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UNDERSTANDING THE GENRE FEATURES OF QUALITATIVE RESEARCH: A CASE STUDY

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Abstract

Some researchers' prejudiced attitude on qualitative research as non-scientific research seems to hinder the development of qualitative research in some Asian social science research communities. Nevertheless, the present study on a qualitative novice's writing process found that the lowly formulaic style of qualitative research writing could be another reason that impedes such development as well. Novice researchers' writing tends to follow model-imitation, which contradicts the lowly formulaic style of qualitative research writing. With the employment of a social approach on writing studies as the theoretical framework, this study treated academic writing as an activity influenced by the writer's situated research community. The writer's varied research attempts in thesis writing process such as the formulation of research questions, employment of research methods, interpretation of research results, and the like, were treated as his/her composing acts. By longitudinally observing one graduate student's use of qualitative research in his thesis proposal writing process, the present study discussed the multifaceted nature of qualitative research and the need of teaching/learning qualitative research as a specific genre in academic writing. Related genre elements to be included in teaching qualitative research are addressed.

1. Introduction

Compared with mainstream researchers' preference for quantitative research, researchers doing a purely qualitative research like ethnography or single case study research in some Asia's social science research communities receive less support (Flowerdew, 1999). Some Asian researchers consider the time-consuming and labor-intensive process of qualitative research writing to be the factors discouraging them from doing it (Kuo, 2009); however, Flowerdew (1999) had found another affected factor; that is, the researcher's underdeveloped interpretive writing skills in English. Their lack of proficiency in using English language comfortably for interpretative writing somehow results in their preference for doing quantitative research.

Most novice researchers learn qualitative research as a research method; however, in transforming naturalistic data into words, the students are actually engaged in the process of writing. Studying their research processes means to study their writing processes. Learning how their writing attempts are complicated by the multifaceted nature of

qualitative research will help us to understand how they write qualitatively. In light of this, this study employed a social approach in writing studies to observe the qualitative research writing process of one Taiwanese graduate student majoring in English education. By analyzing this student's attempts to approach naturalistic data and to transform them into analytical patterns for thesis use, this study discussed how the lowly-formulaic style of qualitative research writing may toughen a qualitative novice's writing process. The results are to shed light on the following issues: (1) to conclude that learning qualitative research as a research method may not suffice a qualitative novice's writing; (2) to highlight the need of treating/teaching qualitative research as a specific academic genre, particularly to those with limited interpretative writing skills.

2. Literature Review

2.1 Thesis Writing as Genre Practice

The term "genres" was defined by Hyland (2007) as "dynamic constructs" that weave together "individual purposes and wider social and cultural practices" (p. 172-173). Within this framework, thesis writing is a form of genre practice in that most postgraduate students' goals are to obtain their postgraduate degrees through a series of academic genre practices. Among these practices, thesis writing is a common and major one. Having students familiarize themselves with "conventional surface features" (Hyland, 2007, p.173) of thesis writing has been regarded as an essential task. A postgraduate thesis and a research article share similar conventional surface features, both of which are divided sequentially into the section of introduction, methodology, results, discussion, and conclusion (Donesch-Jezo, 2010; Hsiao & Yu, 2012). Each section tends to be treated as a subgenre as it carries specific rhetorical purposes. Singh (2011) defined them as follows: in the introduction section, the researcher introduces his/her research aims and objectivities by treating this section as "a point of departure" or a "mechanism" (Singh, 2011, p.1024); in the literature review section, the researcher establishes disciplinary arguments through substantial review of prior studies; in the methodology section, the researcher proves "the validity, reliability and the feasibility" of the study (p.1024); in the results and discussion section, the researcher creates a space to present the research findings as "highlighted manner" (p.1024); in the conclusion section, the researcher "closes" the study with "deductions," "findings," "aims," and "objectives" (p.1024). Empirical studies on thesis writing often feature the analysis of a selective subgenre such as the abstract writing (Ning, 2008; Ren and Li, 2011), introduction writing (Kwan, 2006; Rubio, 2011), literature review writing (Hsiao and Yu, 2012; Kwan, 2006; Sler-Monreal and Gil-Salom, 2011), discussion writing (Ali and Nafiseh, 2011), or the acknowledgement writing (Zhao and Jiang, 2010). To examine the research subjects' rhetorical movies in thesis writing, these prior studies largely drew on Swales' (1990) CARS (Creating a Research Space) model, Bhatia's (1993) four-move model, Kwan's (2006) three-move model, or Young and Allison's (2003) seven move-structure model. These move models were developed for a closer look at the "conventional discursive structure of the text and appropriate linguistic items" (Donesch-Jezo, 2010, p.230).

2.2 Writing Qualitatively as a Genre

The subgenres of thesis have been largely studied yet little research effort was devoted to the line of qualitative research writing as a genre practice. This may be caused by the reason that qualitative research is taught as a research method (not as a genre). In fact,

qualitative research writing contains the conventional surface features of an academic genre even though the exhibition of these features is less formulaic.

Although the same set of qualitative data may be coded and interpreted differently across researchers, qualitative researchers cannot exempt themselves from not following the research tradition. They still need to choose the study, collect data, and analyze data. The process of qualitative research writing meets Hyland's definition of academic genre that it is a "social action designed to accomplish socially recognised purposes… framed within the institutional processes of the academic world" (Hyland, 2007, p. 173). A discussion of the ontological, epistemological, and methodological characteristics of qualitative research supports the proposed claim of this study that qualitative research writing is a genre practice.

Given its "phenomenological/interpretivist paradigm" nature (Arghode, 2012, p.155), qualitative research draws on the belief that "reality cannot be comprehended as it is constantly shaped through social interactions" (Arghode, 2012, p. 162). Qualitative researchers collect data and analyze them to better understand existing realities (Arghode, 2012). They seek the ontological meaning of their studies by uncovering the research participants' life experiences (Arghode, 2012, p. 158), show the epistemological meaning by giving the observed phenomena their interpretations (Arghode, 2012, p. 158), and adhere to the methodological meaning by means of observational and interview data (Arghode, 2012, p. 159). Within "the institutional process of the academic world" (Hyland, 2007, p. 173), qualitative research is written to "convenience peers to assent to a knowledge claim" (Hyland, 2007, p.12).

2.3 The Multifaceted Nature of Qualitative Research Writing

Qualitative researchers believe that social constructs should be "interpreted" rather than "measured" (Johnson & Waterfield, 2004), so they understand the time and efforts spent on data collection/analysis. Its nature is multifaceted (Chenail, Duffy, George, & Wulff 2011) as it is a naturalistic, descriptive, inductive, process-oriented, and meaning-making design (Bogdan & Biklen, 2007). This nature results in a lowly-formulaic writing style, in which the researcher is expected to demonstrate good interpretative writing skills in interpreting the observed phenomenon. Unfortunately, this somehow complicates a novice's writing of it.

Some students struggle with the identification of "salient features" (Chenail, 2011) in reading massive textual chunks of qualitative data and some students consider it a formidable writing task to establish patterns for an analytical discussion. Kuo (2009) pointed out that what prevents some postgraduate students from doing qualitative research is not the collection of data but the writing of its epistemological and methodological elements. Its lack of a standardized writing pattern makes its stylistics a lowly-formulaic one. More specifically, it can stand alone as a single method and can be used conjointly with quantitative research as a mixed-method approach (Bitsch, 2005). Next, it can be used for the development of theory, the evaluation of policy, or the interpretation of any research issues (Bitsch, 2005). Furthermore, different from the manipulation of variables for generalizable results in quantitative research, there is minimal manipulation of variables in qualitative research (Goussinsky, Reshef, Yanay-Ventura, & Yassour-Brorchowitz, 2011). Instead of establishing representativeness, qualitative researchers write to unravel "the dynamic, holistic and individual aspects of the human experience" (Vivar, McQueen, Whyte, & Armayor, 2007, p. 64), so they pay closer attention to the "situational representativeness" found on particular individuals rather than to the "demographic representativeness" found

on sample at large (Horsburgh, p. 311). Lastly, qualitative writing is researcher-centered (Johnson & Waterfield, 2004) so that the same set of data can be developed into different patterns for the discussion of varied issues. The aforementioned features could become writing blocks to researchers with poor interpretive writing skills since they may find qualitative research writing too lowly-formulaic; some may even regard it subjective or unscientific.

3. Research Method

Inspired by Casanave's (2010) study on the qualitative research writing experiences of three Japanese doctoral students, this study investigated the qualitative research writing process of one graduate student - Lin (pseudonym). In this study, the term "writing" is emphasized; a conceptual scheme based on the perspective of writing studies allows this study to treat Lin's research attempts as composing acts. The study employed Hyland's (2007) social approach that treats academic writing as a "situated and indexical" (p.6) activity influenced by the writer's situated research community. Lin's varied research attempts including the formulation of research questions, employment of research methods, interpretation of research results, etc. were treated as his composing acts. It is aimed for understanding how his qualitative research writing was influenced by his situated research environment and the lowly-formulaic nature of qualitative research.

Lin was a graduate student majoring in English education at one Taiwanese university. Students in his program were required to complete their master theses in English for the qualification for the masters' degree. Their master theses consisted of the following chapters: introduction, literature review, research methodology, results, discussion, and conclusion. Upon hearing from a mutual acquaintance that Lin was planning to conduct qualitative research for his thesis study, the researcher approached him and asked his permission to allow the researcher to observe his writing process. He agreed to participate in this study voluntarily. According to him, he was the only student conducting qualitative research in his program during the course of study. Lin's initial plan was to conduct a questionnaire research on English major undergraduate students' motivation for learning English. However, his plan was turned down by the professors he approached due to the fact that similar topics had been widely studied so that his research idea was a stale one. He eventually approached one teacher with qualitative research expertise, and she agreed to supervise his thesis research. According to his advisor, Lin's qualitative research knowledge was limited in spite of his claim that he had taken research methods courses and acquired fundamental knowledge about qualitative research.

Despite his interest in English-majored undergraduates' learning motivation, his research plan was vague. He did not know what to investigate specifically and did not follow traditional research procedure by starting from the review of literature. Instead, he chose a top-down approach by going to the research site directly for data collection. He held that a clearer idea could emerge after collecting some on-site data.

Thanks to his introverted personality, he failed to find voluntary research participants. Through his advisor's help, two sophomores studying in the undergraduate program of Lin's school agreed to be his research participants voluntarily. These two participants were taking the same English composition course. This aroused Lin's interest in observing their writing motivation. Hence, he observed their class participation, collected their writing assignments, and interviewed them, through which he found that a composition on teacher's written feedback had a great impact on the students' motivation for English writing.

The study was based on one-year-long observation of Lin's thesis proposal drafting, starting from the time he began his fieldwork till the time he told the researcher that he could not make further progress toward his thesis writing and had to withdraw from participating in this study. In fact, he struggled with revising his second draft of literature review chapter and research methodology chapter. Although he said to his advisor that more time would be needed for his completion of revision, no further revisions were made. Eventually, he told his advisor that he decided to put aside his thesis proposal writing in order to take more courses for the reinforcement of discipline-specific knowledge. This caused the data collection of this study to come to a halt, so the analysis was based on his data collection and composing acts. Despite the "halt," findings gained out of Lin's case has allowed us to have a glimpse of possible challenges faced by a qualitative novice in the writing process.

Given the ethnographic nature of this study, "pre-established research questions" were not made. "Key issues" developed out of collected data were used to guide the study instead (Flowerdew, 2000, p. 128). Throughout observing Lin's research attempts (i.e., his ways of approaching data naturalistically and analyzing them inductively), the following key issues were addressed: first, the influence of Lin's situated research environment and the lowly-formulaic nature of qualitative research on his qualitative research writing; second, what Lin may need in terms of learning qualitative research as a specific genre; third, genre elements essentially important to qualitative research writing. The first key issue was presented in the Result section and the latter two in the Discussion section.

The data consisted of the following sources: (a) Lin's thesis proposal drafts; (b) his thesis advisor's written feedback of his drafts; (c) three semi-structured interviews with him; (d) one semi-structured interview with one of his former teachers; (e) two unstructured interviews with his advisor. As stated earlier, he was unable to complete the required three proposal chapters. He did not draft the introduction chapter; nevertheless, he finished two drafts of the literature review chapter and two drafts of the research methodology chapter. He composed the proposal section by section by emailing each section's draft to his advisor and revised it based on the advisor's feedback. After finishing the revision, he emailed back the revised draft for further feedback. Such revision process continued until his thesis supervisor was satisfied with his writing quality.

The interviews with Lin were to know his development of qualitative research writing strategies. The researcher interviewed one of Lin's course instructors to know how his qualitative research writing might be affected by the situated research environment and interviewed his advisor twice to know how she reviewed Lin's thesis proposal quality. All the data were conducted in Mandarin Chinese but were transcribed verbatim and translated into English. The length of the interviews ranged from 20 to 40 minutes. All the data were compared/contrasted and triangulated for a fuller understanding of the studied phenomenon.

Due to the qualitative nature of this study, the data were analyzed qualitatively. It emphasizes the process of Lin's progression into a qualitative research community. It is also concerned about a particular context that can only be understood through the investigation of its being (Bogdan & Biklen, 2007). The analysis is framed by viewing writing as an activity situated in "textual knowledge and practices" and in "a variety of contextual forces" (Kamberelis & Luna, 2004, p. 239). This study (1) explores the type(s) of textual knowledge and contextual forces received by Lin during these practices and (2) discusses how his

writing reflects the influence of these forces. The objective is to understand whether or not learning qualitative research as a research method could suffice a novice's writing of it.

4. Results

4.1 The Influence of Contextual Forces

Most faculty members in Lin's program specialized in quantitative research design; therefore, the instructional emphases were on quantitative research. Qualitative research was treated as the supplement or vignette to quantitative analysis. According to Lin, "they (the professors) only recommended some qualitative researchers' articles and asked us to read by ourselves."

As a result, the professors' favoured research methods had a great influence on the students' selection of methodological design: Most of his classmates conducted quantitative research for their theses research. The commonest type of research method selected by his peers was the questionnaire research. Some students not intended to do questionnaire research would also be recommended by their advisors to conduct questionnaire research since it would be less time- and energy-consuming.

4.2 The Challenge of Approaching Data Naturalistically

Lin's thesis data consisted of the following sources: four semi-structured interviews, two classroom observations, two teacher-student writing conferences, and four pieces of writing samples provided by his research participants. Except the collected writing samples, other data were recorded and transcribed verbatim. In his eyes, conducting interviews was the most labour-intensive task and interpreting the participants' written data (i.e., their composition assignments) the most challenging one.

He held that his interviewees' unrelated responses to the interview questions affected his data quality. "Sometimes they failed to express their opinions clearly, causing me the need to elaborate more background information to make sense of my questions," he said. Since his research participants were undergraduate students studying in the same school as him, they treated Lin like a peer and less like a researcher. Because of that, the interviews easily turned to informal chats. In his first interview with one of the interviewees, it took him four hours to finish because the interviewee was interested in graduate study and thus kept asking Lin related questions.

Of particular note is his failure to interpret the participants' writing samples. Although he collected a number of writing samples from them, he did not know how to utilize them as data. His thesis supervisor provided him with two possible solutions: One was to interview the participants about the content, length, persona, or voice of writing in writing these composition pieces; another was to use them as props to illustrate how the participants' writing content, length, persona, or voice reflected their writing motivation. Unfortunately, he considered it hard. Henceforth, his advisor addressed the concerns: First, if he had no idea about the use of these writing samples as data, he needed to reconsider whether it was still worthy of including them as "data" since his thesis committee members might question his research purpose. Next, if he chose to discard the collected writing samples, he might be questioned for a lack of analysis about the participants' writing since his study was about their English writing motivation. Unfortunately, until the end of this study, no further improvement was made pertaining to his use of collected writing samples as data.

4.3 The Challenge of Writing Qualitatively

Lin began his thesis proposal drafting from drafting the research methodology chapter first. This writing behaviour was influenced by his prior course experiences. One of his course instructors told them that "writing the methodology section is the easiest; writing the introduction and literature review is harder and more complicated." Although Lin considered writing the chapter of research methodology an easier task, the first draft of his research methodology did not meet his advisor's satisfaction, particularly the part of data analysis procedure. The following excerpt shows the writing of his data analysis procedure.

> Excerpt 1
>
> **Data analysis procedure**
>
> Huberman and Miles (1994) suggest three processes in qualitative data analysis, (1) data reduction, (2) data display, and (3) conclusion drawing and verification. In this study, this approach of analysis will be adopted. Contextual analysis will be applied to collected writing pieces to confirm interview data.

As shown in Excerpt 1, he used technical terms (such as "data reduction," "data display," "conclusion drawing and verification," and "contextual analysis") to show his adherence to qualitative research discourse. However, he failed to explain specifically his utilization of these terms so that he received the following comment (Excerpt 2) from the advisor.

> Excerpt 2
>
> This part of description is too vague. What do you mean by contextual analysis? Also, what do you plan to do with the so-called data reduction and data display? You need to rewrite this part. Didn't you say earlier that you already had a theoretical framework that can be used for the motivation research? You said that people doing motivation research usually employ that motivation model for data analysis. You can introduce and explain that motivation model. Did you read the qualitative research book that discusses data coding? You can cite the book's data coding concept to your data analysis. I attach one writing sample from one journal for your reference. After reading this sample piece, you may have clearer ideas about writing your data analysis.

Lin later submitted the second draft yet he left the part of data analysis procedure unrevised. In his second draft shown below, he wrote something different instead. According to him, he searched several published full-length research articles for extensive reading in addition to the sample his advisor attached. Unfortunately, this attempt did not work as effectively as he expected.

> Excerpt 3
>
> **Data analysis procedure:**
>
> In this part, I want to wait until I finish reading the qualitative research textbook, because I'm not familiar with the qualitative analysis procedures, and all the journals I've read didn't provide detailed description on this part.

5. Discussion

Lin's immersion in a quantitative research-centered research environment had affected his selection of methodological approaches, implying a local research community's need of accepting multifaceted academic discourses for the development of research paradigms. Other forms of methodological approaches should be valued more by his situated research

environment in addition to the mainstream use of quantitative and mixed-method approach. Novice researchers' awareness of academic discourse diversity should be enhanced since not all language research is aimed for establishing representativeness. When the following situations apply, the students should be encouraged to try qualitative research: first, when the purpose of their research is to understand a phenomenon performed by a particular group of people; second, when the purpose of their research is to revise the existing theory or to establish a new theory (Vivar, McQueen, Whyte, & Armayor, 2007, p. 64).

Compared with his failure to analyze data qualitatively, collecting data seemed to be a self-solvable task to him since he could maintain the interviews in consistency when the interviewees drifted into another discussion. His failure to analyze collected documents seemed to imply that establishing patterns out of collected written data for an analytical discussion of the participants' writing behaviour or writing process was a challenge in his research process. In qualitative literacy research, written documents are often used to make sense of other data, which are useful sources for data triangulation. If he failed to code and interpret this part of data, they were merely "collectibles." Theoretically, his collected writing samples together with other forms of data (e.g., the interviews, observational field notes, and the recorded teacher-student writing conferences) should be coded and compared/contrasted, through which analytical patterns would be developed for discussing the affected factors of his participants' English writing motivation.

His failure to correlate varied sources of data for meaning-making implies the lowly-formulaic nature of qualitative research writing as an affected factor for his development of writing plan. The lowly-formulaic style of qualitative research writing gave him the impression that writing qualitatively was writing abstract concepts. The inductive nature of qualitative data coding appeared abstract to him. The occurrence of this may accord with the fact that novice writers tend to find analyzing abstract concepts a challenging task (Huckin, 2004). Qualitative researchers often draw on an inductive method for the establishment of theories/paradigms instead of following a deductive approach that relies on established theories/paradigms to ground the study (Gibson, 2008, p.206). Developing "key issues" for interpreting the meaning of observed phenomena (Flowerdew, 2000) should be highlighted in teaching Lin during his collecting of data. His case reflected the "intertextual influence" (Bazerman, 2004) caused partially by the research environment in which he was immersed. The inductive style of qualitative research writing was less applicable to him as he was unclear how to shift from specific to general for the reification of research findings and the identification of key issues. The inductive nature of qualitative research contradicted his pre-existing research behaviour, which toughened his qualitative research process at some aspects.

Lin's case shows that teaching qualitative research merely as a research method may result in a novice's unawareness of "rhetorical situations" (Miller, 1984) in the writing process. As shown earlier, Lin was unable to see the original 'situations' emerging in his research plan and the new 'situations' emerging in the research context that required his correlation, incorporation, and articulation of various data sources in the actual production of qualitative research paper. This may be partly caused by his reliance on "model-imitation" (Tran, 2007) as the main writing strategy, in which he wrote by following prior researchers' work as the writing model. Unfortunately, such imitation behaviour contradicted the lowly-formulaic style of qualitative research writing. To reinforce his ability in lowly-formulaic style of writing, this study suggests the need of an intensive learning of the following qualitative research writing skills: (1) learning the ontologically-driven and methodologically-driven

rhetorical situations existing in the data, (2) learning to identify salient features of these rhetorical situations. (3) learning to raise key issues out of the salient features of data, (4) learning to support the key issues with the use of selective data as props for "thick description" use in the Result section, (5) learning to support the key issues with selective literature as props in the Discussion section, (6) learning to reformulate the key issues into the form of research questions and to place them formally in the Research Questions section for the fit of thesis convention. Ontologically-driven rhetorical situations here refer to coding data based on the themes, scenes, or the persona of the observed phenomenon; methodological-driven rhetorical situations refer to Vivar, McQueen, Whyte, & Armayor's (2007) seventeen steps of qualitative research process, ranging from the background of the study to the limitations of the study for the "move" of a qualitative research. These seventeen steps include "(1) selecting an interesting topic; (2) introducing the background to the problem; (3) presenting the significance of the study; (4) defining the concepts; (5) establishing the research aim(s); (6) deciding on the research paradigm; (7) finding a theoretical framework; (8) choosing the data collection method; (9) planning the data collection; (10) describing the procedure of data analysis; (11) enhancing the quality of the data; (12) reporting the ethical issues; (13) presenting the limitations of the study; (14) disseminating the findings; (15) planning the time frame; (16) concluding; (17) presenting the references" (Vivar, McQueen, Whyte, & Armayor, 2007, p.61-62). The above sequence may not completely follow the traditional procedure of thesis writing (e.g., coding/analzying the data prior to making the research questions) due to the inductive nature of qualitative research writing. However, an awareness of these may allow Lin to gain analytical ability instead of only being able to "structure a study around a hypothesis or narrow questions" (Bogdan & Biklen, 2006, p. 272).

Treating Lin's qualitative research writing as a genre practice may assist his interpretive writing of the epistemological elements. This study suggests the inclusion of genre elements in students' practice of qualitative research writing (e.g., coding, cross-case comparison, inductive reasoning, key issue defining, and narrative writing). More instructional emphasis needs to be placed on training students to seek "salient patterns" and "interestingness" (Barton, 2004) in reading qualitative research articles. With their development of genre knowledge, the quality of their qualitative research writing could also be developed.

One more thing to be noted is Lin's reliance on interviews as the main data source, which indicates a need to train him to be the "research instrument" (Kvale, 1996, p.147) for the maximization of research findings since he failed to vary the use of multiple data sources. If he could become a research instrument, he could conduct quality interviews and use them to make sense of other data. In fact, his attempts to maintain the interviews in unity had implied the researcher-manipulative nature of interview data: regardless of structured or semi-structured interviews, the nature of interview data is researcher-manipulative allowing the researcher to determine the research plan. Collected documents are established texts made by the participants and are thus participant-manipulative per se, which may toughen Lin's writing. To solve the problem of interpreting participant-manipulative data, Lin, an interviewer as well as a researcher, should be trained to know: (1) to make his interviewing purposes clear to the interviewees; (2) to familiarize himself with the rhetorical purposes of his interview questions; (3) to correlate the interview questions to the research questions. Namely, before meeting the interviewee, he should have known "what to ask and how"; during the interview, he should know "which aspects of a subject's answer to follow" (Kvale, 1996, p. 147); after the interview, he should have clear ideas about "which answers to

interpret" (p. 147). Decades ago, Kvale (1996) divided interview questions into nine types based on their rhetorical purposes, including "introducing questions," "follow-up questions," "probing questions," "specifying questions," "direct questions," "indirect questions," "structuring questions," "silence," and "interpreting questions" (p. 133-135). If used appropriately, quality interview data could be information-rich to assist Lin in making sense of other data.

6. Conclusion

This study draws on the factual situation that the development of qualitative research in some research communities is somewhat tardy. The researcher calls readers' attention to this problem by examining the qualitative research writing process of Lin, who was in the stage of writing his thesis proposal. The lowly-formulaic nature of qualitative research has resulted in his failure to write qualitatively. Although this study came to a standstill to his failure to make further achievements in thesis writing, his writing journey had shed light on some lessons. To sum up, first, there is a need to teach a qualitative research method course as a specific genre to qualitative novices like Lin, who not only had limited interpretative writing skills but was immersed in a research community where doing qualitative research received less support. This study discusses related genre elements to be highlighted in the instruction. A reinforcement of these genre elements may assist his development of qualitative research writing ability. Second, there is a need to develop/reinforce Lin's interviewing skills as interviewing seems to be the data that he can operate with his ability level. Training him to be a skilled interviewer as a research instrument seems to be an attainable goal for the time being since quality interview data will allow him to maximize his analysis of findings.

This study seeks to understand Lin's qualitative research process from the perspective of writing studies. The suggestions made contribute to our understanding of how the nature of qualitative research writing may complicate a novice's interpretation of qualitative data. However, there are also limitations of the study. First, as a single case study research, the research purpose is not on establishing representativeness but on what we learn from the case; therefore, the findings are not generalizable. Second, the collection of data, due to Lin's failed writing attempt, was forced to come to a standstill, which also limits our further understanding of his thesis writing practice. For future research, this study suggests researchers highlight the students' practice of each aforementioned qualitative genre element for further investigation.

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DYSFUNCTIONAL SEMANTIC ROLE OF LANGUAGE IN LITERARY TEXTS: A CASE STUDY ON HAROLD PINTER'S *MOUNTAIN LANGUAGE*

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Abstract

Language and literature are two inseparable subjects, one of which cannot be fully functional with the absence of the second part. This article shows the dysfunction of semantics in Harold Pinter's *Mountain Language*. For many years, scholars and linguists work separately on different cases regarding literary texts or linguistics obstacles. From this paper, a new path will be saved for future references and works to bring both cases together and show their roles on one another. Moreover, literary works pay less attention to grammatical rules and plenty of dysfunctional languages can be examined and seen. In addition, several external factors can be the obstacle of using functional and accurate language use semantically and systematically. Moreover, political or social violence have become major points in many literary topics in the modern era. This study deals with theoretical aspects of society starting from family up to community and government. Additionally, the absence of semantics in the language of this drama is not neglected arbitrarily; whilst, there is a loop of violence. There are some basic theories related to the topic that this paper will examine. It includes the theory of Grice's maxims (Gricean maxims) and the role of semantics when it comes to politics and power. Finally, the paper alienates all the curtains and shows the role of power, gender differences, class status, and diversity on language use in many areas.

1. Introduction

Language is considered as the significant way of communication and it is regarded as the crucial factor in any society or culture. Moreover, it is the mirror of any ethnic group since communication in the used language will show the history and identity of that nation. On the other hand, literature served any community with the richness of language vocabularies and structures. The grammatical and semantic dysfunction of language can be seen in many modern literary works, not only in Pinter's *Mountain Language* but also in Samuel Beckett's *Waiting for Godot*. In *Waiting for Godot,* Beckett devaluates language from the beginning until the end. In it, the characters are using a language, which does not function at all. However, unfortunately, only very few studies can be found in the subject area. Moreover, the role of language under the effect of power, politics, religion, gender differences, and

society will be obfuscated in the sectors of voice and tone, syntactic structure, semantic meaning, and style. In addition, Collins (2006) describes the role of language use in daily communication and its absence in literary texts. He refers back the problem to different external factors, which all are related to cultural identity. In another source, Hooks (2000) warns language users regarding the effects of social class divisions on language use. Further references can be found in the works of both Kubota (2003: 38) and Luke (2010). Kubota states that languages "need to be unpacked in relation to power and discourse". While according to Luke and Vandrick (2014), "class intersects and interacts with other identities, such as race, gender, ethnicity, religion, and sexual identity".

In this article, the researchers not only examine the dysfunction of language in Pinter's *Mountain Language* but also apply the conversational maxims. Grice (1975) states that human beings need to make their contribution [speech] such as required and Grice tends, in his Gricean maxims, Quality – Quantity – Relation and Manner; he studies the people's behaviour during conversation. This article applies the different types of Cooperative Principles on Harold Pinter's play.

To the great extent, external factors such as gender differences, class priority, political parties, etc. will affect not only the degree of politeness and formality in a language but also the linguistic typology and linguistic variations. It is the common sense that English is the language that often advocates for social justice and usually focuses on learners' identities, races, genders, and ethnicities; however, less opportunity is given to social class identification. Yet, social class plays an important role in language use. Especially, in many literary works, the language is used while it is dysfunctional. Because of the current issue, the paper will focus on Pinter's play, *Mountain Language* to analyze the factors that may cause the dysfunction of semantic use of language.

Pinter's *Mountain Language* is the type of play where the suppression of language is palpable. Pinter's use of dramatic techniques in the play is unique in that it not only conveys the sense of suppression against the characters but also shows how the regime and the ruling system can "kill" a specific language and call it "dead" and prevent the people from using their own native language. Although there are many clues about the fact that Pinter's purpose in writing his "Mountain Language" was shedding on the condition of the Kurdish people in Turkey and how the Turkish regime banned their language, Pinter himself never gave his readers a clue about this and in some occasions, he even denied it. Knowing that in 1985, Pinter visited Turkey with fellow playwright, Arthur Miller, and *Mountain Language* is written after three years from their visit to Turkey, but the large-scale generalization of Pinter's literary productions makes his style a unique and universal one.

2. Literature Review

2.1 Harold Pinter: The Literary Background

Harold Pinter (1930–2008) was a British playwright, screen and scriptwriter, director, and actor; he is considered as one of the most considerable and well-known modern writers. In addition, Pinter was a veteran who lived and experienced two different centuries and his writing career spanned over fifty years. Moreover, Pinter's Jewish heritage caused him many problems, the suppression of mother tongue started with him in his early childhood, and this suppression grows with Pinter.

In an article dated back to November 5, 1989 "Peter Nicholas" wrote a review about *Mountain Language* and published it in The New York Times under the title "THEATER; Even the Language is Taken Away". Nicholas states Harold Pinter's "point of view" about

Mountain Language. "The play is about suppression of language and the loss of freedom of expression," from Pinter's own point of view one can decide that the playwright wanted to highlight a situation, which he experienced; this was a crystal-clear shift from his style in which Pinter's work turned to the cause of human rights.

According to encyclopedia.com, *Mountain Language* opened at the National Theatre in London on October 20, 1988, directed by Pinter himself. The play belongs to the Theatre of the Absurd, and most of the characteristics of Absurdism can be found in it, for instance, alienation, nostalgia, dysfunctional language, meaninglessness, censorship, sexual abuse, resistance, collapse of morality, and disillusionment.

2.2 Dramatic Analysis of *Mountain Language*

Pinter's *Mountain Language* is a one-act play and consists of four short scenes. The setting is in front of and within a police state, where all the events take place. In the first act, a line of women who want to visit their imprisoned husbands are standing at a prison wall. They have been standing there from 9:00 AM to 5:00 PM in the snow, as a character states; a sergeant and an officer question them … A dog has bitten one of the women. The officer tells the women that their language, namely that of the mountain people, is forbidden and that their husbands are enemies of the state, that is why they are not allowed to speak their "mountain" language and need to speak the capital's language.

In the ceremony of the Nobel Prize in Literature 2005, Harold Pinter, who won the prize, asserts, "Mountain Language [...] remains brutal, short, and ugly. However, the soldiers in the play do get some fun out of it. One sometimes forgets that torturers become easily bored. They need a bit of laugh to keep their spirits up."

Pinter was aware when he used only four short acts or scenes to portray the oppression of language by the dictator regimes; what he wants to show the reader is what happens when the political system prevents you from using your own mother tongue. That is why he says that his play is a short one but ugly at the same time; short because it depicts a small period of the life of his characters yet ugly in a way that the audience cannot stand the scene.

When one examines the dramatic structure of Pinter's *Mountain Language* and Beckett's *Waiting for Godot,* many similarities can be found. In addition, Vivian Mercier wrote in the Irish Times in 1956 that Samuel Beckett had "written a play in which nothing happens, twice". *Mountain Language* is also that type of play in which nothing happens twice and all the events take place in a way that the audience feels disappointed. The cause and the only thing that the audience is aware of is that those people are considered to be the enemies of the state without declaring why! Pinter's *Mountain Language* is an absurd play, and like most of the absurdist writers, this literary production of Pinter annoyed many of its readers and spectators at the same time; in his Poetics (335 BC), Aristotle clarifies his unities for a tragic worker of art AKA Classical Unities or Aristotelian Unities, namely: (1) Unity of Action: a tragedy should have one principal action, (2) Unity of Time: the action in tragedy should occur over a period of no more than 24 hours, (3) Unity of Place: a tragedy should exist in a single physical location.

Speaking about Pinter's *Mountain Language*, we can say that Pinter, intentionally, applied and followed all the three unities but at the same time, he used them just to violate and flout them. Although there is only one action, 24 hours and a single location, Pinter never explained the exact setting of the events. Maybe, he wanted to add a touch on universality to his play, so, everyone can relate it to his/her personal sufferings, anywhere

and at any time. Regarding Pinter's inspiration while writing *Mountain Language*, a study guide for Harold Pinter's *Mountain Language* by experts from Gale, Cengage Learning, affirms that Pinter's inspiration to write his play came from "the long history of oppression the Kurds suffered under the Turkish rule." In order to have a universal appeal, Pinter's plot centres around a prison guarded by "unnamed guards" in an "unnamed country" and the charges against the prisoners are "unnamed" too. Moreover, another clear clue that the playwright addresses the Kurds and their case is the use of "forbidden language" by the state representatives in the play, which fortifies the condition of the Kurd in Turkey. Meanwhile, different Turkish governments prevented the Kurds from speaking and using their own language and many Turkish politicians used the term "mountain people" or "mountain Turks" for the Kurds (Bartkus, 1999: 91-92).

Another interpretation of *Mountain Language* portrays the play to be Pinter's attempt to convey a message about human rights condition in some places of the world. The Universal Declaration of Human Rights in Article 19, states: "Everyone has the right to have freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers."

While, Pinter ironically attacks the totalitarian world leaders by stating that the relatives of the prisoners do not have the right to speak their own native language, while freedom of speech and freedom of the language that you speak are considered to be the most basic human rights as seen in the following quotes:

> OFFICER: Now hear this. You are the mountain people. You hear me? Your language is dead. It is forbidden. It is not permitted to speak your language in this place. You cannot speak your language to your men. It is not permitted. Do you understand? You may not speak it. It is outlawed. You may only speak the language of the capital. That is the only language permitted in this place. You will be badly punished if you attempt to speak your mountain language in this place. This is a military decree. It is the law. Your language is forbidden. It is dead. No one is allowed to speak your language. Your language no longer exists. Any questions? (21)

It is ironic that the same person who tells them that their language is dead, forbidden yet threatens them not to speak it; on the other hand, he wants to know whether they have any questions. In addition to all the clear characteristics of modernism and Theatre of the Absurd, one can find a nostalgic tone and atmosphere in the play, as if the characters are trying to escape the "now" that they are in and live in a past that seems impossible and unreachable for their present time:

> MAN'S VOICE: I watch you sleep. And then your eyes open. You look up at me and smile.
> WOMAN'S VOICE: You smile. When my eyes open I see you above me and smile.
> MAN'S VOICE: We are out on a lake.
> WOMAN'S VOICE: It is spring.
> MAN'S VOICE: I hold you. I warm you.

Gill in his *Mastering English Literature* (2006: 224) writes, "Tragedy makes us engage with the problems of human morality." Depending on this claim, one can say that "Mountain Language's" genre falls under tragedy, as Pinter wanted to highlight a problem that is considered a crisis in the field of human rights until the present time. However, when the

audiences check the play in hope of finding a hero or a heroine then they fail; maybe, Harold Pinter wanted to tell us that the hero of his play is not a person but a "nation".

2.3 Cooperative Principles of Language

Human beings are social creatures and one of the ways that they communicate is using words, i.e., language; every communication through a language needs a speaker and a listener, it is through this they will understand each other and share same or different feelings. H. P. Grice (1975) in an article under the title "Logic and Conversation" introduces his four maxims (Quality, Quantity, Relation, and Manner). Paul Grice (1975) also invented a principle of conversation and the levels of communication called 'Cooperative Principle' asserting that effective communication between people needs some principles of conversation from both speaker and listener's side, these principles were later called Gricean Maxims. These principles are considered to be a method of understanding the meaning of dialogues and conversations that people make and interpret the intentions of the utterances and why specific characters observe or flout specific maxim(s).

Harold Pinter's *Mountain Language* is one of the universal plays in which language becomes dysfunctional and the characters do not seem to hear or listen to each other's words. As the researchers mentioned before, the modern man does not seem to care about other's contribution and the only thing he is doing is simply speaking without caring about the answers or what they have been asked. Grice's theory of maxims (1975) is a guide, which can be used to explain and comment on the Pinter's intentions in writing his *Mountain Language* (1988).

The Cooperative Principle (CP) is a conversational principle developed by Herbert Paul Grice, a British philosopher of language in 1975. He asserts, "Participants expect that each will make a conversational contribution as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange" (Grice, 1975: 45). This means that the cooperative principle accounts for conversational implicatures, something the speaker implies with an utterance, even though it is not literally expressed. Participants of the conversation assume that a speaker is being cooperative, and they make conversational implicatures about what is said (Levinson, 1983: 101) and (Crystal, 1985: 153).

Grice says that speakers want to be cooperative while talking and they want to be as cooperative as possible. Being cooperative means the speaker knows that each utterance from his/her side is an intervention in the privacy, personal space, autonomy, and demands of the other. That is the reason why we have to select and think about our utterances in a way that is as precise and suitable as possible to the context (Bach, 2003). Grice invented the principles of cooperation to describe a conversation. He stated, "make your conversational contribution as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1975:183). Grice's Cooperative Principle is a set of measures that can be noticed in conversations. They are four maxims; observing this set of maxims will result in being cooperative and understood at the same time:

1. Maxim of Quality: Under the category of Quality falls a super-maxim- try to make your contribution one that is true- and two more maxims that are specific:
   a. Do not say what you believe to be false.
   b. Do not say that for which you lack adequate evidence.

2. Maxim of Quantity: Paul Grice clarifies that the category of Quantity relates to the quantity of information to be provided, and under it fall the following maxims:
   a. Make your contribution as informative as is required (for the current purposes of the exchange).
   b. Do not make your contribution more informative than is required (Grice, 1975: 308).
3. Maxim of Relation: The response has to be relevant to the topic of discussion.
4. Maxim of Manner: The speaker has to avoid ambiguity or obscurity; s/he should be direct and straightforward (Bach, 2003).

The cooperative principle assumes that in conversation analysis the participants try to be truthful (Quality), informative (Quantity), relevant (Relation), and clear (Manner). Grice, the founder of the four principles, argues, "Talk exchanges are not merely a succession of disconnected remarks, and would not be rational if they did. They are characteristics, to some degree at least, cooperative efforts and each participant recognizes in them to some extent a common purpose or set of purposes or at least a mutually accepted direction" (Grice, 1975: 184) and (Nordquist, 2019). Grice suggests that in every dialogue the participants have a particular and/or a fixed intention; they start to converse in the hope of finding an answer for their inquiries and questions. Moreover, Birner in her *Introduction to Pragmatics* writes about the four ways of the speaker's behaviour when it comes to CP, he or he can: observe the maxims, violate the maxims, flout the maxims, or opt-out the maxims (Birner, 2013: 43).

To observe a specific maxim means to implement it, i.e., to say the right amount of the words when someone asks a question. Moreover, observing is saying what you believe to be right and you have an adequate proof for it, and it must be relevant to the question and, of course, accurate, understandable, monosemous and unambiguous (depending on the type of the maxim in the asked question). Violating a maxim takes place when the speaker fails to observe it. Violating a maxim is not similar to flouting it; the speaker makes a statement and they are aware that it is false or not true (non-observance of Maxim of Quality). Flouting out of a maxim takes place after violating it, but in this case, the violation is transparent and unmistakable in a way that the hearer is aware and notices the flouting out. To opt-out a maxim is when the hearer is not a part of the conversation anymore and refuses to contribute, for example, "a friend wants to ask for my consultation in a problem that I already warned him about, then I neglect him and read a book instead, I decided to opt-out" (Birner, 2013: 43).

2.4 The Absence of Grice's Maxims from Linguistic Perspectives: *Mountain Language*

In order to understand *Mountain Language* one needs to know Harold Pinter in the first place, Raby in *The Cambridge Companion to Harold Pinter* mentions a letter that Pinter has sent to President G. W. Bush, the 43rd president of the United States, from 2001 to 2009 (2009: 105):

Dear President Bush, I am sure you will be having a nice little tea party with your fellow war criminal, Tony Blair. Please wash the cucumber sandwiches down with a glass of blood. (Harold Pinter, the Guardian, 18 November 2003)

Surprisingly, two years after composing the above letter Harold Pinter was awarded the Nobel Prize for Literature. Pinter's writing style on the topics he has tackled shifted to politics and freedom of expression after the 1980s, starting with *Mountain Language* until we reach his late years. Pinter did his best to be the voice of the suppressed nations worldwide, knowing that he never confessed whom he means by "mountain language" people. However, one can always relate it to different nations worldwide. Although the most apparent case in the Middle East is the Kurd's question in Turkey, Pinter himself wrote a piece of article as a tribute to his friend, Arthur Miller, on his 80th birthday under the title "Campaigning against Torture":

> Arthur Miller and I landed at Istanbul airport on March 17, 1985. We were
> visiting Turkey on behalf of International P.E.N., to investigate allegations
> of the torture and persecution of Turkish writers.

Pinter and Miller visited Turkey in 1985 and *Mountain Language* was published in 1988, surprisingly the same year that Saddam Hussein's regime performed eight campaigns of Anfal and used the chemical weapon in Iraqi Kurdistan's Halabja region, which resulted in killing of more than 190 thousand in Kurdistan Region of Iraq according to Human Rights Watch's report (1993).

2.4.1 Gricean Maxims in *Mountain Language*

In the previous sections, we explained many things related to *Mountain Language* and the different situations that may encourage Pinter to jot down his masterpiece, now, the researchers will provide some of the places in the play where the CPs were violated, flouted, or opted out.

Example One:

> SERGEANT: Name?
> YOUNG WOMAN: We've given our names.
> SERGEANT: Name?
> YOUNG WOMAN: We've given our names.
> OFFICER: [To Sergeant] Stop this shit. (1)

In this example, the speaker and his opponent are not arguing over a topic, which will lead to mutual understanding. As a result, the violation of Maxim of Quantity takes place because the hearer refuses to reply to the question and provide information on one hand, and on the other hand, the hearer opts out the maxims of Quantity and Relation when the Young Woman's answer is vague. At the same time, the Officer violates the maxims of Quantity, Relation, and Manner when he describes the Sergeant's speech as "shit".

Example Two:

In this scene, the Young Woman wants to inform the state men how the Elderly Woman has been beaten, seeking attention, and some contribution, but the Sergeant opts out and moves away from answering, thus he violates, flouts, and opts out the maxims of Quality and Relation, instead asks, "What is your name?" Therefore, when the Young Woman does not give her name, the officer degrades and offends her and asks for the name of the dog that has beaten her:

> What was his name? (Pause) What was his name? (Pause) Every dog has a
> name! They answer their name. They are given a name by their parents
> and that is their name. . . . (3).

Example Three:

> OFFICER: Now hear this. You are the mountain people. You hear me? Your language is dead. It is forbidden. It is not permitted to speak your language in this place. You cannot speak your language to your men. It is not permitted. Do you understand? You may not speak it. It is outlawed. You may only speak the language of the capital. That is the only language permitted in this place. You will be badly punished if you attempt to speak your mountain language in this place. This is a military decree. It is the law. Your language is forbidden. It is dead. No one is allowed to speak your language. Your language no longer exists. Any questions?

This quotation is considered to be the core of what Pinter wanted to share with his audiences; it is obvious from the title *Mountain Language* that the playwright speaks about a specific type of language which is used by the 'mountain people'. In the previous sections, the researchers stated "Participants expect that each will make a conversational contribution as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange" (Grice, 1975: 45). When this occurs all the maxims are observed; but looking at the above speech and the highly repetitive speech of the officer is far away from observing the maxims. By looking at the context of this dialogue, one understands that the officer's statements are paradoxical because he insists that his opponent character should know that their language is forbidden yet he continues asking them if they have any questions or complaints about it. Last but not least, in here, the speaker violates the maxim of Quantity by uttering more than required and flouts the maxim of Manner too because it is not still clear for the audiences why the visitor's language is forbidden.

There are many other different places and occasions in Pinter's *Mountain Language*, where the characters are violating, flouting and opting out the Gricean maxims for different reasons. In one of the scenes the state man tries to sexually abuse the woman in front of the public, this, too, is considered as one of the places of language dysfunctions, where violation of human rights and harassment take place.

3. Result and Discussion
3.1 The Position of Class, Violence, and Gender Divisions in Language Dysfunction

According to the source by Al Sweidi and Al Azraki (2011), the word violence is taken from the Latin word of (Vis) (force) and (latus) (to carry). Etymologically speaking, the word (violation) comes from the same source of (violence). Linguistically, the outer force may affect the role of language use according to class divisions and the position of class, and gender differences can violate linguistic rules when a language in a specific pattern is used. It is in Gale's idea "which suggests to us the interesting idea that somehow a violation of something: that carrying a force against something constitutes, in one way or another, violation of it" (Galer, 1986: 59). Furthermore, among different genders clear cut violence can be seen during language use not only through suppressing power, but also through the priority of voice for males on females, as it can be seen in the case of "Mountain Language" when the female prisoner is bullied linguistically and her language is dysfunctional since she is female gender. Additionally, she is from the low class, as the officer calls her "mountaineers" (Galer, Ibid, and Viri, 1988).

Apparently, psychologists, sociologists, and linguists try to stop such attitude in the sense of language in literary texts to bring back the moral elements and functionality of the

language in the aspect of semantics; in their paper, Al Sweidi and Al Azraki (2011), Gronow, and Hilppo (1970), they discuss the issue of language violation due to social status. While according to Derriennic (1972) language will be dysfunctional indirectly when there is a psychological violence, especially in the case of gender violation; this intentionally will mislead the listener and will be regarded as inequality of power distribution on language use. In addition, the art of language will disappear due to the above-mentioned factors (Singh, 1976).

In addition, Quigley (1975) states that language is important to the point when there is equality; however, that role will disappear or blur when the external factors have power on personal use of language. According to him, Pinter is selecting silence to communicate and describe that tyranny in *Mountain Language*. Moreover, Kane (1984) and Perkins (2002) state that Pinter's silence is not due to dumbness or misunderstandings, while the silence is a metaphor for isolation and inequality. Most of the plays by Harold show language dysfunction, since the position of class and gender division play crucial roles during the time of the language use. In addition, the rulers of power rather than syntactic variations dominate the language. According to many linguists, the language, which is used in Pinter's texts, is considered as linguistic genocide, since the female genders are forced to stop speaking in their native and mother tongue. However, they are forced to use the capital language that is more functional. In addition, the languages apart from those with the high-class division are considered as the dead language in most of the literary texts. (Pinter, 2006)

Gender discrimination and differences are counted as another main factor when a language is used. The role of female gender will be degraded more than males; also, levels of education, position and status, class divisions, and male dominancy will cause gender differences in language use and speech style. Though many linguists for decades talk about the gender differences in the case of language use; however, it was as early as the 70s when social roots of these differences were appointed. Furthermore, the more distinct the roles are, the greater the gap can be seen. Largely, most of the important positions in government are given to a male, and this created male dominancy (Morgan, 1968). For Lakoff (1975) language is a kind of cultural phenomenon, as the use of language will be dysfunction when each of class status and violence appear.

3.2 The Effect of Political Power on Semantic Use of Language

The common play, undoubtedly, is regarded as violence in a political situation. The speeches that were said by the prisoners and outsiders were disqualified since they could not reach the level of the politicians in the drama. Due to the fact, the speech and complaints were keeping interrupted by other trivial excuses such as "tell us the name of the dog" or "whose dog was that" (Trussler, 1985). In addition, the female prisoner's words were counted as useless and her language was not counted as the usable one since she was not from the same political party as the officers and sergeants were. Additionally, Odegard (1956) mentions that the ruling class (mayors, officers, or politicians) use their political power to stop the use of the language which is used by the lower class; then their (lower class) language will be with no use or function neither semantically nor syntactically. Similarly, the same case can be found in the current play, since the prisoner is stopped from complaining because she is using a mountain language and politically it is forbidden. A quote by Trussler (1985: 87-88) will depict the idea and he describes the role of political suppression on language use through centuries; he says:

> The springboard…was the Kurds, but this play is not about the Turks and the Kurds. I mean, throughout history, many languages have been banned—the Irish have suffered, The Welsh have suffered, and Urdu and the Estonians' language banned….My own view is that the present government [British] is turning a stronger voice on democratic institutions that we've taken for granted for a very long time.

The political party of the dominant language dominates minority languages. It is no longer self-possessed and cannot be recognized fully under capital rules due to the geographical status of the used language. Moreover, the clash of identity and civilization may affect the linguistic rules of the nation; hence, many languages around the world cannot be used due to the religious or political issues like in the case of *Mountain Language*. Additionally, the political violence affected the role of using language freely such as Irish and Basque which suffered from such tyranny in the past (Conversi, 1997; Kockel, 1999; and NicCraith 2006).

Marginalization and the manifestation of social classes and political power affect the linguistic factors of any language (Block, 2012a, 2012b, and, 2014), (Ramanathan and Morgan, 2009). In addition, Lin (1999) urges linguists and scholars of language to raise awareness through papers so that the role of politics could be less influential on linguistics and semantic use of language. As he says, "rules lay down by the privileged classes" (Ibid, 411). Due to the poverty and role of political violence, minorities are struggling by using the native language or even in the time of use; contextually it will not be counted as primitive language (Nader, 1972). In addition, "there is comparatively little field research on the middle class and very little firsthand work on the upper classes … what if . . . anthropologists were to study the colonizers rather than the colonized, the culture of power rather than the culture of the powerless, the culture of affluence rather than the culture of poverty?" (Ibid, 289) the questions are still uncovered until the current time.

5. Conclusion

Different writers depict different issues for discussion and further studies; in the case of the common play by Harold Pinter. The topic on the dysfunction of language is selected since semantically the language inside the play carries no power and the one with higher political power or class can select the language of communication. Moreover, each writer deals with different factors of language differently; however, in most cases of modern writers of literary texts, language rules are neglected intentionally for different reasons. For Pinter, the idea of "violence" carries the full meaning of language; in other words, the authority has the power to shift the language and disqualify the second language. It shows that political power, social status, male dominancy, etc. can manipulate the language use and degrade the spoken or written language of the ethnic group, which is less powerful politically or even socially. Pinter's work is regarded as two parts of communicators: a linguistic unit and a language unit. He proved that the dominant language is the one with more power. In addition, in the current paper, a clear cut difference can be found in the language use of characters; basically, the play is related to many minority ethnic groups by which due to the power of politics, society, class division, and gender differences on them their language is turned to dysfunction.

The social class factors are not only an abstract topic but also strengthen the language boundaries, as it will affect the functionality of the language. In the current paper, different factors were mentioned; whilst, the most effective ones are violence, political parties, class

divisions, and gender differences. Additionally, the maxims of Grice and different cooperative principles were described to illustrate the play from both linguistic and literary perspectives. In the early sections of the paper the works and dramatic analysis of the Pinter's *Mountain Language* is explained. It is recommended that further studies and investigations should be carried out to show the dysfunction of language use in many literary texts and especially modern plays. Additionally, this will raise awareness among students of English department to know the importance of both literature and linguistics during their lifetime. Since those two fields are tightly interrelated.

Finally, in the course of the paper the researchers concluded that there is a huge similarity between the works of the modern playwrights; especially the works that belong to Theatre of the Absurd; due to the WWI and WWII. The measures that we can use while measuring the levels of contribution from both the speaker and hearer's sides, one finds that in most of the cases they do not observe, violate and/or opt-out the Quality, Quantity, Relation and Manner when they speak. Moreover, this works function as a clear clue and proof that the function of language changed from one that works and is productive to something that cannot help the contributors; in other words, language becomes futile just like the human beings of the modern age.

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EXPLORING GENERIC STRUCTURE POTENTIAL OF SELECTED EDITORIALS IN THE MYANMAR TIMES NEWSPAPER

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Abstract

Systemic Functional Linguists introduced Generic Structural Potential (GSP) that can be used to distinguish different social activities of a text. A variety of researches have been conducted on Generic Structural Potential of the editorials of other countries. However, no research has been conducted on the editorials of Myanmar newspaper. Therefore, The Myanmar Times newspaper, written in English, is chosen to carry out this research. The aim of the research paper is to identify the schematic structural elements of the editorials in The Myanmar Times newspaper. The materials are measured using Generic Structure Potential proposed by Halliday and Hason (1985). The result of the study shows that there are two obligatory elements and five optional elements. Heading (H), and Contributing the Writer's Opinion (O) are obligatory while Picture (P), Caption(C), Addressing the issue (AI), Background Information (BI), and Discussing the issue Raised (D) are optional elements. The sequence of the elements follows the procedure H^ (P)^{ *(BI) *(AI) *(D) }^O.

1. Introduction

According to Eggins (2004, p. 58), "… as situations, or contexts, recur, so we develop recurrent ways of using language.". Language realizes the recurrence of the contexts or register, which in turn realizes the genre. Everyone acquires knowledge about the Genre of a specific text where their culture belongs before they knew themselves. Genre Analysis is "bringing this unconscious cultural knowledge to consciousness" (Eggins, 2004, p. 84).

The study of Generic Structure Potential has been conducted in many fields; football matches, advertising, talk show, folktales, feature articles, editorials, etc. The findings of the study are suggested for teaching in class and training the career-oriented courses. Every text has genre and every genre has its own potential. If a text can't be categorized as a specific genre, this is not a text. Eggins (2004, p. 55) stated that "if a text can't easily be attributed to a genre, then it is in some ways a problematic text". However, the genre of a text can vary from another one with same function depending on the culture, individual personalities.

Genre analysis can help us to understand the culture of the society. The analysis of genre functions in four different ways. First, it can be used to distinguish between successful, appropriate texts and those that are not. Second, it is used to "explore the ways genres from different contexts are similar to and different from each other" (Eggins, 2004, p. 74). Third, it can reflect the culture and the critical reader of the text can exploit the culture from the analysis of the genre (Eggins, 2004).

Editorials are worth researching as it conveys the writer's subjective opinion unlike the objective reports in newspaper. Editorial is a kind of persuasive text. It is interesting how the editors construct the text. The detailed study of the editorials can help the learners of English language with the structure of opinion essays. Secondly, it would be a great resource that can reflect the culture of the writer through his own perceptions, voice, and making choices.

The present study will also look at the 25 editorials from The Myanmar Times newspaper and produce the Generic Structure Potential of the editorials. This study will identify the schematic structure of the selected texts.

2. Literature Review

2.1 What is Generic Structure Potential?

Martin (1984, p.25) defined Genre as "a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture" and "Less technically, Genres are how things get done, when language is used to accomplish them" (Martin, 1985, p. 248). Halliday and Hasan (1985) defined Genre as a meaning which results from language which does a particular job in a particular contextual configuration. The generic identity of a text builds up on three dimensions: register configuration, schematic structure and realizational patterns. Register configuration is the institutalization of the repeated patterns or habits within the recurrent register variables, which leads to genre. Genre is composed of various schematic structures, or step by step, goal-oriented stages, which in turn can be analyzed, realized by the linguistic structures.

Halliday and Hasan (1985) introduced the term Contextual Configuration (CC). Contextual Configuration (CC) means the combination of field, tenor and mode. Whenever a social activity occurs, the context variables always go together with it. For example, an act of a sale assistant selling an item embodies what the social function is about (field), who she is talking to (tenor) and how she is communicating with (mode). As contextual configuration (CC) exists where the social activity occurs, it is regarded that the structure of the text can be predicted and measured using the Contextual Configuration. The text structure that Contextual Configuration can predict is as follows;

1. Obligatory elements — What elements must occur?
2. Optional elements — What elements may occur?
3. Sequencing of elements — Where must and can the elements occur?
4. Recursiveness — How often can the elements occur?

In other words, the exploration of the obligatory elements can decide the genre of the text. On the other way round, the study of the structural elements can decide the obligatory elements, and optional elements. Obligatory elements can identify the missing elements in the particular text and differentiate the different text types, and the optional elements can tell the variety of the structure potential of the genre, differentiate the writers' language choices "to achieve private intentions within the framework of socially recognized purposes" (Bhatia, 2013, p. 49). In other words, the obligatory elements determine the actual generic structure of a particular text and the optional elements lead to the generic structural potential of a genre. Halliday and Hasan (1985) analyze the genre of a shop transaction to explore the obligatory and optional elements. The model will be elaborated in the data coding section.

2.2 Editorials

An editorial, a distinctive sub-genre of newspaper, is a branch of "Opinion" section in The Myanmar Times newspaper and covers one page. An editorial provides the editors' opinion

concerning the current news. An editorial is defined as "an article in a newspaper that gives the opinion of the editor or publisher on a topic or item of news" (Sinclair, 1995, p.93, as cited in Fartousi & Dumanig, 2012, p. 373). Spencer (1924, as cited in Xin, 2012, p. 18) also stated that "An editorial may be defined as a presentation of fact and opinion in concise, logical, pleasing order for the sake of entertaining, of influencing opinion, or of interpreting significant news in such a way that its importance to the average reader will be clear". With the presentation of the editor's opinion, an editorial is the bridge for the readers to provoke the critical thinking or influences the readers' thought in some way. There have been a number of studies on the section of newspaper editorials.

2.3. Previous Researches about Generic Structure Potential

Sunday & Fagunleka (2017) examined the "Generic Structure Potential of Feature Articles in Nigerian Newspaper". The method of the research used is Halliday and Hason's GSP model (1985) and the result showed three obligatory elements: Headline, Orientation and Addressing the Issue; and three optional elements: Feature Lead, Proffering a Solution and Moral Lesson. In addition, the sequence of the elements is also researched.

Olagunju (2015) conducted a research on "Generic Structure Potential of Football Matches in Newspaper Reporting". Using the theory of Halliday and Hason (1985), the research found out that Nigeria news report consists of four obligatory elements: Title [T], Preamble [P], Online Thesis [OT], and Online Thesis Expatiation [OTE] and six optional elements: Voice Insertion, Offline Thesis Insertion and Offline Thesis Expatiation, Evaluation, Prediction and Winding Up.

Ansary & Babaii (2005) did a research on "Generic Integrity of Newspaper Editorials: A Systemic Functional Perspective". They studied 30 English newspaper editorials from The Washington Times and discovered that the structural elements of editorials include four *obligatory* elements (Run-on Headline, Addressing an Issue, Argumentation, and Articulating a Position); and some *optional* elements (providing Background Information, and Initiation of Argumentation. The schematic structure of editorials found in English newspaper is RH^[(BI).AI]^{(IA)^A1^A2^A…^(CA) }n ^{AP1^AP2^AP…}m.

Ansary & Babaii (2009) compared the generic structural potential of three English newspaper editorials in order to explore the variation based on different cultures within the same genre. Analyzing 30 editorials each from The Washington Times, The Iran News and The Pakistan Today, the researcher found out no significant difference in the use of rhetorical elements. Therefore, the result shows that the unmarked elements of the editorials are the same as the findings of the research conducted in 2005. There is no cultural effect on the generic structure of the newspaper editorials.

There have been some researches about Generic Structure Potential of Newspaper editorials in different cultures. However, very few researches have been done for Myanmar Newspaper editorials. Martin and Rothery (1986, p. 243) stated that "Genre refers to the staged purposeful social process through which a culture is realized in a language". This means that different cultures follow different generic patterns and can be realized through genres. The Myanmar Times editorial in Myanmar context, in this paper, is selected to discover how it is different from the editorials in the different cultures.

3. Research Questions

(1) What are the schematic structure elements of the editorials in The Myanmar Times newspaper?

(2) How often do the schematic structural elements occur in The Myanmar Times newspaper editorials?

(3) What is the sequence of the schematic structural elements in The Myanmar Times newspaper editorials?

4. Data Coding

In this research, thirty articles were collected from The Myanmar Times newspaper. The articles are intentionally selected from May 2018 to December 2018 to avoid diachronically variation.

Selected materials are analyzed using Halliday and Hason's contextual configuration (1985). Structural elements of the editorials are identified based on the meaning. As in the related studies, the boundary between the structural elements is made with the help of the linguistic elements in the text and typographical clues. Linguistic elements include discourse markers such as "First", "Second", "Third", "As a result", "However", etc. Typological clues include order of presentation, paragraph divisions, italics and underlining.

Halliday and Hasan's (1985) generic structural potential to the grocery shopping is the model for the present research data coding. The dialogue between the sale assistant and the customer is analyzed in order to identify the obligatory elements and optional elements.

Sale Request

Customer : Can I have ten oranges and a kilo of bananas please?

Sale Compliance

Sales Assistant : Yes, anything else?

Customer : No thanks.

Sale

Sales Assistant : That'll be dollar forty.

Purchase

Customer : Two dollars

Purchase Closure

Sales Assistant : Sixty, eighty, two dollars. Thank you.

Eggins (2004, p. 64) identified the obligatory elements as follows; " To discover which elements of the schematic structure are the defining or obligatory elements, we can ask; what stages could we leave out and yet still have a transactional text?". In the aforementioned dialogue, the Sale Request "Can I have ten oranges and a kilo of bananas please?" is recurrent, typical and betrays what type of transaction it is and is the very first obligatory element in the dialogue. Likewise, the stages of Sale Compliance, Sale, Purchase and Purchase Closure also define the text type and are regarded as obligatory elements. This dialogue can be added optional elements to have the extended variation. For example, Sale Initiation can be added before the Sale Request as follows;

Sale Initiation (SI)

Sales Assistant : Who is next?

Customer : I think I am

Sale Request (SR)

Customer : Can I have ten oranges and a kilo of bananas please?

In this case, the clause "Who is next?" could be heard in the classroom asking for the volunteers to present the ideas. Thus, this cannot identify the shopping genre and functions as the optional element. Halliday and Hassan (1985) describe the shopping genre as [(G). (SI) ^] [(SE.) {SR^SC^} ^S^} P^PC (F)]

The structural elements are interpreted as follows; Greeting (G), Sale Initiation (SI), Sale Enquiry (SE), Sale Request (SR), Sale Compliance (SC), Sale (S), Purchase (P), Purchase Closure (PC), and Finis (F). The meaning of the symbols is interpreted in this way ( ) = the optionality of the enclosed elements. e.g G, SI, SE, and F. This means that SR, SC, S, P and PC are obligatory. The dot . = "more than one option" in sequence. [ ] = restraint on sequence. ^ = the number of the repetition of elements. That is to say, if SR occurs twice, then SC must also occur twice. Using this model, the present study analyses the structural elements of the editorials of The Myanmar Times Newspaper. The present study aims to identify the obligatory elements and optional elements of the selected editorials, the sequence of the elements.

5. Findings
5.1 Obligatory elements and optional elements of the selected editorials
This section explores the schematic structure stages of the editorials in The Myanmar Times newspaper using Halliday and Hason's (1985) contextual configuration (CC). In the research, it is found out that there are two obligatory elements; Headline, and Contributing the Writer's Opinion while there are five optional elements: Photo, Caption, Background Information, Addressing the Issue and Discussing the theme or issue Raised.

5.2 Headline (H)
This element is always written in bold on the top of the article with bigger font than the follow-up content. It can attract the readers" attention. In other words, it can screen the readers. Taking a glance at the headline can give the general idea about the whole content. Some of the examples are given below;
 - "Myanmar should not retreat into isolation" (The Myanmar Times editorial, 2018. September.14)
 - "Exchange rate fever" (The Myanmar Times editorial, 2018. August.17)

5.3 Photo (P) and Caption(C)
Photos and captions are also an element of Newspaper editorials. One surprising thing to be discovered is that not all photos have a caption.

5.4 Contributing the writer's opinion (O)
The element 'Contributing the writer's opinion to the Theme or Issue' provides the writer's opinion, prediction, comment, or suggestions. It conveys the editor's voice and gives the readers thought-provoking questions. Some examples are given below.

> "We have no idea. Here's what we do know: There are thousands of people in North Korea who will learn of Trump's latest statement. Thousands of people who had looked to America and its democratic allies to stand for their dignity and freedom as human beings will feel a bit less hopeful about their future. They will feel betrayed. They will be right to feel that way."
> (The Myanmar Times editorial, 2018, June 15)

> "The best solution lies within society itself, where the perspectives and attitudes of all people – men and women – have to change." (The Myanmar Times editorial, 2018, July 13)

5.4 Background Information (BI)

The element "Background Information" introduces the reader to the main theme of the article. It also signals the readers the content they are going to read and the organization of the passage. It positions at the beginning of the editorials. It can be found in all of the editorials. Thus, "Background Information" is the obligatory element. In addition, the types of Background Information are explored further based on Literary Devices Editors (2013) in order to find out the obligatory and optional elements. According to Literary Devices Editors. (2013), there are six types of Background Information. They are (1) Description Type, (2) Process Type, (3) Definition Type (4) Persuasive Type (5) Argumentative Type (6) Classification or Division Type. In this research, Argumentative Type, only one Definition Type and one Description Type are found to deliver the Background Information. However, it is interesting to note that the past events are frequently reported as the Background Information to explain the current situation.

5.4.1 Argumentative Type of Giving the Background Information

Argumentative type of background information occurs when the topic is introduced to the readers proposing the argument. This element occurs in 21 editorials out of 3o. This is an optional element with 70%. Some paragraphs are provided as an example;

> "In the past year, Myanmar rejected joint venture proposals involving Japan's ANA and Malaysia's Air Asia, citing the need to insulate (protect) local players from foreign competition."
> (The Myanmar Times editorial, 2018, July 27)

5.4.2 Definition Type of Giving the Background Information

According to Literary Devices Editors 2013, definition type of background information is occurs "when readers become aware of the definition of the topic, as well as how it differs from other such similar terms and words."

> "Nowadays, everybody who is somebody talks about tariffs. The word comes from somebody in the United States, somebody in China or somebody in Europe. The word simply implies some sort of customs duty imposed on imports. However, when politicians start using it as an intimidating weapon or tool of vengeance, it gets complicated and, well, homely."
> (The Myanmar Times editorial, 2018, June 29)

5.5 Addressing the Issue (AI)

This element exists in most of the selected editorials. The editorials are usually concerned with politics; some are about environment and business. The issues to discuss are directly addressed at the beginning of the editorials.

> "……, Myanmar has literally entered the digital age. A decade or so ago, having a mobile phone, no matter how big or thick it was, was a status symbol, even in Yangon and Mandalay. Well, very few people had been to Nay Pyi Taw in those bad old days, because the new capital was actually very new among most Myanmar people….." (The Myanmar Times editorial, 2018. June. 1)

> "US President Donald Trump's meeting with North Korean leader Kim Jong Un"s special envoy Friday has raised the possibility of formally ending the

Korean War. It was the first time Trump has mentioned such a possibility."
(The Myanmar Times editorial, 2018. June. 5)

5.6 Discussing the Theme or Issue Raised (D)

The element discusses the themes or the issues introduced in the previous paragraphs. It is elaborated by giving reasons, consequences, solutions and the comments. The element "Discussing the Theme Raised" occupies the largest space of the editorial. The following are the examples for developing the issue using reasons, consequences and solutions, all of which are extracted from selected newspaper editorials.

"Then, there is the other big question. Why do we keep on fighting each other, or rather one another, after all these years – almost seven decades? Hatred and animosity may not be the answers. Territorial gain may be or may not be the answer. Or is it the resource curse? Isn't there any possibility the natural resources can be equally or justly shared?   (The Myanmar Times editorial, 2018. May 11)

"Active TB can weaken the brain, kidneys or spine, but it mainly attacks the lungs, causing coughing, fever and chills. Sufferers enable the bacteria's spread by expelling germ-containing droplets …." "TB can be cured with a six-month regimen of four so-called first-line medicines: isoniazid, rifampicin, ethambutol and pyrazinamide. The cocktail helps kill bacteria that are resistant to any one of the drugs." (The Myanmar Times editorial, 2018, May 29)

5.7 The Frequency of Structural Elements

The occurrence of structural elements of Newspaper editorials can decide the obligatory and optional elements according to Halliday and Hason's (1985) Contextual Configuration (CC).

The frequency of the structural elements found in the editorials of The Myanmar Times newspaper is shown as below;

Table 1: Distribution of the structural elements of selected editorials in The Myanmar Times newspaper

Name of the Elements	Frequency	Percentage
Heading	25	100%
Picture	9	36%
Caption	7	28%
Background Information	16	64%
Addressing the Issue	21	84%
Discussing the theme or Issue Raised	19	76%
Writer's opinion	25	100%

According to this table, it can be seen that two obligatory elements and five optional elements are found in the research. Headline (H) and Writer's Opinion (O) occur in all of the analyzed articles with 100% and are the obligatory elements. On the other hand, Picture (36%), Caption (28%), Background Information (64%), Addressing the Issue (84%) and Discussing the Issue Raised (76%) are found in some of the articles. Therefore, it can be noted that Photo(P), Caption (C) , Background Information (BI), Addressing the Issue (AI) and Discussing the Theme or Issue Raised (D), are optional elements.

5.8 The sequence of the generic structure elements in The Myanmar Times newspaper

In the previous section, we have explored the generic structure elements of the selected editorials from The Myanmar Times newspaper. They are Headline (H) and Writer's Opinion (O), Picture (36%), Caption (28%), Background Information (64%), Addressing the Issue (84%) and Discussing the Issue Raised (76%) In this section, the sequence of these elements is to be examined in the following way;

H^ (P)^ (C) { *(BI) *(AI) *(D) }^O

The caret (^) represents the fixed order of the stage; H precedes P. The bracket ( ) decodes the optional stage of the elements. * is used to express the unordered stage of the elements, which means Background Information (BI), Addressing the Issue (AI) and Discussing the issue or theme Raised (D) do not have the fixed place. The use of (**)** shows the optional element. In other words, Picture, Caption, Background Information, Addressing the Issue, Discussing the issue or theme Raised are optional. Next, {*(BI) *(AI) *(D) }^O indicates that writer's opinion always follows the elements in the { }.

6. Discussion

In this research paper, 25 editorials – dating May 2018 to October 2018 – of The Myanmar Times newspaper are selected to discover the genre in Myanmar newspaper. The data is collected based on the Generic Structural Potential introduced by Halliday and Hasan (1985). The result of the research shows that there are two obligatory elements, namely Headline (H) and Contributing the Writer's Opinion (O). They occur in all of the editorials of The Myanmar Times newspaper. Picture (36%), Caption (28%), Background Information (64%), Addressing the Issue (84%) and Discussing the Issue Raised (76%) are found in some of the articles and are optional elements. The result is different from Sunday & Fagunleka's (2017), and Ansary & Babaii's (2005, 2009) and Pulido's (2011) finding. In their article, Addressing the Issue is the obligatory element. It is found out in The Myanmar Times newspaper that Addressing the Issue (84%) is optional. Some of the editorials in The Myanmar Times newspaper are not addressed to the problem but give the background information about the current topic. For example, the editorial of "Panglong conferences, Panglong promises" share the background knowledge of the Panglong conferences; the location, the history, the representing committees of Panglong conferences; and the editor's opinion, especially prediction about coming Panglong conferences. Therefore, it is found out in this research that not all the selected editorials are addressed to the issue and argumentative.

Discussing the Theme or Issue Raised, an optional element, is 76%. After addressing the issue, the issue raised is discussed providing solutions, factual results or factual causes of the issue or event in The Myanmar Times. At the end of the editorials is the editors' prediction about the particular but not Articulating a Position as in English newspaper editorials (see Ansary & Babaii, 2005, 2009). Rather, it provides more factual information about the topic. This reflects the need to develop the culture of argumentation more in The Myanmar Times editorials.

Furthermore, it is noted that the schematic structural elements of The Myanmar Times editorials are sequenced in the following way: H^ (P)^ (C) { *(BI) *(AI) *(D) }^O. Heading and Writer's Opinion are both the obligatory elements while the other elements _ Photo, Caption, Background Information, Addressing the Issue and Discussing the Issue Raised- are optional. Heading always precedes Photo, which in turns precedes Caption. The elements within { } do not have the fixed position and each of them can occur any of the places within it, and Writer's Opinion (O) always follows the elements between { }.

7. Conclusion

The paper studies the generic structure potential of the editorials of The Myanmar Times newspaper. Thirty editorials published in 2018 (May to October) are selected to analyze and the result shows four obligatory and two optional elements. The two obligatory elements are Heading (H), and Contributing the Writer's Opinion (O). The four optional elements are Photo (P) and Caption (C), Background Information (BI), Addressing the Issue (AI) and Discussing the Issue Raised (D). The sequence of the structural elements is H^ (P)^ (C) { *(BI) *(AI) *(D) }^O.

The present study can help those who want to learn how to write the editorials. Teachers of writing can use this research paper as a sample for teaching writing editorials. Students can be asked to identify the schematic structures of the specific editorials and classroom discussion can follow comparing with any editorials written in English in the world so that students can broaden their eyes, exposing the World English. For further study, it is suggested that the newspaper editorials are categorized into the sub-genre such as the environmental news, the political news, the health news and the comparison can be made between the findings. In addition, a larger scale of materials is suggested to have more reliable outcome.

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APPENDIX

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LEARNING DISABILITY AND SPEECH DISORDER AMONG TODDLERS: A CASE STUDY ON KURDISH PRE-SCHOOL CHILDREN

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Abstract

For decades, scholars and linguists in Iraqi Kurdistan studied on University students. However, a few types of research could be found in the area of language disability among Kurdish children. This research tried to clarify and illustrate the impact of those factors that have the main role in enhancing children and evoke them while they are in the phase of learning to talk. It also tried to show disorders as infants have, and to find out the most effective factor, which helps infants to learn to talk soon. The participants in this research were teachers at two different primary schools in Sulaymaniya. Moreover, two methods of data collection were used in this study (questionnaire and interview). Additionally, thirty teachers took part in the questionnaire; additionally, fifteen teachers took part in the demographic section and three mothers in the interview section. The finding of this research showed that toddlers had positive views about the effect of reading stories by their parents. They found that it was helpful for toddlers. In addition, the effectiveness of parents' role on children`s talking was found out in this research. On the other hand, the impact of genders on infants was also carried out in this study. The most important finding of this research was the effectiveness of telling the original names of items to infants by their parents. In addition, mothers could positively enhance the children's ability to talk and learn sooner than those whose parents did not talk to them much or they had quiet parents.

1. Introduction

Learning to talk is one of the most wonderful things that children start to learn in their early ages. Crying and mumbling stage is the giant step that shows the process of the child's growth in its ability to speak and understand the others. In addition, expressing the feeling and trying to communicate at different stages are other processes that evoke a child's ability to talk. Learning to talk seems easy for most children, but for some children, they must struggle to acquire the language. In other words, learning to talk is based on children's environment and the circumstance they grow in; this means that if their parents speak with them, then they will learn to talk sooner; otherwise, they need more time and must struggle to learn how to talk. (Edwards, et al. 2013) cited in learningtotalk@comids.wise.edu).

Regarding the problem of the current paper, the problems that children face in learning to talk is the way they produce sound, pronounce the words, and the vocabulary they have to acquire; for example, reading stories or telling infants the original names of things around them will solve this problem. Later, it shows how parents can have an effect on children in learning to speak.

Furthermore, the paper aims at revealing a hypothesis that reading stories to children by their parents helps them learn to talk and increases their vocabulary. In the process of language teaching, it is the job of the language teacher to help the students learn by encouraging them to speak, explaining the rules, and correcting the mistakes of the students. This paper attempts to explain several ambiguous questions as to "Why some children do not learn their language soon?" "Does reading a story for children by their parents help them to learn and talk?" "Does reading a story in another language can help them to learn the designated language?" "Can those children who have language disability learn a language in the same way as the normal ones?" "Does the teacher's treatment have effects on the students?" or "Do a huge number of children in a family affect the parents to neglect some of them?" Additionally, this study aims at finding out the positive and negative impacts of reading stories for children. The researcher's hypothesis is that reading stories to children by their parents helps them learn to talk and increases their vocabulary. The main questions that this research attempts to answer are:

1. Do infants who have professional parents talk much more than those whose parents are not professional?
2. Could telling infants the origin of the names of things around them be a way to reduce their disorder?
3. Do girls learn to talk sooner than boys do?

The setting of this research is in the primary schools in Sulaymaniya. The questionnaire and demographic section have been done in three different schools (FaqeQadr, SpiHasar, and Sulaymaniya). Among the teachers who are all Kurdish, they all have sufficient experiences in language teaching to children.

2. Literature Review
2.1 Educational Background

One remarkable idea about how children all over the world learn to talk is the high degree of similarity in the early age of learning the language. This means that there is a similarity between children in regards to how they acquire a language. Previous researchers have described it in many aspects. In this research, the researcher shows the others' opinions on the characteristics of language learning. Hart and Riseley (1995) made a survey of families who are employed and unemployed. They found that employed parents talk more to their children than unemployed ones. This is due to the fact that employed parents spend more times of the day far from their children and when they return home they ask their children about their activities they have done that day; hence, the parents are enhancing them to talk and describe the day that their children spent, which improves their speech. In contrast to unemployed parents who spend most of their time to stay at home, they tend to avoid speaking to their children as they count it as a headache.

In another source, Ocher (1999) says that the person who has daily life interaction with children is the infant's mother, whose behaviour characterizes children's language. As it is obvious that the mother is very close to her children so that they can be described as a mirror of their mothers. Furthermore, Brown (1973) dictates that whenever the parents

teach their children a new item they should teach the infants the original name and teach them with the child's language. For example, when they have stomach-ache they should tell them it is stomach, not "tummy" (as the child's interpretation in the language). Additionally, it is mentioned by an American psychologist, Bruner (1983, 1996) who stresses the role of parents and teachers in helping their toddlers concerning how to acquire the language fluently. He believes that both parents and teachers can develop and encourage language learning for children.

According to some other linguists such as Chomsky, he says, "we are designed to walk, we are not taught; likewise for language, one cannot prevent a child from acquiring language." He means that human learns to walk without someone who teaches him/her; similarly, learning language has the same procedure; no one can stop a child from learning a language (Chomsky, 1994). As an explanation to the above quotation; children systematically ignore those attempts when their parents correct them; for instance, using "jijamas" instead of "pyjamas". As the effect, it does not matter how often the parents correct them, still, children will follow the procedure that they desire to learn on; which means that children mostly do not imitate their parents' speech. In contrast, they ignore parents' speech when parents keep correcting them repetitively. Even when children want to imitate what they hear; they are unable to produce well since their language system is not completed yet and it is not fully functional. Additionally, it is not his/her concern no matter how many times you correct him/her, since s/he likes "jijamas" then s/he will keep repeating the same word, because according to his/her point of view that word is correct and functional. Another chunk like "my pencil" for "my crayons" or "two-foot" for "feet" shows that children do not imitate adult's speech. (Schumacher and Deshler, 2009).

By contrast, Pinker (1994, 1999) says that in common sense of theory; children listen to parents and imitate them. He illustrates that children repeat what their parents say and it is the parents' duty to help their children to explain things which they do not understand. It is the parents' task to encourage them, help them speak, and correct their errors. In another study by De Villiers (2007), through his experiment, it shows that he does not believe in the claim that children acquire things about language systematically and arbitrarily. Learning a language is not the result of imitation as children can express language that they have never been explicitly taught before. The researcher admits that he has the same idea as Chomsky, who says that children do not learn by imitation. They can acquire language without being taught.

Furthermore, Brumfit (1980, 1984) and other linguists mention those younger children (toddlers) like to listen storytelling especially when their parents read the stories for them; whilst, elder children start to read stories for themselves because the language of the story is more attractive than both pictures and games. On the other hand, reading foreign stories for children helps them to learn another language easily. In addition, the most effective result in teaching is to show pictures and read stories together as it has been concluded (Brumfit et al, 1991 cited in Kennedy and Jarvis, 1991). To conclude, every child has an ability to communicate, as infants, children babble, coo, and cry, vocally or none vocally send some messages and receives many others at the same time. At the end of their first year, they are trying to imitate the words and sounds that they hear around them. At the age of eighteen months, children produce their first words and then try to make sentences such as "bye daddy" or "mommy sock" (Clark, 2003).

2.2 Previous Studies

As illustrated previously, reading stories can help many children to avoid disorder. On the idea of the effect of reading stories for children, a national survey in an American kindergarten class in (1998-1999) shows that parents who told stories to their kindergarten children three or more times a week had their children with better language skills and capacity than those who did so less than three times a week (National centre for education statistics, 2000). The idea describes that those families who read stories (children stories) more to their children then the books give a better opportunity to have more vocabulary. When the family reads the same story twice, then the child hears those vocabularies twice; consequently, they can recognize the words easily and pick them up faster.

In a study on eight-month-old infants, Jusczyk and Honne gave the chance to the children to listen to a recorded story, which contained unusual words. After two weeks, the researchers tested the children with two lists of words; one taken from the story and the other was a list of new words that did not exist in the story. They noticed that the infants were more familiar and got the words that existed in the story easier than the new words (Jusczyk and Honne, 1996). Another study by Levin and Vevea (1998) who made a conversation between 22 toddlers and their mothers, shows that the infants were between (16-22) months of age. The researchers found that those children whom their mothers talk more, then they have more vocabulary knowledge than those who have more quiet mothers. Additionally, on August 23, 2011, psychologists in the University of Liverpool found that two-year-old children could understand complex grammar before learning to talk in full sentences. The study also shows that infants know more about language structures that they can produce, and they might use the structure of sentences to understand new words. The same study has suggested that children between the ages of two and three begin to make their understanding of grammar gradually from watching and listening to people.

Further researches have been made on April 10, 2013; the new study from the University of Pennsylvania shows that the two-year-old children can understand basic grammar rules when they first learn to talk. Similarly, on January 11, 2012, researchers discovered that children under the age of two could use different strategies than previously thought. During the study at Queen's University, the researchers changed the vowel sounds that the participants heard over headphones as they spoke, they noticed that the adults and young children can change their vowel sounds but the toddlers cannot. Moreover, on June 14, 2013, the sound of infants was considered cute when they learned to talk, but not particularly elaborated. However, the papers by Newcastle University experts have shown that toddlers' speech is far more advanced than previously understood.

Studies that were done on children who do not have their parents (mother and father or orphans) show that those toddlers face many obstacles and could not grow up socially, especially boys (Bigner, 1979). Moreover, the studies also show that those who have elder brother feel this lack less in comparison to those infants who do not have it (Smith, 1968). Additionally, studies on two-year-olds show that there is a strong connection between delayed language and aggressive behaviour, with evidence that the connection is casual and may be caused by frustration (Carson et al, 1998). Furthermore, several studies about first language acquisition have shown that girls learn the first language sooner and better than boys (Douglas, 1964; and Morris, 1966). Some other researchers have also shown that primary-aged children with a low level of reading comprehension make more improvement when they are provided with intervention to develop their oral language (Snowling et al, 2010).

3. Methodology

3.1 Research Method

The method was based on a strong theoretical framework, which affected the development of a strong approach to the research. In the study, two methods of data collection have been used, in which they are quantitative, questionnaire, and qualitative, interview (responses to the module that have been generated from recorded, face-to-face, and individual interview). The participants' responses were analyzed to evaluate possible enhancing for their preparation to encourage them (McCashen, 2005: 48).

Using the two methods (Qualitative and Quantitative) together can help the researcher to achieve the exact numerical data, which is the main aim of the study (Cohen et al, 2007: 351). Furthermore, Dornyei (2007) describes the role of mixed methods in applied linguistics studies.

3.1.1 Questionnaire

A questionnaire is "any written instrument that presents respondents with a series of questions which they are selecting from and among existing answer" (Brown, 2001: 18). In the current research, the questionnaire used consisted of two sections. In the demographic section, the background information about children in learning the language is collected. It includes some information about the class environment, the effect of the second child's birth, having a large number of children in the same family, and so on. The second section consists of some problems of infants in learning to talk. It includes some problems like their health, the differences between a child's gender in learning to talk, and the role of their parents in motivating them.

The questionnaire was translated into the Kurdish language to help the participants understand the language easily and answer clearly. Before giving the questions to the respondents, an explanation was given to them about the topic of the questionnaire. Furthermore, they were also assured of anonymity. Moreover, the questionnaire contained eighteen questions; ten of them were about a child's problem and others were collecting some background information. All of them were about children, language learning, and children's problems like their health or genders and their parents at making conversation with them not much since those will bring a problem to them in speaking.

The questions, which are directed to the teachers, had four choices; they had to tick the one that they agree with the method used, followed by the Likert scale method. This paper's questionnaire was applied in three different primary schools (SpiHasar primary school, FaqeQadr primary school, and Sulaymaniya primary school). Moreover, the respondents were forty-five teachers. Respectively, fifteen teachers took part in demographic section, which is about the background information. The rest, thirty teachers, took part in section two, which is about the problems of toddlers in acquiring new language.

The four options were: "Strongly agree", "Agree", "Disagree", and "Strongly disagree". For section two; however, "Neutral" was neglected on purpose by the researcher to provide the best result and avoid confusion. In addition, some of the options were: "yes" or "no" for section one. The respondents were not asked to give their opinions about the options; instead, they were only asked to tick one of the options because it is easier and more economical for them. Moreover, the researcher collected the information within primary schools in Sulaymaniya. As Cohen and other researchers suggest, the researcher was present at the time of the questionnaire in order to explain any ambiguity or misunderstanding in

the time the respondents might have difficulty with any question (Cohen and Holliday, 1979, 1982, 1996; Cohen and Manion, 1994; Cohen et al. 2004; and Cohen and Nagel, 1961).

3.1.2 Interview

Another method of data collection is an interview; that is, a conversation in which the interviewer gathers information from the interviewees (Richard Nordauist, 2013). In this method of data collection, the respondents feel free to express their feelings and it has an advantage for the researcher to get more knowledge about the topic. The interview consisted of five questions. The questions were simple and clear, like "Does picture story have an effect on infants' speaking?", "Do the parents treat their infants as a mature one?" and so on. The interviews were done in the interviewees' home and in public libraries to create a quiet atmosphere. This method has been done on the infant's parents (n=3).

3.1.3 Research Question

This paper serves in answering three research questions;
1. Do infants with professional parents talk much more than those whose parents are not professional?
2. How is the idea of telling infants the original names of the stuff around them to reduce their disorder?
3. Do girls learn to talk sooner than boys?

4. Presentation and Discussion

This section presents and discusses the problems about how children learn to talk and the main causes of their disorders. This section divides into two parts; part one presents and includes the results and findings of the questionnaire and interview. Part 2 discusses and illustrates the data in detail, with comparisons with findings of the previous studies and literature review; the findings of the present research will be discussed in relation to each research question.

4.1 Results and Findings

This part contains the analysis of the research data collected from the questionnaire and the interview. Quantitative data were collected from the questionnaire survey. Moreover, qualitative data were gathered through a face-to-face interview.

4.1.1 Questionnaire Results and Discussions

This subpart includes the problems which infants face while they learn to talk and make contacts with their surroundings. Additionally, it explains the factors behind these problems. Moreover, it will show those factors, which reduce these obstacles. Furthermore, most of the participants (n=25) strongly agreed that having a large number of children in the same family makes them lose an opportunity to talk and learn soon; and only three of the participants agreed with it. At the same time, a few (n=2) of them saw that large numbers of children in a family do not have an effect on infants or toddlers in learning to talk. The result shows that the number of children in one family has many effects on child's speaking and having a few numbers of children provides a chance to talk more; the above discussion illustrated the first statement.

In addition, for the second statement, parents' field (employed and non-employed ones) may have an effect on children's talking and enhance them to learn faster and more

appropriately; as almost half of the participants (=18) agreed upon, in which %60 thought that those toddlers who have professional parents talk more than toddles who have non-professional parents; these findings are also found in the studies by both Hart and Riseley (1995). The survey on families, who are employed and non-employed parents, found that employed parents talk more to their children in compared to non-employed because employed families are far from their children for the most part of the day and when they return home they give more opportunity to their children to talk and discuss the day that they have passed; in contrast, fewer opportunities of talking are given to those children who have non-professional parents. Meanwhile, only a few of the participants (n=3) strongly agree, while one third (n=7) disagree and only a small number (n=2) strongly agreed with the statement.

Concerning the third statement regarding families especially mothers in evoking their infants; toddlers are in the process of learning phase to make a conversation (talk), in which (97 %) of the participants strongly agreed with it whether to have a talkative mother or anyone else in the family that enhance them in making a conversation and only (3 %) agreed compared to those families which have silent (less talkative) mothers or illiterate family members. Levin and Vevea (1998) have also found this result in the study, as they found that talkative mothers would make toddlers have a lot of vocabulary compared to those infants who have quiet mothers. In addition, Hutten (1999) confirms the mother's behaviour on infants during the talking process and phase.

Concerning statement four, reading story to children by their parents will help children's ability to talk, as only 3 % of the participants refused the idea; by contrast, most of the participants (73 %) strongly agreed and (23 %) agreed upon the idea of reading stories and books to children may help them to talk sooner. The idea can be supported by the opinion of (Brumfit et al, 1991, cited in Kennedy and Jarvis, 1991) who also think that younger children like stories especially when they are read by their parents, since they easily pick the new words, retain them as well, and enrich their vocabulary bank. Moreover, those infants whose books are read for them have a wider amount of vocabulary (have a better lexicological system) in comparison with those infants who are absent with this skill.

As for statement five, which is about telling the original names of items around toddlers may reduce their disorder; most of the participants (67 %) strongly disagreed and only 27 % agreed upon the idea. A similar result can also be found in the study by Brown (1973). He dictates that when children learn the new names of items correctly, the original names rather than the forgiven names, it may reduce their disorder. Moreover, a few participants by the range of 6 % stood against this finding, and they thought that toddlers would learn the original names of the items by passing of time.

4.1.2 Interview Results and Discussions

Three Kurdish mothers participated in this section. During the interview, participants felt free about giving their personal opinions. Moreover, the mothers were asked about their treatments with the toddlers between the ages of one to six years. Furthermore, they were also asked about the impact of picture stories on their children's language learning. Another question that was asked to the mothers was about correcting infants' mistakes or not. Later, the fourth question asked to the mothers was about their behaviours of talking or whether they encourage their toddlers or not. Finally, the last question was about the birth of new infants or having huge numbers of new-born babies in their families, whether this will make the children neglected and bring side effects on children's learning.

The mothers were asked several questions. Firstly, one of the interviewees stated, "I mostly correct my infants' mistakes, but sometimes the mother does not wish to correct the errors of her babies for the purpose of talking in a childish way rather than the mature person". However, another mother explained that correcting infants' mistake depends on age, which means that the mistakes made by infants who are above two years old will be corrected but not those made by the younger ones. Finally, the last mother mentioned, "I do not correct my toddlers' mistakes since I see the infants' mistakes are cooler than a simple corrected version". These results as they were found in this interview stood against Hutten's (1999) opinions in which he describes children as a mirror of their mothers and the time mothers let their infants' mistakes continue then the toddlers will learn in an incorrect way and it will be fossilized.

Furthermore, the mothers were asked whether they do talk to their children a lot or not. Two of the mothers answered with "yes" and they mentioned that they talk to their infants a lot; since talking with infants will enhance them to talk soon. This result also was found in the work of Levin and Vevea (1998); who found that those children whose mothers talk more have a lot of vocabulary and talk sooner in comparison with those children who have quiet mothers. On the contrary, the third mother said "No, I do not talk much to my infants, because I do not have a lot of time…", also she thought that children will learn to talk by themselves as it is against the idea of both Leven and Vevea's findings. Meanwhile, by the support of Chomsky's (1994) opinion, who says that children will learn any language and they will talk without the help of others because it is an innate ability that every child has. The idea of the third mother cannot be rejected. Additionally, all the interviewees agreed on the effect of picture stories as they mentioned the importance of pictures on their children's language learning; as this result can be supported by the work of Brumfit et al, (1991), who illustrates that the most effective way in teaching children is to retell different picture stories or through reading picturesque books.

In another question, the interviewer asked the participants about the birth of the second child and its effect on the first child. All the mothers thought that their first child would be neglected with the birth of the second one gradually even without any intention. Additionally, they stated that surely the second child would be motivated more than the first child due to the role of too much care on the second. The idea can be confirmed through the work of Smith (1968), who said that those toddlers who have elder brother/sister would talk less and feel more anxious in comparison with those who do not have an elder brother or sister.

Finally, the last question was asked to the mothers about the background information (demographic) which was about the parents' treatments with their children in the range of 1 to 6 years as a mature one. The first mother answered the question as "I treat my child as a grown-up, and not like a child". The second interviewee stated as the first mother. In contrast, the last mother had an opposite idea regarding the question compared to the first two mothers. She answered the question as "while I start a conversation with my infant in a childish way; it gives me a fresh mood and will help my toddler to talk to me more and this encourages her".

1. Has a large number of children in the same family
2. Infants who have professional family compare to non-professional
3. Those parents who talk more to infants in comparison to those who ignore them
4. Reading story to children by their parents
5. Telling the original name of items

6. Girls learn to talk sooner than boys	
7. Teacher's treatment	
8. Social interaction affection	
9. Family's social status (if parents got divorced)	
10. Toddler's health	

Table1. The Causes of Language Disability and Speech Disorder for Toddlers

1	25	83%	3	10%	0	0%	2	7%
2	3	10%	18	60%	7	23%	2	7%
3	29	97%	1	3%	0	0%	0	0%
4	22	73%	7	23%	1	3%	0	0%
5	20	67%	8	27%	1	3%	1	3%
6	21	70%	5	17%	2	7%	2	7%
7	23	77%	5	17%	1	3%	1	3%
8	22	73%	8	27%	0	0%	0	0%
9	15	50%	12	40%	2	7%	1	3%
10	23	77%	7	23%	0	0%	0	0%

Table2. Numerical Data for the Statements of the Questionnaire's Result

Figure1. The Pie Chart of the Questionnaire's Statements
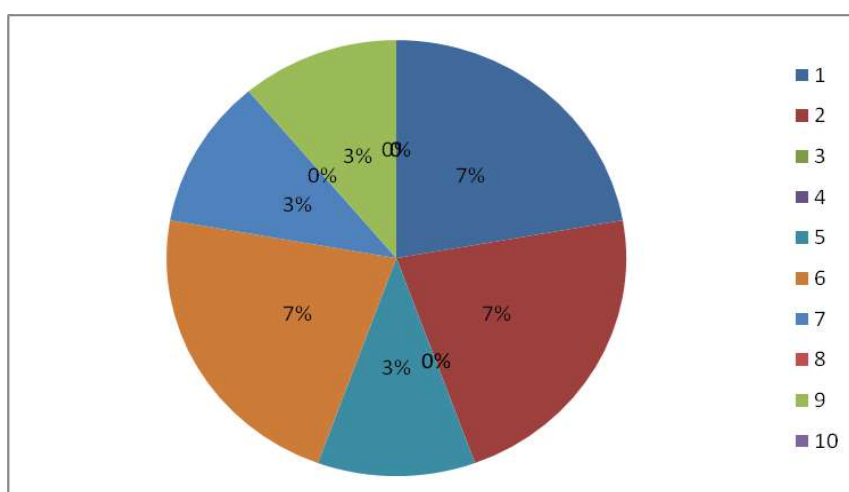
1	25	3	0	2
2	3	18	7	2
3	29	1	0	0
4	22	7	1	0
5	20	8	1	1
6	21	5	2	2
7	23	5	1	1
8	22	8	0	0
9	15	12	2	1
10	23	7	0	0
	22	7	1	1

Table3. The Statements' Summation
Figure2. Interview Result
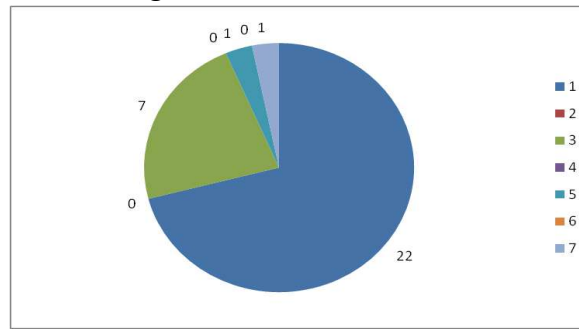
1	25	3	0	2
2	3	18	7	2
3	29	1	0	0
4	22	7	1	0
5	20	8	1	1
6	21	5	2	2
7	23	5	1	1
8	22	8	0	0
9	15	12	2	1
10	23	7	0	0
	20.3	7.4	1.4	0.9

Table4. Statements' Result
Figure3. The Differentiation of the Data and the Procedure
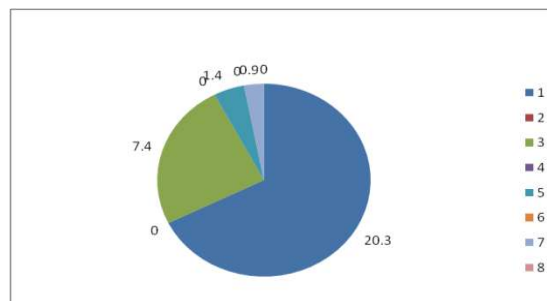
5. Conclusion and Recommendation
5.1 Conclusion

This research studied the impact of those reasons that have effects on children in learning a language, especially at an early age. It also shows the problems that children have when they learn to make conversation; moreover, it shows the disorders as they face through learning to talk. The findings of this study answered the research questions as this research intended to find out the problems and find solutions to those issues that infants have in learning to talk. The answer to the main research question; that is "The effect of parent's field whether employed parents or unemployed parents on toddlers" can be found through the findings as they illustrate that employed family talk more to their infants in comparison with unemployed parents. Furthermore, the teachers' finding is that unemployed parents talk less to their infants compared to the employed ones.

In addition, the second main research question, which is about "The benefits of telling the original names of items around toddlers", is answered through the data as well. The

findings show that telling the original names by parents help the toddlers and infants to reduce their disorders, improve their pronunciation, and help them to learn the language sooner.

The answer to the last research question, which is about girls "Whether they learn sooner than boys in making conversation (talking), can be discussed also. According to the findings and collected data, both from the questionnaire and interview, it proves that the girl's ability to talk is better than the boy's. Regarding the findings of the study's validity, the research claims that reading story for toddlers by parents have a great impact on their ability to talk and it helps them to speak faster and sooner.

5.2 Recommendations

What is recommended for future researchers is to take care about the purpose behind each individual's learning style of a language; whether they want to learn just to pass exams or getting knowledge and communicate through that language, or they want to learn a language for the particular or decent job. Moreover, psychological, religious, family, and social barriers should be taken into consideration. Finally, individual differences should be accounted for, because as it is known that in all human beings' actions, individual differences play a vital role not just in learning a language but also in different scopes of life.

Many problems were encountered while writing this paper; the important ones will be time; as it was a great obstacle for the researcher, as he did not have enough spare time to search around for different primary schools due to university workload and all those non-departmental subjects that he should have taught. In addition, regarding the interviews, the researcher had to ask many parents to convince them to participate in the interview as many of the parents were rejecting the idea when they were told that the interview would be recorded. Besides that, the researcher had to translate the interview into English-Kurdish because not all the participants could speak English. At last, three mothers were found who were willing to participate.

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REFLECTIVE THINKING STRATEGIES FOR DEVELOPING EFL LITERARY READING SKILLS AND METACOGNITIVE READING AWARENESS

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Abstract

The present study is aimed at examining the effect of reflective thinking strategies on developing literary reading skills and metacognitive reading awareness of the EFL student teachers. The study adopted the quasi-experimental design. One experimental group of 40 major English students at the third-year Faculty of Education, Zagazig University in Egypt, participated in the study. The treatment conducted in fourteen sessions through teaching King Lear drama by Shakespeare. The utilized instruments included a literary reading test that was developed and used as a pre-post test and a metacognitive reading awareness scale, which was also designed by the researcher and approved by the jury members. Parametric statistical calculations have used for data analysis through the SPSS program. Results revealed that reflective thinking had a positive effect on developing literacy reading skills and metacognitive reading awareness of the EFL student teachers.

1. Introduction

Reading is one of the most important lifelong learning skills for all learners as it enables them to gain information in different fields of life. Besides, it is a means of learning in all subject areas. Through reading, one can interact with other different cultures and benefit from them at the same time. Extensive exposure to various reading passages sets the stage for thinking about and discussing very crucial matters.

Reading literature evokes the readers' minds to think through its events and to find meanings behind words. It also broadens their experiences and gives them opportunities to learn the four language skills. Van (2009) stated that for many university teachers of English as a foreign language, the study of literature is indispensable because it exposes students to meaningful contexts that are replete with descriptive language and interesting characters. Structuring lessons around the reading of literature introduce a profound range of vocabulary, dialogues, and prose. In addition to developing students' English language skills, teaching literature also appeals to their imagination, promotes cultural awareness, and encourages critical thinking about plots, themes, and characters.

To be actively engaged in the process of reading, students should be aware of their cognitive processes, their employed strategies, and how to regulate them. Therefore, there is a close relationship between the process of reading and awareness. Mokhtari and Sheorey (2002) clarified that the term metacognitive awareness includes readers' conscious

awareness of strategic reading processes, of the reading-strategy repertoires, and of their actual utilization of the strategies to maximize text comprehension. Hudson (2007) revealed that readers with stronger metacognitive awareness display hint to interpret a reading task based on context requirements. He added that they select reading strategies concerning reading purposes, task demands, and their cognitive style. Moreover, they monitor the process of comprehension, evaluate the effects of the chosen procedures, and adjust strategies when needed.

When shedding light on the state of teaching literature at the university level in Egypt, El-Henawy (2007:8) argued that EFL students have not adequately prepared for the new tasks of reading literary texts in college courses. They need to be trained to discuss, analyze, and interpret literary and cultural topics at a more sophisticated level in order to cope with the challenges that literature course offers. She suggested that much attention should be directed towards developing these skills and stressed the need for new strategies, techniques, and programs for teaching and developing them.

A pilot study was conducted to the third-year English majors at the Faculty of Education, Zagazig University in Egypt to find out the real problems facing them concerning the literary reading skills and the metacognitive reading awareness and to what extent they master these skills. A diagnostic literary reading test was designed and administered to 36 students (Appendix.1). It was revealed that the percentage of practicing literary reading skills was 30.2%, which was an unacceptable percentage for students at such a level. As for measuring students' metacognitive awareness, Sheorey and Mokhtari's metacognitive reading awareness scale (2002) (Appendix. 2) was administered among the same sample. Results revealed that students' awareness level was 42,8%, which was not convenient either.

There is a close relationship between the process of thinking and reading literature. Through reading, students are engaged in processes such as: making connections between previous and current incidents, interpreting symbols, analyzing character's behaviors, discovering new relationships, and making inquiries. This means that they reflect on the whole reading situation. Therefore, encouraging students to employ thinking strategies could be a useful tool for teaching literature. Hennings (1992) clarified that reading and reflecting are closely related. By reflecting on literature, children and youth can acquire critical basic thought processes. Thus, students at every level should have numerous opportunities to read and reflect on stories and poems.

Brevig (2009) pointed out that reflection is crucial in each student's understanding of texts and helps build a productive conversation around literature and important sociocultural themes. He added that reflection had high power in the building of collaborative, literate, democratic, and inclusive classroom communities. Al-Hazmi (2006) illustrated that deep-level reflection and critical thinking are vital strategies that might help learners in the acquisition of new EFL language skills.

Based on the results of the pilot study which revealed the weakness in students' mastery of literary reading skills and their metacognitive reading awareness, the current study is an attempt to employ some reflective thinking strategies for developing literary reading skills and metacognitive reading awareness of the EFL student teachers.

2. Literature Review
2.1 Theoretical Framework

Dewey, in his book "How we Think, 1933" was the first researcher who presented the term reflection into literature. He was interested in the process of reflection, and how it

occurred. Dewey conceptualized reflective thought as a mental process that originated with a state of doubt and then expanded into a search for ways to ease that doubt. Reflective thinking includes a higher degree of uncertainty and personal doubt. As such, it is more likely to soar beyond existing knowledge and standards as human imagination opens the door to new possibilities. A reflective thinker tends to carefully consider and ponder new possibilities when confused, bewildered, or filled with doubt; these characteristics illustrate the open-minded element of proper attitude (Geertsen, 2003). Dewey's definition of reflective thinking considers actions to find and solve problems (Nottingham, 1998). Therefore, reflective thought involves the acquisition of facts, understanding of ideas, application of principles, analysis, synthesis, and evaluation. In short, reflective thought includes all levels of Bloom's taxonomy (Shermis, 1999).

In practicing reflective thinking through reading, students seek to relate incidents with each other to discover new meanings. Chi (1997: 11) mentioned that reflective thinking encourages students to make connections between what they know and what they are finding out as a result of a new experience; moreover, it allows students to link things together and helps them to see new relationships. In other words, it has become the experience of discovery, of uncovering this range of meanings in texts. He concluded that reflective thinking becomes power readers choose to exercise in the analysis and transformation of information of situations in which they find themselves when they pause to reflect.

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Reflective thinking strategies were chosen because many studies recommended using new approaches and strategies for developing students' literary reading skills and metacognitive reading awareness. Scanlan, Care, and Udod (2002) clarified that the use of reflection in education emerged as an effective means of connecting theory with practice. However, literature revealed limited empirical work on the conceptualization of reflection, and there had been little concerted effort to investigate reflective strategies in teaching. Zayed (2009) added that there is a considerable body of literature on reflective teaching to train pre-service or in-service teachers to be aware of the effect of their professional practices. However, there is not a similar body of research using reflection for developing language learning.

2.2 Reflective Thinking

The concept of reflection, or what is commonly referred to as "reflective thinking, received great attention in the areas of teaching and learning. John Dewey was the first researcher who presented the term reflection into literature. He was interested in the process of reflection and how it occurs. Josten (2011: 33) clarified that the origins of reflective thinking began with the work of Dewey "how we think" (1933), in which he referred to reflective thinking as the thinking that consists of turning a subject over in mind and giving it serious and consecutive consideration. From this definition, it is apparent that the reflective thinker should use his mind to carefully consider each learning situation and not to accept any matter at face value. Therefore, reflective thinkers should be engaged in

the process of inquiry. Reid and Gloub (1999) indicated that reflection is a valuable process of questioning, connecting ideas, analyzing, and forming opinions.

The reflective thinker stops to think deeply in the subject at hand, turns it over in his mind, and evaluates it. He tries to analyze the presented material for distinguishing the relevant from irrelevant and the fact from opinion. At the same time, he organizes information to connect them logically. The reflective thinker is a critical thinker at the same time. He is aware of and controls his learning by participating actively in the learning process.

Utilizing reflection through reading literature can play an essential role in developing students' understanding and interpretation of the text. It gives them opportunities to present their points of view, negotiate meanings, and discuss the provided shreds of evidence until discovering and evaluating the author's intended message. In this context, Mezirow (1991:11) mentioned that making meaning is central to what learning is all about. Reflection becomes critically important in learning to understand the meaning. Brevig (2009:3) indicated that the spaces created for talk, reflection, critical thinking, and literary exploration are crucial in each student's understanding of texts. He also explained that observation has excellent power in the building of collaborative, literate, democratic, and inclusive classroom communities. It provides the space for considering what students have learned and the opportunity to reflect upon their inquiries, curiosities, emotions, and thinking leading up to one's current understanding.

Smith (1997) asserted that reflection provides a more profound understanding. It is crucial to learning and thinking. It moves students along the learning continuum. He also mentioned that active reflection on literature occurs by allowing students time to "stop and think" and then actively reveal this thinking by sharing it in class. He added that this happens through three phases: reflecting on previously read literature, engaging in a period of reaction, and writing. Through the integration of these three components, the teacher can guide students through reflection and enhance educational experiences.

2.3 Reflective Thinking Strategies and Activities

Thoughtful strategies and activities are designed to facilitate meaning-making and the construction of knowledge. They include journal writing or specific assignment integrated into course design to help learners move beyond a surface, knowing to a deeper level of understanding. Reflective strategies and activities view as ones that enhance opportunities for metacognitive awareness and personal discovery (Andrusyszyn, 1996:14).

Holt (2006) clarified that the reflective journals help foster and create an environment so students can discover their interpretation, create their meaning, and plan an application. Brookfield (1995) indicated that reflective journals contribute to a student's ability to question, investigate, and understand his learning.

Another distinct type of journal is the response journal that commonly uses in studying literary texts. It enables students to reflect on their thinking, provides a means for the development of the inner voice of "self-talk". They also can share feelings, impressions, and other observations about literature. The response can be written before, during, and after the reading of a selection. Sentence stems can be provided to stimulate thoughtful reflections. Some examples of these are: I noticed…, I wonder…, this reminds me of (Costa and Kallick, 2000).

One prominent strategy that prompts students' reflective thinking through reading is the "exploratory talk" that takes the form of metacognitive inquiry. According to Davenport

(1993:180-181), the metacognitive research is a conversation between a teacher and a student or among several students during which the reader is assisted in actively constructing meaning by talking about the process of thinking and understanding a text. Brevig (2006:523) clarified that when readers stop to comment on the language of a document or to explore their understanding of it, they are actively engaged in the process of uncovering meaning, transacting with both the text and their fellow readers.

Retrospective Reflection Sessions involve students listening to their group members, thinking about, and talking about literature. The power to return to a text and reflect upon themes that surfaced during conversations is invaluable. It helps students to understand that there are no singular interpretations of a document, that teachers are interested in their insights, and that their opinions are valued. (Brevig, 2009:244)

Cranton (2006:138) asserted the use of questions in encouraging learners to think reflectively and critically. He mentioned that through thinking about and responding to questions, new avenues for understanding, and new ways of seeing things are opened. In answering questions, learners have an opportunity to search for individually meaningful solutions to problems.

Visualization is an effective strategy for developing student's reflective responses. It is the act of drawing a mental image in one's mind. Gunning (2000) stated that mental imaging has many benefits; it promotes the use of prior knowledge and improves the reader's ability to make predictions and inferences. Barton et al (2001) clarified that visualizing while reading not only develops meaning from a text but also brings the text to life for the reader based on his or her experiences.

Other strategies concerning applying reflection through reading utilized. Especially, reflecting on literature. Hennings (1992) provided some primary ways through which students can reflect on literature. These strategies include anticipating and predicting, inferring, the read aloud, and the literary conversation. Some more strategies presented by Richardson, Morgan, and Fleener (2009) were brainstorming, post-graphic organizers, think-pair-share, think aloud, the about/point strategy, text lookbacks, and group summarization.

2.4 Literary Reading

Literature is a vital source for acquiring various skills of language and learning how to use them at the same time. Moreover, it encourages learners to explore meanings and motivates them to learn more about different cultures. In supporting this view, Ur (1996: 201) mentioned that literature provides examples of different styles of writing, and representations of various authentic uses of the language. At the same time, it is a useful resource for increasing word power and encourages developing different reading skills. He also added that literature could be used as a springboard for exciting discussion or writing. It involves both emotions and intellect, which adds to the motivation and may contribute to the personal development of the student.

Readers' emotions cultivate through their interaction with the heroes of different literary works. They experience various emotions, such as admiration, sorrow, gratitude, etc. They may also dream of finding such heroes in their real life. Sawira, Suhadi, and Manugeren (2017) stated that there always seems to be a hero in everyone's life; everyone has one, and many act as one. A hero is simply a man admired for his achievements and noble qualities. Heroes have been constructed in many fictional literary works and myths, as well as in reality.

The idea of enriching thinking skills through studying literature was echoed by Shang (2006) who mentioned that the focus of literature teaching is not only to help students comprehend the meaning that the author tries to express, but also to enhance students' thinking and language abilities, as well as study skills. He maintained that through literature, students have to learn vocabulary, discover questions, evaluate evidence individually and in group discussions, form judgments based on synthesis and analysis, and develop a coherent argument in support of a position. Lazer (2005: 3) clarified that using literature in the classroom is a fruitful way of involving the learner as a whole person and provides excellent opportunities for the learners to express their personal opinions, reactions, and feelings. He extended that teachers should use literary texts as the basis for generating discussion, controversy, and critical thinking in the classroom.

Through reading literature, each student creates his end. Thus, it inspires students' imagination and encourages autonomy in learning. Van (2009:8) stated that research has the power to develop opinions and individual meanings for students; hence, they will typically be the ones to initiate and sustain activities based on the literary themes that resonate with them. This will help students become active classroom participants and will lead to autonomous learning. Besides, while reading, they would forge secure connections with the plots, themes, and ideological assumptions of literature and would become active learners that embrace critical thinking in English.

2.5 Metacognitive Reading Awareness

Researches proved that proficient readers apply different strategies through reading, know when and how to use them, and monitor their progress to see if they achieve their goals or not. The readers' awareness of this usage is of high importance as they can apply different alternatives that can help them to control their reading, proceed it successfully and work to improve it. Sheorey and Mokhtari (2001, 432) mentioned that the strategies that students use while reading, especially in a language other than the mother tongue, becomes very important in comprehension and development of this skill. They maintained that in the last two decades, considerable attention had given to comprehending what proficient, skilled readers commonly do when reading, identifying the strategies they adopt and determining how and when they use them.

Auerbach and Paxton (1997: 240-241) explained that metacognitive awareness entails knowledge of strategies for processing texts, the ability to monitor comprehension, and the ability to adjust policy as needed. Learners' awareness and strategies monitoring are known as metacognition. Flavell (1979) was the first who defined metacognition as one's ability to understand, control and manipulate his cognitive process to maximize learning.

Metacognition consists of two components: knowledge and regulation. Metacognitive awareness includes knowledge about oneself as a learner and the factors that might impact performance, experience about strategies, and learning about when and why to use strategies. Metacognitive regulation is the monitoring of one's cognition, and it includes planning activities, awareness of comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies (Lai, 2011:2).

Metacognitive awareness is a unique attribute of proficient readers. Zhang et al. (2008) illustrated that successful readers generally display a higher degree of metacognitive awareness, which enables them to use reading strategies more effectively and efficiently than their unsuccessful peers. Schraw and Dennison (1994) stressed this point as they stated that highly metacognitive individuals do better than others in planning, managing

information, monitoring, debugging and evaluating. Blank (2000) added that the metacognitive learner is believed to be characterized by the ability to recognize, assess, and where needed to reconstruct existing ideas.

3. Research Method
3.1 Design and Participants
The present study is both descriptive and quasi-experimental. Only one group was randomly assigned to be a pre-post experimental group. A pre-post test and a pre-post scale were given to the students before and after the treatment. A group of forty students English major at third-year Faculty of Education, Zagazig University in Egypt, was randomly chosen to be the participants of the present study, both male and female students. Their average age ranged from19-20 years old. They informed that their participation in the experiment is beneficial for them. Thus, they participated positively and actively throughout the test.

3.2 Procedures
The reading material used in this study was the play of *King Lear* by Shakespeare. The program was taught in 1or 2 sessions per week over eleven weeks (approximately three months). Therefore, this content took 28 hours. It consisted of 14 sessions. The reflective thinking strategies and activities were utilized through the three stages of reading: pre, during, and post as follows:

<center>Pre-reading stage</center>
<center>(Setting the stage for reflection)</center>

In this stage, the instructor encouraged students to be involved in these activities: Brainstorming: They were encouraged to give all their ideas, perspectives, and points of view about the subject of discussion by giving them a specific quotation or asking them a question concerning the act that will be discussed.

Activating prior knowledge: in this activity, students were asked questions to make connections between the previous incidents and the current ones, the characters' behaviors, the plot development, and the central theme of the work. Instructor asked questions like:

What do you already know about…?
Have any of you ever experienced…?
What have you read before about…?

Make a comparison between the character's behavior in this situation and another one. When you read the word or phrase …, it makes you think about…

Anticipating and predicting: the instructor promoted students to predict future incidents and characters' actions based on their previous reading and asked them to evaluate their predictions and tried to refine them in the reading stage. Examples of the questions used were:

What do you think would happen next?
In your opinion, what would be the destiny of…?

The instructor also used an anticipation guide by creating some statements about the specific actions that would be discussed. Students read each statement and agreed or disagreed with it. They had to put an answer for each report. After reading, students could revise and verify their responses based on what they discovered through reading. This guide could also be used in the during reading and post-reading stages in discussing the validity of its statements.

<div align="center">During reading stage
(Practicing Reflection)</div>

A variety of reflective thinking activities was practiced in this stage according to the nature of the literary text such as:

Think aloud: students were encouraged to express their thoughts, feelings, and attitudes and at the same time, difficulties in understanding as they read. They were also motivated to question the author. Students could use these prompts to express their understanding:

This made me think of...

That didn't make sense because….

I need to reread that part because...

I was confused by...

Asking reflective questions: the instructor here asked students questions and gave them opportunities to think deeply about the answer through examining the text. These questions were about the author's message, the characters' behaviors, their relationships, and their beliefs, the plot development, the central conflict, and the coming incidents of the literary work. An instructor could ask questions like:

How can you describe…?

What is your impression about…?

Make a comparison between….

What is the reason behind the character's behavior in that situation?

What is the reason behind the character's behavior in that situation?

Visualizing: through reading the literary work, students can draw or write responses with details. The instructor could ask questions like:

Can you imagine the scene the words describe?

Does this remind you of anything in your life?

Students could also use a simple character action web to make inferences about a character. They wrote the name of a role in the middle of a sheet. Connected to the title, they wrote down things this character did (Hennings, 1992).

Making connections: They included "that reminds me," "text- to- self, text-to-text, text-to-world, and text-to-author. The strategy "that reminds me" encouraged students to make a connection between what they are reading and prior knowledge. The strategies of text-to-self, text-to-text, text-to-world, and text to author encouraged students to make connections between themselves and writing, other literature, the world, and authors (Harvey and Goudvis, 2000).

Predicting: The instructor encouraged students to anticipate the coming incidents through reading. They were also encouraged to test their predictions, confirm, modify, reject, and make further predictions as they proceed.

The literary conversation: students were encouraged to interact actively with their peers through expressing their ideas, perspectives, and feelings about the literary texts. They could converse about the topic, the characters, the setting, and the theme. As through reading aloud, they stopped a few critical spots for literary conversations. These brief pauses in a read-aloud were times for listeners to talk about the predictions they made, to make new predictions, to express feelings, and to make connections.

<div align="center">Post reading stage
(Enhancing and extending reflection)</div>

The instructor encouraged students to practice these activities:

Journal writing: In this activity, students could reflect critically on their reading through writing in:

Reflective journals: in this journal, students were encouraged to express in writing what they read, how they felt, and how they used their experience. Students were also encouraged to question the literary text to understand it.

The Reading Log: It was introduced as a place to write about an intellectual journey, exploring readers' thinking about reading. It was not a summary; students were given questions to encourage them to focus on the issues at hand Kuhn (1999:89).

Questions/prompts, with intended cognitive activities, were presented as follows:
Reading Log Questions
What is your responsibility as a reader to the piece, and why?
Did this piece of writing make you think about your life?
What made the most impact upon you, and why?
What did not you understand, or what questions does it raise?

Retrospective Reflection Sessions: The power to return to a text and reflect upon themes that surfaced during conversations is invaluable. Retrospective reflection sessions allow students to slow down and think about the discussions and the meanings they brought to the text. They helped them tie together the loose ends of the story, share their final thoughts, and look ahead to where they want to go next in their reading Brevig, 2006:527).

3.3 Instruments

The present study made use of two primary tools. They are the pre-post literary reading skills test to measure students' literary reading skills and the pre-post metacognitive reading awareness scale to measure students' metacognitive reading awareness through reading literary texts. The two instruments were designed by the researcher. The test was pre and post used to measure the effectiveness of the strategies on developing the experimental group students' literary reading skills. The experiment consisted of twenty-four questions on a one-act play "The Never- Never Nest" by Cedric Mount. Two questions were formulated to measure each skill. To test the validity of the literary reading test, two forms of validity were used; face validity and self validity. To check the face validity, the test was given to (10) TEFL members to evaluate each question in terms of content and level of the measured literary reading skills. Moreover, they were asked to assess the test as a whole in terms of correctness, the number of questions, scoring suitability for the students' level, the test suitability for students' age, and the suitability for its time limits. To test the self validity, the following formula was used:

The self validity = $\sqrt{\text{Re}\,liability}$

$= \sqrt{0.79}$ = 0.88

This proved that the literary reading skills test was statistically valid. The final version of the test is in (Appendix 3)

To verify the test reliability, the internal consistency method was used. Cronbach's Alpha technique was calculated by (SPSS) program. Accordingly, the literary reading skills test was administered to a randomly chosen group of (42) English major students in the third

year, Zagazig Faculty of Education. These students were not included in the study group. The test reliability was 0.79. This result proved that the literary reading skills test was statistically reliable.

The scale consisted of thirty-three items for measuring the metacognitive awareness of strategies through reading literary texts. The metacognitive reading awareness scale measures three broad categories of reading strategies: namely, global reading strategies, problem-solving strategies, and support strategies. This classification was adopted from Mokhtari and Sheorey's ranking of reading strategies (2002). The description of each category with its respective number of items are given below:

Global Reading Strategies (GLOB): they are the intentional, carefully planned techniques by which learners monitor or manage their reading, such as having a purpose in mind, activating prior knowledge, skimming through the literary work to identify its theme, and analyzing the literary work to determine its elements (13 items).

Problem Solving Strategies (PROB): they include the actions and procedures that readers use while working directly with the text. These are localized, focused techniques used when problems develop in understanding textual information; examples include rereading difficult parts to understand them, creating mental images through reading to deepen understanding, and guessing the meaning of difficult words from the context. (8 items).

Support Strategies (SUP): they are underlying support mechanisms intended to aid the reader in comprehending the text, such as using a dictionary, reading aloud, writing marginal notes, underlining the essential parts, and listing the most important ideas (13 items).

To test the validity of the scale, two aspects of validity were used; face validity and self-validity. To test the face validity, the scale was given to (10) TEFL members to determine whether the scale items were enough to measure the metacognitive reading awareness of students or not. They were also asked to modify, omit, or add to these items whatever they consider important.

To test the self-validity, the following formula was used:

$$\text{The self validity} = \sqrt{\text{Re}\,liability} = 0.84$$

This proved that the metacognitive reading awareness scale was statistically valid. The final version of the scale is in (Appendix 4). The whole scale reliability was 0.72. This result proved that the metacognitive reading awareness scale was statistically reliable.

4. Results and Discussion

To test the first hypothesis of the study which stated that: There would be a statistically significant difference between the mean scores of the experimental group in the pre- and the post-test scores in overall literary reading skills and each sub-skill favoring the post-test scores, a t-test was used. The result is shown in table (1).

Table (1)

t-values of the experimental group in the pre and the post administrations of the literary reading test as a whole and in each sub-skill.

Literary reading skills	Pre Mean	post Mean	Pre Std. Deviation	Post Std. Deviation	t. Values	Sig
1. Making inferences	1.2000	2.8750	0.85335	0.85297	8.780	0.01*
2. Analyzing the plot	1.1500	2.9000	0.92126	0.70892	9.521	0.01*
3. Analyzing characters	1.0000	3.4000	0.71611	0.67178	15.459	0.01*
4. Expressing opinions	1.3750	3.6750	0.7741 8	0.57233	15.109	0.01*
5. Determining the author's purpose	1.4000	3.4500	1.05733	0.63851	10.497	0.01*
6. Interpreting figures of speech	1.1500	3.4000	1.14466	0.77790	10.282	0.01*
7. Identifying basic conflicts	1.5750	3.0500	0.81296	0.59700	9.249	0.01*
8. Making predictions	1.7000	3.5000	0.64847	0.64051	12.490	0.01*
9. Giving interpretations	1.5250	3.0750	0.87669	0.72986	8.594	0.01*
10. Identifying the writer's tone.	1.2000	3.3000	1.34355	0.75786	8.610	0.01*
11. Forming Conclusions	1.0250	3.4250	0.83166	0.74722	13.576	0.01*
12. Evaluating the quality of the literary work	1.3500	3.5250	0.76962	0.50574	14.937	0.01*
Total	15.625	39.600	4.5611	3.4626	26.478	0.01*

(*) statistically significant difference at 0.01

The above table confirms the t values proved that there is a statistically significant difference at 0.01 between the mean scores of experimental group in the pre- and the post-test in overall literary reading skills and in each sub-skill favoring the post test scores.

The mean scores of the experimental group students in the post administration of the literary reading test (39.600) are higher than their mean scores on the pre-administration (15.625). Thus, the development of the overall literary reading skills of the experimental group students is proved due to the program. Therefore, this provides enough evidence to support hypothesis 1.

A t-test was used to test the second hypothesis of the study which stated that there would be a statistically significant difference between the mean scores of the experimental group in the pre- and the post administrations of the metacognitive reading awareness scale in overall metacognitive reading awareness strategies and each strategy sub-category favoring the post-administration. The results are shown in table (2).

Table (2) t-values of the experimental group in the pre and the post administrations of the metacognitive reading awareness as a whole and in each sub-category of the strategies.

Categories	Mean Pre	Mean post	Pr Std. Dev	Post Std. Deviation	t. Values	Sig
Global reading strategies	19.6250	44.6250	5.99011	4.95977	20.331	0.01*
Problem-solving strategies	11.2000	26.3000	4.34535	3.67389	16.783	0.01*
Support reading strategies	18.8000	42.5750	5.53868	3.84233	22.306	0.01*
Total	49.6250	113.500	14.47312	10.7273	22.424	0.01*

The above table confirms the following:

1) The t-values revealed that there is a statistically significant difference at 0.01 between the mean scores of the experimental group in the pre- and the past administrations of the metacognitive reading awareness scale in the overall metacognitive reading awareness of strategies and each strategy sub-category favoring the post-administration.

2) The mean scores of the experimental group students in the post administration of the metacognitive reading awareness scale (113.500) are higher than their mean scores in the pre-administration (49.6250). Thus, the development of overall metacognitive reading strategies awareness of experimental group students is proved, due to the program. Therefore, this provides enough evidence to support hypothesis 2.

These differences could be attributed to:

Practicing reflection through reading enabled readers to clarify the meaning, deepen their understanding, and enrich their minds by analyzing the ideas, points of view, assumptions, and hypotheses presented by the author. Results of this study supported findings from other studies that proved the effectiveness of using reflection for teaching literature such as Brevig (2009) and Spillman, Szecsi, and Montilla (2010). Meanwhile, In practicing reflective thinking strategies, students' awareness became clearer as they recognized when and how to use these strategies while reading literary texts. This finding was also proved by previous studies that utilized reflective thinking for raising metacognition and proved to be effective such as Robson (2010)

Students were motivated to investigate, inquire, and dig beneath the surface to extract the real meanings behind the literary text. Besides, they read, wrote, thought, discussed, analyzed, and criticized what they read. This idea was supported by Douillard (2002: 93) as he stated that reflective activities in the classroom help make thinking more visible, enabling students to learn from one another and to gain greater insights into their thinking and learning processes ·

Reflective questions strategy encouraged students not to accept any thought as face value but to try to search for evidence to discover the intended message of the writer. Cranton (2006:138) asserted this point as he mentioned that through thinking about and responding to questions new avenues for understanding and new ways of seeing things are

opened. In answering questions, learners had an opportunity to search for individually meaningful solutions to problems.

The application of the discussion and retrospective reflection sessions strategies provided students with opportunities to freely express what they were thinking about through reading literary texts. They were also encouraged to discuss, examine, rethink and share these viewpoints with each other. Brevig (2006: 523) supported this point as he indicated that when readers stop to comment on the language of a text or to explore their understanding of it, they are actively engaged in a process to uncover meaning, transacting with both the text and their fellow readers. He added that during retrospective reflection sessions, prior conversations are revisited, offering students the opportunity to observe their evolving perceptions and discuss their ideas with others until they are tangible, explicit, and lucid.

Through writing in journals, students discovered hidden knowledge about the characters, themes, plot, and other different literary elements. They also predicted the coming incidents and made justifications for the characters' behavior. These benefits were confirmed by Holt (2006) as he clarified that the reflective journals help foster and create an environment so students can discover their interpretation, create their meaning, and plan an application.

The use of visualizing strategy also helped students to live the real experience of the literary work. They imagined the appearance, impressions, and facial expressions of the different characters. In illustrating the effective role of using visualization through talking about literature, Short, Kauffman and Kahn (2000: 162) indicated that expressing thoughts through visualizing allows students to express their feelings, try out ideas they have in their minds about the literary work, learn more about it, understand how it felt to live during a specific period and make more connections.

As for the development of students' metacognitive reading awareness, it was also attributed to the use of reflective thinking strategies as students were trained to use these strategies through the different stages of reading. As a result, they became aware of when and how to use a suitable plan for a specific reading situation. Students also utilized reflective thinking strategies for the aim of planning, monitoring, and evaluating their reading, such as activating their background knowledge, anticipating and predicting, writing journals, text look back, and group summarization. In confirming the role of reflective strategies in raising students' awareness, Brevig (2006: 522) stated that looking back at snapshots of reflections students made during the journey of reading offers a new perspective and opportunity for students to gain awareness of their learning process. He added that the exploratory talk and reflection assist students in developing meaning. Through utilizing them, students can self-monitor their learning and develop and nurture evolving ideas.

5. Conclusion

It can be found that the reflective thinking strategies encourage students to participate actively through reading literary texts as they are motivated to practice various processes such as thinking deeply about the document, analyzing its essential elements, such as plot, setting, theme, characters, motives, figures of speech, and conflict; making connections between the different characters' lives and their own lives, visualizing the separate incidents of the literary work, predicting what would happen next, and making different inferences.

Through practicing reflective thinking strategies, students also manage to create their meanings of the literary text, reexamining and refining them through questioning the validity of the document, searching for supporting evidence, sharing, and discussing their viewpoints. At the same time, they are encouraged to freely express their ideas, listen to different opposing points of view, and respect them. This is achieved through the instructor's encouragement and the unthreatening environment provided by reflective thinking, which in turn offers a medium for a productive discussion.

Besides, through utilizing reflective thinking strategies, students can practice higher-order thinking skills such as analyzing, evaluating, and criticizing what they read. They manage to do so through asking thoughtful questions, engaging in a literary conversation about the characters' behaviors, attitudes, and motivations, analyzing their responses, and criticizing them for gaining insights into the human nature behavior and for deriving moral lessons which are the ultimate goals of reading literature.

In addition to the previous benefits of reflective thinking strategies, it could be stated that through practicing these strategies, students gained awareness in their learning. They managed to know when, why, and how to use such an approach through reading literary texts. At the same time, they could plan their learning, monitored their understanding, and evaluated the use of strategies to enhance their knowledge. Therefore, students' metacognitive awareness was improved and expanded.

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NARRATION AS A MEANS OF COMMUNICATION IN SELECTED NOVELS BY J. M. COETZEE: *WAITING FOR THE BARBARIANS* AND *FOE*

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Abstract

Narrations become very important such that we tend to try to make others want to fit into them to identify with us, which is why narrative is often used in the recount of events, the past, geared to justify the systems of domination and control evident in the plight of South Africans during the apartheid period. Moreover, narrative also shelters realities against which the truth can be judged, and they also have some sense or measure of a proper world order, against which moral action can be judged. As such, narration point of view can also be determined through the perspective of the story being told. Be it the first person narrative where the author or narrator refers to himself with the personal pronouns *I, me, my,* and *myself*. However, this mode of narration may also use second and third-person pronouns. Therefore, the second Person narrator sees the author or narrator addresses the reader directly as *you*, and may use the words *we* and *us* as well in the process. The third person pronouns still could be used in such a novel, where the narrator or author refrains from using first or second person and only refers to characters as *he* or *she* or *it* to demonstrate his narrative techniques in this process. To this effect narrative techniques employed by J. M. Coetzee's as accounted in the selected novels used for this paperwork to explore Coetzee's capabilities to develop a true sense of self as well as to communicate to others through the narration

1. Introduction

According to Seifzadeh and Raju (2014) narrative is described as a series or sequences of events and the word story may be used as a synonym of narrative. Ricoeur (2010) postulates that the identity of a story is made up from the character; and on the pretext, narrative technique is a medium through which a writer uses it as a gear to present the major and minor characters of the story. Thus, the author's choice of narrative techniques will go a long way to determine the theme of the fictional work, and this is one of the main reasons why voice and cultural appropriation are hugely linked to narrative technique. A writer's projection of his narrative devices will be well able to speak on behalf of the protagonist, if

the adaptation techniques are right, accurate and direct to the point. Thus, there will be a good vice appropriation; otherwise, misunderstanding of categories like culture, caste, and gender might take place. As such, misappropriation and recognition are the result of misunderstanding and a pathetic observation of the subject and culture (Ricoeur, 2010).

2. Literature Review

The narration perspective is coined into the words narratology. According to Landa and Onega (2014), narratology has proven to be a source of many key concepts and analytical tools which have increasingly been applied and used in the study of a wide variety of texts, in the general sense of the word (Landa and Onega, 2014). Narratology has evolved into a multi-disciplinary study of narration and the ability to negotiate and incorporate insights of other critical discourses has made it applicable to the analysis of both literary and non-literary genres, as well as texts which need not be defined as strictly narrative. Therefore, a narrator is the person who tells the story and the story is told from his or her point of view and basically on experience or witness for credibility. More often than not, the narrator is basically a voice that tells the story in the third person singular perspective, perhaps, someone. We, the readers might not know who takes no part in the story as well. Such type of narrator has no personality but processes of power to know the minds and hearts of characters in the novel itself.

On the other hand, a third person narrator knows everything about the characters and events in the novel, whereby, they can follow characters into their comforts and perhaps into their thoughts, and are well present to describe events that take place. In some instance the narrator has the voice of the author and may comment on the action of the characters in the novel, and may even speak directly to the reader (Landa and Onega, 2014). Significantly, third person narrator tells the story from the point of view of one of the main characters in the novel. Thus, the narrator can or may also be able to see into the minds and thoughts of all the characters through which the main character tells their own story in their own words. Furthermore, when the narrator tells the story through the eyes of the main character, this may well be known as the first person narrator. The first person narrator consequently reports on the main character's thoughts and feelings as well as their actions and reactions.

Furthermore, narratives in the form of stories and accounts to make sense of the world in regards to occurrence and experience around them play multitudes of roles within human life and experience as a whole as readers and audiences alike have come to appreciate such types of stories. These stories in many cases allow the readers to rope together meanings, make connections, draw distinctions, construct a sense of which they are, differentiate them from others, shape and maintain their memories, draw maps of different social status and power, provide ultimate meanings to the world, and mold them in a series of ways.

Daniel, cited in Baker (2016), suggested that the human mind can be seen as vast, complex, story-writing machines as such, narration do not have equal value because most people unconsciously choose some really enormous stories that they accept both as true insofar as they make a multitude of decisions in relation to such stories, as foundational insofar as they also provide a kind of background story to all the other stories that tells about their lives. Thus, narrations are bigger stories that allow human beings to make ultimate sense of the world they live in today. The evolution of man, civilization, advent of exploration and science, revolution, history and historical facts, theories, perhaps towards absolute old knowledge are well accounted for through the narration.

3. Research Method

This paper is a library research whose main goals are to examine the concept of narration through Coetzee's fictional characters in his selected novels and to analyze how he portrays narration as a means of communication in South Africans depicted in the novels. The data of the present work were derived from two novels *Foe* and *Waiting for the Barbarians. Foe* is a story of a woman who was stranded after a shipwreck and subsequently rescued. Upon being rescued she contacts Daniel Foe, a writer to help publish her story. Friday the character in the story is tongueless, silent, marginalized and desires to be liberated. Vividly resistance can be seen in the attitude of Susan, who sets out on a Journey to find her daughter and also resists the temptation of returning Friday back who could possibly be sold as a slave again. The second novel is *Waiting for the Barbarians* whose main character is the magistrate who is also the chief narrator.

4. Result and Discussion

4.1 Narration and Its Significance in Literary Works

It is important to note that narrative technique is the logical order of events presented to the readers in a way that allows the author to show his ability and talent in conveying the themes which are expressed within the literary work, be it a novel or a short story. Although there are numerous techniques as seen in various novels or short stories, it is undeniably vital for writers to adapt a specific and unique technique of writing literary works. The writers of fiction generally start with their plan in a framework from which they choose a point of view that contains perspectives to narrate the story. By so doing the choice of point of view, they determine which characters, thoughts, actions, and perhaps feelings that are accessible to the reader. This is because typically in a third person point of view technique or omniscient point of view, the narrator of the story is not a character within the story, but is an authoritative figure to present the events, as well as able to access the thoughts and feelings of all the other characters within the story. The narration is a way of arranging or organizing episodes, actions, and accounts of actions as an achievement that will bring together monotonous facts, fantastic creations, in time and place incorporated to bring out an idea. Narration allows the addition of actors, reasons for their acts, as well as causes of the happening (Seifzadeh and Raju, 2014, Sarbin, 1986).

The manner of sending information to spectators, audiences, and readers is a function of narration which is hugely determined by the narrative technique. Therefore, situation and instances when and where the characters inside a story are created by the author begin to speak at this point. The author employs dialogues through which the characters use to tell their stories. The purpose of the dialogues is to aid the authors in creating scenes through which characters speak to one another and voice their thoughts and feelings. Upon choosing ways in which the author narrates the story and the manner by which the characters can speak, specifying time in which the events of the story take place is equally important to give the story a direction.

Instances where the storyline jumps or tracts backward to show thing that may have happened prior to the main event of the novel, which is relevant to the present story, or even when the writer speaks and remembers some event that may have happened in the past and is important in leading the reader to the central present event, this is viewed and known as a *flashback*. The author may also use foreshadowing, which is when the narration hints of things that will or may happen, but have not happened yet and this is known as the *shifts in time*. This is equally important to the process or reading or analyzing a story and

even before examining the various elements of the story, setting, its significance, main characters, motivation of characters and how other characters relate to them. This helps in the narration process in obtaining the meaning and central idea on the part of the readers and even the authors (Sandelowski, 1991).

4.2 Drawing Inference from Narrative Character

The narrative work is the result of a careful articulated plan and the realization of such plan serves as a testament to the author's intention. The author, through the work, makes claims to the truth, facts of occurrence by way of history, awareness morality, or perhaps a warning and in the process may well reveal things in reflecting the author's intentions and how well or otherwise they have been or could be realized. The author creates the narrative idea in an artistic form, as it affects the author as well audience from consciousness (Gare, 2002). Narration is a consciousness mode with multifaceted relationship in forging links and relations between the author, his work, readers and fellow authors as well. According to Rankin (2002) who noted and suggested that the relationship between the narrative work and narrative consciousness is never static, but will always revolve continually over time. Thus, narrative is characterized as communication because its essence as with any acts is either conscious or unconscious intentionality as the case may be. Therefore, humans as the audience, readers and authors alike are also agents in the narration who aid to produce, create and interact with each other using communication in the completion of the narration through acts, speeches and actions.

Foe

Foe is a story of Susan Barton, a woman stranded after a shipwreck and subsequently rescued. Upon being rescued she contacts Daniel Foe, a writer to help publish her story. Friday the character in the story is tongueless, silent, marginalized and desires to be liberated. Vividly resistance can be seen in the attitude of Susan, who sets out on a Journey to find her daughter and also resists the temptation of returning Friday back who could possibly face being sold as a slave again (Mostafaee, 2016). For instance, Friday in Coetzee's *Foe*, represents the gap in Susan Barton's narration or story as he is silent and unable to speak which also prevents Susan Barton's story from being told. Unless she penetrates the silence surrounding him, Friday will open his mouth and hear what he will say. Here are Susan's words to Friday in his inability to speak: "It is left for us to open Friday's mouth and hear what it holds to say silence, perhaps, a roar, like that of a seashell held to the ear"(Foe, 1983, p. 142).

The narrative novel illustrates the perspective of Susan for the fact that Friday does not have a tongue and he is castrated along with the fact that she is uncomfortable in sending him back home for fear of being sold into slavery, which constitutes a communication to readers about the dangers of colonization in Africa and the apartheid regime. Thus, even without words the narration gives description about Friday who communicates a theme or idea to the readers via narration.

In *Foe*, Susan encounters a number of problems while trying to tell her story, at the same time trying also to form her identity in relation to the memories of her mind and experience and besides this, writing her life story can be viewed as a tale of finding or constructing her true identity. Equally, the difficulties surrounding the representation of the story in general and particularly the representation of Susan's story are very vital in the novel. Ultimately, the search for substance or identity is not very difficult because of the

structure of the novel. Thus, the novel is structured in parts to which each of the parts are narrated from a different point of view and *Foe* is supposed to be Susan's voice as she desires to narrate her story, thus making it easy to identify who she is. Furthermore, Susan attempts to fuse her inside experience with the external medium like Friday, a man with a tongue cut off and also castrated. In this regards the establishment of radical difference is visible. Although racial otherness can be figured even though it is not spoken, thus Friday's speechlessness connotes a colonized victim and a means of figuring out otherness racially (Van der Rassel, 2006).

> The story of Friday's tongue is a story incapable to be told or unable to be told by me. That is to say, many stories can be told of Friday's tongue, but the proper story is buried within Friday, who is voiceless? The true story will not be heard till by art we can find a means of giving voice to Friday to speak. (Coetzee, 1983: p.118)

The above episode on its own showcases the vital role the narrative plays in the course of literary works as well as account of event in fictional form or reality. Readers might trace the connection between the wreck as explored by the anonymous narrator of part four and the ship that brought Susan and Friday back to England. Furthermore, identification becomes even complex in *Foe* because that ship never sank down and on a second look, it can also be viewed as a wreck of the ship on which Cruso and Friday had sailed with. The corpse in which the narrator of chapter five tentative talking about could be thought as belonging to the mysterious girl who continually follows Susan and claiming to be her daughter. In description, the body of a woman or a girl described as having unnaturally short limbs and wearing a long gray dress which reminds us of the gray cloak and cape the girl was wearing when she first met with Susan in part two (Caracciolo, 2012).

Waiting for the Barbarians

Waiting for the Barbarians is narrated in the first person and is very pronounced as opposed to other works of Coetzee. The main character in the novel is the magistrate who also is the chief narrator. The magistrate's narration, in one instance, shifts to an account of a dream to which later on it can be realized that the sequence of images was in fact his recurring dream. Subsequently, the narrative in the novel is largely constructed in the present tense without much mention of names, places, people, and perhaps time even though it is visible to know the era of the writing. This constraint, however, provides the fabric context that allows for universalism. Such a story is told from the point of view of the narrator with a deliberate style, deep, and bare and depriving some details on some parts while using a great and many details on the other. The magistrate's narrative presents tense narration tone, records the present uncertainly without constant drawing retrospective connections to events. Simultaneously, as the events occur, the magistrate tells his story in the present tense without historical aspects present after the facts. Coetzee exercises a great deal of control in the descriptions of events and characters and clearly knows when to release and hold back detail, as well as when to report with great detail so as to make the description effective for readers. Although the contention between Fantasy and Reality has been more elaborately modern fiction, in the Coetzee's case, the act of writing is a medium of self preservation in a vastly politicized society like South Africa (Al-Saidi and Ahmed, 2014).

Much as it appears, sexual exploitation is visible in Coetzee's work, in the case of Writing for the Barbarians between the magistrate and the barbarian girl. Coetzee does not shy

away from the aspect of sex as a symbol of exploitation and suppression and not only in regards to feminism. Witnessing the public torture of the barbarians by Joll, the magistrate is moved to mount some type of resistance once when a hammer is drawn out for the purpose of breaking the prisoner's feet, a fate suffered by the girl as well. The terror of colonial paranoia is significantly the theme of this book as even the magistrate taking in the young girl blinded by torture also obsessively wishes for her body. Even though he does go a long way to console her too, yet tracing the lines of scars on her skin, and trying to return her to her people across the desert is a resistance to the colonial oppression (Craps, 2007).

The Magistrate, in *Waiting for the Barbarians*, is primarily the highest colonial representative of the Empire in the barbarian land and the narrative clearly shows the higher officials of the Empire, who arrive and immediately begin interrogating and torturing prisoners. The Magistrate begins considering his role an oppressor, as well and struggles to detach himself from his people's legacy and starts something new. He desperately searches for the truth with the hope that it will help him to define himself and correct the wrongs of the past. However, his passion with it perhaps leads to his downfall with his personal feelings intruding into his scheme of things in his attempt to develop a mutual relationship with a barbarian woman who was also a prisoner of the Empire. He attempted reconciliation with the barbarian girl and changed his identity and his motivation although he failed in finding the truth he was searching for and this lead him to be separated from the hegemony group (Buboltz, 2009).

In *Waiting for the Barbarians* Colonel Joll an official and member of the Empire's new secret police, also known as the Third Bureau believed that the barbarians were planning an attack on the frontier regions but the magistrate does not believe the rumors of a barbarian threat to the frontier region. This, however, led to inhuman treatment of the locals otherwise known as the barbarian. Thus, a blind girl begging for food in the streets and whose ankles and legs were broken caught the sympathy of the magistrate who took her off the streets and took her to his home. Washing the blind girl's feet and her broken ankles and practically he washes her entire body, and eventually taking care of her. Thus, the narration point of view in this regards communicates to the readers the situation and predicament of the local who were otherwise labeled as barbarian. This further shows the heights of colonialism and its ills on the ways of life of the people and the forceful change to accept the supremacy of the white color. The contemplation and reasoning of the magistrate in his words to the girl simply says, "I'm taking you back to your people, near or as near as much as I can, to see they are now dispersed" (Coetzee, 1980: p. 80).

W*aiting for the Barbarian* sees identity of the magistrate as a worker for the empire government and as an active participant in the administrative function of the empire. Thus, any reluctance or unwillingness in the machinery of the imperial authority belongs to the prevailing colonial discourse. Although he represents the liberal humanist who tries to maintain a moral gap from foul acts of the group, yet he fails. At least he has done his best by every means available (Coetzee, 1980).

5. Conclusion

The method of analyzing the manner in which people make causal connections in order to create coherence in a story is narrative. It refers to the way how a story is told and so it belongs to the level of discourse, although in first person narration the narrator may also plays the role in the development of the story itself. Narration is intended to give meanings to the narrative products through actions, the expression of ideas, criticisms, and feelings in

the story. There is also conscious and unconscious intention in the act of communicating messages to get respond by speaking to be heard, to connect to others, to interact and to recognize self in actions, to gain recognition from others, as well as to come to some sort of recognition of the intentions of others or even create awareness in the process of such narration as the case may be. Narration in regards to a novel and other types of literary works is a product of an intentional creative act from a narrative consciousness. Therefore, a literary work in terms of fiction may not be possible without the author's resultant purposes, and this is why denial of authorship of a work and the circumstances and the reasons for the publication is equivalent to denying the purpose of the work and its ability to communicate its main ideas. Therefore, there is a connection between the narrative product and the principal consciousness, on the part of the author, staking a claim through which the work and the author are intimately linked in the act of creativity.

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PSYCHOSOCIAL DEVELOPMENT PORTRAYED IN
JANE AUSTEN'S *EMMA*

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Abstract

This paper investigates the bildungsroman phenomenon as depicted in Jane Austen's *Emma* (1817) by consulting Erik Erikson's theory of psychosocial development as a framework of analysis. The most two conflicting readings in this regard could be best seen in Buckley's (1974) claim which excluded *Emma* from the bildungsroman, for the genre has always been associated with the protagonist's physical quest seeking maturity and social integration. However, Kohn (1995) read *Emma* as a domestic bildungsroman when he argued that Emma did not have to travel physical distances to achieve her maturity. For Kohn, Emma matured within her social sphere. This paper particularly traced Emma's psychological and social development since this type of development is the basic ingredient of any bildungsroman novel. This paper argued that Emma cannot be read as bildungsroman not because the protagonist did set on a quest, as Buckley claimed, but mainly because Emma did not develop a sense of psychological or social maturation. After placing Emma in Erikson's developmental stages, the study revealed that she did not really mature neither she realized her own identity. This paper proposed that *Emma* should not be classified as bildungsroman because the heroine distorted the real meaning of maturity and social integrity.

1. Introduction

The terms "bildungsroman" genre and the "coming of age" genre are widely used interchangeably (Akman, 2010), and best known for familiarizing the readers with the protagonist's journey and the phases he/she passes from early childhood to adulthood. It is worthy to say that the protagonist is sometimes already an adult but still immature. Accordingly, the most significant issue lies in achieving maturation rather than growing old. The main purpose of such a genre is to present the protagonist's progress from the very beginning of the story till the last minute showing through different encounters and challenges how he/she is different at the end of the story from that at the beginning. The transformation is remarkably significant because it includes moral, psychological and social change. The transformational state is not the mere purpose of the genre; what matters most is the process which the protagonists go through to change. The ultimate purpose of the genre is to show how the protagonist integrates in society realizing his potentials to obtain self-actualization and to achieve social-reconciliation. This study aims to trace Emma's journey to maturation in the light of Erikson's theory of psychosocial development basically to see to what extend

Emma could be read as bildungsroman. This study brings an original tool to analyze the novel since the psychosocial development is the main theme of every bildungsroman novel.

2. Literature review

Since its publication in 1815-7, Austen's *Emma* has been one of the most interpreted literary works. The novel hides a variety of issues that are still significant today. Critics, scholars, and students have always been interested in the novel which has been read over two hundred years up to now. Austen was the first to criticize the novel when she declared that she was about to write about a heroine that no one would much like but herself.

Shannon (1956) described Austen as a moral writer "striving to establish criteria of sound judgment and right conduct in human life" (131). Shannon proposed that Austen reflects her moral teachings in Emma. He believed that *Emma* is a novel which reveals a convincing development of the protagonist from immaturity to rational and heartfelt maturity which reflects the protagonist's coherent and harmonious psychological development. Shannon assumed that Emma is carefully woven since the protagonist shifts from being young, self-indulgent and thoughtless to be caring, rational and mature grown-up. Although it is a last-minute change, the hints are marked early in the course of the novel. Lascelles (1939) examined Austen's interest regarding moral development; she claimed that the moral development is not only bound to the protagonist, but to all the characters around her. Lascelles detected the moral climate of the whole village to be shown in the novel. Likewise, Litz (1965) argued that the moral development is mainly attributed to Emma, where she shifts from fallacy to self-recognition, from imagination to reality. Butler (1986) confirmed Litz's statements stating that the book is the greatest work at that time and read Emma's journey as a survey within the society to identify the true conceptions from the fake ones. Butler asserted that Austen locates Emma in a higher social status to give her the license to make "willful errors" in order to be forced to gain the complete moral stability (251). On the other hand, Kettle (1965) opposed critics who view Emma as a narrative means to present a moral development. According to Kettle, the main issue of the work is marriage. The novel starts and ends with marriage. Kettle said that the problem with recognizing *Emma* as a moral story is that the moral is forever attached to the events happening in the story. He detected a limited idealism in the novel. Kettle added that it is actually the realistic depiction of incidents that makes the reader emotionally concerned with the moral subjects depicted in the novel. For Kettle, the morality which is depicted in the novel is applied to the critics' contemporary world while the events of the book are shown realistically. Psychologically, Jackson (2000) said that Emma's psychological development is an example of Jungian individuation of being an independent undivided integrated individual. Jackson asserted that Emma has shifted from a state of illusion to a state of reality. As a supporter of the psychological maturation in Emma, Li-Jun (2017) conducted a study to prove that Emma is a Bildungsroman through investigating her moral and psychological growth. The author stated that Emma achieves her maturity by realizing her shortcomings. Socially, he claimed that Emma progressively grows to identify herself late in the book. In the same year, Nayebpour claimed that Emma is a Bildungsroman for the protagonist witnesses a psychological development through her personal experiences and relationships illustrated in her sympathetic behaviour towards others. However, it seems that Emma's psychological and moral growth is not a matter taken for granted for all critics and scholars. Jeffers (2005) argued that Emma has never developed a psychological growth; the protagonist's insulting behaviour towards other characters in the novel is evidence that shows the absence of her psychological growth. Jeffers also believed that the major concern

of Austen is to make Emma "nubile" (109). Likewise, Adam Roberts affirmed that the impact of the psychological force made Emma just "less shallow" (183).

3. Methodology
3.1 Erik Erikson's Theory of Psychosocial Development

Erikson (1968) formulated his theory of Psychosocial Development which is considered a revolution regarding the developmental thought (Hoare, 2002). He was the first to explain how the social world dwells within the psychological structure of any individual. Erikson (1959) confirmed that it is difficult to understand the individual away from his or her social sphere stating that "Individual and society are intricately woven, dynamically related in a continual change." (p.114). Erikson's theory identifies the psychological development in a social domain where he presented the human growth and development when he stated "I shall present human growth from the view point of conflicts, inner and outer" (1968: 91-92)

The internal and the external conflicts drive the individual to be stronger and to seek integration. Erikson assumed that a crisis can occur at each stage of development (as seen in Table 3.1) where each of these stages has its own challenges and needs to be solved and fulfilled. The success of each stage is tightly connected to the success in the next stage, while failure in a stage means more challenges in the next stage and the consequences of the first failure will trouble the success of the next stage.

Table 3.1: Erikson's Eight Stages of Psychosocial Development

Age	Crisis	Virtue
0-1 year	Trust vs. Mistrust	Hope
2-3 years	Autonomy vs. Shame and Doubt	Willpower
4-5 years	Initiative vs. Guilt	Purpose
6-12years/ Latency	Industry vs. Inferiority	Competence
Adolescence	Identity vs. Role Confusion	Fidelity
Young Adulthood	Intimacy vs. Isolation	Love
Middle Age	Generativity vs. Stagnation	Care
Old Age	Integrity vs. Despair	Wisdom

(The table has been compiled in Erikson (1962: 239-257), Pervin (2003: 189),
and Mcleod (2008)

The main focus of this study is on the stages of latency, adolescence, and young adulthood, since they better fit the ages of the protagonist under investigation. According to Erikson, in the latency stage:

> The combination of adult expectations and children's drive toward mastery
> sets the stage for the psychological conflict of middle childhood, industry
> versus inferiority, which is resolved positively when children develop a sense
> of competence at useful skills and tasks. (Berk, 2009: 330)

This indicates that when the child successfully completes a task or a skill, his overall sense of self will develop positively, and if the child does not complete the task successfully, he will develop a sense of inferiority which leads to the lack of confidence and low self-esteem. In Erikson's theory, the adolescence stage marks the process of identity formation where the main clash is between identity formation and role confusion. According to Erikson (1963) the late adolescence is the most critical and influential period of identity formation where "the

young adult, emerging from the search for and the insistence on identity, is eager and willing to fuse his identity with that of others." (p.263)

Erikson proposed that identity could be associated with any developmental stage through life when the individual starts thinking of his career, relations, and other values. The individual, according to Erikson, starts to seek answers for questions like: Who am I? By knowing oneself, the individual becomes prepared to enter the next stage of intimacy versus isolation, Erikson affirmed that:

> [i]t is only after a reasonable sense of identity has been established that real intimacy with the other sex (or, for that matter, with any other person or even with oneself) is possible…the condition of a true twoness is that one must first become oneself. (1959, p.95)

In this stage, Erikson affirmed that the individual seeks intimate relationships especially outside family (Erikson, 1963). Friendship and love are outcomes of this stage. In this context, Erikson looked at love as "the greatest of human virtues, and, in fact, the dominant virtue of the universe" (1964: 127). If the individual fails in this stage, he will be suffering a sense of isolation.

4. Analysis
4.1 Industry versus Inferiority

The significance of the first pages is to inform the reader about the situation in which Emma lives. Although Emma is introduced as a 21-year-old daughter of a wealthy old man, she has been a mistress of Hartfield since she was twelve. Emma's mother died long time before/we and her sister got married, so she was raised by her governess Miss Taylor who has recently got married. The novel starts with a flashback of Emma's early education, which has been reflected through the rest of the book. The education of Emma plays a major role in shaping her character and in depicting her relations with other characters. Although this description seems to tell readers about the marriage of Miss Taylor, it actually tells more than that. This description establishes what type of person Emma becomes as a result of Miss Taylor's teaching.

Miss Taylor is basically hired as a governess for Emma and her sister Isabella after the death of their mother, but she acts more as a soft-hearted old sister than a strict governess, especially for Emma. This is evident through the sisterly terms such as "friend and companion" (Austen, p.18), "dear friend" (Austen: 335), and "my love" (Austen: 354). The soft intimacy between them has its cursed effect on Emma. Due to the extended informal love, Miss Taylor's educative task has decreased to unhealthy friendship, consequently, "the shadow of authority being now long passed away, they had been living together as friend and friend very mutually attached" (Austen: 17). Looking at Miss Taylor as an equal comrade rather than her superior teacher, Emma has no constrains arguing with her and sometimes fearlessly rebuking her. Being equal to her governess in superiority, Emma now feels superior to most people in her village.

Another ruinous effect due to the sisterly intimacy between them is that Miss Taylor has never been able to recognize and direct Emma. Instead, Miss Taylor "had such affection for [Emma] as could never find fault" (Austen: 18). Miss Taylor is always the one who defends Emma's faults and mistakes. For example, When Emma draws Harriet, her drawing is far away from how Harriet really looks, Miss Taylor does not have the courage to admit it, and she says that "Miss Woodhouse has given her friend the only beauty she wanted… The expression of the eye is most correct, but Miss Smith has not those eyebrows and eyelashes. It is the fault

of her face that she has them not" (Austen: 51). Miss Taylor goes against nature claiming that it is Harriet's face which is imperfect, not Emma's drawing.

This kind of mentality might be good for a friend, but not for a governess whose duty is to help her student grow by softly identifying faults and correct them. Making things go the other way round, Miss Taylor does not only defend Emma's mistakes, but also assures them and turns them right "where Emma errs once, she is in the right a hundred times" (Austen: 45). Miss Taylor teaches Emma to downplay her mistakes, the fact that makes Emma feels immune to fault. Miss Taylor does not have the potentials supposed to be found in a governess; as a result, the role of teacher-student is reversed. Mr. Knightley addresses Miss Taylor:

> You might not give Emma such a complete education as your powers would
> seem to promise; but you were receiving a very good education from her,
> on the very material matrimonial point of submitting your own will, and
> doing as you were bid. (Austen: 45)

Mr. Knightly also tells Miss Taylor, "You never could persuade her to read half so much as you wished. You know you could not" (Austen: 44). Likewise, Emma neglects her piano lessons and never develops her abilities, which are lately reflected in the novel when Emma feels inferior to Jane Fairfax playing: "She did unfeignedly and unequivocally regret the inferiority of her own playing and singing. She did most heartily grieve over the idleness of her childhood" (Austen: 201).

Though Emma is to blame for her idleness, it is Miss Taylor's fault in the first place. As a governess, she should have urged Emma to develop her playing skills. The unhealthy relation between them denies Miss Taylor the ability to bend Emma's idleness to her will. Emma feels free to do "just what she liked, highly esteeming Miss Taylor's judgment, but directed chiefly by her own" (Austen: 17).

Miss Taylor has never taught Emma discipline or how to develop her inner abilities. Mr. Knightley believes that Emma "would never submit to anything requiring industry and patience, and a subjection of the fancy to the understanding" (Austen: 43). Emma does not comprehend her limits or her immature skills. It is only in the presence of Jane Fairfax that Emma realizes how immature her abilities are. In Erikson's (1950) theory, the individual must understand that he is not supposed to be the best in everything to attain competence. To develop a sense of industry, the individual needs to realize his potentials and his shortcomings, enhancing potentials and working on shortcomings. The role of tutor is not to over-praise students because they will develop a sense of arrogance rather than industry. It is important to praise students but not too much. Tutors must provide adequate feedback, praise what is right and constructively criticize what is wrong. According to Erikson, the duty of parents and tutors is to help kids develop a real sense of competence by not over-praising them. Tutors should praise the efforts rather than results. In Emma's case, Miss Taylor is not the typical tutor as Erikson suggests. She helps Emma develop a sense of arrogance against those socially inferior to her like Harriet Smith, and a sense of inferiority when facing those with better skills like Jane Fairfax. Emma fails to pass the stage of industry versus inferiority because instead of developing a sense of industry, her immature skills make her develop a sense of inferiority later.

4.2 Identity versus Role Confusion

After Miss Taylor's marriage, Emma is left alone to suffer painful loneliness that nobody would recognize but herself. In the time when, according to Erikson's stage of psychosocial

development, Emma is supposed to be spending time with peers and freeing herself from serious responsibilities, she finds herself in a position no one would much like to be. Emma's role in this time of her life is really confused and her identity is not shaped as healthy formation. Miss Taylor's marriage places Emma in a hard position

> [W]ith all her advantages, natural and domestic, she was now in great danger of suffering from intellectual solitude. She dearly loved her father, but he was no companion for her. He could not meet her in conversation, rational or playful. (Austen: 18)

Thus, the prevalent sorrow of this scene informs us that Austen is drawing our attention not only to Emma's oppression, but also to her servitude and her silenced misery in an irrational, grim house. In the first three pages, Austen gives a rundown of a lonely, bereft young lady, her tears close to her eyes, her family and friends "afforded her no equals." Miss Taylor's marriage creates "melancholy change," for Emma, she is now alone with her father. She wonders "How was she to bear the change?" She sighs "in mournful thought," meditating sadly "what she had lost," and continues to "sigh over it and wish for impossible things, till her father awoke and made it necessary to be cheerful" (Austen: 19). The significance of the first pages is to reveal Emma's feelings towards Miss Taylor's marriage and her relation to her father. The father-daughter relationship is established the other way round; the daughter is taking care of the father who is supposed to be her guide and protector.

Anderson (2000) states that Emma "functions as [Mr. Woodhouse's] parent" (2) and because she loves him, she assigns herself as his partner and hostess. She overlooks his eccentricity and she does not realize how his eccentric attitudes dominate her. She never argues with him, nor does she do anything to trouble his well-being, of fear of "destroying him …and losing her status" (Paris, 2017: 81). For instance, whenever they go to a party, Emma has to find a companion for her father like a mother who seeks a baby-sitter for her child. Their relation is switched. Mr. Woodhouse cannot think rationally, he feels sorry for Mrs. Taylor's marriage which changed his all environment and now he completely relies on Emma. Mr. Woodhouse feels afraid that Emma might get married and leave him, so he is a big critic of marriage and hates people to leave the town. Because marriages bring changes, Mr. Woodhouse views them as "silly things, and break up one's family circle grievously" (Austen: 23) and he is stubbornly refuses any marriage. "He lamented that young people would be in such a hurry to marry and to marry strangers too" (Austen: 157). "Poor Miss Taylor…What a pity it is that Mr. Weston even thought of her" (Austen, p.19)! He is aware that Emma might be able to live without him, but he cannot live without her. This might be one of the reasons that unlike other bildungsroman novels in which the protagonist leaves his hometown, Emma is claimed to be a domestic bildungsroman.

However, the critical Mr. Knightley arrives to ease them, but his well-mannered yet overbearing speech indicates that he is not partner she so badly needs for her maturity. While Erikson (1950) emphasizes that young people need peers to mature but we find that Emma has no peers. Emma's father and Mr. Knightly are the most available companions whom Emma does not really fit. Her father is a "much older man in ways than in years" (Austen, p.18), he is most like a baby to be looked after and Mr. Knightly is at least fifteen years older which makes him more mature than Emma and he always criticizes her. Emma's lack of self-identity could be traced through her relation with her father, Harriet Smith, Jane Fairfax, and finally Mr. Knightly. However, Emma's relation to these characters reveals her true identity and illustrates the confusion she lives in due to her lack of self-knowledge.

4.2.1 Emma and Her Father

Emma's relation to her father plays a significant role in shaping her character, or to be more concise, in not shaping her character. Emma's naivety and misconception are the result of attending her father rather than peers. Mr. Woodhouse is an effective contribution to her immaturity; being all the time beside her father, she has been deprived experiencing not only the wider world but even the very limited society around her. Described as "a valetudinarian all his life, without activity of mind or body," (Austen: 18), Mr. Woodhouse is a shut-in whose very narrow activities like eating gruel and playing backgammon limit his daughter's life. Because he is unwilling and also hates to go out, Emma finds herself forced to stay at home as well. Thus, Emma's world is restricted to her father, two friends, and very few acquaintances. According to Erikson (1968), the focal and most essential developmental tasks for adolescents are to solve the identity versus role confusion crisis, develop their own distinctive sense of identity, and discover the social environment where they can belong to and create meaningful relationships with other people (Chen, Lay, Wu, & Yao, 2007), which is not the case for Emma. Emma has not left her home even to Box Hill, a small town which is only seven miles away from her home, she has never seen the sea or travelled across the town and has not experienced learning from others or been through real experiences. Emma's devotion to her father has made her a prisoner to a narrow circle and very limited social relations which consequently hinders her maturity. It has been proved by many studies that peer relation is a fundamental factor which positively attributes to the adolescents' identity development. Rassart and colleagues (Rassart, Luyckx, Apers, Goossens, & Moons, 2012) assert that good and supportive relations among peers not only develop a sense of identity but also prevent stagnation. Emma's father is by no means a peer for her; he is not a positive contributor to her development, rather, he is an active player who emphasizes her stagnation. Mr. Woodhouse's ill health is a main concern not only for Emma but also for everyone, it strengthens his power and makes people, including Emma, accept his authoritarian conduct. He excels in controlling Emma through a "combination of dependency and praise" (Paris: 81), which makes Emma a victim of subjugation. Emma is not aware how her father shackles her to him although she appears to act as free from any constraints. In Erikson's (1968) concept of identity formation, parents have to give their sons a space where they can explore and make their own relations, and get in touch with others so as to enhance their understanding and live different experiences. Individuals need to detach themselves from the inner relations to the outer relations. Erikson emphasizes that the outer relations significantly shape the individual's identity. Unfortunately, Emma is firmly attached to her father and has no or very limited life experience.

4.2.2 Emma and Harriet Smith

For the unlucky Emma, the situation outdoor is not better than indoor; Emma's closed society is a very narrow environment for her to mature. Monaghan (1980) states that "[T]he way in which life is organized in Highbury not only makes things dull for Emma, it also deprives her of opportunities to achieve personal growth" (118). For Emma to escape the dull and grim atmosphere at home, she tries to find compensation outside. Paris (2017) affirms that Emma surrounds herself with people who are socially and intellectually inferior to her, the fact that not only feeds her arrogance but could also "be seen as, in part at least, an expression of her need for reassurance" (77). However, Emma finds what she seeks in Harriet Smith, a pretty young woman of unknown parentage. Emma's relationship with Harriet Smith is not more promising than that with her father. Being a friend of Harriet, Emma makes it clear that she

has no tendency to grow up or to improve herself "Harriet would be loved as one to whom she could be useful. For Mrs. Weston there was nothing to be done; for Harriet everything" (Austen: 34). Emma is attracted to Harriet because of the latter physical appearance, Harriet is "very pretty girl, and her beauty happened to be of a sort which Emma particularly admired" (Austen: 31). This type of attraction reveals Emma's shallowness and superficiality. Lacking the intellectual qualities, Harriet is the perfect peer for Emma to capitalize her role as a mentor. Due to her social sphere, Emma easily dominates Harriet and takes on her shoulders the mission of fitting Harriet in the social world. It is misunderstood that Emma does that out of helping a naive individual who has recently arrived in a new town; the fact is that Emma "was not struck by anything remarkably clever in Miss Smith's conversation…"(Austen: 31). Instead, Emma acts as a mentor to demonstrate her supremacy. Emma wants to prove that she alone who can turn Harriet into "quite perfect" (Austen: 32). Emma is not aware that Harriet's naivety and her low level of intellectuality are precisely the reason why Emma should seek a better person whom she can learn from. Emma is playing the teacher when she is indeed a student as Hughes puts it "Emma, who must become pupil, insists on acting as teacher" throughout the majority of the novel (1961: 70).

Emma's role confusion grows worse when she adopts the mother's role by giving herself the credit of acting the matchmaker. Matchmaking and arranged marriages were dominant in the Victorian age, but it was the parents' role to do so. However, by arranging marriages, Emma gives herself the right to manipulate and control the lives of others, especially those whom she sees inferior to her social class. If Austen means to reinstall the social hierarchy, then she picks the wrong person to conduct the mission, and if she criticizes the tradition of arranged marriage, then she goes too far. Emma's desire to find a proper husband for Harriet places her in the mother position. Emma's obvious desire to control Harriet satisfies her ego for power, and it permits her to free herself from the limited occasions for control that being with her father offers. However, acting the mother-like for Harriet does not inevitably makes her a 'good' parent; to Emma, she does not differentiate between parenting and controlling. Thus, acting the mother could simply be inferred as a corruption of her presumed power. In this regard, Minma (2001) confirms that "Emma's match-making project is motivated by circumstances and inclinations that have nothing to do with Harriet" (51). It is driven, Minma asserts, by "the absence of intellectual stimulus after Miss Taylor's marriage, a desire to display her own cleverness, a love of managing and arranging, and so on" (51). Emma's parenting for Harriet reflects Mr.Woodhouse's style. Consequently, Emma cannot be helpful for Harriet and their relation which cannot be called friendship, is not really healthy (Hatcher, 2003).

Due to her high social class, Emma is equipped with unlimited authority, a type of authority usually associated with the male. The people of Highbury accept her mistreatment as they accept her father's. Interestingly, Korba (1997) comments on the masculine aspects that imbue Emma's character stating that "in her dealings with Harriet, Emma's behaviour seems most 'male'" (p.145). Korba claims that Emma "wins" Harriet when she persuades her to reject Martin's proposal. Winning Harriet against Martin is viewed as a competition between two males where the poor Harriet is the prize. Emma places herself in a position which far away from a female role. This role confusion is the result of her relation with her father who provides very limited formal education and teaches her little about relations with others. Emma has not gained a psychosocial growth due to the way her father raised her. He has not succeeded in preparing his daughter for an environment larger than home. His treatment of his daughter is the reason why she "remains a child" (Monaghan, 1980: 118) and

makes her loyal and dependent. In today's view, Mr. Woodhouse's treatment of Emma could be seen as child abuse. In her relation with Harriet and others, Emma is repeating the same fault of her father, she is following the same pattern, and her father's teachings are well learnt. Unfortunately, she learns well how not to grow up. Emma's lack of peers has a negative effect on her Bildung, she is unable to merge into well-established relations, particularly, mutual adult relations. Emma's self-absorption and her unawareness of the views and the needs of others isolate her, and deny her the social and the psychological orientation necessary to turn her into a contributing member of society. Although Emma seems self-confidence with a strong and influential behavior upon others, she is not necessarily a mature independent.

4.2.3 Emma and Jane Fairfax

Emma fails to identify herself through her relationship with Jane Fairfax. Although Emma realizes that Jane Fairfax is imbued with many amiable traits, she is not willing to admit these qualities, Emma indeed rejects Jane before she meets her due to Miss Bates's continual praises on Jane's behalf. "[Emma] has taken a dislike to Jane Fairfax who should have been her natural friend and companion" (Shannon, 1956: 638). When Jane arrives in Highbury, Emma immediately rejects her. Jane Fairfax is the most appropriate peer for Emma to identify herself. Morgan emphasizes that Jane Fairfax is "[t]he friend Emma should have chosen" because Jane is "the only character close to her in age, accomplishments, and consciousness, in many ways Emma's superior" (1980: 34). Perry (1986) affirms this saying:

> This never-quite managed friendship of Emma and Jane Fairfax, the two superior young ladies whose association we wait for, whose conversation promises the most delightful equality of tastes and interests is the novel's great unfinished business. (189)

Jane Fairfax is the type of character who would, in contrast to Harriet, reveal Emma's shortcomings and be of much challenge to her rather than Harriet's blind obedience. Bree states that "[Emma] prefers to take as a friend Harriet Smith, whom she can patronize and manipulate, rather than Jane Fairfax, her intellectual equal" (2009: 135). Jane's experience in the real life and her conduct overweighs Emma's limited world in Highbury. Morgan (1980) states that:

> Jane comes from the external world, the big world of real events, to the idyllic isolation of Highbury. Because she brings the disturbing facts of life into a hitherto tranquil realm easily governed by Emma's imagination, Jane is a threat to Emma, although not as the rival Emma envisions. (31)

Jane Fairfax is a threat that forces Emma to act rationally, and is far away from submitting to Emma's immature actions and imaginations, these are the main reason why Emma disregards her. By dismissing Jane, Emma is actually losing a great opportunity to grow up and mature. Mr. Knightley urges Emma to get closer to Jane because he knows that Emma would benefit from her either on personal or social levels, but Emma gets more stubborn particularly when she realizes that Mr. Knightley admires Jane. Mr. Knightley explains why Emma rejects Jane when he says it is "because [Emma] saw in [Jane] the really accomplished young woman, which she wanted to be thought herself" (Austen: 148). Emma's lack of maturity has been combined with jealousy which consequently makes her behave passively with Jane.

Instead of being a friend of Jane, Emma strives to embarrass and be aggressive to her, and it is Emma's shaken personality and ill-structured imagination that leads her to think of Jane as a potential substitution of herself in the Highbury society. Jane is out of reach of Emma's control and there is no chance for her to manipulate the rational Jane. Emma is only

left by the choice of criticizing Jane's lower social status. Minma (2001) asserts this stating that:

> "Rank and position are a sort of obsession with Emma, and because of this preoccupation, as well as for the haughty and supercilious attitude she frequently shows, she has been often called a snob" (54).

Emma does not stand up hearing about Jane because Jane reminds her of what she is not. According to Perry (1986) "Emma resents Jane's superior discipline and accomplishment because it spoils her self-idealization" (p.192). When Jane is present Emma feels inferior, especially when they both play the piano and Jane displays her high talent "Emma was obliged to play; and the thanks and praise which necessarily followed appeared to her an affectation of candour, and air of greatness, meaning only to show off in higher style [Jane's] own very superior performance" (Austen: 150). Emma grows jealous because it seems that Jane is capable of limiting Emma's belief in her own talents because Emma realizes that Jane is indeed a better pianist. "Jane is superior to Emma in most respects except the stroke of good fortune that made Emma the heroine of the book. In matters of taste and ability, of head and of heart, she is Emma's superior" (Booth, 1961: 249). Emma's feelings of inferiority is the result expected from the unjustified over praise in the previous stage of industry versus inferiority, this feeling is the natural result. Erikson (1950) emphasizes that the bad consequences of the previous stage will be carried to the next stage, and this is what Emma suffers now. Because Emma never develops a sense of industry, she is now reaping the undesired outcomes of inferiority. Emma's rejection to befriend Jane comes out of the fact that her father and Miss Taylor never criticize her talent. Emma's imagination makes her believe that her abilities and talents are incomparable. Emma has never viewed Jane a potential friend, rather she sees her as a rival. Despite the minor role Jane plays in the novel, it is fair enough to present Emma's lack of maturity.

4.2.4 Emma and Mr. Knightley

It is clear that Mr. Woodhouse effect on Emma is much more influential than one might think. He does not only restrict her maturity, but naively defends her faults. The same as her father, Emma is engrossed in her own feelings that she is insensitive and indifferent to the feelings of others. This could be seen in the first pages when Mr. Knightley advises Emma to stop manipulating and interfering in other's business, Mr. Woodhouse answers that "Emma never thinks of herself, if she can do good to others" (Austen: 23). Emma does not really realize her "real evils" (Austen: 17) and her egotistical pleasure in manipulating others, which makes her unaware and ignorant of their feelings.

Mr. Knightley warns Emma that Mr. Elton is not the proper match for Harriet either socially or economically, but Emma turns a deaf ear to his warning and she persuades Harriet to reject Martin's proposal and to think of Mr. Elton as a better suitor for her, she is totally ignorant that Mr. Elton's genteel treatment for Harriet is just a path he takes to reach her own heart. Emma's inability to realize that Mr. Elton is actually attracted to her leads to suffering for her, Harriet, and Mr. Elton. When Mr. Elton realizes that Emma plans to unite him to Harriet, he sacrifices both of them. Emma rejects Mr. Knightley's advice and refuses to be seen as "blind and ignorant, and in want of counsel" (Austen: 104). In another occasion, Mr. Knightley draws Emma's attention that there is a secret relation between Frank Churchill and Jane Fairfax, he also warns her not to go far with her imagination in her relation to Frank, but again Emma ignores the warning saying "I will answer for the gentleman's indifference. She spoke with a confidence which staggered, with a satisfaction which silenced Mr. Knightley"

(Austen: 300). Erikson (1963) asserts that the identity formation imposes that youths depend on their peers for guidance in their exploration of values and beliefs. In Emma's case, it is obvious that she if far away from being applicable to Erikson's claim.

Emma's irresponsible and irrational manipulation of the lives of others is seriously considered by Mr. Knightley, who always tries to provide Emma with the adult guidance that she does not attain in her family. He always tries to open her eyes to the wrongs she does to the people around her, he even explains in details the attitudes of these people and shows her how mistaken she is, but she is too overwhelmed by her fantasies to take the advice. Despite the fact that Mr. Knightley is not more than a family friend and has no direct authority over Emma, he is the source of the most reasonable thinking and insightful judgment, which Emma much respects but never adheres to when they clash with hers. Mr. Knightley is almost the only one who sees Emma with a naked eye; he never flatters her or act hypocritically, but rather directly approaches her faults before her merits, he is "one of the few people who could see faults in Emma Woodhouse and the only one who ever told her of them" (Austen: 21). According to Emma, he is "the worst judge in the world,…, of the difficulties of dependence. [And he does] not know what it is to have tempers to manager" (Austen: 131).

The clash between Mr. Knightley and Emma hits the peak when Emma insults Miss Bates. Mr. Knightley does not only advise Emma to behave herself, but harshly rebukes her. The Box Hill incident is not a tongue slip that occurs accidently. If we recall Emma's attitudes toward Miss Bates, we simply expect Emma to hurt Miss Bates because earlier in the novel, Emma displays her antipathy toward Miss Bates and mocks her behind her back. Emma does not really like Miss Bates for many reasons; Miss Bates often praises Jane Fairfax in the presence of Emma, Miss Bates it too silly for her, and she is now poor and no longer a high class member. Emma hates these qualities, especially in Miss Bates. Her insult to Miss Bates is a cumulative contempt she had always felt and now is the chance to release it. Mr. Knightley grows so angry with Emma and so sympathetic with Miss Bates. He scolds Emma saying

> Emma, I must once more speak to you as I have been used to do: a privilege rather endured than allowed, perhaps, but I must still use it. I cannot see you acting wrong, without a remonstrance. How could you be so unfeeling to Miss Bates? How could you be so insolent in your wit to a woman of her character, age, and situation? — Emma, I had not thought it possible. (Austen: 319)

However, this is the only time that Emma feels guilty and she tries to apologize for Miss Bates, but Miss Bates is seriously hurt that she hardly accepts her apology. In this incident, Emma seems to be realizing her faults, but actually she does not. She only realizes how far she goes and how rude she is. Apologizing for such an insult does not mean she grows up. Emma insults Miss Bates in public, if she is serious about her apology, she should have done it in public as well. Besides, it is Mr. Knightley's harsh rebuke that makes her feel guilty. Goodheart (2008) doubts that Emma would stick to the corrections imposed by Mr. Knightly stating that:

> Her failure to know herself is on display in her foolish and seemingly incorrigible matchmaking. She does turn out to be amenable to correction by Knightley, who embodies social reason and understanding, but she does not inspire confidence that the correction will stick. (592)

A closer look to Emma's peer relations reveals that she cannot identify with other people. She feels superior to those inferior to her like Miss Bates and Harriet Smith, she is not willing to befriend her equals like Jane Fairfax, and she does not listen to those who are mature enough to advise her like Mr. Knightley. Emma's identity is never realized.

4.3 Intimacy versus Isolation

Emma's inability to identify herself, to know who she really is, and her failure to communicate with others in Highbury, dramatically affects her intimate relations. Erikson (1963) argues that the success of a certain stage of psychosocial development is tightly connected to the success in the previous stage. This argument is approved in Emma's feeling of inferiority compared to Jane Fairfax due to Emma's failure in the stage of industry versus inferiority. It is clear that Emma has to suffer the consequences of that failure in later stages.

In terms of intimacy versus isolation, it is unlikely for Emma to develop sense of intimacy due to her failure in the stage of identity versus role confusion. It has always been argued that Emma's marriage to Mr. Knightley at the end of the novel is a proof that signifies her maturity and her Bildung. That would have been partially true if marriage is meant to be a physical connection between a man and a woman. It is true that Emma got married, but getting married has never been a sign of maturity, it might be a sign of adulthood. What matters most is the sense of true sincere intimacy that leads to a healthy sustainable marriage. However, a deeper investigation of Emma's intimate relation to Mr. Knightley will clearly reveal the true nature of the "perfect happiness" (Austen: 406) which ends the story.

Bennett (1980) remarks that Emma realizes she is in love with Mr. Knightley when she "learns of Harriet attachment to him and fears that it may be reciprocal" (154). Austen describes this moment as "It darted through her with the speed of an arrow that Mr. Knightley must marry no one but herself" (Austen: 345). This description falsely leads the reader to conclude that Emma has always been in love with Mr. Knightley but she does not realize it, and the credit goes for Harriet to draw her attention. The presumed natural result for this seeming realization is that she would stop making imaginative matching for others and form a real one for herself with Mr. Knightley. Indeed, the terms Austen uses to express Emma's feelings to Mr. Knightley are tepid and she runs over them giving no hint that Mr. Knightley is really "dear" to Emma, or she has "affection" for him (Austen: 348). Few pages later, Austen reveals that "[Emma's] happiness depends on being first with Mr. Knightley, first in interest and affection" (Austen: 351). After Emma's presumed realization, Austen reveals Emma's true feelings and assures that if Emma "Could she be secure of ... his never marrying at all, she believed she should be perfectly satisfied" (Austen: 351-352). Emma is not interested in having a love relation with Mr. Knightley; she is just interested in him not having any love relation at all. Of course this is not a natural intimate feeling for someone who is supposed to be in love with someone else. In this respect, Wilson (1994) noted that "Emma is not interested in men except in the paternal relation" (75). Emma does not know her feelings even at the very late stages of the book. For Emma, Mr. Knightly must not marry, but if he must, then let it be her.

For Emma, Mr. Knightley must not marry anyone but her, is another manipulation, but this time on a higher level. Emma still schemes the lives of others and shapes them the way her imagination tells her. Emma's feelings towards Mr. Knightley are no different than towards any other character in the novel. There is a big difference between (she must marry Mr. Knightley, and he must marry her). Emma's desire to be first in Mr. Knightley's life is not driven by an intimate feeling, but by an egocentric arrogance based on social discrimination. In reference to Harriet's hope of being attached to Mr. Knightley, Emma clearly states

> Was it far, very far, from impossible.—Was it a new circumstance for a man of first-rate abilities to be captivated by very inferior powers? Was it new for one, perhaps too busy to seek, to be the prize of a girl who would seek him?—Was it new for any thing in this world to be unequal, inconsistent,

incongruous—for chance and circumstance (as second causes) to direct the
human fate? (Austen: 350)

Emma's wild imagination is helpless to realize a combination between Mr. Knightley and
Harriet; she believes it is socially wrong. Ironically, it seems that Emma's attempts to develop
Harriet are uncontrollable, while she cannot develop her own self; Harriet now seeks to marry
the hero himself.

In reference of being first with interest and affection with Mr. Knightley, this attitude is
not based on intimate feelings; rather, it is based on jealousy aroused by Harriet. According to
Thaden (1990) "Emma is isolated not because she is superior but because she must feel
superior; she cannot participate in a relationship where she is not first" (50). Emma feels worry
now because if Mr. Knightley Marries Harriet, she would lose her position as the mistress of
Highbury, Emma's social position could be in danger by the new mistress of Donwell (Yoshino,
2004). Emma now feels threatened by a dangerous situation, which will leave her totally
isolated. Besides, let's not forget that Miss Taylor's marriage left Emma in a hard loneliness
and solitude. Mr. Knightley's marriage will be the toughest lesson of loss.

However, after Emma realizes that Mr. Knightley should not marry but her, she decides
that she "would not marry, even if she were asked by Mr. Knightley" (Austen: 416). For
marriage, as seen by Emma and her father, means change, and Emma early in the novel reveals

> I have none of the usual inducements of women to marry. Were I to fall in
> love, indeed, it would be a different thing! but I never have been in love; it
> is not my way, or my nature; and I do not think I ever shall. And, without
> love, I am sure I should be a fool to change such a situation as mine. Fortune
> I do not want; employment I do not want; consequence I do not want: I
> believe few married women are half as much mistress of their husband's
> house as I am of Hartfield; and never, never could I expect to be so truly
> beloved and important; so always first and always right in any man's eyes as
> I am in my father's. (Austen: 83)

The presumed reasons as Emma states may have some validity, but there is a more real
reason. Emma's refusal is indeed a refusal for adult duties and commitments, she refuses to
enter the adult world and be responsible. It is obvious that Emma scales love and marriage
materially; this explains why she does not want Harriet to marry Mr. Martin, she believes that
Mr. Martin is too much poor for Harriet as Harriet for Mr. Knightley. It is also clear that Emma
projects her lack of intimacy on others; she does not really appreciate marriage, which is based
on true love and intimacy. But what could be the reasons that make Mr. Knightley insist on
loving her despite all the deficiencies she has? The novel does not indicate that he does not
realize her true personality. His love for Emma is not driven by the power of love. There has
not been any indication that love overweighs reason. So, their marriage is basically based on
mutual respect and friendship (Goodheart, 2008).

Emma's attitude toward marriage is also based upon her narcissism; Emma feels that
marriage is rather a means to restrict her superiority than to help her grow up. Again, the
shadows of her relation with her father are still present at this stage of her development. The
negative influence of her relation with her father exceeds the stage of identity versus role
confusion to affect her intimate feelings. Emma is not interested in marriage because her
father is not a fan of change. Emma believes that to fall in love means that there should be
someone more influential than her father to tempt her fall in love; she admits that falling in
love will conflict her attachment to her father. Emma frankly states that "Marriage, in fact,

would not do for her. It would be incompatible with what she owed to her father, and with what she felt for him. Nothing should separate her from her father" (Austen: 352).

However, Austen would not end the story of her protagonist in vain, Emma must marry. The novel basically interprets the plot of marriage. Emma has been through a long domestic journey, and she has been arranging fault marriages for others. Now she has to taste what she has been cooking. But since Emma is the manipulator, she knows the rules of playing. She would secure her marriage as she is a participant now. Her rules to guarantee the "perfect happiness" are paradoxically the rules which limit her Bildung and her development. Indeed, her rules take her back to the old dull life with her father. Emma feels guilty to be engaged; she assures Mr. Knightly that it would be only engagement as long as her father still alive. This could be interpreted as an engagement to her father more than to Mr. Knightley; she would not free herself through marriage unless her father dies. Emma's relation to her father would not leave her grow or mature; she has to stick to her father even if she gets married. She also makes sure that Mr. Knightly has to come and live in Highbury because she cannot leave her father. The irony is that Mr. Knightley, who is supposed to be Emma's creator, is now her creation. Instead of taking Emma out of her limited world, she drags him into it. Emma's story ends where it begins. She has never develops a sense of intimacy, she is isolated. Emma has no opportunity to mature. According to Jeffers (2005)

> Emma Woodhouse's sad realization that she has done Miss Bates a moral injury, or her happy realization, "dart[ing] through her, with the speed of an arrow, that Mr. Knightley must marry no one but herself!" These moments are delicately prepared, but the psychology of development from childhood to girlhood to young womanhood, which since Goethe we have associated with the Bildungsroman, is something Austen attempts only in Fanny Price of Mansfield Park, and even there she is offering a mere pencil sketch of early development. Her real interest is in the nubile young woman. (109)

A close interpretation of Emma's psychosocial development in the light of Erikson's theory reveals that Emma's change is not realized, and her marriage to Mr. Knightley is not an indication to her maturity, but a "regression to childish dependency." (Paris, 2017: 65)

5. Conclusion

Tracing Emma's journey from the beginning of the novel until its end in the light of Erikson's theory of psychosocial development, reveals no trace of any social or psychological developments. Emma fails the stage of industry versus inferiority by not learning or enhancing her skills. She suffers the consequences later when she feels inferior to Jane's real skills. Being over-praised by her governess and her father, Emma does not realize her weaknesses or strengths and she has to face the real life unequipped. In the stage of identity versus role confusion, Emma is not capable of identifying herself with those around her; her relation to her father is reserved, her relation to Harriet is not healthy since she acts the mother figure which is not played well. Her relation to Jane is completely the other way it should be, and finally her relation to Mr. Knightley is a proof that she never wants to mature. Emma's identity is confused and her self-knowledge is not gained. Failing these stages of psychosocial development is an indicator to her failure in the stage of intimacy versus isolation. Although Emma is married at the very end of the novel, her marriage does not necessarily mark her maturation. Emma's marriage is not a real matching based on pure mutual love feelings. Her marriage to Mr. Knightley is basically based on her willing to keep Mr. Knightley close to her family and not losing him to anyone else. If she guarantees that he will not marry anyone else,

she would not have married him. If Emma's marriage is to be seen as an element that marks her Bildung, then her Bildung is not a real one.

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BRIDE VALUE: A FEMINIST READING OF BUCHI EMECHETA'S
THE BRIDE PRICE

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Abstract

The Bride Price is one of the most influential modern novels authored by Buchi Emecheta through which the voice of a female character is expressed. The study has two points of discussion: the first deals with patriarchal society in which women suffer and become the only victims, and the second does with African culture from which Emecheta criticizes severely. Men have all the powers in controlling the whole family. The traditional society of Africa follows their culture as it is especially in paying the bride from the groom's family. The paper aims at both men and women to keep this belief for the rest of their life no matter how modern the society has become. To some extent, the idea of "double colonization" proposed by Peterson and Rutherford (1986) will be identified in the paper and further explanation will be given. The paper also is an attempt to analyze the reflection of the African system related to marriage in the novel; as similar idea can be found in Iraqi Kurdistan that would be counted as the main objective behind writing the current paper. Furthermore, it shows some cultural similarities between both countries. By applying "double colonization" theory, the researcher confirms that Emecheta's female characters suffer a traumatic experience in which they are controlled by two colonizers: the power of males and the reality of colonization. The researcher tries to send his messages through this paper out to avoid such conflicts and spread self and cultural awareness among the society.

1. Introduction

Buchi Emecheta was born in Nigeria in 1944 during the Second World War; then, immigrated to the UK from 1962 from where he started writing more than twenty books; *The Second Citizen* (1974), *The Bride Price* (1975) and *The Slave Girl* (1977) are among those pioneering and masterpiece works published in London. Her thematic issues cover areas such as slavery, freedom, sacrifice, and womanhood through which she receives recognition and honours. Dawson in her "Beyond Imperial Feminism: Buchi Emecheta's London Novels and Black British Women's Emancipation" confirms that "the first successful black woman novelist living in Britain after 1948" (Dawson, 2007: 117).

In addition, she has also that determined the voice of women in most of her books, opposing any barriers given to women in terms of oppression, slavery, racism, and colours. Precisely, Aku-nna, as a victim and protagonist, lives within a family in Ibuza in which her

stepfather gives his permission to allow her to get married with a condition of offering a generous bride price. In addition, the novel is divided into ten sections; each under a different heading starting from "The Bride Price" to the last one "Tempting Providence".

There are two things to be discussed in the study: patriarchal society and culture issues in Africa and how women suffer in the twentieth-century era under the strict rules of tradition. Peterson and Rutherford (1986) use the idea of 'Double Colonization' and this is applied throughout the study.

2. Literature Review

Hooks in Feminist Theory from Margin to Centre (1984) defines feminism politically "a movement to end sexist oppression'' (Peterson and Rutherford: 1986). While it is defined culturally by Showalter in *Towards a Feminist Poetics* (1985) as ''it is a self-conscious interest in and celebration of the values, beliefs, ideas, and behaviour uniquely, or traditionally characteristics of women'' (Ibid, 131). Furthermore, black female writers, including Toni Morrison, have considered the issue of women in their writings. Emecheta follows the same path in depicting the reality of black women in Nigeria and the consequences of their traditions. The word "black writer" or "black feminism" is repeated several times as this distinguishes black to white writers and its preference is obvious by female black writers. (Collins, 1996)

Collins (1996) tells the readers from the beginning of the novels that she describes her mother by having "a few enemies" calling her mother "the palm-tree woman". The first indication of commenting on their physical shape and a certain colour "black", as her mother is also called Ma Blackie. Either in addition, Emecheta uses the colour "black" several times, on purpose or unconsciously; it is regarded as an annoying word for her and for the completely black society. In terms of colour use, and she shares the same view of the American female black novelist Toni Morrison especially in her "Sula" (1972) and "The Bluest Eyes" (1970).

Regarding the story, Aku-nna feels depressed and disgraced by living with her unfortunate family, her mother's pregnancy issue and losing her real father and remarrying her mother to her uncle, "It is so even in Nigeria: when you have lost your father you have lost your parents. Your mother is only a woman, and women are supposed to be boneless. A fatherless family is a family without ahead." (Emecheta, 1977: 25).

Furthermore, "double colonization" is also evident in the novel. Peterson and Rutherford use the term to show how women simultaneously have gone through the bitter experience of oppression of colonialism and patriarchy as well. They both argue, "Women are subject to representations in colonial discourses in ways which collude with patriarchal values."

In that case, 'a double colonization' belongs to the fact that women are twice colonized: first from colonialist and patriarchal ones too. It is a challenge for African women too facing "double colonization". Aku-nna is taken as one of the examples on the trend. Other instances are given related to this issue. Kabbani in her *Imperial Fictions: Europe's Myths of Orient* (1994) analyses the problem of the Eastern women suffering from the power of the Orient. Additionally, eastern women are seen as an object of desire in the eighteenth and nineteenth centuries. Therefore, patriarchal values in colonial discourses influence both colonized and colonizing women. The patriarchal systems are added to the community in which women are forced to do whatever is required from males.

In another story, Emecheta's *The Joys of Motherhood* (1979) is another example where females are exploited. Emecheta depicts the life of Nnu Ego, living in Ibuza. Her father, Agbadi, makes his own choice in marrying her to Amatokwu; in return, he will receive his 'bride price'. The situation is getting complicated when the husband finds out that she cannot be pregnant and his father finds other women for him. When Nnu Ego asks him that she misses her former intimacy, her husband replies: "What do you want me to do?" Amatokwu asked. "I am a busy man. I have no time to waste my precious male seed on a woman who is infertile. I have to raise children for my line. If you really want to know, you do not appeal to me anymore. You are so dry and jumpy. When a man comes to a woman he wants to be cooled, not scratched by a nervy female who is all bones." (Ibid, p.32)

This moment demonstrates how Nnu Ego is important to Amatokwu as a means of physical need and the male line is detected. It also perceives the idea of male power in Ibuza community through which harsh words are used against women. After several beatings and insults by her husband, she wants to go back to her father's house but she is rejected as her father thinks that she brings shame on the family. Thus, Susheila Nasta states that in her introduction to *Motherlands: Black Women's Writing from Africa, the Caribbean and South Asia* (1991) male-centred ideologies covers the whole community of Africa; it is tradition and patriarchy, which support males ignoring the total picture of women. (Ibid, p. xv)

3. Research Method

The study is a qualitative research method as it reflects African literature; no numerical data collection is used, since the work is completed the theoretical one and it is only based on personal ideas, paraphrasing, and summarizing of previous studies in the current field. Moreover, the study is rather new to that point that none of the references can be found on Kurdish society; to that mean, the researcher takes benefit from previous studies that have been done in the current field but from the English and European perspective. As a result, personal ideas based on background knowledge have been used to relate the current work to the problems that are occurring nowadays in the Iraqi Kurdistan. The analysis is taken from the text by using the theory of "Double Colonization" by Peterson and Rutherford (1986). The uniqueness of the study lies in its first publication related to the given novel and its similarities in Kurdistan of Iraq. Thus, the significance of the theory and its content are valuable to the analysis.

4. Result and Discussion

Naming Aku-nna, which means literally "father's wealth", is a barrier in making her own voice in deciding what she wants and what she does not want. One of those is her marriage process on which she is forced to marry a rich family and a good deal of price must be given in hand immediately and in return. She is unable to resist the decision, Emecheta wants to show that a woman can also voice out her/their decision(s). It is also an attack on the traditions in Nigeria in making women silent and in order not to reject any decision from males, a patriarchal society she is against it or them.

Therefore, the beginning of the novel is a nightmare for Aku-nna, a woman who has a lot of spirits and plans to make many changes in her society. The dichotomies between modern and traditions are a major concern for Emecheta in colonial Africa; for instance, in burying her father's saying,

Ezekiel Odia's funeral was, like all such ceremonies in colonial Africa, a mixture of the traditional and the European. Emphasis was always placed on the European aspect. The

European ways were considered modern, the African old-fashioned. Lagos culture was such an unfortunate conglomeration of both that you ended up not knowing to which you belonged… Ezekiel was a typical product of this cultural mix. He would preach the Gospel on Sundays, he would sing praises to the European Living God, he would force his children to pray every morning…he was buried in the same way that he had lived: in a conflict of two cultures. (Emecheta, 1977: 26).

Emecheta's voice goes through several female characters not only Aku-nna, the protagonist, but also it goes through her mother and her aunt too, Auntie Matlida. The reason behind this is only an emphasis on the suffering of women in Africa. Additionally, they all suffer from a certain issue; a direct quotation to give that hints every woman under that fate and must accept for what they have been given. Auntie Matlida says,

> This is the fate of us women. There is nothing we can do about it. We just
> have to learn to accept… Aku-nna was sure they were saying all this by way
> of consolation and also to prepare her for what was going. They had tried
> to do so, but they had not succeeded. If anything, they had intensified her
> fear of the unknown. What was her fate going to be, she wondered?
> (Emecheta, 1977: 37).

Aku-nna's marriage price is one of which her uncle insists to be achieved. Chukwuma (1989) claims two key terms in her article, Positivism and The Female Crisis: Novels of Buchi Emecheta, that in Emecheta's novels: "The true test of woman continues to be the marriage institution (. . .) through it; a woman attains a status acclaimed by the society and fulfils the biological need of procreation and companionship." (Ibid, 1989: 5) and Emecheta's emphasis in *The Slave Girl* (1977) that every woman must get married either they are free or slaves.

Thus, marriage is a centre socially to be seen among people, but in a way with price or with force. For Aku-nna, finishing her education is more important than everything else is; she insists and goes to the school where she meets Chike, one of her teacher. They both fall in love and plan to get married as she turns eighteen years old. In the end, they both get married happily but she dies at childbirth and names the babe "Joy". The name suggests a brighter future for the new female generation. For Emecheta, to overcome these problems, one must become a victim and die.

Emecheta's constant examples are obvious in the novel, stating in Ibuza as all the blames go to the girls. She does not only bring the issue to the world, it rather takes some sort of questioning by putting a question mark behind these beliefs. Precisely, women are the only victims in the community where she lives, blamed, and forced and are all on the women and just women. For Emecheta, the case of black women is inevitable, and the issue will continue. The only way to be away from these problems is to escape; that is the reason Emecheta names one of the sections as Escape.

The black female writers try to find a way for the protagonist, for example in Toni Morrison's *Paradise* (1997) Consolata dies at the end of the novel, so Consolata and Aku-nna both share the same escapism, which is death. The story is told through rumours to other girls that without bride payment, as she will die at the first childbirth. Another way can be to make the marriage happen is "kidnapping" which is a common tactic in Africa towards weak women. It is an exploitation of the women to force them agrees on the marriage. In addition, Emecheta is against such tradition in which victimization covers women in Africa. According to this, many women cannot resist and Emechta shows it through the voice of Aku-naa: 'This is the end of all my dreams', she thought. 'They are kidnapping me.' (Ibid, p.65)

Emecheta is precise in making the picture of womanhood where silence, victim, and suffering are the guests. Patriarchal systems are relevant in question and double colonization by men that are depicted thoroughly in the novel. Moreover, Aku-nna and Nna Ego are both Emecheta's victim through which the silent voice is given and to be spread around the world. 'A Double Colonization' used by Kristen H. Peterson and Anna Rutherford (1986) is evident in the novel to confirm that women in Ibuza, Nigeria, is a consistent issue without end. Furthermore, Emecheta's Aku-nna and Nnu Ego are two female victims whose unheard voice remains as they are suffocated and drowned within a community, where male power is over-controlling.

In line with this, Pasaribu et.al. (2017) explains the female issue in Victorian time through economical problems and family fortune. The idea of taking fortune or bride price is similar in way Emecheta brings up black women while Austen's characters are white. They share the same view in showing men are superior to women. Austen criticizes those who see women as inferior in terms of social status, economic, and value. Meanwhile, Emecheta elaborates further on the suffering of black women in a closed society where bride price becomes bride suffering for the rest of their life.

5. Conclusion

Emecheta is an outstanding feminist figure in African Modern Literature. Her fame lies in the portrayal of the black female in the society of Nigeria. Her female characters can be witnesses in supporting her work. Emecheta denotes her indirect anger in ethical cultural value as a group for the completely black community, a community that lacks societal support and vitality. They need a place where womanhood can be practiced like the rest of the women regardless of race, sex, and gender. *The Bride Price* is a message for the worldwide in proving that women can be women by themselves, able to make decision and changes. Indeed, Aku-nna stands alone among the people in Ibuza, Nigeria. A woman whose voice cannot be repressed and she rejects all the forms of traditions where patriarchy rules.

The study does not only reflect the real-life which is happening in Africa; however, this work is selected deliberately as in the researcher's country the same issue covers the mind of his society like a black cloud. Indeed the researcher tries to send his messages through this paper out to avoid such conflicts and spread self and cultural awareness among the society. Unpleasantly and unfortunately, under the name of religion, male dominancy controls the women's power and has full action as it can be seen in Africa and many other countries that women's right is nothing but some white ink on a piece of black paper. For sure, after the innovation of technology and world modernization, the existence of this idea would be rather a shame; in contrast, it still exists in the country of the researcher and many other under developing countries.

Concisely, to be precise and obvious, this paper is not only written to show the taste of the novel and give a literary analysis in one hand; on the contrary, raising self-awareness might be the main goal and objective behind this tiny research. Indeed, plenty of limitations disturb the idea of the researcher; but, still, none could able to stop him from sending out his words to tell the world that there should be an end of different kinds of tyrannies; such as marriage by force, male dominancy, degrading and underestimating women power, counting them as the third party.

As a brief overview of what is said above, female's marriage should be in their hands rather than selling them in the homes like a market place similar to any other goods. However, innovation and technologies are spreading their wings over the world, but words

and literature can be more effective in educating people and opening their thinking capacity. It is the right time to bring the change or just like those countries, where colour is a matter, soon gender differences will be a spread issue in case no solution can be found.

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CULTURAL VALUES OF POLITENESS IN EFL CLASSROOM: A STUDY OF ETNOGRAPHY OF COMMUNICATION

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Abstract

One of the purposes of learning English as a foreign language (EFL) is to be able to communicate. The Students must have communicative competence that does not only consist of linguistic competencies, but also socio-cultural ones. This paper aims to analyse the cultural themes of politeness strategies in EFL Classroom. The research in this paper focused on directive and expressive speech acts in EFL classroom. The participants of this study are three lecturers and the students of three English classes. The data are gathered by video audio by recording the lecturers' utterances and students' compliances to the lecturer, in order to find the politeness strategies and the cultural values in EFL classroom. The results show that; 1) There are seven kinds of cultural values of politeness strategies in EFL classroom, such as glorifying God, agreement, apologising, questioning, delivering praise, delivering thank you, and praying for others, 2) The lecturers and students dominantly use agreement and questioning in EFL Classroom. Thereby, this issue is relevant to EFL classes focusing on the improvement of both lecturers and students' language and cultural skill. The analytical tool refers to the theories of Brown and Levinson's positive and negative politeness, and the ethnography of communication method. The findings of this study will probably give insights into the pragmatic and conversational rules of EFL. The last part of this paper aims at summarizing that the implications that this paper are relevant to the strategies of teaching English as a Foreign Language.

1. Introduction

Teaching a language is not merely teaching its syntactic or semantic properties dealing with the formal structures of language out of context. Focusing only on structural properties and meanings of isolated words does not lead to a communicative way of learning,   the purpose of all modern theories of learning and teaching leading to effective learning in its real sense. To learn a language communicatively, one must know the rules governing the language beyond its structural properties; rules helping the learner to take into consideration the person whom he is talking with, paying attention to the situation, acting in the way required, and choosing the best way of conveying the message so as not to ruin the self-image of others. Since different languages call for different ways of approaching, the teaching situation must be a in a way providing opportunities for the learner to compare his L1 with the second or foreign language he is learning. (Farrokhi & Arghami, 2017). That is why understanding the discourse of manners and how thorough politeness affects all aspects of daily social

interaction among students themselves can lead to a deeper understanding and awareness of politeness in the target language.

One of the purposes of learning English as a foreign language (EFL) is to be able to communicate. Students must have communicative competence that does not only consist of linguistic competencies, but also socio-cultural competencies, interactions, formulas and strategies (Celce-murcia, 2007). Kasper in Senowarsito (2013) says that sociocultural, interactional, and strategic competencies refer to the speaker's pragmatic knowledge. Pragmatic perspectives can be specifically defined as knowledge of communicative actions and how to apply them, and the ability to use language appropriately in context.

Since 1970s, lots of scholars both home and abroad have been conducting the studies of teachers' language. According to Ellis (1997), teachers' language can be termed as teachers' talk, speech, or utterance, all about the language use in class. English classrooms are places where different cultures interact. Students learn about new cultures. When students enter a language class, they bring along their own cultural background and experience, which may be different from their teacher and classmates. Often students do not realize the importance of culture in language learning. A teacher (educator) not only has the responsibility to introduce students to foreign cultures and languages, but also has an obligation to realize the cultural impact on students' daily lives.

Normally in EFL classrooms, teachers are unavoidable to correct something that a student has said, done, or written. When this correction involves a negative evaluation of a student's trying, a face-threatening act happens. When the student is asked for further explanations, teachers" instructions might be a threat to him/ her because teachers are threatening the student's freedom of action, thus further threaten his/her negative face. Teachers" offering for help might also regarded as an FTA because it threatens students" negative face when teachers suggest that students may owe a debt to teachers and threaten students" positive face when teachers imply that students need help (Peng, Xie, & Cai, 2014).

Based on this phenomenon of teacher's speech acts to students' compliance in the context of politeness, it is believed that teacher's politeness has an indirect effect on student compliance intention to enhance desired outcomes in the classroom. As it is found in some researches that speaker's politeness relates to the hearer's compliance. According to Zhang (2009), teachers' high politeness id found to be more likely to elicit positive emotions such as happiness and lead to compliance and vice versa to the low politeness that evoked negative emotions and causes resistance.

This study is based on the researchers' observation of lecturers' utterances and students' compliances in EFL at Islamic college Jakarta, it is not as expected. Some of lecturers use impolite utterances to their students and the impolite utterances affect the students' compliances. Being polite in classroom interaction is very important to create effective teaching learning process. It can be shown by using some strategies of politeness. In this research, the effects of lecturers' politeness on students' compliance are the focus of the study.

2. Literature Review

Some theories of Politeness proposed by Lakoff, Grice, and Leech are presented below.

a) Robin Lakoff's Theory

Lakoff as quoted by Watts (2005) claims that there are three rules in using the language so that the language can be said polite. These rules are introduced based on the strategy "How

to use language politely": Distance of Formality (in which formal/impersonal politeness strategy are used); deference or hesitancy (in which options are given to the addressed); Informality of camaraderie (where intimacy and intimate forms of politeness are displayed).

b) Grice's Theory

The politeness is based on speaker and listener cooperation, namely cooperative principle. According to Grice as quoted by Watts (2005), politeness can be defined from cooperative principle. There are divided into four maxims. They are the maxim of quality, the maxim of quantity, the maxim of relevance, and the maxim of manner

(1) Maxim of quality, in which interacts should keep their conversational contributions as informative as is required for the purposes of the conversational exchange, but not more informative.

(2) Maxim of quantity: where one tries to be as informative as one possibly can, and gives as much information as is needed, and no more.

(3) Maxim of relevance, in which one should say only what they believe to be true or that for which they have adequate evidence.

(4) Maxim of manner, in which one should make their contributions relevant to the purposes of the overall conversation.

c) Leech's Politeness Principles

Leech provides us with the "Politeness Principle" (PP), delineated in his book *Principles of Pragmatics* (1983). Leech formulates the Politeness Principle by giving us a set of maxims. His concept is based on the terms *self* and *other*. In a conversation the *self* would be identified as the *speaker* (or anybody or anything close to the speaker), and the *other* would normally be identified as the *hearer* (or anybody or anything associated with the hearer). An interesting example related to who or what is considered to be a speaker (s), and who or what is considered to be a hearer (h), and indeed one which may shed light on this division, is when referring to S's or H's spouse (Leech, 1983: 132): "S has to be more polite in referring to h's spouse than in referring to s's own spouse. Even in this area, however, there are cross-cultural variations: in some societies, a man discussing his wife will treat her as 'self', and therefore feeling free, perhaps even obliged, to denigrate her; but in other societies, he will treat her as 'other'."

d) Cultural Values

In the expression of culture, language is a fundamental aspect (Triyuni, et.al.: 2018). Human beings use language as a means of communication. Communication is always accompanied by interpretations containing meaning. From a discourse point of view, meaning is never absolute; always determined by various contexts always referring to the signs in human life in which there is culture. Therefore, language is never separated from the cultural context and its existence is always overshadowed by the culture (Dharma, et.al: 2018). Different culture causes different views of values, which affects the criteria of politeness and leads to differences in various themes. According to Huang (2014), there are many types in cultural differences such as ways to greet each other and farewells, addressing terms, ways to praise other, and ways to express thanks. When we are communicating with people from different cultures, it is best to know what is appropriate in their culture and act with regard to that, so as to avoid misunderstandings caused by culture differences.

3. Research Method

This research is qualitative research. The research method is based on Dell Hymes's ethnographic communication theory, about the analysis of communication components, namely: "The Ethnography of Communication" which is then abbreviated to "The SPEAKING Grid" (Johnstone & Marcellino, 2010: 7). The Components of communication or Components of communication include: Settings (situation / scene, topic, title), participants (persons), ends (purposes), act (how to organize the speech act, such as assertive, directives, commissive, expressive, declarative), key (tone or manner, such as: serious, sarcastic, jocular), instrument (channel, speech or writing), norms (socio-cultural rules), genre (recount, lecture, poem, descriptive). Furthermore, this method is also more specific to the Troike analysis model (Saville-troike, 2003).

The respondents in this study are the lecturers and the students in EFL classroom at Islamic College at Jakarta. The EFL Class is divided into three classes. They are class A (Speaking class with 22 students), class B (Reading and Vocabulary class with 23 students), and class C (Grammar class with 25 students). In this EFL classroom, the teaching and learning process takes place for 90 minutes. Observation, recording and interview are used in the data collection techniques.

Data analysis in this study is carried out by content analysis techniques with deductive procedures. This means that the data obtained are analyzed, then grouped into previously defined categories. Aspects of the interpretation of the text following the research questions are included in the categories. These categories can be revised and verified together with the course of the analysis process (Krippendorff, 2003). Miles et al. (1994) argue that analysis consists of three lines of activities that occur simultaneously, namely data reduction, data presentation, and conclusion or verification. Data reduction is defined as the selection process, focusing on simplification, abstracting, and transformation of rough data, which arises from written records in the field.

4. Results and Discussion

Communicating politely is not easy as many people fail in using polite language. If someone has the sincerity to maintain his dignity and self-esteem, there is a tone of intention to respect others, it is not impossible that everyone is able to speak politely. A person's language politeness can be seen in his attitude in respecting others.

There are seven cultural values of politeness in EFL class at Islamic College Jakarta:

1. Glorifying God

Glorifying God by saying greetings is included in the language culture of politeness. The courtesy addressed to religious matters concerning the glorification of God in the dialogue of English classroom is found in the following dialogues.

> Situation: Before starting the lesson the lecturer (Class A) says greeting (*salam*), and the student answers the greeting (*salam*). Then the lecturer ask about the condition of the students.
> Lecturer: ***Assalamu'alaikum warahmatullahi wabarakatuh,*** *Good morning, boys and girls.*
> Student: ***Waalaikumsalam warahmatullahi wabarakatuh,*** *Good morning Mam…*
> Lecturer: *I hope all of you feeling fine to day*
> Student: W*e hope so, Mam*.
> Lecturer: *Hi, Qotrun. Are you feeling better now? You were sick yesterday, right?*

Student   : ***Alhamdulillah***, *I am getting much better, Mam*

Glorifying God with greetings is found in the opening speech of the lecturer *Assalamu'alaikum warahmatullahi wabarakatuh* when starting the lecture. The greeting is also answered by students on their turn with *Waalaikumsalam warahmatullahi wabarakatuh*. This utterance has a good meaning that is *hopefully peace is bestowed on you accompanied by the mercy of Allah and blessings for you*. Then students also deliver a speech *Alhamdulillah* which means in Arabic as *all praise to God.*

This statement above is expressed as a form of glorifying God and thanking God for giving us His blessing. Glorifying God in a speech is a culture of politeness in language, especially for the Muslims.

2) Delivering Agreement

Positive politeness can also be accomplished by being agreeable. Linguistic means of expressing this strategy are repetitions of what a preceding speaker has just said and positive back channel cues. Both repetition and positive back channel cues are widely used in a classroom context. It is important for learners to hear feedback from their teacher. These expressions serve not only to express positive politeness, but sometimes to provide corrective feedback; for example, a learner's mispronunciation. To demonstrate this strategy, we can refer to Figure 1, which shows the occurrence of "OK" as a positive back channel cue.

Situation: The students (Class A) has a presentation about home remedies, and then they have answer question session.
Student: *Just choose, Mom.*
Lecturer: *Oh, just choose. **Ok,** Qotrun* W*hy? You ask me to choose, and I choose you, because I love you.*
Student: *May I bring my book?*
Lecturer: ***For glance is okay.***

The Lecturer gives a response stating approval of requests submitted by students. Responses conveyed by speech *For glance is okay*. Saying *yes* or *okay* is an easy way to avoid conflict with the partner.

Another example can be found in the following dialogues.

Situation: The lecturer (Class B) discusses *Religion* and then he asks the questions to the students.
Lecturer: ***OK.*** *And then for purpose?*
Student : *Explain about the different things.*
Lecturer: ***Explain different thing, ok?*** *To describe a new different thing, around us. Then, the course?*

The above statement expresses agreement on the answers given by addresses. Thus, the conversation above has indicated the existence of politeness in the language.

3) Conveying an Apology

Language politeness culture can be realized by conveying apologies. This culture of politeness is not found much, in learning only 2 turns of speech are found. Delivering forgiveness as a culture of politeness is found in the following example of transcription.

Situation: The Students (Class A) present their assignments about *Home Remedies*. After that a response is given by other students.

Student1: *I think it would be very painful. No, I mean is it painful? Biting scars, or opening scars.*

Student2: *No, no, no. I mean beside.*

Student1: *Oh beside. I see. You didn't mention it before.*

Student2: **Sorry, sorry.** *I think you understand, that's good, that's good. Any more questions? Come on just ask me.*

In English classes apologies are generally conveyed by the participants when giving incorrect answers or misunderstandings, but this apology is conveyed by students when they want to ask further questions to their lecturers. An apology expressing a desire to ask further is *Sorry sir, where are you from*?. This apologetic saying indicates that the speaker is polite and wants to get further answers from the addressee.

4) Asking Questions

Not every question has a language culture of politeness. Questions that have a culture of politeness begin with words like *so, ok, yes.* There are 47 of culture of politeness found in asking questions. From the 47 speech turns it can be seen in the following:

Situation. The Students (S) in Class A present their assignments about Home Remedies, then they responses from other students.

Student1: *Okay guys, I want to tell you about my home remedies in my family. Okay, I don't know what's the name but I mention it poison antidote. From a bite of animal, like antipede. **So, do you know centipede?** Lipan in bahasa. Ok. In our family we have many traditional medicines to cure poisons. **Do you know samsu**?*

Student2: *ji samsu*??

The culture of politeness in asking can be found in the speech above from Student1 saying *So, do you know centipede*? In this speech, the speaker conveys a question that does not require an answer from the other person, especially after that the speaker conveys the answer to his own question. This is done because the speaker wants to ask the attention of the addressee to speak on the topic he is talking about.

5. Giving Praise

Delivering praise to the speech partner is a culture of politeness in language.

Situation: Before starting the lesson, the lecturer (Class A) asks about the student's conditions.

Lecturer: *Hi, Qotrun. Are you feeling better now? You were sick yesterday, right?*

Student1: *Alhamdulillah, I am getting much better, Mam*

Lecturer: **Good,** *and Agus, are you OK now?*

Student2*: Yes, Mam. I sometimes still feel dizzy, but I'm much better than I was yesterday.*

The speech delivered by the lecturer is very polite because it directly gives appreciation and attention to students. A culture of politeness in the form of giving praise is also seen in the following:

Situation: The lecturer (class B) explains about grammar, and then asks the students about it.

Lecturer: *Ok, the last, Ms. Ani?*

Student: *Still and steal.*

Lecturer: **Ya, good**! *Steal-stole-stolen. Steal and still. I still ...*

Student: *Wood* and *would*. Try and tray. *Straigh*t and *strait*

Lecturer: ***Ok, excellent***, *strait and straight.*

The utterance *Ok. excellent* delivered by the lecturer is a compliment addressed to students as a form of appreciation for being able to answer questions correctly.

6) Delivering Thank You

Thanking is one of the politeness of language in learning English. This culture of politeness is found in the conversations. Of the four speech shifts, one of them is as shown in the following conversation transcriptions.

Situation: The Students give their presentation in front of the class.

Lecturer: *Ok. I think that's all ya?* ***Thank you so much****.*

Student: ***Thank you so much guys****.*

Lecturer: ***Ok, thank you. Thank you for sharing!!!*** (*and everybody claps their hands and cheers*)

The politeness culture is realized by saying *Thank you so much*) by lecturer. This speech is delivered by the lecturer after students give their presentations as a form of appreciation for students. Then, the student says *Thank you so much guys*.

The student expresses his gratitude to his classmates after making a presentation as a tribute to their attention. Then the lecturer also says *OK, thank you. Thank you for sharing !!!* This speech is intended for students who have made presentations. Thank you is a universal culture and can be found anywhere and anytime in learning English.

7) Praying for others

Praying for others as a culture of language politeness is found in only one conversation. This data can be seen in the following:

Situation: Before starting the lesson, the lecturer (class A) gives greetings to students, and greetings are answered by students. After that the lecturer checks the condition of the student.

Lecturer: *Assalamu'alaikum warahmatullahi wabarakatuh, Good morning, boys and girls..*

Student: *Waalaikumsalam warahmatullahi wabarakatuh**, Good morning Mam…*

Lecturer: ***I hope all of you feeling fine to day***

Student: *Amin. we hope so, Mam.*

In addition to greetings as a prayer delivered by the Muslims, there are also prayers delivered by lecturers to students so that all are in good health. Speech that states this prayer is on the speech turn of the lecturer with the utterance of *I hope all of you feel fine today;* ubsequently responded by students by saying *amin, we hope so, Mam*. Speeches that convey good prayer to addressee in a communication indicate a politeness in language.

The data on language politeness culture in the dialogue on learning English at Islamic College Jakarta can be seen in the table 1 below.

Table 1. Distribution of Cultural Values of Politeness in EFL Class

No	Cultural Values of Politeness	Amount	Percentage
1	Glorifying God	14	5,17 %
2	Delivering Agreement	50	43,10 %
3	Conveying an Apology	2	1,72 %
4	Asking Questions	47	40,51 %

5	Giving Praise	6	3,44 %
6	Delivering Thank you	7	5,17 %
7	Praying for others	1	0,86 %
	Amount	116	100 %

Based on table 1 above, the culture of politeness realized by expressing consent dominates when compared to other politeness cultures. This culture of politeness appears in 50 conversations with a percentage of 43.10%. This high frequency indicates that this politeness culture is widely used by lecturers and students in dialogue in learning English. The politeness in the form of expressing consent is very dominating, this happens because this culture is not only used by lecturers, but also used by students. When the lecturer receives answers or explanations from the students, the lecturer responds: *Ok, yes, yeah*. Repeating answers from students is as a sign that the lecturer agrees at the student's answers. Likewise, students when lecturers provide explanations, opinions or questions, will also state their agreement by saying *yes, yes Mam, yes Sir*. No form of rejection is found on the side of the students when receiving explanations, opinions or questions from the lecturer. This could be so because of the position of students as actors who are learning and ready to receive knowledge from lecturers.

A culture of politeness whose frequency of appearance is low, is praying for other people, appearing only one time or 0.86%. This shows that the sympathy of the lecturers to students has not yet been built

Every communication needs the subject matter to be discussed. The main problem becomes important in communication because it will be a guide in the discussion. However, sometimes if communication is only focused on the problem, without caring of the way of deliver, communication can be hampered. Therefore, in communication, the speech participants should not utter unpleasant speech and this is often called *Face Threatening Acts* (FTA) which means face-threatening actions. This is in line with the opinion expressed by Brown and Levinson that is to reduce the threat of our FTA in communication to use polite language.

There are various ways to display face salvation. In general, when we make a communication we have to respect the wishes of other people's faces. The face can be interpreted as a self-image that must be respected, respected by others. To save the faces of others, we can pay attention either to their positive or negative faces.

Then through the research, 12 conversations expressing sympathy are found. Utterances of sympathy as a positive politeness strategy are realized by the lecturer by saying *thank you* to students who have made a presentation. *Thank you* is also conveyed by students to lecturers and other students who have listened to the presentation. Utterances that begin with *Salam* means praying for all who are present to be given mercy, blessings, and peace from Allah SWT. The speech delivered by this student shows a communication process that maintains politeness and uses a strategy of positive politeness, because as a student, after giving the presentation, he should say thank you, because he has been given the opportunity and attention from the lecturer and other students.

5. Conclusion

Based on the data analysis and the result of the study, there are seven aspects of culture that influence the politeness strategies during the teaching-learning process in EFL class. It can be concluded that the kind of teacher-student interaction in the speaking class is reflected by

lecturer's attitudes in giving questions, soliciting information and identifying the students' turns to answer.

Understanding the culture of politeness is important to achieve the better result in conducting classroom interaction in EFL class. The lecturer should use more politeness strategies actively and the students are then involved actively in the same way in the classroom. The students should create their own language expression and find the politeness strategies to get practiced in using language of politeness.

In addition, the lecturer should increase their cultural awareness in teaching EFL class. The students should increase their knowledge of politeness in English culture, through learning and practicing the language. Therefore, it would be better for the other researchers to conduct the study not only about politeness strategies in the EFL classroom but on the other point of views regarding politeness as well. Then, researchers are also expected to observe not only the interaction pattern between teacher students but also interaction one among students.

Acknowledgements

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ANGUISH IN ALEXANDER DUMAS' NOVEL
THE COUNT OF MONTE CRISTO

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Abstract

The research is conducted based on the novel *The Count of Monte Cristo*, written by a French writer Alexander Dumas. The focus goes to anguish experienced by the protagonist of the novel, Edmond Dante, a young and handsome sailor with a brilliant prospects in career making him plunged into life of anguish. He is arrested for no reason, sent to jail with inhuman treatment. Descriptive qualitative method is applied to reveal that literary works are mirrors of all the occurrences in society. This is in line with the sociology of literature also implemented here as the approach to further analysis of the subject matters having three aspects to be used as a literary research guidelines: social contexts of the author, already showed by the author, literature as the reflection of society, revealed through the text tending to social reality and functions of literature as entertainer or remodel of society, exposed through the responses of the readers. The results show that the novel contains anguish subdivided into Non-procedural Arrest and Inhuman Imprisonment covering the whole study.

1. Introduction

The count of Monte Cristo is a novel written just before Napoleon's first exile to the island of Elba. Various political problems in France at that time are also illustrated through this novel. France, at the time this novel is written, is not a safe country, not only for the comers but also for the people of France. Various crimes are found. Everyone feels uncomfortable and always beset by fear because at any time they can be arrested by the authorities on unclear charges. Defamation is a practical tool for bringing down opponents. This happens to Edmond Dantes, the protagonist of the novel who is also arrested only because a prosecutor named Villefort feels uncomfortable at the visit of Edmond Dantes to Elba, delivering a letter from the former captain of the ship, who dies on the way home. Villfort is anxious to know that the addressee of the letter is his own father, the loyalist to Napoleon. If this is known, he will be in danger, so he has to do anything to dump Dantes.

All these chaotic situations do not only develop at the time of Napoleon's first fall. After Napoleon has been completely defeated, France is led by a series of monarchies and for quite a long time, political and economic conditions are also unstable. The changes of authorities do not necessarily provide security and comfort and welfare to the community. This transfer of power make things even more complicated because the new rulers are busy cleaning up all government bureaucracies, community organizations and ordinary people

from Napoleon's influence and followers. Thousands of innocent people have fallen victim to this revolution.

This novel was written around 1844 by a French writer named Alexander Dumas and goes on to become a best seller novel, a master piece and has also been translated into various languages. This novel has various segments in its storyline and this is an author's expertise in organizing the entire segments into an interesting plot, filled with various thrills providing entertainment, teaching and also a deep impression for the readers. Through language modification and high imagination, the writer is able to unite historical elements into a fiction, then a historical novel is published.

In addition to playing with so many segments of the storyline, the writer is also able to present the key character in the novel, Napoleon, who has a very significant role in the progress of the plot; but the real role of Napoleon in the story is not seen. Napoleon becomes the inspiration or source of stories overshadowing the entire storyline so that Napoleon becomes one of the main characters in the novel. The entire story segment is centered on Napoleon or in other words all the events in the novel remain related to Napoleon.

Because of his loyalty, perseverance, and also his skills in manning a ship, Dantes is appointed by the ship company to be the captain, replacing the previous captain. But unfortunately, before he is legalized as captain, Dantes experiences a very painful calamity, a tragedy. Through a terrible conspiracy designed by four people: Fernand Mondego, Danglars, Caderousse and Villefort, Dantes is vilified as a follower of Napoleon and this is the beginning of the fall of Dantes. He cannot do anything; he is completely helpless because he is not given the opportunity to defend himself.

The motives behind this conspiracy vary. For Fernand Mondego, Dantes is a love barrier. Fernand loves a beautiful girl named Mercedes but his love is rejected by Mercedes because she prefers Dantes. Fernand feels jealous of Dantes and assumes that Dantes has snatched Mercedes from his hand. For Danglars, Dantes does not deserve to be the captain of the ship. Danglers thinks that he has full rights to be the captain and owing to this, he feels disappointed and wishes to have revenge on Dantes. Caderousse, the third conspirator, a man with no principle of life, has absolutely no motive for Dantes; he is a neighbor of Dantes who is willing to be a member of the plot only because he is easily influenced by his friends to antagonize Dantes. For Villefort, Dantes is not an enemy and he has got nothing to do with   He is driven by extreme fear so he has to crush Dantes. The letter Dantes brings to the island of Elba is addressed to his father, a loyal follower of Napoleon and if anyone knows that he is the son of a follower of Napoleon, then his life is finished.

All those who stand aginst Dantes have lost their common sense. They do not think wisely consequently they act brutally. They have showed vices which might be inherited from their family or environment. They ignore the real sense of local wisdom, which is much useful for the guidelines of social life. Local wisdom is an idea or wisdom inherited from previous generations and used as a reference in living social life in harmony. (Hidayati: 2018) The existence of a person more or less is also influenced or determined by his previous generation. This means that if nothing good is thought to the next generation, the present generation is to be blamed.

There are two sub-subject matters of this study: Non-procedural Arrest and Inhuman Imprisonment, both are filled by great anguishes. Dantes is in a great depression, filled with anguish when he is arrested just when he is celebrating his wedding. The arrest takes so prompt that he has no chance to ask the reason of his being arrested. Following this Dantes

again has encountered disappointment for being betrayed in the court trial. This is clearly a great blow for him. And without any information, he is sent to the most terrible prison in France, the Chateu d'if, where he has to spend his life for unknown time. The condition of the prison and the treatment he receives all make him almost lose his hope to live on. When he is out of the prison, again he has to swallow another bitter anguish as his girl, Mercedes is married to a man, who is also his enemy.

2. Literature Review

The approach used in this study is the sociology of literature. Sociology of literature is an approach that departs from orientation to the universe, but can also depart from orientation to authors and readers. According to the approach of sociology of literature, literary works are seen from their relationship with reality, the extent to which literary works reflect reality. The reality here is quite broad in meaning, that is, everything that is outside the literary work and which is referred to by the literary work itself.

The sociology of literature is a research focused on human problems because literature often reveals the struggle of humanity in determining the future, based on imagination, feelings, and intuition (Endraswara, 2003: 79). The approach of sociology of literature focuses on literary works as primary data to interpret the world view of the author, the spirit of the times, social conditions of society, or the process of social change of literary works as a manifestation of literature as social documents or literature as a mirror of society.

There are three aspects used in the approach, the first is the social context of the author. This refers to the author's social position in society and the relation to the reading community. Secondly, it is literature as a mirror of society, that is, literature reflects the society at the time the work is written, the extent to which the character of the author influences the image of the society to be conveyed, and the extent to which the literary genre used can represent all elements of society. Third, is the social function of literature, as a mere entertainer or as a remodel of society, and the extent of possible synthesis of the two. (Faruk: 2013)

Then to support the elaborations of suffering faced by the protagonist at the time of his arrest and during his imprisonment, the concepts of anguish or agony are presented here. Anguish and suffering are two sides of a coin, meaning that when a person talking of anguish, he is also talking of suffering. Suffering is a part of life, omnipresent in our life, and existing in all phases of life. It is present in many forms, some of which are more obvious than others. The most evident and recognizable suffering is the physical type of suffering which can be observed all around us.

2.1 Anguish

Almost everyone who lives on this planet will witness sadness, suffering or anguish at least once in a lifetime. Anguish is defined as a pain owing to injury, medical malpractice or even a disturbance in someone's family life and several other things. Even though people suffer misery, they continue to suffer. Life is full of anguish and no one could escape from this life line.

Human anguish is the pain one feels inside when something bad has happened to him or someone close to him. There are two types of anguish: one is caused by another person, and the other type is caused by nature (Gentil and Gentil: 2009). Anguish caused by others usually covers both criminal and civil crimes. If someone is injured, then the action is an anguish that falls into the category of criminal act and if someone is defamed or betrayed,

then the action is included in the category of civil crime. But that does not mean that criminal offenses are more severe than civil crimes or vice versa, both equally produce painful anguish. There is even a saying stating that that slandering is more cruel than murdering.

Another type of anguish comes from nature and in this case there is no human being who is able to face the forces of nature. Storm or earthquake, for example, clearly gives anguish to humans and this power cannot be controlled by humans. In contrast to anguish made by humans, anguish derived from nature is a warning to humans that basically humans are weak creatures and such does not make people related to anger, offence or revenge. Humans can do nothing facing anguish from nature.

2.2 Arrest Procedure

When the police arrest someone, they also at the same time revoke his right for freedom while the right of freedom, in which there is a right to move freely is a fundamental right of every human being and this certainly refers to human rights. Therefore the police must attend to standard procedures in arresting someone. Everything must be prepared including a warrant and other important matters and documents for the reasons of the arrest.

The arrest procedure is certainly different in one place and another, adapted to the social and cultural context of the community and the environment. Sometimes the police provide additional arrest procedures with the aim of protecting their members from unwanted things. Even sometimes the arrest procedure can deviate from the standard procedures that have been set and everything of course depends on the situation on the ground. However, as long as the police can provide rational and accountable information, all forms of deviation from arrest procedures can be accepted. For example: the police may shoot dead a criminal at the time of arrest if they feel threatened and can become victims.

Arrests can only be made if the police feel absolutely certain that the person concerned is someone who has violated the law and deserves to be arrested because if not, it could endanger other parties. And this is certainly supported by observational actions, and supervision that have been done before; thus there is no error in arresting a person. Someone who is wrongly arrested can sue for his lost rights even though detention is carried out only in a short time, which means that someone must have the right to comfort and security wherever he is and this is certainly found in the constitution of every country. The state must be able to protect every citizen. (Eby: 2002)

2.3 Against the Rights of a Prisoner

When a person commits an act of crime, then according to law, that person must pay for all of his actions and there are two systems that are generally used in the redemption of a crime, through fines or detention. Thus the person will not repeat his actions again and this can be an example to the community that every crime has consequences. From this it can be seen that the purpose of imprisonment is for people to repent and not repeat their crimes, not as a place of torture because after all a prisoner is a human being and a human being is basically good. Criminals are good people who make mistakes, so the purpose of the law is to return the person to good condition again. Everyone has the right to be protected or in other words, everyone has the right to legal protection. This of course refers to the proper treatment that must be obtained by prisoners.

Prison system is not a joke. It is time to make some changes in prison system to the many rights held by these prisoners. Cruel and unusual punishment must not be used and at the same time luxury is not supposed to be offered. A prisoner is also a human and as a human, the person concerned is to be protected and served well. Not all those who get into prisons are bad; some are trapped doing things they do not realize. And one thing to be made base of consideration is that man basically is good. (Coyle: 2002)

3. Research Method

Descriptive qualitative method is used in this 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 clauses, sentence and will be interpreted into the form of words rather than numbers (Creswell, 2013: 88). By this the various forms of data taken from novel as the primary source, are oriented to types of anguish faced by the protagonist: Non-procedural Arrest and Inhuman Imprisonment.

Qualitative research is concerned with the opinions, experiences and feeling of individuals producing subjective data. It describes social phenomena as they occur naturally. No attempt is made to manipulate the situation under the study as is the case with experimental qualitative research. Data are used to develop concepts and theories that help us to understand to social world. This is an approach to development of theory. Qualitative research is deductive in that it tests which have already been proposed.

Similarly, Herbert (2010: 54)) states that in the process of interpreting the data, it can be collected and interpreted specifically and contextually. Thus, this study uses descriptive qualitative method in interpreting the data since it mainly focuses on identifying the types of anguish in the novel.

This research shows the nature of the situation as it exists at the time of the study. That is why this research uses descriptive design. The data of this study belong to the non-manipulated variables as they are not the result of experiment.

4. Results and Discussion

The protagonist of the novel *The Count of Monte Cristo* by Alexander Dumas, leads a life of anguish. This starts from the time when he gets married till he escapes from the terrible prison Chateu d'if. He has been betrayed by his friends as they are jealous of him owing his career and his fate to get married with a beautiful girl, Mercedes. He has been accused of having sided the Bonapartist Party. He is always faced by one after another anguish, an extreme and prolonged pain.

4.1 Non-procedural Arrest

Dantes is pictured experiencing various problems, all of which are a unification of anguish. The Anguish he experiences starts from his wedding. He is helpless at all to face all the problems imposed on him. Evern he is unable to do his praying well. Dantes tries to convince the magistrates that he is not involved in any form of crime as at that moment of his arrest he says that he is at the festival of his marriage. Dantes realizes the contrast between the happy moment and the painful situation he is now undergoing. (Dumas, 2000: 56)

From one side, Dantes is indeed a lucky man because he can marry a Mercedes, a very beautiful French girl and all men must be jealous of this good fortune. Mercedes also knows

that he marries the right person, because besides being handsome, Dantes also has good character, and intelligence. For Mercedes Dantes is a perfect man and of course Mercedes also feels fortunate to be able to walk together with Dantes.

But behind this luck, there is a dark shadow keeping on following the life of Dantes; black shadow which then destroys his life. Everything starts from here. Dantes feels very sad when he is forcefully separated from his wife. He rebels and does not not want to be arrested, because he knows that he does not break the law and none of his actions could get him arrested by the authorities. Another thing that is very painful is that the authorities do not tell him the reason for his arrest. They also do not show an official warrant which means that the arrest is illegal. Physical clashes with security forces make Dantes finally surrender and follow their wishes. The magistrate says that he has arrested Dantes in the name of law and he continues that he cannot inform Dantes but Dantes will be duly acquainted with the reasons that have rendered such a step necessary at his first examination. (Dumas, 2000: 45)

From what is illustrated here, Dantes clearly experiences an injustice, tending to extreme anugish. The arrests made against him does not follow the standard of arrest procedures. They should have informed Dantes of his actions resulted in his arrest. They should also have told him that he could defend himself through a lawyer, either appointed by the state or himself. All of this certainly adds to his anguish. He is desperate, really does not know what to do or to whom he has to tell his fate. All roads seem closed to him.

Dantes begins to think that his life would end. He keeps on thinking about the fate of his wife who subsequently has no direction because he could not be together again with his wife. Only in that very brief time, Dantes has experienced a dark depression. The thought of death always crosses over his mind. All arrest procedures are ignored by the security forces. In fact they also do not tell where they would take Dantes. (Duman, 2000: 56)

This angish is actually not only felt by Dantes. Mercedes, his wife, also feels shocked. He also love Dantes and now his beloved person is forced to leave her. Mercedes, like Dantes, also does not know what to do. Mercedes is stunned sadly remembering her tragic fate. She gets surprised to think of the fate of a Dantes, who so far she knows is a good young man who does not have a record of crime to be arrested by the authorities. Mercedes and Dantes realize that they are too small to face the authorities. As a wife, Mercedes, could not imagine how she could live without her husband. (Dumas, 2000L 62)

Dantes faces a trial, an unofficial hearing without going through legal procedures. They tell Dantes that Dantes is arrested because Dantes has been proven to be an ally of the Napoleon party which is currently considered a banned organization. They further say that the arrival of Dantes to the island of Elba is related to the second wave of Napoleon's resistance to the authorities. Dantes cannot speak here; no one is on his side. He gives up, crying and no one hears or cares, a starting point of his ending.

4.2 Inhuman Imprisonment.

Dantes suffers a lot; he is tried in a court that without procedural standards and subsequently feels confident that he would never be released or in other words he tells himself that he would rot to death in jail. This is so because he is has been put in the category of political criminal and at that time, political crime is a serious crime and the person concerned could be sentenced to death.

He really feels betrayed, especially by the magistrate Villefort who says that Dantes would be released after the initial examination because Dantes has no indication of political

criminal; but the reality is far different. He is sent to a terrible prison of that time, Chereu d'if. Nobody can get out of this prison. The prisoners sent here will only have names. They die in prison, not only because of mental and physical pains, but also they do not get proper treatment, coupled with a state of detention that is completely unfit for humans.

When Dantes is put into that horrible prison, Dantes keeps shouting, saying that he is innocent and that he is not an activist of Napoleon party. He keeps screaming like a mad person, but the guards ignore him as they think that Dantes has gone mad. For the guards there, prisoners who suddenly go insane are a common sight. Many prisoners who get into the prison get insane and die. And for the guards, all who enter the prison must be removed from the worl because those who are put there are dangerous prisoners. That is why they do not treat the prisoners humanely.

Owing to Dantes' increasingly violent behavior, screaming filled with anger, and berating all the guards and also the magistrate who has given false promises to him, the guards finally feel sure that Dantes has gone mad and Dantes is considered dangerous for them. Dantes is subsequently transferred to the dungeon, without good lighting and is very stuffy. This is where Dantes spends his days of uncertainty.

The guards also keep their distance from Dantes because they are afraid that something unexpected might happen. Dantes has been sentenced to be insane. He is placed alone in one cell and the condition of the cell is worse than the previous one. The room is indeed designed for special prisoners, deemed dangerous or those who have committed serious crimes. "I am innocent", this is a sentence that Dantes keeps sayiing and for the guards if a prisoner always says the same word or sentence repeatedly, then they immediately state that the prisoner is mad. This is the thing experienced by Dantes. Dantes always says that the magistrate would immediately release him, and this adds to the guards' confidence that Dantes has gone mad, even though Dantes is basically not mad. (Dumas, 2000: 160)

Dantes' state of mind worsens because of the condition of the cell. There are no windows at all; the sunlight could not penetrate the cell. Dantes has never been in such a place before so he feels very depressed and he thinks that he would rather die than have to experience such anguish. Dantes tries to pray but the situation does not change and this makes him even more desperate and intend to commit suicide.

Many times Dantes tries to pray. He speaks to God. He prays that God would immediately end his suffering and the condition remains unchanged. When he tries to commit suicide, his conscience says that the act of suicide is a betrayal to God. He goes on to say that he has no right to end his life because he is not a creator. He is really in a state of dilemma. Then he tells himself that he must continue to pray because prayer can ease the burden of his mind. (Dumas, 2000: 176)

Then Dantes tells God that if God could not eliminate his anguish, or at least alleviate his suffering, he asks God to end his life because he still assumes that God who has given life could also take his life. He is disappointed again because the changes he hope never come. He is increasingly depressed. He has lost everything; he has lost his freedom, something that is precious to humans. With such chaotic mind, Dantes then does not touch the food given to him. He thinks that hunger can end all his anguis. He tries again to commit suicide through starvation.

He throws away all the food that given without the knowledge of the guards; thus he will not be disturbed by the guards because they naturally assume that the food they provide is still eaten. The food given to Dantes is also not suitable to eat. Dantes' situation worsen because he does not eat and his mind also begin to be disturbed. . He cannot think

normally. Now he is convinced that he is indeed put in prison to die. Day and night, Dantes continues to pray that he could die soon. He is increasingly weak and frustrated. (Dumas, 2000: 195) This is a picture of the great anguish to be faced   by Dantes in prison, a prison that is completely inhumane. The Chateu d'if prison is better called a place of torture, a place where anyone who enters will never come out alive.

5. Conclusion

Edmond Dantes, a protagonist of this novel, experiences a tremendous suffering. He suffer physically and mentally. His anguish begins when he is arrested on his wedding to a beautiful girl named Mercedes without going through proper procedures. He is accused of betraying the state through his espionage activities when he goes to Elba Island. Dantes rejects this accusation, but he is helpless because no one is on his side. He is completely helpless to face the indictment. Basically all these accusations are not true because Dantes is not a follower of Napoleon. He is betrayed by a group of people who are jealous and offended by him. He is also betrayed by the magistrate, Villefort, but not because of jealousy or offended feelings. Villefort feels uncomfortable with Dantes' departure to Elba to deliver a letter. The letter is addressed to his father, a follower of Napoleon and if this is revealed hif life is finished. So he must dump Dantes forever by sending him to the Chateu d'if prison.

The next Anguish experienced by Dantes is when he is in prison. He is treated inhumanely and the prison conditions also add to his misery. The prison is not suitable for habitation. His anguish gets bigger when he is put into a basement cell because he is considered mad and dangerous. At the peak of his suffering, he tries to end his life, but he is always faced with a dilemma. On one hand he could no longer stand the suffering and wants to end his life; but on the other hand his deepest inner voice says that he has no right to end his life because he is not a creator who can make life.

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HATE SPEECH ACTS: A CASE IN BATU BARA

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Abstract

Hate speech acts that occur in the online realm expressed with words of prejudice and negative feelings are far more dangerous than in the offline realm. Hate speech is a new area in the study of illocutionary speech acts. This new area of speech acts becomes more interesting because every hate speech has various meanings or illocutionary forces based on speaker's intention. This study aims to analyse the classifications and aims of illocutionary acts and illocutionary forces of hate speech contained in two face book group accounts related to Batu Bara district's local election. The research method is descriptive qualitative. The data of this research are thirteen utterances/speeches of face book users in Batu Bara district's local election group account. Data were collected using the documentation method with the help of referring technique. This method is used to observe the expression of the face book users' hatred on issues related to social, cultural and political background on each candidate. Thirteen utterances analyzed are classified into assertive, directive and expressive and have illocutionary forces namely insulting, inciting and discriminating. This study indicates that hate speech can be identified linguistically.

I. Introduction

This research is motivated by the rise of hate speech phenomena in the life of Indonesian multicultural society both in the offline domain and in the online domain that can trigger social conflict and cause the vulnerability of the integrity of the State (Ahnaf and Suhadi, 2015).

Hate speech can be understood as any form of expression that is propagated to incite, promote or justify racial hatred, xenophobia, anti-Semitism, or other forms of hatred rooted in intolerance, including intolerance expressed by nationalism and aggressive ethnocentrism, discrimination and hostility towards minorities and migrants (Weber, 2009). In line with this, National Human Rights Commission of the Republic of Indonesia stated a somewhat similar definition that hate speech is any action and effort either directly or indirectly based on hatred on tribe, religion, religious stream, belief/faith, race, interclass, color skin, ethnicity, gender, disability, and sexual orientation which is incited towards individuals and groups to discriminate, violence, disappearance of life and /or social conflict through various means (Komisi Nasional Hak Asasi Manusia Republik Indonesia, 2016).

The Police of Republic of Indonesia cybercrime unit stated in 2015 there were 671 reports related to hate speech (Nadia, 2016). That number continues to rise in 2016 which

amounted to 1829 cases, and until the end of 2017 reached 3325 cases (Medistiara, 2017). The number shows that there is an increase in hate speech cases on the online sphere.

To anticipate the above phenomena, the Indonesian government has actually created two laws and regulations that substantially regulate hate speech, the Criminal Code (KUHP) and the Information and Electronic Transaction Act of 2008 (Rongiyati, 2015). However, the more massive phenomena of hate speech contribute to the emergence of a Circular Letter of the Chief Police of the Republic of Indonesia No. SE / 6 / X / 2015 on the handling of hate speech. In the circular letter, as a law enforcement officer, the Indonesian National Police describes that hate speech may takes various forms such as criminal offenses, defamation, blasphemy, unpleasant acts, provocation, incitement and spreading of hoax.

The description of various forms of hate speech is a new subject for linguistic studies, especially in discourse analysis (Gagliardone, Patel & Pohjonen, 2014) and pragmatics (Assimakopoulos, Baidar & Millar, 2017, or speech acts related studies. However, Özarslan (2014) stated that speech act theory can be applied in analyzing hate speech. According to him, in the concept of speech acts, as proposed by Austin (1962) that when someone says something, he also does something, and may also do hate speech acts related to social and cultural context.

2. Literature Review

In relation to various discussions on hate speech, there are several studies that have been done based on the perspective of linguists in assessing the phenomena of hate speech. For example, research conducted by Mintonawati (2016) associated with defamation cases on Face book's social network using linguistic forensic studies involving lexical semantic analysis, grammatical semantics and analysis of illocutionary speech acts. To sum up, this research has not found specific type of illocutionary acts and forces from the data. Towsend (2014) in his research, also did not mention clearly the types of illocution of hate speech cases he discussed.

Slightly different from the two earlier studies, Virginia and Olanrewaju (2017) in their research based on speech analysis of the politician's language in Nigerian magazines and newspapers in 2012-2015 show that violence, extortion, provocation and intimidation. However, their research has not specified the type of illocutionary acts of the politicians' speeches.

Another study was Linawati's research (2017), which was specifically done in analyzing the netizen's utterances in the Online Tribunnews.com newspaper comment column. Using the theory of speech acts, she has successfully found various forms of hate speech in the Online Tribunnews.com newspaper comment column such as, humiliation, defamation, unpleasant acts, provocation and incitement and based on speech act types she found assertive, directive and commissive. Linawati's research has not found the expressive type of hate speech.

The last is a study done by Octaviani (2017). Based on her research conducted using ethnography of communication, it was found that there were forms of hate speech in the instagram account of former Governor of the Special District of Jakarta, Basuki Tjahaja Purnama. The forms of hate speech include humiliation, defamation, blasphemy, provocation, spreading hoax, and incitement. According to her, all forms of hate speech have impacts such as excommunication, discrimination, violence, hatred towards groups, and group extermination. However, this research has also not found the expressive type of hate speech.

Based on the above explanation of hate speech from linguistic perspective, this research tries to find the classification and aims of hate speech acts contained in Face book group account related to Batu Bara district local election. This is important because the propensity for spreading hate speech is more massive when entering the period of direct election of regional heads and closely related to the discourse to seize or maintain the power (George, 2017). More is known at this time that one of the four pairs of candidates for regional head of Batu Bara district is Chinese descendant. This fact is increasingly encouraging the occurrence of hate speech in the social media such as Face book done by each supporters.

As the core study of speech acts, Searle develops and classifies speech acts into five types namely, 1. Representatives (Assertives) are those kinds which commit the speaker to the truth of the expressed proposition (asserting, concluding, etc.) 2. Commissives are those kinds which commit the speakers to some future course of action (promising, offering, threatening) 3. Directives are the attempts by the speaker to get the addressee to do something (requesting, questioning) 4. Declarations are those kinds of speech acts that change the reality in accord with the proposition of declaration (pronouncing someone guilty, etc.) 5. Expressives are speech acts that state the speaker's attitude and emotion towards the proposition (Searle, 1979). The proposed classification is based on three main principles namely, illocutionary point or the purpose of the speaker, words adjusted to the reality of the world (direction of fit), and psychological states/ sincerity condition.

Table 1. Searle's Classification of Speech Acts (adapted from Yule, 1996)

Speech act type	Direction of fit	S = Speaker X = Situation
Declarations	Words change the world	S causes X
Representatives (Assertives)	Make words fit the world	S believes X
Expressives	Make words fit the world	S feels X
Directives	Make the world fit words	S wants X
Commissives	Make the world fit words	S intends X

Searle has also proposed the idea that the realization of speech acts is influenced by four conditions, namely (1) the propositional content condition, (2) the preparatory condition, (3) the sincerity condition, and (4) the essential condition (Searle, 1969). According to him, each of these conditions can distinguish the intention of each form of speech acts. In the context of Austin's theory of speech acts, performative was applied to those utterances which are used to perform an act instead of describing it. Performative utterances thus stand in opposition to constative utterances, which are statements of facts.

3. Research Method

The research method used is descriptive qualitative. This research method aims to describe, summarize various conditions, various situations, or various phenomena of social reality. This study also attempted to draw the reality as a characteristic, character, trait, model, sign, or description of a particular condition, situation, or phenomenon (Bungin, 2017). The data were thirteen utterances or speech in the form of words, phrases and sentences. The data were retrieved from the utterances or speech of the members and net citizens in the Face book group account named KOMBUR- KOMBUR PILKADA BATU BARA 2018 MENUJU MASYARAKAT EKONOMI BB BERSINAR (Towards the prosperity of Batu Bara) and Face book group account named KOMBUR-KOMBUR PILKADA BATUBARA 2018 from January to May 2018. Data were collected using the documentation method. This method is

used to observe the speech of net citizen's hatred on issues related to the social, cultural and political background of each candidate. Note technique was used to record the expression of hate speech by the net citizens (Sudaryanto, 2015).

The collected data then analyzed using referential and distributional (Sudaryanto, 2015) which then further analyzed using contextual analysis method (Rahardi, 2009). A contextual analysis is simply an analysis of a text (in whatever medium, including multi-media) that helps us not only to assess that text within the context of its historical and cultural setting, but also in terms of its textuality – or the qualities that characterize the text as a text. The context referred to in this method was the language environment. Linguistic environment might be of physical environment or nonphysical environment. In other words the context could be understood as the background knowledge shared by speakers and hearers, so the hearers could understand what the speakers meant (Leech, 1983).

4. Findings and Discussion

In accordance with the objectives of the study, in this section, results and discussion of research that include two things will be presented, namely: 1), classification and, 2) aims of hate speech found in Face book group account KOMBUR- KOMBUR PILKADA BATU BARA 2018 MENUJU MASYARAKAT EKONOMI BB BERSINAR (Towards the prosperity of Batu Bara) and Face book group account KOMBUR-KOMBUR PILKADA BATUBARA 2018.

4.1 Results

Based on the speech acts theory described earlier, three types of illocutionary acts are found. The three types of illocutionary act have their own meanings and parameters. They were found from thirteen utterances of net citizens in the Face book account. Of the thirteen utterances three illocutionary forces are found. All the findings can be seen in the following table.

Table 2. List of hate speech found in Face book group accounts KOMBUR-KOMBUR PILKADA BATUBARA 2018 MENUJU MASYARAKAT EKONOMI BB BERSINAR (Towards the prosperity of Batu Bara) and KOMBUR-KOMBUR PILKADA BATUBARA 2018

No.	Hate speech	Illocutionary Acts
1	*Cino dah makin merajolela di Indonesia ini di seluruh penjurunyo* 'Chinese are rampant all over Indonesia'	Assertive
2	*Kojap lagi Indonesia pun menjadi negaro cino* 'In the near future Indonesia will become China'	Assertive
3	*Kalau bukan punyo asing mako punya aseng* 'If it is not owned by Westerners, it is owned by Chinese'	Assertive
4	*Kalau cino menghalalkan segala cara demi harta karna mereka mati bawak harta tidak kenal riba* 'Chinese justify all means for the sake of wealth because they bring it when they die, and they do not know usury'	Assertive
5	*Saya pribadi tak ondak dan tak rela apobilo batu bara ni di kuasai oleh cino.* 'I personally do not want Batu Bara led by Chinese'	Assertive
6	*Selain dia yg di dukung itu thionghoa keturunan.* 'All Chinese descendants support him'	Assertive

7	*Semua nya dari cina komunis.* 'Everything comes from China is communist'	Assertive
8	*Dai dulu kami ondak milih pak zahir tapi chino di belakangnya jadi malas odan.* 'Initially, we wanted to choose Pak Zahir but because there was Chinese behind him, we do not want him anymore'.	Assertive
9	*Ini salah satu cabup batubara yg ditunggangi anak cina sebagai cawabup nya.* 'This is one of the regent candidates who supported by Chinese as his deputy'.	Assertive
10	*Ganyang CINA* 'Kill Chinese descendants'.	Directive
11	*Pukimak kau china* 'Fuck you Chinise'	Expressive
12	*Kau bukan ada hak dalam negeri kami* 'You have no right on our land'	Assertive
13	*USIRRRR CHINA DARI INDONESIA* 'Throw out Chinese from Indonesia'	Directive

4.2 Discussion

Based on the analysis that has been done on both Facebook group accounts, three classifications of illocutionary acts are found, namely: assertive, directive and expressive.

4.2.1 Assertive

Assertive is a speech act involving the speaker on the truth of the expressed proposition. For example, states, notices, prides, complains, demands, and reports. Therefore, every act of assertive can be judged to be true. In other words, that in every assertive, speaker speaks the words to the world (belief). Then every speech from every speaker within the two Face book group accounts expresses the speakers' true belief on the information, experience and evidence they have, in relation to Chinese ethnic in Indonesia. In this case it is true that the Chinese descendants are trying to dominate Indonesia in any way. Based on the truth as believed by each speakers, the assertive found in this study can be described as follows.

Table 3. Illocutionary assertive acts found in KOMBUR-KOMBUR PILKADA BATUBARA 2018 MENUJU MASYARAKAT EKONOMI BB BERSINAR (Towards the prosperity of Batu Bara) and KOMBUR-KOMBUR PILKADA BATUBARA 2018

Illocutionary Assertive Act	
Propositional content	truth of the information, experience and evidence that Chinese descendants try to dominate Indonesia (Pc)
Preparatory	1. Speaker (S) has facts, reasons, evidences on Pc
	2. Hearer has no clear reasons on Pc
Sincerity	Speaker believes Pc
Essential	Pc shows that the information is true

There are two sub types of assertive found in this case, namely statement and predicting.

a. Statement

This sub type indicates the speaker's belief in stating something. There are two aims of this sub type, i.e. to state and to inform. The parameter of this category is when the speaker speaks, the speaker states that the Proposition is: i). stating that there is information, ii) experience and iii) evidence that he believes that Chinese is an ethnic who is trying to dominate Indonesia in any way. The explanation of this sub-type can be seen in (1) *Cino dah makin merajolela di Indonesia ini di seluruh penjurunyo [...]* (HS.01) 'Chinese are rampant all over Indonesia'. The utterance (1) is a statement of assertive sub type.

Through the utterance (1) speaker tries to declare that Chinese in Indonesia are trying to dominate Indonesia. It seems that this prejudice arose after the Presidential election of Indonesia in 2014. It continued after the act to protect Islam against defamation I, II, and III, which asked the government to punish Basuki Tjahaja Purnama who had defamed Islam. Meanwhile, the news of a large wave of foreign workers from the People's Republic of China (PRC) increasingly leads to situations and sentiments between ethnics and religions in Indonesia. One way to think about the speech acts being performed via utterances is to assume that in underlying of every utterance (U) there is a clause, containing a performative verb (Vp) which makes the illocutionary force explicit (Austin, 1962). This is known as performative hypothesis and the basic format of the underlying clause is 'I (hereby) Vp you (that) U' (Yule, 1996). Applying paraphrase technique as proposed by Sudaryanto (2015) on hate speech (1) the true aim of statement of assertive sub type can be exercised, "I hereby {state/ inform} you that Chinese are rampant all over Indonesia".

b. Predicting

This sub-type predicts what will happen in the future based on the speaker's belief. The parameter of this sub type is when speaker utters the speech, the speaker predicts the Proposition (Pc): i). Predicting that something will happen as evidence that the information, experience and evidence of ethnic Chinese ambition that he has is true. Explanation of this sub-type can be seen in (2*) Kojap lagi Indonesia pun menjadi Negara Cina* [...] (HS.02). In the near future Indonesia will become China [...]. The sub-type truth can be tested by the performative hypothesis and paraphrase technique as described earlier. Consider the following illustration: (2) I hereby {predict} that in the near future Indonesia will become China [...]. This sub-type truth test is also carried out using changing and extending techniques. Look at the following illustrations: (2a) I hereby predict that Indonesia will become China [...], (2b) I hereby predict that it seems Indonesia will become China [...], (2c) My prediction might be that Indonesia will become China [...].

Based on the above paraphrase technique, it can be said that the utterance (2) is an assertive of predicting sub-type, the speaker intended to predict what would happen if the Chinese and the foreign workers from China had succeeded in carrying out Indonesia.

4.2.2 Directive

Directive is a speech act intended by the speaker to make the hearer does something. For example, ordering, begging, requesting, suggesting, and advising. Therefore, the propositional content of the directive speech act is a future act of the hearer. Based on this, it is understood that in each directive speech, the speaker seeks to make the world fit words. Related to that, then every directive speech within the two Face book accounts express the actions of hearers in the future that is a persuasion to murder Chinese descendants and an order to expel them from Indonesia.

Table 4. Illocutionary Directive acts found in Face book group accounts of KOMBUR-KOMBUR PILKADA BATUBARA 2018 MENUJU MASYARAKAT EKONOMI BB BERSINAR (Towards the prosperity of Batu Bara) and KOMBUR-KOMBUR PILKADA BATUBARA 2018

Illocutionary Directive Acts	
Propositional content	An action (A) that will be carried out by the hearer in the future
Preparatory	1. The hearer (H) can do an action (A), and the speaker believes that the hearer is able to do an action (A)
	2. It is not clear to the speaker and the hearer that the hearer is able to do an action as directed by the speaker
Sincerity	The speaker wanted the hearer to do an action (A)
Essential	To persuade the hearer to do an action (A)

Based on the description above, one sub type of directive is found namely to persuade. This sub-type is based on the speaker's intention for the hearer to do something in the future. The parameter is when telling the utterance, the speaker persuades the hearer to perform an action, the speaker expresses: i). a wish that the hearer does an action (A), ii) that action (A) is the speaker's wish. An explanation of this sub-type can be seen as follows, (3) *Ganyang CHINA*. (HS.03) 'Kill Chinese descendants'. Utterance (3) is a persuasion sub-type of illocutionary directive acts. Through utterance (3) speaker tries to persuade hearer to kill Chinese descendants. To examine the truth of this sub type, the formula "S verb (O) that X" or "S verb O to Y" is used (Yule, 1996). Consider the following: (3) I persuade you to kill Chinese descendants. After using paraphrase technique, it can be said that utterance (3) is a persuasion sub-type of illocutionary directive acts, in which the speaker persuades the hearer to kill Chinese descendants.

4.2.3 Expressive

Expressive is a speech act that expresses the speaker's psychological attitude to a situation. It could be an expression of gratitude, joy, hatred, anger, forgiveness, blame, praise, condolence, and so on. Yule (1996) explains that when speakers use illocutionary expressive acts they attempt to fit words to the world. Based on this, it can be understood that every illocutionary expressive acts found in this study show resentment of speakers to Chinese descendants based on a state of experience, information, and evidence that already possessed by speakers.

Table 5. Illocutionary Expressive acts found in Face book group accounts of KOMBUR-KOMBUR PILKADA BATUBARA 2018 MENUJU MASYARAKAT EKONOMI BB BERSINAR (Towards the prosperity of Batu Bara) and KOMBUR-KOMBUR PILKADA BATUBARA 2018

Illocutionary Expressive acts	
Propositional coentent	An event has been experienced and influenced the speaker's attitude towards Chinese descendants.
Preparatory	1. Speaker has fact, reason and evidence on Pc.
Sincerity	-
Essential	Speaker denotes hatred

Based on the description above, one sub type of expressive is found namely offensive. This sub-type is based on the expression of the speaker's hatred for Chinese descendants based on a state of experience, information, and evidence that the speaker has. The parameter is when the utterance is spoken, speaker insults hearer by expressing: i) speakers'

dislike toward Chinese descendants, ii) and the speaker's hatred on all Chinese activities. An explanation is as follows: (4) *Pukimak kau China* (HS.04) 'Fuck you....'. Utterance (4) is an offensive sub-type of illocutionary expressive act. Through utterance (4) speaker shows his dislike and hatred towards Chinese descendants.

5. Conclusion

Based on the results of research and discussion, it can be concluded that hate speeches found in Face book group accounts KOMBUR- KOMBUR PILKADA BATU BARA 2018 MENUJU MASYARAKAT EKONOMI BB BERSINAR (Towards the prosperity of Batu Bara) and KOMBUR-KOMBUR PILKADA BATUBARA 2018 are classified into assertive, directive and expressive. In addition, the thirteen utterances analyzed have illocutionary forces that are insulting, inciting and discriminating, especially on Chinese descendants. This happened because one candidate for Batu Bara local election is Chinese descendant.

This study concludes that legal cases on hate speech can be interpreted and solved linguistically provided that fairness and social justice are the ends to be achieved.

Acknowledgements

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INCREASING TOEFL SCORE USING MIND MAPPING METHOD

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Abstract

English as an international language has become an important requirement in the world of education, giving access to information and technology. English is spoken as a first or second language in various countries and this indicates that English is likely to remain a globally dominant language for many years to come. Standardization of English proficiency is measured by a TOEFL score in stages, especially for students who are looking for scholarships at home and abroad, making the TOEFL score a major requirement. International scholarships require a minimum TOEFL score of 550. This study is concerned with Mind Mapping strategies or techniques to improve TOEFL scores. The implementation of this method is carried out for students of Ganesha Polytechnic as a research sample through two stages, namely Pre-Test, and Final-Test. The number of samples used in this study is as many as 300 students consisting of semester 1, semester 3 and semester 5. Based on the results of trials with the Mind Mapping method with a duration of 3 months there is an increase in the TOEFL score between Pre-Test and Final Test.

1. Introduction

English is one of the five International languages recognized by the United Nations, out of Arabic, French, German and Mandarin. One of the weaknesses of the Indonesian people in speaking English is that English is not the mother tongue in Indonesia. This factor is so because Indonesia was once under the Dutch colonialism. This is in contrast with countries under the auspices of the Commonwealth countries using English as a second mandatory language.

The use of English teaching methods, especially in learning Standard English grammar greatly affects the achievement of students' understanding of the material provided. English grammar teaching methods obtained by students at an earlier educational level still tend to only activate one side of their brain (Pravitasari & Fitriasih, 2014). Learning English grammar is like memorizing a row of standard formulas such as learning mathematics. For example, to learn tenses consisting of 16 types, students are offered sixteen formulas for the sixteen types of tenses, such as: Simple Present Tense with the formula of Subject + Verb 1 + Object, and so on. In fact, there is one way in which the sixteen types of tenses can be explained very easily through images called Mind Map.

Mind Mapping is helpful in the work process of the human brain which is divided into two, namely the left brain and the right one. Both hemispheres of the human brain have different tasks and ways of working. The left brain works for things related to words, numbers and lists; while the right brain works for things related to consciousness,

imagination, color, and beauty.

This study explores the mind mapping method in answering TOEFL questions because it facilitates participants to analyze the types of questions. In answering TOEFL questions, students are given TOEFL steps as the facilitator.

Listening Comprehension is the first part of the TOEFL test material. This section consists of 50 questions in which the answer sheet is only available for each question. This listening section consists of listening to 3 types of conversation, namely:

a) Short conversation: usually consists of 2 lines and dialogue between 2 speakers. There are 30 questions with 30 answers for this type of conversation problem.

b) Long conversation: consists of several conversations between 2 people to answer questions. The number of questions for each conversation is approximately 4.

c) Long Dialogue: In this section students listen to someone talking about some problems both at campus and in everyday life.

Types of structural questions are multiple choice questions where knowledge about grammar is required. Some tips are presented below:

a) Studying sentences: to analyze what types of sentences are to be identified.

b) Studying how to complete sentences: to choose the best word to make a sentence meaningful.

c) Error analysis: to identify mistakes causing sentences meaningless.

d) Studying structural elements of a sentence: to identify the non-standard structure of English sentences.

Section 3 of the TOEFL test is Reading comprehension. This part is used to evaluate the ability of examinees to understand written texts in English. This section contains at least 5 text reading, each consisting of ten questions and the total number of the questions in this section is fifty. Examinees must complete all questions within fifty minutes. This section is related to text reading, without pictures, diagrams or other visual aids. The reading themes tested in this section are quite varied, but generally related to materials taught at universities in the United States, covering history, literature, art, architecture, geology, biology, health, astronomy, geography, and so on

The samples of this research are selected from students majoring in Informatics Management, Informatics Engineering and Accounting of Ganesha Polytechnic Medan. The students have learned English since they are in the first year and have already got adequate knowledge in English covering listening comprehension, structure and reading comprehension as the initial foundation to attend the TOEFL test.

The purpose of this study is to improve the TOEFL scores of students of Ganesha Polytechnic Medan. This study also aims to help students understand the steps in answering TOEFL questions so that they could make good preparations before attending the test.

2. Literature Review
2.1 TOEFL

TOEFL is an abbreviation of *Test of English as a Foreign Language*, organized by an institution in the United States called ETS (Educational Testing Service). Initially, the TOEFL was needed for students in countries whose main language was not English, but who wanted to continue their studies in countries whose official language was English, such as the United States, Canada, and Western European countries. This is needed to ensure that students from non-English speaking countries are able to attend lectures in English-speaking countries properly.

Earlier works and researches on TOEFL have been conducted by many linguists and researchers. Noviyenty (2018) conducted a research entitled *Upaya Peningkatan Kompetensi Bahasa Inggris Mahasiswa Jurusan Tarbiyah Program Studi Pendidikan Agama Islam (PAI) STAIN Curup Dan Relevansinya Terhadap TOEFL Score Sebagai Syarat Wisuda* (Efforts of improving English Language Competence for Tarbiyah Department Students of Islamic Religious Education Study Program of (PAI) STAIN Curup and Its Relevance to TOEFL Score as Graduation Requirement).

She analyzes the condition of English competency of students of PAI STAIN Curup supported by TOEFL Score data in the Unit of Language Development and finds that the average score is still low, unable to reach the standard one, even though the facilities or infrastructure given to students are already good enough.

Another research related to the present study is published in the Journal of Prospective Learning FKIP Universitas Tanjungpura (Salam, 2017) entitled *Toefl Antara Penting Dan Frustasi: Analisis Kebijakan "Toefl" Di Universitas Tanjungpura.* (Toefl Between Importance and Frustration: "Toefl" Policy Analysis at Tanjungpura University). The result shows that the scores obtained by students are still low. There are three causing factors in this case: (1) the absence of a continuous English learning program, (2) the learning process does not use English at all in the classroom, mainly using textbooks, and (3) the absence of English learning facilities and resources such as libraries.

2.2 Mind Mapping

Mind Mapping is a strategy for assisting students' thinking through mental mapping of words or notions. Mind Mappings contain visual frameworks like figures, diagrams, or charts utilized to display structural knowledge. They are influential in that they assist students to communicate information because they can explain complex notions in simple, meaningful representations so that learners can expand a good comprehension of the content to be learnt. Many students struggle to learn to read and these problems keep on increasing. A mind map is a graphic organizer in which the major classes are described as chapters of larger chapters (Budd, 2004). This can be utilized to create ideas, take notes, develop notions and ideas, and enhance memory (Buzan & Buzan, 2000). It is a powerful tool that teachers can use to enhance learning and create a foundation for learning. It is useful for visual learners as they are instruments with managing thought, leading learning, and making relationship (Stephan & Hermus, 2007). In mind mapping strategy, educators do not have any limitation for expressing their ideas about the notions of visual and linear structure

3. Research Method

This research is conducted by means of a descriptive qualitative approach. (Moleong: 2000) states that qualitative research is best chosen to analyze social phenomena and regarding this, the phenomena are concerned with the difficulty of students facing the TOEFL test.

The students majoring in Informatics Management, Informatics Engineering and Accounting at Ganesha Polytechnic Medan who have ever got English Subject are chosen as the participants of this study. Although the students are not in English department, they have skill and knowledge in understanding TOEFL. The students have also to get their TOEFL score of 400 to complete the requirement of Final Task from Ganesha Polytechnic Medan.

In collecting the data, the writer uses Pre Test and Post Test to get the TOEFL score from the students. The data are collected by scoring the TOEFL score form the scoring information (Phillips, 2003). The writer chooses scoring information from Longman Preparation Course for the TOEFL test.

4. Result and Discussion

4.1 Training Preparation and Implementation

Students participating are 77 students. The time and duration of the program are from 5 May - 6 August , 2019. The duration of 40 hours is applied in 1 hour 30 minutes per day. The learning location is at Campus of Ganesha Polytechnic Medan consisting of 15 students per class. TOEFL training is quite good and smooth. Students undergo all learning processes by referring to the teaching material by Longman Introductory Course for TOEFL for the Computer and Paper Tests (Phillips: 2003) Data regarding the test results consist of Diagnostic Pre Test, Post Test, Review Test and Final Test.

Participants attending the pre-test are dominated by students majoring in D3 Informatics Management: 75%. While the rest are from D3 Accounting: 13%, D3 Informatics Engineering: 12%. Below are the results of the pre-test scores of 77 participants taking the pre-test

Table 1. Pre Test Score Result

	Section1	Section 2	Section 3	Score
Average	36,8	36,4	44,0	390,5
The highest score	43	63	57	503
The lowest score	30	26	35	317
Interval	13	37	22	186
Standard Deviation	3,9	8,8	5,5	43,9

Based on the table above, it is seen that the average score is 390.5. This indicates that the TOEFL score is still far from the standard one, that is 500. There are only two participants who having scores above 500, the highest score. While the lowest score is 186. When it is viewed per section, the highest score is in section 4 (reading) and the lowest in section 2, almost the same as section 1 (listening)

Picture 1. Pre test score result
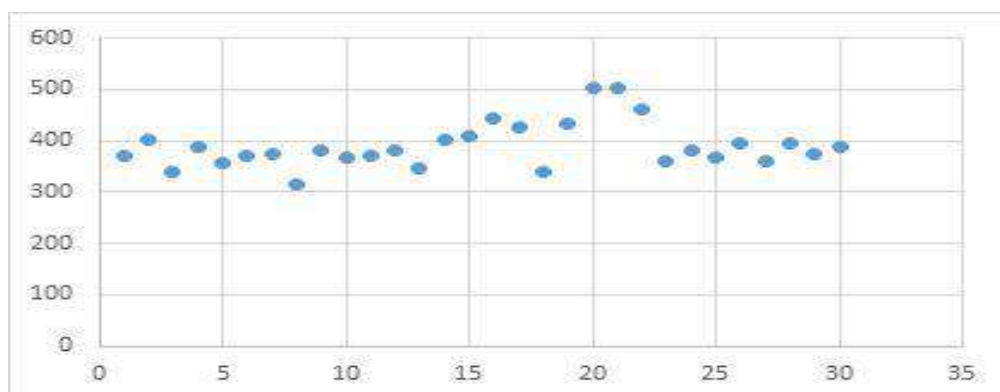
In accordance with the training plan, this training is prioritized to the section which has the lowest score, namely section 2 (Structure & Written Expression). The training is conducted for 24 meetings or 3 months from May 2019 to August 2019.

The low score is caused by the inability to write well and correctly. According to (Amilia, 2018), writing skills are referred to as skills that require complex competence and language skills. At the very least, writing skills require reading and listening skills. Writing skills are productive skills, just like talking. However, writing skills are considered more difficult than speaking skills. This is due to complex rules in writing activities.

The material provided is divided into three categories, namely the provision of general TOEFL material, discussion of TOEFL questions, and simulations. In section 1 or listening there are 50 questions and there are 3 types of questions: short conversation, long conversation and the third is a long story (Long Talk). In the second section there are two types, namely questions in the form of structure (Sentence Completion) and Written Expression (Error Identification) consisting of 40 questions. In the structure section students are required to choose the right answer to the multiple choice problem. In the structure completion section students are instructed to analyze grammar regarding tenses, prepositions, and spellings that are refined in English. And the third is Reading Comprehension of 50 questions in the forms of reading text and vocabulary

After the pre-test and core activities (training) are carried out, a post-test is conducted. This activity is one of a series of TOEFL training that determines the success or failure of this training. The success of the TOEFL training is marked by an increase in the participants' TOEFL score from the previous test, namely the pre-test. If there is an increase, the results of the post-test are greater than the pre-test, then this training is considered successful. Conversely, if the average participants experience a decline, this training is not successful. below are the scores of the TOEFL training post test results compared with the pre-test results.

Picture 2. Pre-test and post test scores
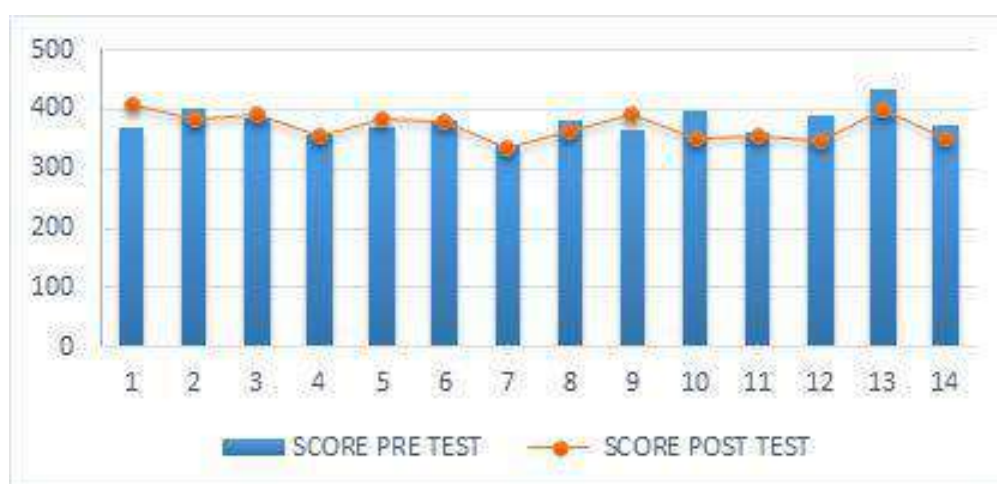
Source: Data process, 2019

Overall, of the 77 participants who take part in the training and post-test, students obtain an increase in their TOEFL scores. In contrast to the overall results, the score in section 2 discussed in the training increases. Here are the results of the pre-test and post-test.

Picture 3. Pre test and post test scores

Source : data processed, 2019

Out of 77 participants taking part in the training and post-test in section 2 there are nine students having an increase, four students have a decrease and as many as two students have a decrease in this post-test compared with the results of the pre-test conducted previously. So it can be said that this training has been successful in increasing the TOEFL score of participants in this section by using the mind mapping method

Finally after the implementation of the activity has been completed, an evaluation needs to be carried out. Evaluation is carried out to find out how the participants evaluate the instructor. This assessment might also be related to the TOEFL score. If the participants' assessment of the instructor is good, then the TOEFL score should also be good, because from the instructor's side there is no problem in providing material. Conversely, if the participants' assessment of the instructor is poor then the TOEFL score is also poor. However, if the assessment is good, but the score is not satisfactory, then the problem lies on the participants, not the instructor.

V. Conclusion

The use of mind mapping can improve the TOEFL scores and it is useful for students to be able to answer TOEFL questions. Students are more creative and get freedom to pour ideas or knowledge they absorb into an image so that things will be more easily absorbed and will be longer stored in their memory.

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EFFECT OF CROSSWORD PUZZLE TEACHING STRATEGY TOWARDS STUDENTS' VOCABULARY MASTERY

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Abstract

This research is to find out that crossword puzzle teaching strategy gives a significant effect towards students' vocabulary mastery at SMA Amir Hamzah Medan. The crossword puzzle is a kind of word game, which can improve the learners to enrich their vocabulary knowledge. The research design used is pre-experimental design formed as one group pretest-posttest design using quantitative approach. The data collecting method is test. The research data are analyzed by applying paired samples t-test formula through SPSS 23 and the result of the research shows that the value of the t-count is 51,700, while the t-table with the significance level of 5% and Df of 12 is 2,179. The t-count is higher than the t-table (51,700>2,179). This means that the null hypothesis (H0) is rejected while the alternative hypothesis (Ha) is accepted. In conclusion, there is a significant effect towards students' vocabulary mastery before and after having taught by the utilization of crossword puzzle teaching strategy at SMA Amir Hamzah Medan.

1. Introduction

Nowadays, English has become one of the medium to communicate among members of society   and has been used by people in many parts of the world. Therefore, English is known as an international language. Imam (2018) states that English has become a part of education curriculum since 1967 in Indonesia. English is taught from primary level up to university level. One basic element in English language is vocabulary.

As a teacher, it is a common knowledge that vocabulary is one of the important skills to be taught at schools. People would not be able to express their opinion, ideas, and thoughts in English without knowing vocabulary. Cahyono and Kusumaningrum (2011) states that vocabulary is one of the language components needed to be mastered when students are learning English. Without having adequate vocabulary, the students would have some difficulties to know the meaning of what they listen and read as well as to express their thoughts in order to communicate with people. Thus, students need to learn vocabulary to develop their language skills. Many students still lack in vocabulary resulting in low English scores because of inability to listen, read, speak and write efficiently.

2. Literature Review

Allen (1983) states that teaching vocabulary will be deemed as a meaningful avenue for teachers if they can conduct and combine a wide ranging of available technique of teaching.

This is undertaken as it is hoped to provide an innovative and insightful teaching technique that will be experienced by students as more enjoyable, interesting and motivating so that the boredom and dull atmosphere in the classroom teaching can be eliminated.

Based on that, the researchers have found an enjoyable, interesting, motivating and creative strategy to solve the problems often faced by students' in regards to the mastery in vocabulary. This teaching model is known as crossword puzzle teaching strategy. Hornby (1987) states that crossword puzzle is a puzzle or a word play where the words have to be written related to numbered clues vertically or horizontally in blank spaces in the squares formed. Karim and Hasbullah (1986) who find crossword puzzle as one of interesting techniques in teaching language also support this.

By applying crossword puzzle teaching strategy in teaching vocabulary, students will be entertained and stimulated to think of the appropriate words to fill the blank spaces. It makes the learning process more enjoyable, entertaining, interesting, yet challenging.

There have been several relevant studies done related to this research. One of the researches was conducted by Ratnawati (2013). The research design that she used was Pre-experimental research using Non Equivalent Group Post-test Only research design that focused on the significant effect of using crossword puzzle in students' vocabulary achievement. She conducted her research at SMPN 5 Jember and finally found that there was a significant effect in using crossword puzzle towards vocabulary achievement of the students in SMP Negri 5 Jember.

Another research was conducted by Pratiwi (2016). The research data used were qualitative and quantitative data. The qualitative data's form were vignettes and interview transcripts while the quantitative data's form were the scores of pre-test and post- test. Her research was focused in improving the vocabulary mastery of grade VIII C students through contextual crossword puzzle at SMPN 7 Yogyakarta. The result of the research showed that some improvements happened on students' vocabulary mastery by using contextual crossword puzzle.

Based on the previous relevant studies above, since most research had been conducted at junior high school level and none has ever been conducted at SMA Amir Hamzah Medan, the researchers decided to conduct a research entitled "The Effect of Crossword Puzzle Teaching Strategy Towards Student's Vocabulary Mastery at SMA Amir Hamzah Medan". The research question was formulated as "Is there any significant effect in students' vocabulary mastery before and after being taught by using crossword puzzle teaching strategy at SMA Amir Hamzah Medan?". To answer the research question, hypothesis was needed. According to Prasetyo and Jannah (2014) hypothesis is a temporary answer of a research question. The researchers formulated the hypothesis as follow:

1. Null Hypothesis (H0): "There is no significant effect in students' vocabulary mastery before and after being taught by using crossword puzzle teaching strategy in SMA Amir Hamzah Medan."

Alternative Hypothesis (Ha): "There is significant effect in students' vocabulary mastery before and after being taught by using crossword puzzle teaching strategy in SMA Amir Hamzah Medan."

3. Research Method

The research design used in this research was pre-experimental design formed as one group pretest-posttest design using quantitative approach. There was only one group in this research because the researcher wanted to see the effect of Crossword Puzzle teaching

strategy towards students' vocabulary mastery by comparing the scores of both pre- test and post-test. There were two variables in this research; they were independent variable and dependent variable. Crossword Puzzle was the independent variable while Vocabulary Mastery was the dependent variable. The research design can be seen in the following table:

Table 2.1 The Test Illustration of 1 Group Pre-Test and Post-Test Design

Type	Treatment	Type
X	✓	Y

X   : Pre-test
Y   : Post-test
✓   : Teaching vocabulary using crossword puzzle teaching strategy

The research was conducted at SMA Amir Hamzah Medan during the academic year of 2019/2020. The researcher decided to select this location because the same research has never been piloted in this school. The population for this research was the students of SMA Amir Hamzah Medan. There were 5 classes; X MIA, XI MIA, XI IIS, XII MIA, and XII IIS. In order to decide the sample, the researcher used simple random sampling technique. Sugiyono (2015: 120) states that simple random sampling is called "simple" because the sampling of the members of the population is done randomly without paying attention to the strata that exists in that population. It was found that the sample for this research was the first grade students of SMA Amir Hamzah Medan. There was only one class; X MIA, consisted of 13 students.

The data collection method for this research was test. The test was divided into two; pre-test and post-test. The researcher did pre-test to find out the mean scores of students' vocabulary mastery. After the treatment had been done, the post-test was conducted. The aim was to find out whether there was any difference between the mean scores of both the pre-test and the post-test. By looking at the difference, the researchers could conclude whether there was any effect of the crossword puzzle teaching strategy towards the students' vocabulary mastery in X MIA.

The test given to the sample was vocabulary test consisting of 20 questions in the form of vocabulary mastery test. The allocated time for the test was 40 minutes. The students answered the test individually. The researcher made sure that the test was valid by testing the validity using SPSS 23.

Table 2.1 Output of Validity Test

Correlations

		Pre_Test	Post_Test	Total_Score
Pre_Test	Pearson Correlation	1	,950**	,991**
	Sig. (2-tailed)		,000	,000
	N	13	13	13
Post_Test	Pearson Correlation	,950**	1	,983**
	Sig. (2-tailed)	,000		,000
	N	13	13	13
Total_Score	Pearson Correlation	,991**	,983**	1
	Sig. (2-tailed)	,000	,000	
	N	13	13	13

The output showed that the computation of r-count was 0,991 and 0,983 which was bigger than r-table 0,553 in the significance of 5% with N=13. Therefore, the test was considered valid.

Apart from being valid, the test should also be reliable. According to Sugiyono (2015:175) reliability is used to measure something repeatedly and will produce the same

result consistently. It focuses on how consistent we measure whatever we measure. In order to test reliability, SPSS 23 was used. The output can be seen as follows.

Table 2.2 Output of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
,949	2

The output showed that the computation of Cronbach's Alpha of the test was 0,949 which was bigger than r table that was 0,553 in the significance of 5% with N=13. Therefore, it could be concluded that the test was reliable. Because the test turned out to be valid and reliable, the test was used to collect the research data. The procedure of collecting data can be seen below:

1. Pre-Test
   The aim was to find the mean scores of students' vocabulary mastery.
2. Treatment
   The students were taught by using Crossword Puzzle teaching strategy.

Treatment was given for several meetings. The teaching procedure can be seen in the following table:

Table 2.3 The Teaching Procedure

Teaching Procedure
Introduction
Pre-Test 1. Teacher gave Vocabulary test consisting of 20 questions to each student individually. 2. After the students had finished the work, the answer sheets were collected.
Treatment 1. Teacher introduced crossword puzzle game to students. 2. Teacher elaborated the regulations to play crossword puzzle game. 3. Teacher divided the students into several groups; each group consisted of four students. 4. Teacher gave the crossword puzzle game sheets to each group. 5. Each group solved the crossword puzzle game sheets given. 6. The answer sheets were collected. 7. The teacher and students discussed the answers
Post-Test 1. Teacher gave Vocabulary test consisting of 20 questions to each student individually. 2. After the students had finished the work, the answer sheets were collected.

3. Post-Test
   After the treatment had been done, post-test was conducted to find whether there was any difference between the mean scores of both the pre-test and the post- test. After the researchers got the data, the data were analyzed by using 3 tests:

1. Normality Test

Normality Test was needed to find whether the data was normally distributed or not. The researchers used SPSS 23 to test normality.

Table 2.4 Output of Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_test	,178	13	,200[*]	,929	13	,334
Post_test	,214	13	,107	,894	13	,110

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The output used was Shapiro-Wilk because the data were less than 50. It was shown that the significance was 0,334 and 0,110 which was higher than 0,05. This means that both of the data were normally distributed.

2. Hypothesis Test

To test the hypothesis, the data taken from pre-test and post-test were analyzed using T-test through SPSS 23 to find out whether Ha or H0 could be accepted where the research hypothesis was formulated as follows:

a. Null Hypothesis (H0): "There is no significant effect in students' vocabulary mastery before and after being taught by using crossword puzzle teaching strategy in SMA Amir Hamzah Medan."

b. Alternative hypothesis (Ha): "There is significant effect in students' vocabulary mastery before and after being taught by using crossword puzzle teaching strategy in SMA Amir Hamzah Medan."

4. Results and Discussion

The pre-test was conducted for the sample on 12th August 2019 and post-test was conducted on 19th August 2019 after the treatment had been given to the students. The scores of both tests were used as the research data. The findings of this research consisted of the data description and the hypothesis test.

To describe the data, the researchers used a score's criteria to decide whether the scores of both tests were considered good or bad. The score's criteria can be seen as follows:

Table 3.1 Score's Criteria

No.	Mean Score	Criteria
	80-100	Excellent
	70-79	Good
	60-69	Average
	50-59	Poor
	0-49	Low

SPSS 23 was used to find out the mean scores. The output can be seen as follows:

Table 3.2 Output of Descriptive Statistics

Descriptives

			Statistic	Std. Error
Pre_test	Mean		55,77	1,776
	95% Confidence Interval for Mean	Lower Bound	51,90	
		Upper Bound	59,64	
	5% Trimmed Mean		55,58	
	Median		55,00	
	Variance		41,026	
	Std. Deviation		6,405	
	Minimum		45	
	Maximum		70	
	Range		25	
	Interquartile Range		10	
	Skewness		,509	,616
	Kurtosis		,912	1,191
Post_test	Mean		91,15	1,285
	95% Confidence Interval for Mean	Lower Bound	88,35	
		Upper Bound	93,95	
	5% Trimmed Mean		91,00	
	Median		90,00	
	Variance		21,474	
	Std. Deviation		4,634	
	Minimum		85	
	Maximum		100	
	Range		15	
	Interquartile Range		8	
	Skewness		,211	,616
	Kurtosis		-,546	1,191

Based on the output, the pre-test's mean score which was 55,77 was considered poor while the post-test's mean score which was 91,15 was considered excellent. The scores improved. It proved that there was a significance difference of the students' scores between the pre-test and the post-test.

The aim of the research was to find whether crossword puzzle teaching strategy has an effect towards students' vocabulary mastery. Therefore, the researchers did a T-Test through SPSS 23 using Paired-Samples T-test formula to analyze the research data to test the hypothesis to find out whether Ha or H0 that could be accepted

Table 3.3 Output of Paired Samples T-Test

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre_test - Post_test	-35,385	2,468	,684	-36,876	-33,893	-51,700	12	,000

Based on the output, the t-count was 51,700. The negative mark appeared before the t-count meant that the mean score before the treatment was lower than the mean score after the treatment. Thus, it was concluded that Crossword Puzzle did improved the scores of students' vocabulary mastery.

With the significance level of 5% and the degree of freedom (df) of 12, the value of t would be (0,05/2 = 0,025). Therefore, the t-table would be 2,179. The t-count (51,700) was higher than the t-table (2,179). Because of that, the null hypothesis (H0) which was formulated as "There is no significant effect in students' vocabulary mastery before and after being taught by using crossword puzzle teaching strategy in SMA Amir Hamzah Medan" was rejected. Consequently, the alternative hypothesis (Ha) which was formulated, as

"There is significant effect in students' vocabulary mastery before and after being taught by using crossword puzzle teaching strategy at SMA Amir Hamzah Medan" was accepted.

The result of the T-test also showed that the significance value which was 0,00 was lower than the significance level which was 0,05. It could be concluded that the null hypothesis (H0) which was formulated as "There is no significant effect in students' vocabulary mastery before and after being taught by using crossword puzzle teaching strategy in SMA Amir Hamzah Medan" was rejected. Sequentially, the alternative hypothesis (Ha) which was formulated as "There is significant effect in students' vocabulary mastery before and after being taught by using crossword puzzle teaching strategy at SMA Amir Hamzah Medan" was accepted.

The result of the data analysis of this research showed that the crossword teaching strategy gives a significant effect in students' vocabulary mastery at SMA Amir Hamzah Medan. The crossword teaching strategy improved the students' vocabulary mastery scores which was proven by the difference of the pre-test mean scores before being taught by crossword puzzle teaching strategy (55,77) and the post-test mean scores after being taught by crossword puzzle teaching strategy (91,15). The post-test mean score was higher than the pre- test mean score (55,77<91,15). It was also proven by the t-test where the t-count of 51,700 was bigger than t-table of 2,179. It also showed that Ha was accepted and H0 was rejected because the significance value which was 0,00 was lower than the significance level which was 0,05.

Based on the findings and discussion above, it is confirmed that crossword puzzle teaching strategy gives a positive effect towards students' vocabulary mastery by improving students' vocabulary scores. In addition, it is also confirmed that there is a significant effect in students' vocabulary mastery before and after having taught by using crossword puzzle teaching strategy in SMA Amir Hamzah Medan.

5. Conclusion

Based on the results of the data analysis, it is concluded that there is a significant effect in students' vocabulary mastery before and after being taught by using crossword puzzle teaching strategy in SMA Amir Hamzah Medan. Therefore, Ha is accepted while H0 is rejected. It is also concluded that crossword puzzle teaching strategy gives a positive effect towards students' vocabulary mastery that could be seen on the difference between the pre- test's mean score which is considered poor (55,77) and the post-test's mean score which is considered excellent (91,15). Because crossword puzzle teaching strategy gives a significant effect towards students' vocabulary mastery, there are some suggestions that the researchers want to propose to the following people:

For English learners, in learning English especially vocabulary, crossword puzzle could be used to test and improve the vocabulary. So it is suggested to practice vocabulary using crossword puzzle by filling the crossword puzzle provided in the Internet or books.

For the school, since crossword puzzle teaching strategy is confirmed to be able to gives a positive significant effect towards students' vocabulary mastery, it is suggested for the school to be able to encourage teachers to apply crossword puzzle teaching strategy in teaching vocabulary.

For the teachers, especially English teachers, it is suggested that teachers could use crossword puzzle teaching strategy to improve students' vocabulary mastery. Any improvements are welcomed to make the learning process more exciting and fun. Besides crossword puzzle, teachers could also provide other games or teaching strategies which

could make the students motivated and excited to learn vocabulary without making them feel bored so students can feel that learning English becomes easier and more exciting.

Finally, for other researchers, this research is not perfect yet. Therefore, it is suggested that other researchers could conduct further research of crossword puzzle teaching strategy in a similar area by improving the approaches, the methods, or the procedures. However, this research can be used as a reference to conduct further researches in a similar area or in a different area of teaching.

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