely by studying the Irish people and building a horizontal sentiment between them so that its strength was weakened. Irish resistance can be beaten and manipulated through social segregation to ensure horizontal conflict. The development of the method of conquest carried out by the British was then also applied by the colonial countries, both in war and to strengthen their ruling state in their colonies. Since then, *Devide et Impera* has not only become a war strategy but rather a political strategy that combines all the knowledge needed for conquest. *Devide et Impera* also produced various variants of the expansion of tactics that we can find in racism, regionalism, and religious fanaticism. However, it should be understood that strategy is basically a tool that serves a variety of objectives. Colonialism is one of the objectives of the political economy that gave birth to this strategy, but in its development, this strategy can be applied in various situations.

Entering the 20th century, Indonesia's political situation entered a phase of national movement. In this phase, the form of resistance carried out by the Indonesian people began to have differences that were initially carried out in the form of war, but in the phase of the movement began to stand up many organizations covering all fields. As stated by Sudiyo (2002: 20), "the national movement is multidimensional. That is, covering all fields, namely social, cultural, economic, and political". If the established organizations certainly have different aspects but have the same goal of self-determination, then the ideals to be achieved become a shared responsibility on the basis of the same fate and continuity. The condition of Indonesian society, which has deteriorated in terms of economics, social, culture, and education has received a strong reaction from the natives, even some from the Dutch themselves, including van de Kol, van de Venter, and Brooschooft. Van De Kol was the spokesperson for the experienced Socialists in Indonesia. He criticized the deteriorating situation in Indonesia. The same thing was expressed by Brooschooft, who criticized that for more than a century, the colonial government had taken advantage or part of the income of the Indonesian people (Poesponegoro, 1993: 35).

This led to the emergence of ethical politics by the colonial government, which used three precepts, namely, irrigation, education, and emigration. The three precepts eventually changed the Dutch East Indies colonial political policy, which, on the other hand, could benefit the colonial government by making the natives cheap labor in the ranks of government, but could also become a boomerang for the colonial government. The existence of new understandings about nationalism and freedom that came from outside would make the natives more aware of the colonial system and would undermine the colonial government.

However, the fact is that politics in Indonesia still seems to have a deep impression and is still being used, especially after the reform era, which was considered wrong by many parties. Legislative as opposed to the executive, party A weakens party B, and so on, even though they are supposed to cooperate with each other and strengthen and complement each other. Anyone can be a fighting sheep, from ordinary citizens to upper class citizens can be the target object. Fellow traders can be triggered by divisions because small problems can develop into large conflicts. Differences in religion, ethnicity, and so on can lead to sparks of conflict which, if given gasoline,

immediately blaze into a big conflict. We have seen many proofs that this occurs everyday. The mass media applauded and seemed to join in encouraging people to see this incident. Is this what is meant by reform and democracy? In the politics of fighting sheep, conflicts are deliberately created. The split was intended to prevent the realization of alliances that could oppose the invaders (imperialism), whether it was power in government, in parties, in groups in society, and so on. Those parties or people who are willing to cooperate with the power, are assisted or promoted, those who are not willing to cooperate, are immediately removed.

The *Divide et Impera* Strategy is actually not a new strategy because it has often been launched by a large force whose one impact is instability in the Middle East. Some popular ways of implementing this strategy are to support segments of hostile local populations, creating polarization so that communities oppose each other. This strategy was effective in the short term, but caused long-term destabilization. Thus, understanding the reasons and background of the United States in implementing the *Divide et Impera* strategy in the conflict in Syria and knowing the steps taken by the United States in implementing this strategy are the first problems in this article. *Divide et Impera*'s political strategy has been prominent since centuries ago. *Divide et Impera* is known as a tactic or strategy carried out by superior actors towards inferior actors to achieve the interests of these superior actors. Imperialist powers can also use this strategy against the territories under their control.

2.2 *Divide et Impera* Influence

“Hierarchy” means the order of levels or levels of rank (rank) in a government or organization. Influence means the power that exists or that arises from something (people, things) that helps shape a person's character, beliefs, or actions. In this case, the hierarchy of influence on the media can be interpreted as levels, sequences, or levels in the structure of the media that affect the work of the media itself. In this theory it is assumed that the content or content displayed by the media to the public (audience) is the result of influences by internal and external media organizations' media policy factors. Internal influences on media content include the interests of owner, the media, number of journalists as news seekers, and the regularity of media organizations.

While external factors are things that are related to advertisers, the government, society, and other external factors. There are five levels or levels of influence that construct the content at the media (media routines level), the organization level of the media (organizational level), the extract level of the media (extra media level), and finally the level ideology (ideological level). At the individual level, a journalist has its own orientation when dealing with certain realities. There are several factors that influence that orientation, for example, the characteristics and background of communication workers, professional and personality backgrounds, personal attitudes, and professional roles. These things have an influence on the content or content of coverage in the media they are involved in, either directly or indirectly. Factors of sex, ethnicity, sexual orientation, social status (common people or education) and education received by a journalist influence the way that journalists view the world. Educational background is the biggest factor influencing a journalist's alignment, in addition to the factors of values, behavior, and beliefs.

The second level in the hierarchy of influence is the level of media regularity. That is, what the mass media receives is influenced by communicators' daily communication practices, including time limits, space requirements in publishing, news

values, objectivity standards, and reporter confidence in sources (source of news). Media routines are media habits in packaging news formed by three elements: namely, the media organization (processor) where an editor plays an important role as a 'gatekeeper', the audience (consumer) where the benefits of a medium depend on the interests of readers or listeners: and news sources (supplier) in the form of government, private, nongovernmental organizations, political parties, and so on. These three elements are related to each other in forming the media routine, which in turn can influence the news content of a media outlet. The third level in the theory of media influence is the level of media organization. This level discusses the influence of the organization in determining the final results of news coverage. When viewed from the aspect of objectives, media organizations have several goals, one of which is to make money. The objectives of this organization also have an impact on the content of the news. Organizational factors affecting media content can be seen in four aspects. The role of the organization is how the organizational structure is the policy and how to implement the policy. There are three levels in the lowest level of media organizations, consisting of vanguard workers such as writers, reporters, and creative staff who collect and package middle-level news raw materials, consisting of managers, editors, or producers who coordinate the communication process between superiors and subordinates, and top-level positions whose job is to make organizational policies, manage budgets, make important decisions, protect the company from political and commercial interests, and, when needed, protect its workers from external pressure.

The fourth rank is the influence of extra-level media or outside influences from media organizations. These influences include interest groups, people who create pseudoevents to get media coverage, and governments that regulate content directly with libel and immodesty laws. The extra level of media is the influences on media content that come from outside the media organization itself, from news sources, advertisers and viewers, government controls, market share and technology. The last level in the theory of media influence hierarchy is the level of ideology. Epistemologically, the level of ideology is an abstract thing because it is related to one's conception or position in interpreting the reality of a media event. As an institution in society, the media has an ideological foundation that fosters its content to be in line with media ideology and the power relations of the media. Government power is not the only symbol of power that influences the media, but there is a force of rakyat and groups of people that can be interpreted abstractly as ruling class power. Media ideology implies an ideology that is owned by media institutions or that forms the basis of media life. In the non-Marxist view, the ideology of the media is the ideology of the holder of government power or of a dominant government system. In a liberal system, the person that has the power to control the media is the market. If someone controls the market, then they control the media.

Influence of the *Devide et Impera* defined efforts that were consciously made by the Imperialist forces to create and / or turn to their own benefits from ethnic, linguistic, cultural, ethnic or religious differences in the oppressed colonial populations. There are four major tactics commonly used by those who make use of this *Devide et Impera* strategy, namely:

1. Creating differences in the conquered population.
2. Adding differences that already exist.
3. Digging or exploiting these differences for colonial power.

4. Politicizing these differences to be carried over to the post-colonialism. (Morrock, 1973)

3. Research Method

For this study, the writers used qualitative and descriptive approaches as research method based on Rice (1931). The method that applies to political science is the same as that in general in social science. The method is a series of techniques and review procedures. A method can be qualitative or quantitative in nature. In social science, the object is human beings who are constantly developing and very dynamic, as opposed to natural science, which is completely certain.

This study aims to analyze the novel *Gulliver's Travels* by Jonathan Swift based on the intended research topic, namely *Devide et Impera*, while to analyze the data, the writers use a descriptive method. Descriptive methods are used to describe certain conditions that occur in the environment. The purpose of the descriptive method is to study the objective condition that occurs at a certain point in the novel. Descriptive methods are concerned with existing conditions, practices, structures, differences, relationships, opinions, ongoing processes, or proven trends.

In addition to and to support this research, the writers also use literature studies. The writers can find material to support his research topic by developing a research strategy. They obtained many references through journals from several authors. In addition, the writers also use the internet as a supporting medium to obtain various pieces of information needed in this study, especially about *Devide et Impera*.

In a study, data collection is one important consideration. Data collection shows how the writers collect data to be analyzed systematically. There must be some procedures or steps taken by the writers to fully collect data. In this study, the data collection procedures performed were:

1. Reading the novel several times and trying to understand the contents of the novel.
2. Collecting the data obtained.
3. Making important notes based on words, phrases, and sentences related to this analysis.
4. Data classification into points is included in the research problem.
5. Correcting all of the data.

The data analysis procedure is the writers' main process for issuing data. Data obtained from novels are analyzed in discussion part. This research was conducted by classifying data obtained in two sub-chapters related to the problem of this study. Data analysis was formulated into the types of strategies of *Devide et Impera* and the influence of *Devide et Impera* by Jonathan Swift in *Gulliver's Travels*.

In analyzing data, the writers need data analysis procedures to show how the collected data are analyzed carefully. They are as follows:

1. Reading some references that explain the existence of the novel and discover the political intensity of the *devide et impera* related to the thesis. Reading background information and record useful sources (novels, journals, etc.). Using journal reviews to gather important information about the novel.
2. Analyzing the data carefully.
3. Drawing conclusions from the analyzed data.

4. Discussion

In this part, the writers are going to analyze *Devide et Impera* in Jonathan Swift's novel "Gulliver's Travels". The analysis given below is going to reveal the Political Strategy and the Political Influence.

4.1. Political Strategy

When Gulliver wakes up on the island of Lilliput, he comes to be covered in tiny ropes and surrounded by 6-inch tall men. The Strategy *Devide et Impera* appears when Emperor Liliput gives the rules to Lemuel Gulliver and is ready to help the people of Liliput from the enemy that is Blefuscu. See the data below.

"I attempted to rise, but was not able to stir: for as I happened to lie on my back, I found my arms and legs were strongly fastened on each side to the ground; and my hair, which was long and thick, tied down I the same manner. I likewise felt several slender ligatures across my body, from my armpits to my thighs. I could only look upwards, the sun began to grow hot, and the light off mine eyes. I heard a confused noise about me, but in the posture I lay, could see nothing except the sky" (Swift, 2003).

From the above data, it can be seen that when Gulliver is awakened, he finds that his arms and legs are tied to the ground. All around him is the hum of little voices, but he can see nothing except the empty sky. Then he sees several tiny men, only six inches high walking around him. They carry a bow and arrows in their hands. Later, he is given food and some wine and is soon asleep as the wine contains poison.

When he is asleep, the Liliputians put him on a platform, and with great labor, move him to the metropolis of the kingdom, Mildendo. There, he is housed in an abandoned castle just large enough for him to crawl into.

"Golbasto momarem evlame gurdilo shefin mully ully gue, most mighty emperor of liliput, delight and terror of the universe, whose dominions extend five thousand blustrungs universe, whose dominions extend five thousand monarchs, taller than the son of men; whose feet press down to the centre, and whose head strikes against the sun; at whose nod the princess of the earth shake knees; pleasant as the spring, comfortable as the summer, fruitful as autumn, dreadful as a Winter; his most sublime majesty proposes to the man-mountain, lately arrived to our celestial dominions, the following articles, Which, by a Solemn oath, he shall be obliged to perform" (Swift, 2003).

From the above data, it can be seen that he muses on the "intrepidity of these diminutive mortals" and compares them to the Whig party in England through satire, even going as far as to satirize some of the rules of the Whigs in the following 8 rules the Lilliputians give Gulliver in:

"First, The Man-Mountain shall not depart from our dominions, without our license under our great seal.

"2nd, He shall not presume to come into our metropolis, without our express order; at which time the inhabitants shall have two hours warning to keep within their doors.

"3rd, The said Man-Mountain shall confine his walks to our principal high roads, and not offer to walk or lie down in a meadow or field of corn"

"4th, As he walks the said roads, he shall take the utmost care not to trample upon the bodies of any of our loving subjects, their horses, or carriages, nor take any of our said subjects into his hands, without their own consent"

"5th, If an express require extraordinary dispatch, the Man-Mountain shall be obliged to carry in his pocket the messenger and hors a six days' journey once in every moon, and return the said messenger back (if so required) safe to our Imperial Presence"

"6th, He shall be our ally against our enemies in the island of Blefescu, and do his utmost to destroy their fleet, which is now preparing to invade us"

"7th, That the said Man-Mountain shall, at his times of leisure, be aiding and assisting to our workmen, in helping to raise certain great stones, towards covering the wall of the principal park, and other our royal buildings"

"8th, That the said Man-Mountain shall, in two moons' time, deliver in an exact survey of the circumference of our dominions by a computation of his own paces round the coast. Lastly, That upon his solemn oath to observe all the above articles, the said Man-Mountain shall have a daily allowance of meat and drink sufficient for the support of 1728 of our subjects, with free access to our Royal Person, and other marks of our favor."

(Swift, 2003).

From the above data, he must obey what the emperor has said in their ideological rules, and if he does not obey these rules, he will be imprisoned as a prisoner. Finally, given the fact of his solemn oath to obey all of the above articles, the Mountain-Man will have a daily allowance of meat and drink sufficient to support 1728 of our people, with free access to our Kingdom Person and other signs of our application.

"Mildendo, The metropolis of the Lilliput, Described, Together with the emperor's palace. A conversation between the author and the principles secretary, concerning the affairs of that empire. The authors offers to serve the emperor in his ears." (Swift, 2003).

From the above data, it can be seen that the Emperor agrees to fight against the island of Blefuscu.

During the war between Liliput and Blefuscu, the Emperor wishes Gulliver to be ready to help the Liliputians and keeps the country peacefully. At that point, Gulliver becomes a hero in Liliput. His size and strength make him a powerful ally who can do serious damage to his enemies. The enemies are so frightened that they jump out of their ship and swim to the shore.

"The enemy was so frightened when he saw me that I leaped out of their ships, and swam to shore, where there could not be fewer than thirty thousand souls. I then took my tackling and fastened a hook to

the Hole at the prow of each I tied all the cards together at the end”
(Swift, 2003).

Gulliver keeps his promise to attack Lilliput after Blefuscu's attack. He assembles the entire Blefuscu naval fleet and brings it back to Lilliput. The emperor is pleased and bestows the title nardac, the highest honor in the kingdom. The emperor makes an ambitious plan to destroy Blefuscu, takes over his government, and executes every Big-endian. However, Gulliver disagrees with the emperor because he thinks it is wrong for slaves to be enslaved. This annoys the emperor and other government officials, so Gulliver is not included by the emperor. Three weeks later, the Lilliputs make a peace agreement with Blefuscu. The requestor asks for the emperor's permission to visit Blefuscu in the future. The emperor agrees but remains cold towards Gulliver.

“Of so little weight are the greatest services to princes when put into the balance with a refusal to gratify their passions”(Swift, 2003).

From the above data, it can be seen that Gulliver does the Emperor of Lilliput a service by capturing the enemy's navy, but the emperor gives Gulliver the cold shoulder when he refuses to escalate the war against Blefuscu. Gulliver realizes that only constant obedience, not past service, means something to monarchs.

“Although we usually call reward and punishment the two hinges upon which all government turns, yet I could never observe this maxim to be put in practice by any nation except Lilliput” (Swift, 2003).

From the above data, it can be seen that the Lilliputian justice system differs from all others in that it actually incorporates incentives and rewards for good behavior, rather than existing solely to punish wrongdoing.

“But his Imperial Majesty, fully determined against capital punishment ... might easily provide against this evil by gradually lessening your establishment; by which, for want of sufficient food, you would grow weak and faint, and lose your appetite, and consequently decay and consume in a few months” (Swift, 2003).

From the above quotation, it can be seen that Gulliver's friend informs him that he has been charged with treason and describes the way the emperor plans to dispatch him. The friend presents the emperor's decision against capital punishment, that is, a genuine execution, as a mercy to Gulliver. Instead, Gulliver will be starved to death slowly. The sentence exposes the hypocrisy of the Lilliputian emperor, claiming to stand against the death penalty while favoring the lingering suffering of slow starvation.

“for they have no conception how a rational creature can be compelled, but only advised, or exhorted; because no person can disobey reason, without giving up his claim to be rational creature.”
(Swift, 2003).

During the course of these troubles, the emperors of Blefusca frequently expostulate through their ambassadors, accusing them of making a schism in religion by offending against a fundamental doctrine of their great prophet Lustrog, in the fifty-fourth chapter of the Blundecral (which is their Alcoran). This, however, is thought to

be a mere strain upon the text, for the words are these: “that all true believers break their eggs at the convenient end.”

4.2 Political Influence

The influence of *Devide Et Impera* seems to have had a very big impact on the integrity of the Liliput and Big-Endiant communities, resulting in a declining economy and conflict that claim lives. Check out the excerpt below.

”They look upon fraud as a greater crime than theft, and therefore seldom fail to punish it with death; for they allege, that care and vigilance, with a very common understanding, may preserve a man's goods from thieves, but honesty has no defence against superior cunning; and, since it is necessary that there should be a perpetual intercourse of buying and selling, and dealing upon credit, where fraud is permitted and connived at, or has no law to punish it, the honest dealer is always undone, and the knave gets the advantage.”
(Swift, 2003).

We can see from the above data that the influence of the conflict between the Liliput and Big-Indian nations result in fraud as a crime that is bigger than theft, and they have a very general understanding of what can protect one's property from thieves. Therefore, there must be a continuous relationship to be able to sell and buy where fraud is permitted and deceptive, but without breaking the law with the rules set by the King of Liliput.

“Difference in opinions has cost many millions of lives: For instance, whether flesh be bread, or bread be flesh; whether the juice of a certain berry be blood or wine.” (Swift, 2003).

When Gulliver learns of the opposing political forces at Lilliput, he sees the futility of their argument. Parties go into opposition over disagreements over how to break the egg, either with a large end or a small end. Due to such a feud, Big-Indian has to escape and seek refuge on the neighboring enemy island of Blefuscu.

“This made me reflect, how vain an attempt it is for a man to endeavor to do himself honor among those who are out of all degree of equality or comparison with him.” (Swift, 2003)

We can see from the above data, based on Gulliver's understanding, how futile someone's efforts to try to respect themselves are, where equality is not justified by the king. Those who are outside the kingdom are considered ordinary people and must obey the orders of the people in their superior kingdom to the King, while those who are inside the kingdom are considered special and powerful people, so they act arbitrarily towards those who are outside the kingdom.

“Ingratitude is amongst them a capital crime, as we read it to have been in some other countries: for they reason thus; that whoever makes ill-returns to his benefactor, must needs be a common enemy to the rest of the mankind, from where he has received no obligations and therefore such man is not fit to live.” (Swift, 2003).

From the above data, it can be seen that Gulliver learns about Lilliput's different political system. The good is rewarded, not just bad service. Children raised outside of nursery families learn that there is no Divine Providence, and an attitude of lovelessness is a great crime. Gulliver notes a strong record in the political culture of Lilliput compared to England.

5. Conclusion

The analysis of *Devide et Impera* by the writers can give some conclusions. Everyone should learn what *devide et impera* is and the disputes between Liliput and Blefuscu could give precious lessons to people especially those in the realm of politics. Problem solving could be easily conducted without the policy of *Devide et Impera*. *Devide et impera* refers not only to politics and military but also to ethnic group, and this is already seen in the disputes between Liliput and Blefuscu. *Devide et impera* is a bad influence in the society.

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BILINGUALS' LINGUISTIC REPERTOIRE AND FOREIGN LANGUAGE INSTRUCTION: WHAT DO TEACHERS SAY ABOUT TEACHING EFL THROUGH TRANSLANGUAGING?

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Received: 2022/05/08

Accepted: 2022/05/23

Published: 2022/05/30

Abstract

In recent decades, translanguaging has made rapid progress in the field of language instruction. The term "translanguaging" implies that bilinguals have a single linguistic repertoire from which they strategically select linguistic features for effective communication. The current method of language education, which takes a monolingual approach, faces a challenge from the phenomenon known as translanguaging. Therefore, this study aims to describe the perspectives of Indonesian EFL teachers on translanguaging-based EFL instruction for students from a variety of linguistic backgrounds. This is a qualitative study employing interviews to collect data, with eight EFL teachers serving as participants. A content analysis was used to analyze the collected data. This study suggests that EFL teachers have divergent perspectives on translanguaging in EFL classrooms. However, those with negative attitudes toward translanguaging recognize the importance of this pedagogical approach and continue to use L1 in their EFL classrooms, indicating that they still believe in monolingual pedagogy even though they do not fully apply it. Finally, the study's implications and limitations are discussed.

Keywords: Linguistic repertoire, Translanguaging, EFL teachers, Perspectives, Language education

1. Introduction

In recent years, translanguaging has made significant headway in the field of language instruction in a relatively short amount of time (Cenoz & Gorter, 2017a). First defined by Cen Williams (García & Wei, 2014), the term "translanguaging" refers to an instructional technique where bilingualism is viewed as a resource for learning, rather than a problem that must be handled (Garcia, 2012). Today, what is known as translanguaging poses a challenge to the current method of language education, which takes a monolingual approach (García & Wei, 2014).

The use of learners' first language (L1) has, nevertheless, continued to be utilized in language classes all around the world, which is a fact that is well accepted in the relevant academic literature (Hall & Cook, 2012). Empirical evidence show that learners' L1 is beneficial for helping them improve their foreign language knowledge (Galali & Cinkara, 2017; Hanakova & Metruk, 2017; Putrawan, 2019; Putrawan et al., 2019). In other words, L1 and language teaching are inseparable (Paker & Karaağaç, 2015). On the other hand, recent research has shown that teachers have mixed emotions and perspectives towards

translanguaging, which presents a problem for the practice. Translanguaging techniques indeed exist in the real world (Wei & Lin, 2019), however educators hold two distinct perspectives on the practice of translanguaging (Al-Bataineh & Gallagher, 2018; Wang, 2019). To put it another way, there are some of them who welcome translanguaging with open arms in English as a foreign language (EFL) classroom, while there are others who do not.

In spite of this, monolingual pedagogy continues to be the dominant mode of instruction in Indonesia (Ariatna, 2016). Thus, teachers need to have the understanding that translanguaging practices, in which the use of different languages is permitted, might encourage EFL learners to utilize their full linguistic potentials (Nagy, 2018). Translanguaging has the potential to bridge the gap between teachers and students, between content and language, as well as between schools and their communities (Escobar, 2019; Escobar & Dillard-Paltrineri, 2015).

Since it is currently unclear how Indonesian EFL teachers regard translanguaging practices, this study aims to describe their views on translanguaging-based EFL instruction for students with a wide range of linguistic backgrounds.

2. Literature Review

The term "translanguaging" argues that bilinguals have "one linguistic repertoire" from which they strategically choose linguistic features "to communicate successfully" (Garcia, 2012). More concisely, translanguaging is the practice of bilingual people's language use in pedagogical activities that employ bilingualism as resource (Garcia, 2012). It is via the pedagogy of translanguaging that bilingual students gain greater awareness of their metalinguistic selves and of their bilingual identities, as well as the ability to cultivate their own multilingual selves (Cenoz & Gorter, 2017b; García-Mateus & Palmer, 2017; Günther-Van Der Meij et al., 2020).

According to the literature, translanguaging practices in secondary schools where students are predominantly bilingual have a good impact on student performance and help them acquire the content more rapidly, which ultimately results in their linguistic competency (Romanowski, 2019). Teachers are of the opinion that prior language knowledge plays an important part in the learning process. Thus, it is recommended that specific trainings be provided to teachers on how to derive benefit from interactions with their students' native languages (De Angelis, 2011).

Using translanguaging in EFL classes has proven to be a key communication tool (Kampittayakul, 2018). However, when it comes to translanguaging in EFL classrooms, Turkish EFL teachers have mixed opinions about it. Most of them state that the use of L1 assists students with low proficiency, although less than half of them avoid the use of L1 for class activities and explanations of non-content related issues. Although they strongly believe in the value of translanguaging, the policies of their institutions, as well as the expectations of their students' parents and colleagues, make it difficult for them to implement the pedagogical approach (Yuvayapan, 2019). In Norway, language teachers consider multilingualism as a potential asset. They teach L3 in Norwegian and English. They believe that varied linguistic interactions in the classroom assist students learn languages, however this is not the case (Haukås, 2016). It is also reported that translanguaging mimics grammar translation method, which restricts students' ability to learn EFL. However, some argue that teachers and students' L1 can be used in EFL classes under certain conditions and for specific objectives (Escobar & Dillard-Paltrineri, 2015).

In Indonesia, it is common in EFL classrooms to use both Indonesian and English to clarify grammatical rules and motivate pupils. Even teachers utilize their native language, e.g., Minang, in order to preserve a close contact with their students (Zainil, 2019). When it comes to good communication between students and teachers, they believe that

translanguaging is an essential tool (Rahmawansyah, 2019) that they see translanguaging as having a good impact on EFL classes (Anwar, 2019).

3. Research Method

This study made use of interviews as a means of data collection, according to the principles of qualitative research throughout the process (Miles et al., 2014). Eight EFL teachers from high schools in Bandar Lampung participated. Before conducting the interviews, the participants were provided with a clear explanation of the purpose of the study, along with assurances that their anonymity would be maintained at all times. They have been teaching EFL for a minimum of three years and a maximum of thirty two years, with the average amount of experience being 19 years. The data that were collected were analysed using a content analysis (Assarroudi et al., 2018; Dinçer, 2018). This method of analysis refers to the subjective interpretation of the content of text data that is accomplished through the methodical categorization process of coding and the identification of themes (Hsieh & Shannon, 2005).

4. Results and Discussion

During the interviews, the EFL teachers were questioned on their beliefs concerning the advantages of L1 to instruct students in their classrooms. The vast majority of them are under the impression that involving L1 in EFL classrooms is not productive, while the rest of them are of the opposite opinion. On the other hand, the vast majority of them claim that they teach English to students using both Indonesian and English, whereas only a very tiny percentage of them claim that they just use English. On the one hand, they do not believe that L1 is advantageous, but on the other hand, the majority of them employ two languages, Indonesian and English. These two pieces of evidence appear to parallel one another and lend weight to the earlier findings, which state EFL teachers have mixed opinions about translanguaging (Al-Bataineh & Gallagher, 2018), however, they are open to utilizing translanguaging approaches inside the classroom setting (Wang, 2019).

The results of the interviews, on the other hand, indicate that teachers do allow their students to use L1 in their EFL classrooms, as can be seen in the excerpts below (translation).

I resort to using Indonesian if I feel the need to elaborate on a notion or concept that could be misunderstood (Teacher 1).

To ensure that my students have a complete understanding of my instructions or recommendations, I restate them in Indonesian (Teacher 5).

In addition, they recommend that L1 be avoided in EFL lessons and that the amount of time spent speaking L1 be factored in. The following are excerpts from their comments (translated) to questions about their thoughts on the utilization of L1 in their EFL lessons.

My belief is that we should always speak English in English classes. If students use their L1, they can't speak English well. Students have been learning English since elementary school, but they can't speak fluently since they've never practiced (Teacher 7).

As an English teacher, we must use English so our students can listen, talk, read, and write in the language. A teacher should inspire them. Either knowingly or not, they'll copy it. It's to help them internalize English and use it inside and outside of classes. If they utilize L1, they'll be hesitant to use English (Teacher 8).

The usage of L1 is critical, however the percentage should be reduced in accordance with students' levels (Teacher 2).

As long as English is being used, it's okay to have students speak in their native language in an EFL classroom. The two languages provide a wealth of information for students (Teacher 3).

Students with lower levels of English proficiency may feel more comfortable participating in class discussions when Indonesian and English are used together (Teacher 4).

Students in English classes require L1 in order to follow along with discussions on various topics (Teacher 6).

It appears that some participants in the study have a negative view of translanguaging practices that involve the use of L1 in EFL classrooms, while others accept them. That is to say, they hold two opposing perspectives on the value of translanguaging, which is at odds with previous finding that teachers believe this pedagogical approach enhances EFL classroom instruction and student achievement (Anwar et al., 2019).

According to Zein's research however, some EFL teachers support translanguaging pedagogy while others support monolingual approaches. Those who are opposed to translanguaging, on the other hand, clearly see the value of incorporating L1 into EFL lessons (Zein, 2018). As previously found, teachers' attitudes toward language choice in language classrooms are ambivalent (Wang, 2019), in line with previous finding that teachers' attitudes toward translanguaging practices are inconsistent, with two opposing feelings (Al-Bataineh & Gallagher, 2018).

This recent finding also suggests that they believe that EFL teaching and learning process should result in native-like proficiency, which is still impacted by what is commonly referred to as the monolingual bias (Margana & Rasman, 2021; Rasman, 2018; Wagner, 2018). Since multilingualism and human communication have recently become more complicated (Kramsch & Hua, 2016), having native-like proficiency is not only pointless but also impossible to achieve (Rasman, 2018).

5. Conclusion

Teachers who participated in this study appear to have contrasting perspectives on translanguaging as pedagogy in their EFL classrooms. However, those who have the negative perceptions towards translanguaging also see that this pedagogical approach is important and they still make use of L1 in their EFL classrooms, implying that they still have belief about the monolingual pedagogy although they do not fully apply the monolingual approach.

Based on the current finding, it is clear that it is critical to recognize translanguaging as an effective tool for multiple pedagogical practices in multilingual contexts (Carstens, 2016), such as Indonesia. Through the incorporation of the L1 into various settings in which language instruction is provided, teachers should receive specialized training on how to effectively employ multilingual pedagogical strategies and practices for educational purposes (Gkaintartzi et al., 2019). They need to have the same mentality that using multiple languages by means of translanguaging practices is acceptable in order to encourage students to use all of their linguistic potential (Anderson & Lightfoot, 2018; Nagy, 2018).

Having said that, this study does have some restrictions to it. Because of the insufficient number of participants and the lack of additional data in this setting, the empirical

evidence that was presented in this study is not considered to be actual practices of translanguaging in the classrooms. However, this finding has at the very least shed light on the perspective of translanguaging held by EFL teachers in the Indonesian EFL contexts. As a result, in order to acquire a deeper comprehension of this phenomenon, it is essential to conduct additional research employing more sophisticated research designs in language classroom settings with participation from a greater number of teachers and students.

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