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THE ROLE OF ISLAMIC CULTURE COURSES IN MAINTAINING THE ISLAMIC IDENTITY: CASE STUDY OF FACULTY OF LANGUAGES AND TRANSLATION FEMALE STUDENTS AT KING KHALID UNIVERSITY

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Abstract

The present study is an interdisciplinary research that investigates the role of Islamic culture courses in maintaining the Islamic identity among the female students of the English department at King Khalid University. It is due to the significance of these courses that the researchers design this study to explore the extent to which the Islamic culture courses achieve the objectives envisaged by them. This study further explores the ability of these courses to confront the ideas of globalization and the new international order including the world's economic, political, cultural and social ideologies. The study also investigates the need of such courses to enable the students of the English department to be prepared to study certain courses enrolled at the faculty of languages and translation (i.e. religious translation course). For this end, the students are requested to complete an online survey composed of closed-ended and open-ended questions on their perceptions about the Islamic culture courses and their significance. As such, the study adopts both quantitative and qualitative methods and ends up with suggesting certain recommendations towards improving the courses specifications and implementing the students' special knowledge of the English language and culture in empowering them to present the disciplined Islamic concept and identity.

Keywords: *culture*; *Islamic culture course*; *Islamic identity*; *language*

1. Introduction

Islamic culture courses presented to university students are of great significance in empowering the young generations and providing them with profound information about their religion. The courses are expected to assure a strong spirit of belonging to Islam, and loyalty to it, and prioritizing this affiliation over other affiliations, such as nationalism and racial ethnicity, because the basic loyalty of a Muslim is to Allah the Almighty, His Messenger, the believers, and all the orders and teachings that are conveyed in the Book of Allah the Almighty, The Ever-Glorious *Qur'an*. The Islamic culture courses are supposed to communicate the idea of a holistic view of Islam in the heart of the Muslim, given that the Islamic religion is a complete, integrated and interconnected religion.

On the other hand, language and culture have an intimate bond. We cannot imagine a language that does not relate to a culture, whatever the language, whatever the culture, just as we cannot imagine a culture that does not depend on a fundamental part on the linguistic vessel that contains it, interacts with it and transmits it.

Language and culture together are not intrinsic to man, nor are they individual; but they are part of the movement of the medium in which they live, hence there is a necessary distinction between them. "Culture is a theory of behavior rather than a theory of knowledge, and thus the necessary difference between culture and knowledge can be measured" (Ibn Nabi, 1986: 82). As such, the current study intends to investigate the impact of the Islamic culture courses taught to King Khalid University students in general with a special reference to the students of the English department. In other words, the present study investigates the role of the Islamic culture courses in enhancing and maintaining students' identity while being exposed to a culture other than the Islamic culture (i.e. the English culture presented through English literature, civilization, poetry and drama).

The study aims to reveal the significance of the content of the Islamic culture course specifications and the extent to which it entails the values that reinforce Islamic identity in facing the challenges of globalization.

The research attempts to answer the following questions:

1. Are the Islamic culture courses able, by their characterizations and specifications, to provide the sufficient religious and intellectual immunity to maintain the Islamic identity of the students?
2. Do the Islamic culture courses include sufficient values that enhance the religious identity of the female students of the department of English language?
3. Do the Islamic culture courses booster students' knowledge towards achieving progress in related curricula (i.e. religious translation)?
4. Do Islamic culture courses enable English language students to spread Islam and call to it?

The study aims to enable the instructors teaching the Islamic culture courses to investigate the course specifications, improve the discussion of their topics, and keep pace with the intellectual awareness of the new generation.

The current study is limited to exploring the role of the Islamic culture courses in maintaining as well as strengthening the Islamic identity of female students of the English language department at King Khalid University.

2. Literature Review
2.1 The Relationship between Language and Culture

Many studies have reviewed the impact of foreign language learning on the identity of the learners. For Arabic linguists and grammarians, language is the voice with which every person expresses his or her purposes. However, learning language is not limited to learning its vocabularies and structures. It is based mainly on the different forms of language practice, including the communicative situation and the cultural and social contexts in which the language is taught. Gleason (1961) asserts that languages are not just the products of cultures, but they are the symbols of cultures, too. Although language and culture appear to be two distinct fields, they have an intertwined relationship and affect each other mutually.

Language affects culture, and it is shaped to reflect our thoughts and concepts. When language evolves, the explicit culture of this language develops. For example, the word 'nice' in English language means 'beautiful, kind, and disciplined'. However, the same word was used during the fifteenth century to denote other meanings including 'stupid', 'wild', or 'the

devil'. This example indicates how languages evolve due to the changing historical and social conditions (AkreŞ, 2018).

In a similar way, culture has its influence on language. A culture of a society carries between its folds the ethnic and national backgrounds, human race and social conditions. Culture not only changes people's values and habits, but also affects their language, cognitive and cultural behaviors. In essence, the culture of a society can change depending on the language used (AkreŞ, 2018).

2.2 Islamic Culture and Identity

The general definition of Islamic culture is to acknowledge the strength of the Islamic nation with its interactions in the past and present, including religion, language, history, civilization, and values along with attaining common, conscious and purposeful goals. According to this definition, the Islamic nation should study the Islamic culture, heritage, and elements of unity and existence.

The distinctive definition is to recognize the contemporary challenges related to the components of the Islamic nation and the Islamic religion in a convincing and directed manner. This definition is based on the study of the modern sciences that require extracting the intellectual components of the Islamic heritage and presenting them in independent research that compares scientific and Western challenges such as education, health, science and society in Islam.

Similarly, Al-Kubaisi (1428 A.H) indicates that the concept of Islamic culture is a comprehensive concept of religion. The concept of Islamic culture also comprises the knowledge of its strengths, sources, challenges as well as new issues in Islam and the total interdependence of Islam. The Islamic culture derives its subjects from fixed and renewable principles that are valid for every time and place. As such, this makes culture a unique educational method that has an active role in building the individual and the community (p.18).

In the conference held in Mexico (1982), The United Nations UNESCO defined culture in its broad sense as a concept that can be viewed as all the spiritual, material, intellectual and emotional features that characterize a particular society or a particular social group, and it represents the arts, morals, and ways of life, as well as the basic human rights, value systems, traditions and beliefs. More significantly, Ibn Nabi (1986: 82) defines culture as "a set of moral traits and social values that affect the individual since his birth and becomes subconsciously the relationship that connects his behavior with the way of life in the environment in which he was born".

2.3 Learning a Language and Its Impact on the Identity

Learning a new language is a comprehensive experience that affects a learner: culturally, physically, cognitively, and emotionally. Language learners start to comprehend the new language competence and start to think of how they 'identify' themselves. For this reason, Larsen-Freeman & Cameron (2007) remark that identity construction through language learning and use is a continuous and dynamic process. Furthermore, Norton (1997) argues that language both shapes and is shaped by one's identity.

Identity is based on both similarity and difference. Based on the Latin root of the word 'identity' which means 'same', Edwards (2009) theorizes that the underlying construct of identity is similarity. Norton (1997), the prominent figure in research on identity in language defended the heated discussion on the relationship between language learning

and identity. According to Norton (1997), identity is perceived as being strongly tied to language education theorizing. Language learners are in a continuous process of constructing an identity every time they use the language. In addition, many categories of identity have been discussed in the literature including 'social identity', 'cultural identity', 'sociocultural identity', 'ethnic identity', amongst others (Norton, 1997 as cited in Norton & Toohey, 2011).

As Bucholtz and Hall (2004) remark "language contributes to nationalist identity formation by providing a sense of cohesion and unity for its speakers" (p. 385). This further indicates that continuous sustained interaction with a learned language constructs and reforms identity of the language learner.

2.4 A Review of Some Studies on the Role of Islamic Culture Courses

Many studies were conducted to explore the significance of the Islamic culture courses and their specification in many universities in the Arab world. In Saudi Arabia, Al-Maliki (2012) carried out analytical study of the content of the Islamic culture course at Taif University in the light of the moral values necessary to meet the challenges of globalization. Also, Al-Zahrani (2021) investigated the contribution of the Islamic culture course to educate students of King Abdulaziz University about intellectual deviations. Al-Aedsani (2022) explored the role of the Islamic culture in promoting belongingness to Islam and preserving identity. This recent study explored the significance of the Islamic culture and its role in preserving the identity of the Islamic nation, adhering to its identity, and confronting the challenges it faces. The study indicated that among the most important components of religious identity are the Islamic faith, the Arabic language, Islamic history, heritage, common cultural unity, and customs and traditions. The research recommends taking care of teaching the Islamic culture course**s** in all Islamic departments, colleges and universities because of its great impact on deepening belongingness to Islam and protecting against imitation and assimilation. The study also ended with recommending strengthening the Islamic identity and protecting it by all possible means from everything that weakens or desecrates it.

Other studies were conducted to reveal the significance of the Islamic culture courses in many Arab countries. Al-Shuaili and Amer (2009) explored the Islamic culture course taught at Sultan Qaboos University and its impact on strengthening the Arab Islamic identity. According to Abu Elsheikh, and Alulaymat, (2013). One of the most important results was that: the course introduces the student to the sources of Islamic culture, as it came at a rate of 8.93%, and the course reflected the danger of globalization on Islamic culture, and it came at a rate of 8.63%. As for the sections that received the least repetitions, they are: the role of Muslim scholars in the culture of the Muslim nation which came at a rate of 1.49%, and the sections indicating the Islamization of school curricula came at a rate of 0.89%.

From the above review of literature, it appears that there is a gap in the literature that this study is designed to fill. The present study does not only focus on reviewing Islamic culture courses specifications to improve them towards maintaining students' Islamic identity, but also investigates the significance of these courses for students of the English department who are exposed to another culture in their classrooms. The study also indicates that the participants (i.e. English department students) are expected to benefit from the information presented in the Islamic culture courses to get prepared to work in the fields pertaining to Islamic, Quranic as well as intellectual awareness campaigns and Da'wah (calling for Islam) since they are studying English as a second language.

3. Research Method

This study employed both a qualitative and qualitative approach in which the students who completed their Islamic culture courses at the department of English language, King Khalid University were asked to complete an online survey about the Islamic culture courses they had studied. A total of 112 female students responded to the survey. The participants' ages range between 18-22 years old. The collected data were analyzed to finally arrive at the role of the Islamic culture courses in enhancing the students' identities. The researchers also analyzed the courses objectives and learning outcomes as listed in the courses specifications in order to arrive at a set of recommendations for the enhancement of the objectives of such courses.

3.1 Instrument

The researchers utilized the results of the online survey (APPENDIX A) obtained from the responses of the female students at the department of English language, King Khalid University.

The survey items were designed by the researchers to answer the research questions. The online survey was used as a data-gathering instrument, and students were ensured in the survey that their personal data were not collected. The survey sections were subdivided into six sections in order to ease the data collection process. The survey consisted of 28 closed-ended questions using 5 the points Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree), and one open-ended question. It begins with section one "Islamic Culture 1 Course", section two "Islamic Culture 2 Course", section three "Islamic Culture 3 Course", and section four "Islamic Culture 4 Course", to get data about students' perceptions about each and every course of the four Islamic culture courses. Then section five was designed to figure out the role of the students of the English department in employing both the English language and Islamic culture courses in community service and intellectual awareness activities. The last section, section six, consisted of one open-ended question to unveil the students' perceptions about the Islamic culture courses they have had studied as well as the importance of these courses.

3.2 Analysis of the Islamic Culture Courses Specification

An analysis of the characterization of the Islamic culture courses specifications and the extent of the presence of identity-enhancing terms in them is presented in this section. Referring to the specifications of the Islamic culture courses of King Khalid University that are directed to female English language students, the researchers were able to identify the two courses that contain the most identity-enhancing terms.

The first course "Introduction to Islamic Culture" aims to provide the students with familiarity of the six foundations of faith. It also consolidates the Islamic creed derived from the Ever-Glorious Qur'an and the Sunnah of the Prophet (peace and blessings be upon him) because the topics of the entire course focus on monotheism and monotheism of divinity and the methods of the Ever-Glorious Qur'an in calling towards monotheism. In addition, the course content comprises terms that reinforce the student's identity and her connection to her Creator. The most important of which is the love of God, obedience to Him, and fear of Him, polytheism, as well as focusing on the Pillars of Faith (Belief in Allah, Belief in His Angels, Belief in His Books, Belief in His Messengers, Belief in the Resurrection, and Belief in Al-Qadar (Pre-Ordainment). As such, this course will enable the student to communicate efficiently and effectively by spreading the correct Islamic faith. This course also enhances

the student's ability to dialogue with others and enables the student to criticize wrong ideas, especially since the course refers to sins and what is related to bid'ah (i.e. innovation in religious matters) and the position of Shari'a towards innovators in religion. The most important skills that a student can acquire is to discuss the innovators in religion and refute their suspicion of evidence, as well as to understand and strengthen contemporary cultures in the light of the divine curriculum.

The second course, which contains significant terms for strengthening students' Islamic identity, is the "Islamic Culture 4". This course aims to strengthen the intellectual immunity of the student, as well as deepen the religious and national identity, through fostering the knowledge of the well-known intellectual doctrines. The student's acquisition of the terms of this course enhances her self-immunization methods and enables her to discuss destructive doctrines. However, the topics of this course, as it appears, have not been updated in a way that is appropriate to keep pace with intellectual developments on the scene, where nationalism and orientalism are studied while there are intellectual doctrines that have the priority for discussion over these topics.

As for "Islamic Culture 2", its topics deal with the economic and political system and its advantages as well as human rights in Shari'a and man-made systems. Such a course enables the student to know the characteristics of such systems in Islam and their impact on human rights. This course also enables the student to distinguish between different systems, which enable her to understand and critically analyse the relationship between Muslims and non-Muslims. This is sufficient to enhance the values of the uniqueness of the systems in Islam and the extent of their protection of human rights.

On the other hand, "Islamic Culture 3" deals with the characteristics of the Islamic society and the foundations on which it is based. It focuses mainly on woman's issues and her position in the family and her role in building the society. The course comprises topics that strengthen the Islamic identity of the student, and enables her to comprehend her position in her family and society.

From the above analysis of the courses specification, the terminology for promoting the Islamic identity seems to be very strong in the courses "Introduction to Islamic Culture" and "Islamic Culture 4".

4. Results and Discussion

In order to answer the research questions and measure the students' perceptions about the Islamic culture courses, a survey was sent to the female students of the English department at King Khalid University. The survey was sent to the students after the end of the semester of the academic year 2021/2022, and 112 students responded to a total of 29 closed-ended as well as open-ended questions. The quantitative data were analyzed using Google form responses. The courses were investigated for their ability of immunizing the students from all contemporary intellectual invasions that call for diluting the Islamic personality, and dissolving it in various other personalities.

As for Islamic Culture 1, the results of the survey analysis revealed that the majority of the students strongly agree that the course is reinforcing their Islamic identity. A total of 92.8% students agreed (i.e. 69.6% strongly agreed and 23.2% agreed) that the course aims to consolidate the correct belief derived from the Ever-Glorious Qur'an and the Sunnah. A total of 91.1% students (i.e. 62.5% strongly agreed and 28.6% agreed) agreed that the course reinforces the Islamic and Arab identity of the student. Also, 91.1% (i.e. 67.9% students strongly agreed and 23.2% agreed) indicated that the course strengthens the student's

relationship with God the Almighty. 89.3% students (i.e. 58.9% strongly agreed and 30.4% agreed) asserted that the course enables the students to spread the correct Islamic doctrine. 69.7% students agreed (i.e. 41.1% strongly agreed and 28.6% agreed) that the course enhances the ability to dialogue with others. When asked about the wrong ideas, 76.8% confirmed (i.e. 50% strongly agreed and 26.8% agreed) that the course enables the student to criticize and reject wrong ideas. Moreover, 94.7% (i.e. 64.3% strongly agreed and 30.4% agreed) affirmed that the course helped them to reject bid'ah (i.e. innovation in religious matters) and to know the position of Shari'a towards the innovators. Significantly, 83.9% (i.e. 50% strongly agreed and 33.9% agreed) that the course enables the student to discuss the people of bid'ah (i.e. innovation in religious matters) and refute their suspicion with the clear evidence. In addition, 78.6% (i.e. 51.8% strongly agreed and 26.8% agreed) approved that the course enables the student to comprehend contemporary cultures.

Figure 1 below shows the responses of participants on questions about the impact of Islamic culture course 1 in reinforcing their Islamic Identity and consolidating the correct Islamic belief.

Islamic Culture Course 1

	1	2	3	4	5	6	7	8	9
Strongly Agree	69,60%	62,50%	67,90%	58,90%	41,10%	50%	64,30%	50%	51,80%
Agree	23,20%	28,60%	23,20%	30,40%	28,60%	26,80%	30,40%	33,90%	26,80%
Neutral	7,10%	3,60%	5,40%	3,60%	21,40%	12,50%	1,80%	7,10%	14,30%
Disagree	0%	3,60%	3,60%	3,60%	5,40%	7,10%	1,80%	7,10%	5,40%
Strongly Disagree	0%	1,80%	0%	3,60%	3,60%	3,60%	1,80%	1,80%	1,80%
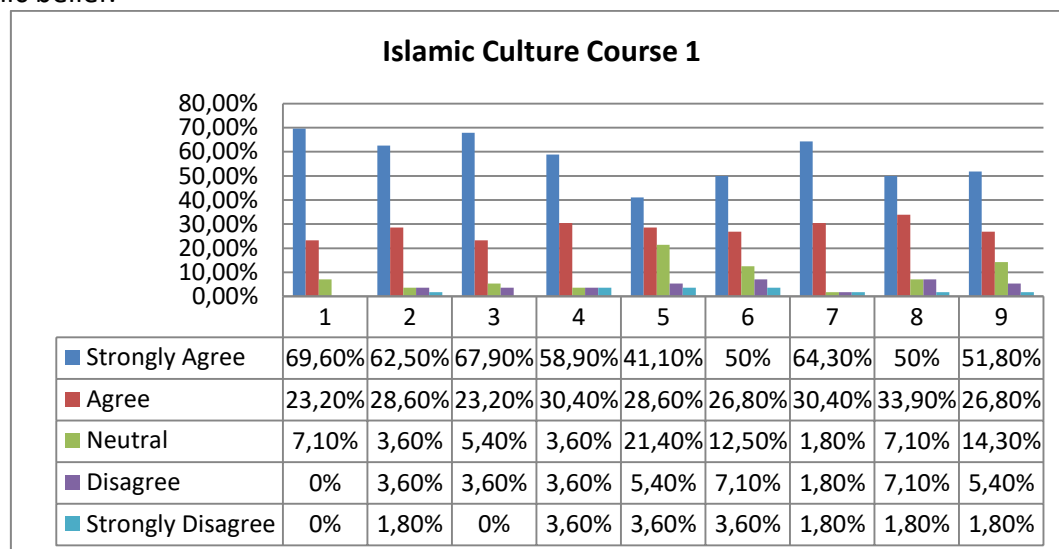
Figure 1. The Effectiveness of Islamic Culture Course 1
on Consolidating Correct Islamic Belief and Strengthening Islamic Identity

In responding to questions about Islamic Culture 2, 92.9% (53.6% strongly agreed and 39.3% agreed) that the course enables the student to learn about the characteristics of the systems in Islam (the economic and political systems). 37.5% (25% strongly agreed and 12.5% agreed) that the course did not deal with human rights issues in Shari'a and man-made systems. 89.3% (48.2% strongly agreed and 41.1% agreed) that the course helps the student understand the relationship between Muslims and others. 91.1% (51.8% and 39.3% agreed) that the course promotes the values of the systems in Islam and the extent of their protection of human rights.

When asked about Islamic Culture 3, 94.6% (60.7% strongly agreed and 33.9% agreed) that the course introduces the student to the characteristics of the Islamic society and the foundations on which it is based. 87.5% (50% strongly agreed and 37.5% agreed) that the course focuses on women's issues and their position in the family and their role in community building. 82.1% (46.4% strongly agreed and 35.7% agreed) that the course is characterized by containing aspects to enhance the Islamic identity. 82.2% (55.4% strongly agreed and 26.8% agreed) that the course enables the student to properly feel deep

affiliation to her religion in regards to her dealings in multiple roles especially focusing on her position within the family and the society.

The replies about the effectiveness of Islamic Culture Course 2 in educating students about the features of Islamic systems are displayed in the figure below.

Islamic Culture Course 2

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Series1	53,60%	39,30%	5,40%	1,80%	0%
Series2	25%	12,50%	23,20%	26,80%	12,50%
Series3	48,20%	41,10%	8,90%	1,80%	0%
Series4	51,80%	39,30%	5,40%	3,60%	0%
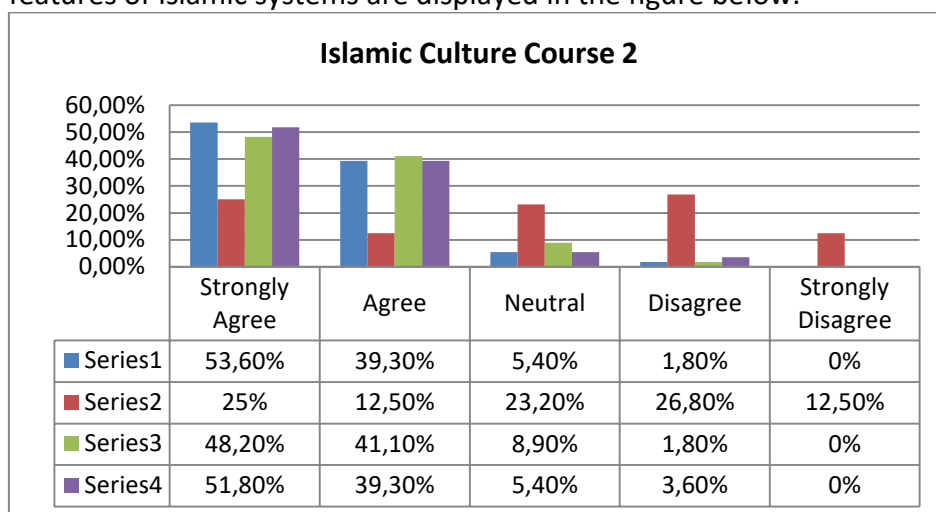
Figure 2. The Importance of Islamic Culture Course 2: Introducing Students to Islamic Systems, Human Rights in Islam, and Islamic Society

In responding to the section of the survey about Islamic Culture Course 3, 60.7% strongly agreed and 33.9% agreed that the course gives the student an overview of the characteristics and underpinnings of Islamic society. 50% strongly agreed and 37.5% agreed that the course emphasizes women's issues, including their status in the family and their contribution to community development. 46.4% strongly agreed and 35.7% agreed that the course is distinguished by its inclusion of elements that strengthen the Islamic identity. Furthermore, 55.4% strongly agreed and 26.8% agreed that the course helps the student correctly identify with her faith in her interactions, with a particular emphasis on her place in the family and society.

The figure below displays the responses to the questions about the Islamic Culture Course 3 and its effectiveness in strengthening the students' awareness of the foundations of Islamic society and the role of women in Islam.

Islamic Culture Course 3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Series1	60,70%	33,90%	1,80%	3,60%	0%
Series2	50%	37,50%	1,80%	8,90%	1,80%
Series3	46,40%	35,70%	8,90%	8,90%	0%
Series4	55,40%	26,80%	7,10%	5,40%	5,40%
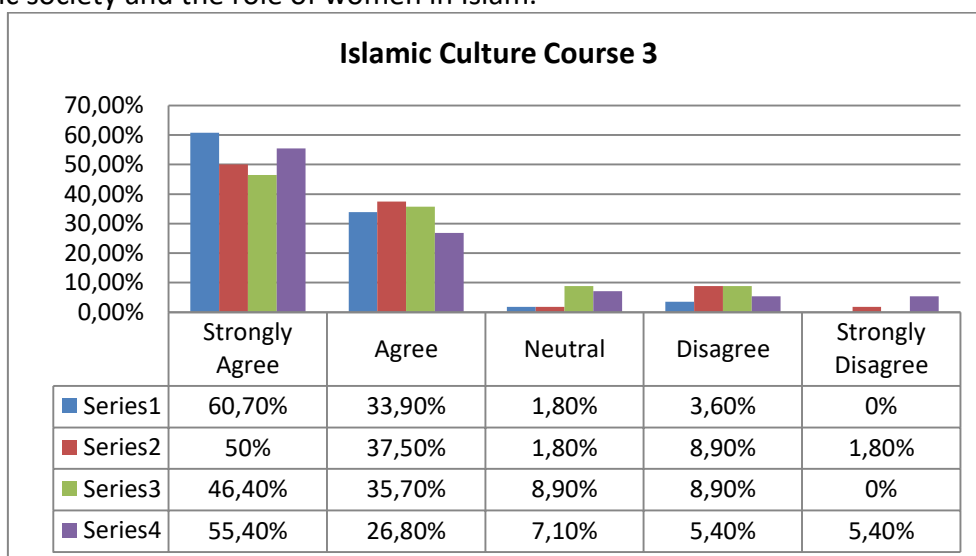
Figure 3. The Significance of Islamic Culture Course 3

In responding to the section of the survey about Islamic Culture Course 4, 80.3% (46.4% strongly agreed and 33.9% agreed) that, in this course, the terminology for promoting the Islamic identity appears to be strong. 80.4% (42.9% strongly agreed and 37.5% agreed) that the course aims to strengthen the intellectual immunity of the student. 85.7% (48.2% strongly agreed and 37.5% agreed) that the course aims to deepen the religious and national identity of the student. Moreover, 91.1% (50% strongly agreed and 41.1% agreed) that the course introduces the student to the well-known schools of thoughts. 85.7% (48.2% strongly agreed and 37.5% agreed) that the course enhances the student's self-immunization methods. 48.2% (23.2% strongly agreed and 25% agreed) that the course enables the student to discuss, criticize and reject destructive doctrines. 73.2% (35.7% strongly agreed and 37.5% agreed) that the course does not help the student to keep up with intellectual development.

The responses about the efficacy of Islamic Culture Course 4 are shown in the figure below.

Islamic Culture Course 4

	1	2	3	4	5	6	7
Strongly Agree	46,40%	42,90%	48,20%	50%	48,20%	23,20%	35,70%
Agree	33,90%	37,50%	37,50%	41,10%	37,50%	25%	37,50%
Neutral	8,90%	8,90%	7,10%	1,80%	7,10%	17,90%	12,50%
Disagree	7,10%	3,60%	5,40%	3,60%	3,60%	17,90%	5,40%
Strongly Disagree	3,60%	7,10%	1,80%	3,60%	3,60%	16,10%	8,90%
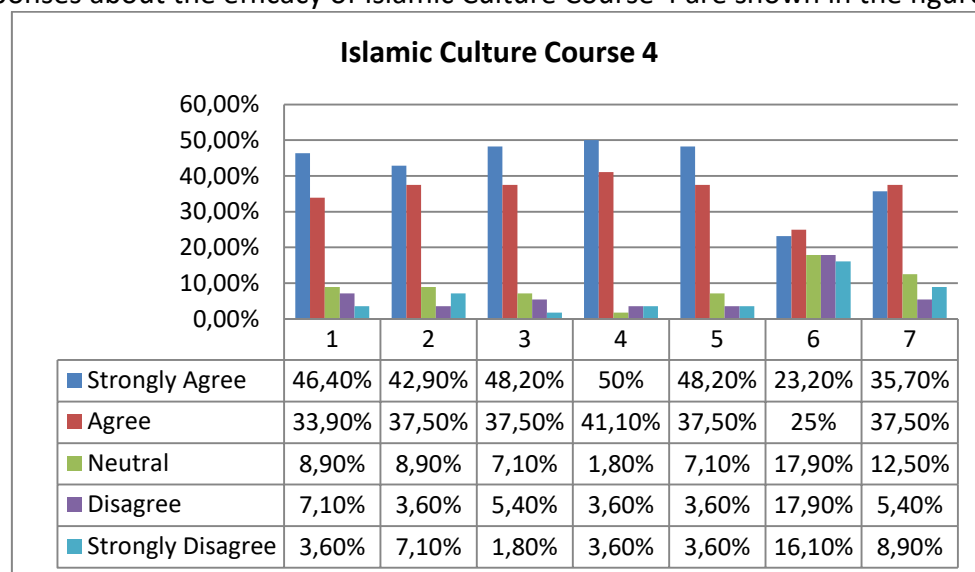
Figure 4. The Responses to Questions about Islamic Culture Course 4

In investigating the role of the students in employing the English language and Islamic culture courses towards community service goals, the findings of the statistical analysis show that only 33.9% confirmed that they have role in community service and achieved goals through employing their knowledge of the English language and Islamic culture while 66.1% stated that they do not have such a role in community service. In responding to a question about their role in educating Muslim non-Arabic speaking communities about their religion, 53.6% students confirmed that they had such a role while 46.4% stated that they did not have a role in educating Muslim non-Arabic speaking communities about their religion. When asked about the Islamic culture courses and if they helped the students to participate in the activities of the Intellectual Awareness Unit inside the university, 71.4% confirmed that the Islamic culture courses helped the students to participate in the university intellectual awareness activities whereas only 28.6% stated that the courses did not help them to take part in such activities. In responding to a question about the Islamic culture courses and if they assisted the student to understand the concepts and terminology of any of the courses of the English and translation major, 85.7% said "yes" while 14.3% said "no".

In analyzing the last section of the survey which proposes an open-ended question asking the students to describe the courses of Islamic culture that they studied, the majority of responses were positive ones. 94.8% of the students highlighted the importance of the courses they have studied and described them as being "significant, necessary and beneficial".

In the light of the current findings, pedagogical recommendations are found to be of significance for the improvement of the courses specifications. The results indicated that there is a need to focus on the relationship between the theoretical perspective of the curricula and their practical requirements, (i.e. through class assignments). The results support the distinctive definition suggested by Abu Kaf (2002) to recognize the contemporary challenges related to the components of the Islamic nation.

By reviewing the courses specifications and analyzing the responses of the students regarding the four Islamic Culture courses, they had studied the researchers derived the following findings and recommendations:

The Islamic culture courses will be able to provide the students with the sufficient religious and intellectual immunity to meet the challenges of globalization if they face certain challenges. One of the challenges of the Islamic culture courses is that the courses do not acknowledge the mental diversity of female students who have tribal cognitive postulates. Therefore, updating the courses specifications must be taken into account along with upgrading the methodological mechanism for presenting the courses material.

The Islamic culture courses include the values that enhance the religious identity of the female students of the department of English language. However, the review of the courses specification further indicates that there is a necessity of updating some of the terminology of the courses to keep pace with the current intellectual developments. For example, the course "Islamic Culture 4" still deals with nationalism, orientalism, while nowadays the world struggles with other concepts. Moreover, there is a need to focus on linking the theoretical perspective of the curricula with their practical requirements, especially through class assignments.

Islamic culture courses will need to be further developed to robustly enable English language students to spread Islam and call to it, and to booster students' knowledge towards achieving progress in curricula within their specialization (i.e. religious translation).
The findings of the current study agrees with that of Al-Adsani (2022) with regard to the significance of the Islamic culture courses in providing the students with a complete and integrated knowledge of everything related to Islam, its faith, its law, the way of life and its civilization, Islamic identity and culture. In its turn, this provides the student with a strong immunity against all currents of atheism spread in the world.

5. Conclusion

Islamic culture has influenced other cultures in a positive way, and in various fields of life. The spread of Islamic teachings in the east and west of the earth, including the spread of the Islamic religion in the Far East through the movement of Muslim merchants in these regions indicates that Islamic culture has a great significance. Islamic culture courses specifications taught at the Arab world universities should be developed, updated and strengthened so that they are able to keep pace with current developments in the world as a whole. Many current global issues such as globalization and identity should be highlighted in these courses in order to assist the new generations to achieving a conscious religious commitment.

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APPENDIX A (SURVEY)

The survey aims at knowing the role of Islamic culture courses in strengthening religious identity in the face of other cultures.

Closed-ended Questions:

Section One: Introduction to Islamic Culture Course 1

1. The Islamic culture course aims to consolidate the correct belief derived from the Ever-Glorious Qur'an and the Sunnah.
2. The course reinforces the Islamic and Arab identity of the student.
3. The course strengthens the student's relationship with God the Almighty.
4. This course enables the students to spread the correct Islamic doctrine.
5. The course enhances the ability to dialogue with others
6. The course enables the student to criticize and reject wrong ideas.
7. The course helps the student to reject bid'ah (i.e. innovation in religious matters) and enables the student to know the position of Shari'a towards the innovators.
8. The course enables the student to discuss the people of bid'ah (i.e. innovation in religious matters) and refute their suspicion with the evidence.
9. The course enables the student to comprehend contemporary cultures.

Section Two: Islamic Culture Course 2

10. The course enables the student to know the characteristics of the systems in Islam (the economic and political systems).
11. The course did not deal with human rights issues in Shari'a and man-made systems.
12. The course helps the student to know the relationship between Muslims and others.
13. The course promotes the values of the systems in Islam and the extent of their protection of human rights.

Section Three: Islamic Culture Course 3

14. The course introduces the student to the characteristics of the Islamic society and the foundations on which it is based.
15. The course focuses on women's issues and their position in the family and their role in community building.
16. The course is characterized by containing aspects to enhance the Islamic identity.
17. The course enables the student to properly belong to her religion as for her dealings, especially focusing on her position within the family and the society.

Section Four: Islamic Culture Course 4

18. In this course, the terminology for promoting the Islamic identity appears to be strong.
19. The course aims to strengthen the intellectual immunity of the student.
20. The course aims to deepen the religious and national identity of the student.
21. The course introduces the student to the well-known schools of thoughts.
22. The course enhances the student's self-immunization methods.
23. The course enables the student to discuss, criticize and reject destructive doctrines.
24. The course does not help the student to keep up with intellectual development.

Section Five: The role of the English language department student in employing the English language and Islamic culture courses towards community service goals.

25. Do you have a role in educating Muslim non-Arabic speaking communities about their religion?

26. Do the Islamic culture courses help the student participate in the activities of the Intellectual Awareness Unit inside the university?

27. Do the Islamic culture courses help the student understand the concepts and terminology of any of the courses of the English and translation major (for example, Religious Translation Course 3)?

28. Do you think that the courses of Islamic culture strongly support the student against being influenced by other cultures?

Section Six: Open-ended Question:

29. How would you describe the courses of Islamic culture that you studied?

THE FUNCTION OF POETRY IN THE MODERN WORLD: A CASE STUDY OF WALT WHITMAN AND AUDRE LORDE'S POEMS

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Abstract

Lyric poetry has historically referred to a genre that we think of as brief, musical, and personal as well as subjective. This article addresses the role of lyric poetry in the modern world, and how critical analysis enables us to better appreciate the potential impact of poetry today. Specifically, we will offer brief contrastive assessments of two landmark exemplars of American poets, Walt Whitman and Audre Lorde. These two figures demonstrate some of the varied ways of the American poetry tradition. We compare Walt Whitman, a canonical white male poet from the 19th century, with an equally important 20th century African American woman poet, Audre Lorde. These American poets differ in historical periods, sex, race, and other factors, yet both uphold the conventional functions of lyric poetry and prove its continuing relevance to a global readership. The results show that as the reflection of human life, poetry could represent honesty, realism, democracy and even power.

Keywords: *American literature; American women poet; gender; lyric poetry; race*

1. Introduction

Lyric poetry is an ancient art form, and there have been many definitions and understandings of this old and revered literary genre throughout history. When asked how she could recognize true poetry, Emily Dickinson gave this famous answer: "If I read a book and it makes my whole body so cold, no fire can ever warm me, I know that is poetry. If I feel physically as if the top of my head were taken off, I know that is poetry." If we sometimes find ourselves frustrated to get at the meaning of some poems even if we viscerally feel their impact, T. S. Eliot wrote, "Genuine poetry can communicate before it is understood." For Dante, poetry means "Things that are true expressed in words that are beautiful." In another famous definition, according to Samuel Taylor Coleridge, poetry is "The best words in the best order." In a powerful dictum from one of the greatest of African American poets, Gwendolyn Brooks, poetry is "life distilled." For John Keats, as we read in his classic poem "Ode on A Grecian Urn," poetry is directed to, "Beauty is truth, truth beauty," and that is a definition that we will return to later. Poetry operates along two axes: there are the features that transcend time and place and speak eternally for the human experience, and the features that make poetry a truthful reflection of the time and place in which it is created. Poetry and poetry criticism are diachronic and synchronic in the finest poetic creations and analyses. Critical theory enables us to articulate an interpretive perspective of a poem. We

believe that a fruitful application of theory generates a site of union among the worlds of the poet, the poem, and the critic. In our own applications of critical theory, we habitually use many different methods to best suit each poem that we analyze, and sometimes these theoretical perspectives are implicit.

In this brief article, we combine assumptions relating to feminist criticism, gender criticism, critical race theory, genre theory, and postcolonial theory. Being aware of our own natural inclinations as well as our blind spots is one of theory's greatest benefits as a tool to understand and appreciate the importance of poetry in our lives and in the modern world. We have aimed to seek out the best critical apparatus both to suit our own personal sensibilities—our philosophy of life and art—and the sensibility of the poems we are discussing. We believe it is a great strength to be comfortable with several different theoretical perspectives to potentially apply.

Professor Wayne C. Booth would tell his University of Chicago students, "Theory is not something grafted on. It is how you see the world." We have aimed to apply that dictum in our own respectful introduction to two towering figures of American literature and culture. We selected the representative poets Whitman and Lorde because both uphold conventional definitions of this genre and prove its vitality and meaning in the current era despite many surface differences. The poems we will be discussing—one by Whitman and one by Lorde—reveal poets whose world views have some radical differences, so using different theoretical approaches will be most illuminating in comparing them.

2. Literature Review

For some people, poetry is a decorative artifact—an attractive and undemanding use of language to reinforce the comfortable values of the power structures of a society. But for others, poetry is the opposite: it is a political force to challenge those status quo values and even correct the wrongdoings of those in power. It is a true and well-established dictum that African American poetry has always been a force of political agency because it needs to be. For example, the editors of *The Negro Caravan*, an influential early 20th century anthology of African American poetry, wrote that African American poetry tends to be poetry of protest because there had always been so much to protest. Extending well into the 20th century, African American poetry has been widely regarded as a vehicle to serve the community. It has often conveyed the philosophy that the purpose of African American art and culture is social action and political efficacy for all those who have historically been so often disempowered. As the great novelist and critic Toni Morrison asserted in her classic study, *Playing in the Dark: Whiteness and the Literary Imagination,* "There seems to be a more or less tacit agreement among literary scholars that, because American literature has been clearly the preserve of white male views, genius, and power, those views, genius, and power are without relationship to and removed from the overwhelming presence of black people in the United States." It is for this very reason that we have chosen to compare Lorde to a white male canonical writer.

There are countless biographical and critical studies of both Lorde and Whitman in the bibliographical record. A major study that provides a cross-section of these two poets is *Whitman Noir: Black America and the Good Gray Poet*, edited by Wilson (2014).

Additional resources on Lorde include *Warrior Poet: A Biography of Audre Lorde* by De Veaux (2004), and the Audre Lorde Collection in the Spelman College Archives. For an explicit connection on the relationship between Lorde and American social and political issues such as democracy, freedom, race, and collective action, see Chapter 25 by Turner

(2021) entitled "Audre Lorde's Politics of Difference" in *African American Political Thought: A Collected History*, edited by Jack Turner (2021). An essential introduction to Lorde's major poems and essays has been expertly edited in *The Selected Works of Audre Lorde* (Gay, 2020).

A recent major study among the voluminous critical works on Whitman is *The New Walt Whitman Studies: Twenty-First-Century Critical Revisions*, edited by Cohen (2020). *Walt Whitman: A Literary Life* is an important book by Wagner-Martin (2021) that offers a fresh perspective on the impact of class and economics on Whitman's life and poetry. The complexities between Whitman's rhetorical posture in his poetry compared to his actions in the nation's capital during and after the Civil War are problematized in *Whitman in Washington: Becoming the National Poet* by Price (2020). *The Walt Whitman Quarterly Review*, a peer-reviewed journal published by the University of Iowa, is an open-access peer-reviewed scholarly journal that is the official publication of the Walt Whitman Society. The current issue contains an up-to-date bibliography by Folsom (2022) of Whitman resources and reference materials. The comprehensive Whitman Archive also hosted by the University of Iowa, contains a wealth of open-access digitized writings, correspondence, bibliographies, maps, citations, and more.

3. Research Method

The preparation of this paper has entailed close reading and a hybrid approach to critical analysis of the selected poems by Lorde and Whitman. The main themes address power discrepancies in the context of a white patriarchal society, especially class, race, and sex. By means of poetic products, we demonstrate the significance of underrepresented voices and how they are often misread in a white male-dominated society. This recognition leads to a more profound understanding of what both Lorde and Whitman sought to convey and the valuable impact of their writing on society.

4. Results and Discussion

The concept of democracy and a harmonious society comprised of separate but united individuals is a deeply embedded ideal in American culture, society, and art. Whitman has a glowing vision of America as a nation where every individual is respected and valued—where all people sing together in peace, brotherhood, and sisterhood, across lines of class, race, sex, religion, and profession. Would Whitman's vision of a harmonious society for everyone be the same philosophical and aesthetic perspective as Audre Lorde's views in a poem like "Power"? Let us look at these two poems for comparison: "For You, O Democracy" written by Whitman in 1892, and "Power" written by Audre Lorde in 1978.

For Whitman, all races become one race, as we see in line 2 of stanza 1: "the most splendid race the sun ever shone upon." This line is quite pertinent for our comparison because Whitman seems to be suggesting that "race" is an inclusive, non-differentiating, all-encompassing unity comprised of everyone who serves democracy. We notice no black or white or divisions or tensions anywhere in this poem, including between humanity and nature under the democratic system.

Democracy is a female muse figure, "ma femme," and we see she is addressed possessively and with the flourish of French integrated into Whitman's vision of an American polyglot lexicon. The feminine ideal of this symbol of Democracy is served by "manly love of comrades," which would have represented the social and aesthetic values of Whitman's 19th -century era. In Whitman's ode to Democracy, his role as a poet is to create songs to serve

and extoll this sociocultural principle of the highest human order, the democratic form of government. In that sense, Whitman's view of poetry and the poet is social, political, and organic. When we consider the terms and worldview of this poem, we see it as essentially a song of praise and commitment by the poet via the poem, as it calls for everyone to pay homage and fealty to this most perfect and most natural form of government. We notice the references in stanza two both to the cosmopolitan and natural worlds: cities, rivers, trees, lakes, sun, and prairies.

The diction used by Whitman throughout this poem includes terms of strength and indivisibility: indissoluble, splendid, divine, magnetic, love, comrades, companionship, serve, and inseparable. The anaphoric repetition of "I will make" and "I will plant" can be read as a statement of the poet's belief in his own power to bring Democracy to fruition as an act of willing servitude, as we see in that important closing couplet, envoi, or turn of this quasi-sonnet and its last line which underscores the poet's motive: "For you, for you, I am trilling these songs." The poem is for Democracy—an apostrophe to an anthropomorphized, aspirational, and gendered abstract principle. Principles may be beautiful but are not necessarily realized in truth.

For Whitman, the mission of poetry is personal, temporal, spatial, specific, and permanent: his aim was to "put a Person, a human being (myself, in the latter half of the 19th century, in America) freely, fully, and truly on record." We can now compare Whitman's self-empowered, optimistic, and confident view of the role of the poet and poetry with a self-statement by Audre Lorde and the way she saw herself as a poet and person in 20th century America. Lorde wrote, "I am a Negro woman and a poet –all three things stand outside the realm of choice." For Whitman, his self-image as a poet was inclusive, expansive, and a matter of choice. Whitman makes assumptions that democracy incorporates everyone in a spirit of harmony, unanimity, love, and acceptance. Whitman could view himself as "a Person" and "a human being," "freely" and "fully" on record.

For Lorde, being a black American and a woman often meant not always and universally being recognized and respected as "a person," "a human being," "free," and with the unquestioned ability for her words to be "on record." For Lorde, her identity entailed separations, restrictions, non-self-determination, and otherness—as a Negro, a woman, a poet. She would not have thought of herself as capable of representing all people or all Americans, nor would she have been seen that way—in all probability—by a white male poet of the 19th century like Whitman. For Lorde, democracy had been applied differentially and prejudicially with discrimination, violence, divisiveness, and exclusions. Whitman viewed Democracy as the guiding principle of America; for Lorde, the guiding principle is power. How does Lorde's poem that is dedicated to "Power" compare with Whitman's Paeon to Democracy?

In her 1984 essay from her book *Sister Outsider*, Lorde famously wrote the following:
Those of us who stand outside the circle of this society's definition of acceptable women; those of us who have been forged in the crucibles of difference -- those of us who are poor, who are lesbians, who are Black, who are older -- know that survival is not an academic skill. It is learning how to take our differences and make them strengths. For the master's tools will never dismantle the master's house. They may allow us temporarily to beat him at his own game, but they will never enable us to bring about genuine change. And this fact is only threatening to those women who still define the master's house as their only source of support.

Lorde believed it necessary for those who were "forged in the crucibles of difference" to create and use their own tools to "dismantle the master's house" to undo the structures of oppression. Consider how the imagery and diction of Lorde's poem differ from Whitman's. While we may view Whitman's vision as one representing 19th -century idealistic beauty, Lorde uses the terminology of 20th -century lived experience: kill, gunshot wounds, trapped, dead, shattered, blood, punctured, churns, splits, hatred, destruction, dying, shot, die, forcing, graveyard, destruction, poisonous, beat, senseless, and raping. Quite a different poetic landscape is presented in Lorde compared to Whitman. Unlike the harmonious utopian equality represented by Whitman, Lorde presents us with a battlefield of negative, pessimistic, and polarizing differences and binary oppositions of power hierarchies: black/white, adult/child, poetry/rhetoric, police/civilian, man/woman, power/powerlessness. Whitman—one of the foundational poets of the American literary tradition—could see himself, very influentially, as representing and singing the Democratic spirit. In this sense, the politicization of American poetry is an originating and identifying feature of this genre. But, in contrast, Lorde represents the perspective and experience of the downtrodden and powerless in a poem that is a bitter and ironic tribute to whomever and whatever holds power in American society. The speaker in Lorde's poem represents the victims of this destructive and exclusionary society, unlike Whitman, who represents the essence of this society's power in its inclusivity and absence of divisions as embodied by the poet himself.

5. Conclusion

By comparing Whitman and Lorde, we find two useful examples of the diversity in the American poetry tradition—that power and inclusion are not the same for all Americans. African American poetry and criticism must inevitably be political in a different way from the centrist mainstream poetry by white writers that have the luxury of assuming unanimity and embracing satisfaction. To return to our issue of critical theory, for Whitman, we could easily apply the tropes of American studies, Romanticism, and ecocriticism, among several other effective approaches. For Lorde, we might usefully call on gender theory, critical race theory, postcolonialism, psychoanalytical theory, and others.

Lorde's poem references the murder of a ten-year-old black boy named Clifford Glover who was killed in 1973 by a police officer named Thomas Shea, who was acquitted of this heinous act. She learned of his acquittal from the radio while driving her car and was so distraught that she had to stop driving. The poem explicitly addresses the murder of this child and the trial of his killer, as well as other real and potential acts driven by feelings of powerlessness, discrimination, and racially motivated violence. More than forty years after Lorde's poem, we face a spate of countless murders by police officers of African Americans of all ages, from 17-year-old Trayvon Martin who was murdered in 2012 to the 2020 murder of George Floyd that was resolved in 2022 by convicting of all accused perpetrators of this crime. Lorde's topic remains as politically relevant today as it did when she wrote it.

Lorde and Whitman together offer a fruitful answer to the question "What is the role of poetry in the modern world?" To return to the utopian dictum of Keats—truth equates with beauty—poetry can represent the most vaunted, eternal, and beautiful human values, as we see in the case of Whitman. Poetry can also represent honesty and realism, as we see in the case of Lorde who calls out humanity's failures to uphold those ideals. In their own ways, "Democracy" by Whitman and "Power" by Lorde might express similar visions of the aspirations of American standards, though they would likely differ on the truth of how

successfully those goals have been upheld in practice. Whitman provides us with often-inspiring poetry that reminds us of our best selves in the world we wish to inhabit. By "speaking truth to power" about injustice and cruelty, Lorde holds up a mirror to society's violence and inequality. Poetry can remind us of our best values and yet it refuses to be pacified. Many African American poets have insisted on pointing to the social ills of the contemporary world that are intolerable and demand resolution to authentically realize the harmonious vision of America. Whitman and Lorde offer us two significant models of the indispensable role that poetry can play for us in our challenging present.

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INCORPORATING ENVIRONMENT SUSTAINABILITY CONTENT IN TRANSLATION TEACHING THROUGH A TASK-BASED APPROACH

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Abstract

Task-based teaching and learning is a boon approach in English classes nowadays to create a real practice for language use and provide a natural context for language study. This article exposes the use of task-based approach by incorporating environmental sustainability as content in translation practice. The tasks consist of three phases, pre-task, during-task, and post-task. Each phase is to enrich the student's experience in learning the novel terms along with the strategy for dealing with the difficult terms in the source text. The sample of the study is the students who participated in a translation course program from two universities. The total participants are 42 of 95 students who are available for this course session conducted in May 2022. Before pre-task, the students' preferences were collected to identify the students' interest and expectations of the heading course. In during-task, students are asked to take notes based on their interests. After the pre-task, students presented their own experiences in completing the task. At the end of the course session, a questionnaire was given to investigate the advantage of the learning approach and students' experience in the translation course. It was observed that students use the target language to communicate with peers in doing assignments. The student's confidence, which is the key to acquiring a language, increased in using specific terms. Combination of task-based learning with appropriate content that is relevant to personal lives such as environmental sustainability increases the student's motivation to learn and benefit from the translation activity.

1. Introduction

Task-based learning is a language learning approach in which students are given interactive tasks to complete. In the learning process, students need to communicate. After the task is completed, then the lecturer discusses the assignment used (Nunan, 2004).

The task-based approach is commonly used in second language teaching and has been adopted in translation teaching as well (Alenezi, 2020). The use of task-based learning is a response to the recent shift in translation teaching from a teacher-centered tradition to a student-centered approach. It was found that task-based learning is effectively used in developing students' translation competence (Zheng, 2019).

Generally, the task-based approach is an effective learning method. It teaches language knowledge and training skills in performing tasks (Shabani & Ghasemi, 2014). Lecturers are teachers as well as guides. Similarly, learners are the main recipients and agents. Through task-based learning, students will master how to make full use of the topics they learn with the communicative ability to switch from the first language to the second language (Hismanoglu & Hismanoglu, 2011).

Based on the 2013 Curriculum Concept, it can be concluded that the competency of graduates of educational standards in Indonesia was intended to improve soft skills and hard skills together. These aspects of expertise include aspects of competence, such as personal property, morality, self-confidence, and responsibility in interacting effectively with the social environment, the natural environment, as well as with the world, and civilization. Therefore, environmental issues have relevance to language learning (Lustyantie, 2015). The implementation of environmental education has been investigated in various disciplines, but studies on how it is incorporated into the teaching of English are still limited. The importance of promoting personal responsibility and encouraging students to take action to save the environment is a benefit of including environmental issues in language learning (Mete, 2018).

By considering the reasons above, as English teachers, the researchers want to use a task-based learning model with the topic of environmental conservation as an approach to carry out translation exercises, provide useful input from the target language for students, improve their ability to communicate effectively, and to maximize student motivation.

2. Literature Review

The success of the learning program is directly related to the applied learning model. A learning model is generally designed to improve one's learning achievement. Task-based teaching and learning is a method of presenting learning materials in which the teacher gives assignments so that students carry out learning activities.

2.1. The Role of Tasks in Language Learning

Tasks are activities or actions carried out as a result of a process or language understanding. Assignments are given by the teacher to determine what task should be done by students to support learning success. Using various kinds of task in language teaching is intended to make language teaching more effective and efficient.

Task-based language teaching can make language learning in the classroom closer to natural learning and achieve a higher average increase in language acquisition because the method provides learners with a communicative goal. Moreover, interaction is needed to achieve the goal that ultimately facilitates language acquisition (Dailey, 2009).

Task-based learning and teaching place learners in real-world situations without too much intervention from the teacher. This approach arouses learners' enthusiasm to use the target language and to complete a task. In the teaching and learning process that applies the design of task-based learning, the teacher gives various kinds of tasks in the form of learning activities to communicate in the target language that is more concerned with meaning than form. These tasks emphasize the achievement of goals, namely communicative goals. Thus, students' attention is more focused on understanding the meaning so that tasks can be carried out properly which is marked by the learner's ability to use the language (Kong, 2012).

2.2 Stages of Task-Based Learning

David Nunan suggests that the stages of task-based learning are divided into 3 main stages. The first stage is pre-task, where the lecturer introduces the topic and gives clear instructions to students about what they should do in the task stage; it can also help them remember some words and phrases that might be useful for the task (Li, 2014).

The second stage is during-task or task cycle that consists of 1) tasks where students complete tasks in pairs or groups using their language skills and resources while the lecturer monitors and motivates them; 2) planning, where students prepare a short oral or written report about the process of completing the task; and 3) report, where students report to the class orally or read their written reports. Lecturers can give students some quick feedback.

The third stage is language focus, which consists of 1) analysis in which the lecturer selects the relevant parts of the students' recordings of their activities and students perform language analysis on them; and 2) practice, where the teacher selects language areas for students to practice based on their needs and what emerges from the task and report phases.

2.3 Advantage of Task Based in Language Teaching

The task-based approach in language learning offers several advantages because this approach allows students to transfer knowledge that they have obtained in a communication context (Ma'mun, 2018). Also, this approach encourages the students to become a user of the target language (Milarisa, 2019). The benefits of a task-based approach to learning are:

a. Learning task-based helps the learner to interact spontaneously: for example, presentation and brainstorming require students to use language freely. This approach provides space for learners to try to use language that they know and the approach gives opportunities for students to pay attention and get benefit from peer expressions and thus can build their confidence level;

b. Automaticity in learning is more defined to be efficient, accurate, and stable. Research in the area of cognitive psychology pays attention to understanding while doing the task.

c. Experiential learning. This is intended to form an important concept base for task-based language learning.

2.4 Task Based Approach in Translation Teaching

Several studies have used a task-based approach to translation in various fields of translation. A recent development in translation teaching is the shift from a teacher-centered to a student-centered approach. Traditionally, the trainer is seen as an expert and has the authority to transfer the knowledge to students in his/her way. Thus the students are not active. Meanwhile, in the task-based teaching approach, the focus is on both. Thus students construct their knowledge through experience and reflection (Alenezi, 2020; Zheng, 2019; Li, 2014).

In addition, the focus is more on learning than teaching; emphasis is placed on developing students' critical and problem-solving abilities. Students interact with peers and lecturers. Lecturer facilitates. Students learn (construct knowledge) through interaction with peers, lecturers, and materials. Students take responsibility for their learning, which leads to a heightened sense of ownership and a strengthened motivation for learning. Authentic materials and contexts (or simulations) are adopted in teaching (Li, 2014).

On the other hand, both professional translators and translation institutions emphasize the disparity between the translation curriculum and market needs. Translator training should follow the workflow of translation projects in the industry, ensuring that student translators develop the capacity to learn independently, engage in reflective practice and develop relevant skills (Li, 2007).

Translation project covers a wide range of topics that it is impossible to fully introduce to students. Thus, it is important to develop students' ability to learn on their own. In line with this, a task-based approach can be used in teaching translation to facilitate student translator learning as well as to improve their translation competence (Zheng, 2019).

The studies above used based learning methods in language teaching and translation. The difference key in this study is that the topic of the translation exercise uses issues that are important for everyone nowadays, especially for students as an academician. By including the environmental issues as the content of the translation exercise, this study enlarges the students' insight and awareness of the importance of environmental sustainability along with acquiring relevant terms in English. The results show that this method is suitable for fostering interest and motivation in students to learn foreign languages.

3. Research Method

3.1 Participants

This research is part of a translation training attended by students of the Faculty of Economics and Engineering, AL-Azhar University, and the University of North Sumatra where the researchers teach English. As part of the translation training session, a based learning approach was implemented in May 2022 which was attended by 42 participants.

This study aims to evaluate the effectiveness of applying this method in translation in general and for students who are just starting to learn about translation. In addition, it also aims to determine the ability to use both the source language (SL) and the target language (TL), the ability to understand the text and enhance the knowledge of particular topics, and confidence to communicate.

3.2 Translation Topics

The topic of the translation exercise was determined through a survey of students' interest in global issues. The selection of topics was initiated by the instructor. The sources of exercise topics were obtained from the Top 8 Environmental Sustainability Issues We Need to Address which covered the topics of Climate Change, Natural Resource Use, Waste Production, Water Pollution, Deforestation, Overfishing, Ocean Acidification, and Air Pollution (Nrep.org, 2021). The participants are divided into eight groups that consist of 5 to 6 students.

3.1 Approach

The task-based learning teaching approach was based on the approach proposed by (Nunan, 2004) that consists of pre-task, during-task and language focus, and post-task and reflection. At the pre-task stage, the instructor introduces the topic or material to be taught to students by brainstorming. The instructor designs activities in the form of giving assignments that aim to provide opportunities for students to practice translation based on certain topics.

During the task, training participants are allowed to work together on the instructor's task of supervising so that each group can carry out tasks following established procedures. At the language focus stage, the instructor and students analyze the aspects of the language studied through the topics studied. At this stage of implementing task-based learning, it challenges students to present the results of assignments, answer questions from other colleagues, and express difficulties and solutions in completing assignments. At this stage, the instructor also asked questions and gave suggestions for improving the translation results. In the post-task and reflection stages, the researchers gave a questionnaire to find out the experience in working on tasks with a task-based learning approach.

4. Results and Discussion

4.1 Result

a. Pre task

At this stage, the instructor chooses a real task that is following the characteristics and abilities of the participants. The first stage to choose the form of project tasks is to consider the abilities and competencies of the trainees, the time required to complete and the expected outputs or results to be achieved. The assignment topics are shown in the following table:

Group	Translation Topic	Participants
A	Air Pollution	5 students
B	Climate change	6 students
C	Water Pollution	6 students
D	Deforestation	5 students
E	Natural Resource Use	5 students
F	Waste Production	5 students
G	Overfishing	5 students
H	Ocean Acidification	5 students

Table 1. Topics and Group Assignment

The chosen task is considered to be following the competencies and abilities of the trainees because the topic of environmental sustainability is a global consideration as the topics cover a wide range of topics, they are divided into smaller sub-topics. Each sub-topic is discussed by a group of 5 to 6 participants.

b. During-task

After determining assignments for students, the instructor must provide instructions on how students can complete these assignments and achieve the learning targets that have been set. At the during-task or task-cycle stage, the instructor designs the details of the activities. It consists of the purpose of the assignment, task limits, duration of work, how to do it, and the results of the task. At this stage, the researchers form a scheme of task activities as follows:

Instruction	Write a paper covering the topic of your assignment.	Source language: English Target language: Indonesian
Length	5 – 8 pages	
Duration	2 Weeks	

| Additional | Compile a glossary of new terms you found in the topic. | Put it on the end of paper as appendix. |
| Preparing for Presentation at week 3 and 4 | Each group will present their paper in the class. Choose one person to represent your group | 2 – 3 questions will be asked by other group pof participants. All of the group members should be prepared to answer unexpected questions. |

Tabel 2. Task and Activities

The activity assignment scheme was provided for groups to be followed in achieving the objectives of the assignment. After giving the task activity scheme, the students start to work in the group according to the assigned topic. The instructor allows each group to ask questions during the assignment. Therefore, each group was supervised in completing the task on time and on target.

c. Language Focus

This stage was carried out as the previous task is completed. The language focus stage aims to discuss 1) the results of the translation of the topics; 2) the presentation of the topic in the source language. It aims to determine the trainee's understanding of the topic, vocabulary, or terms related to the topic; 3) answering questions from other groups to see the extent to which participants understand the topic that shows how to communicate ideas. For this reason, at this stage, the process of English as a source language must be used as a tool to complete project tasks by combining sentence structure, grammar, and meaning in context (pragmatics).

d. Post task and reflection

After the class carried out all the task activity schemes in Weeks 3 and 4, the instructor gave a set of questionnaires to determine the participants' perceptions of the implementation of task-based learning. This stage aims to find out feedback from the use of this translation teaching approach. In addition, the instructor prepares a summary of the achievement of the translation assignment. Perceptions and learning outcomes of task-based learning are presented in the following figure:
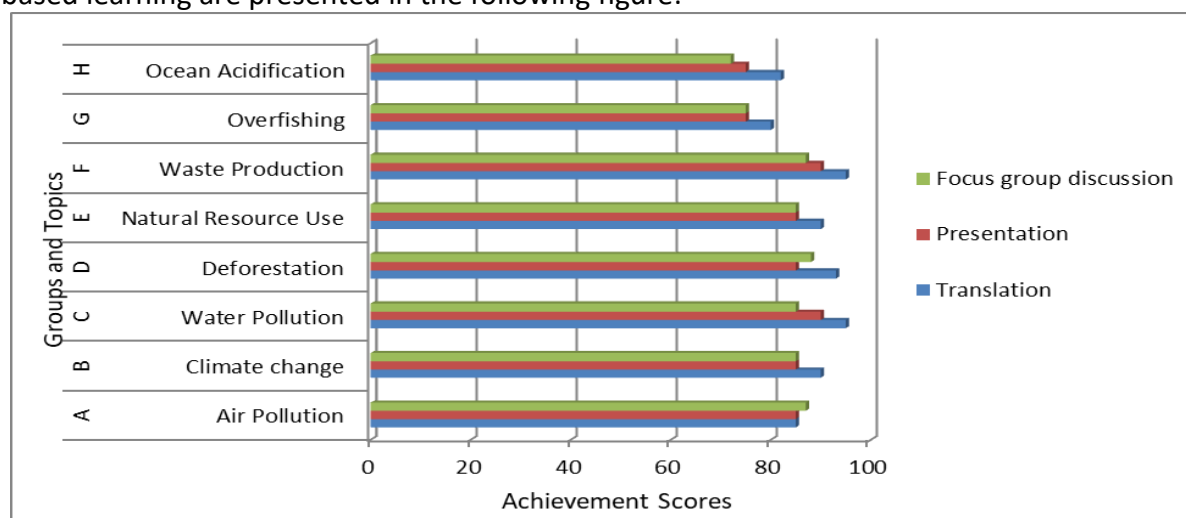
Figure 1. Translation Practice Achievements with a Task-Based Approach
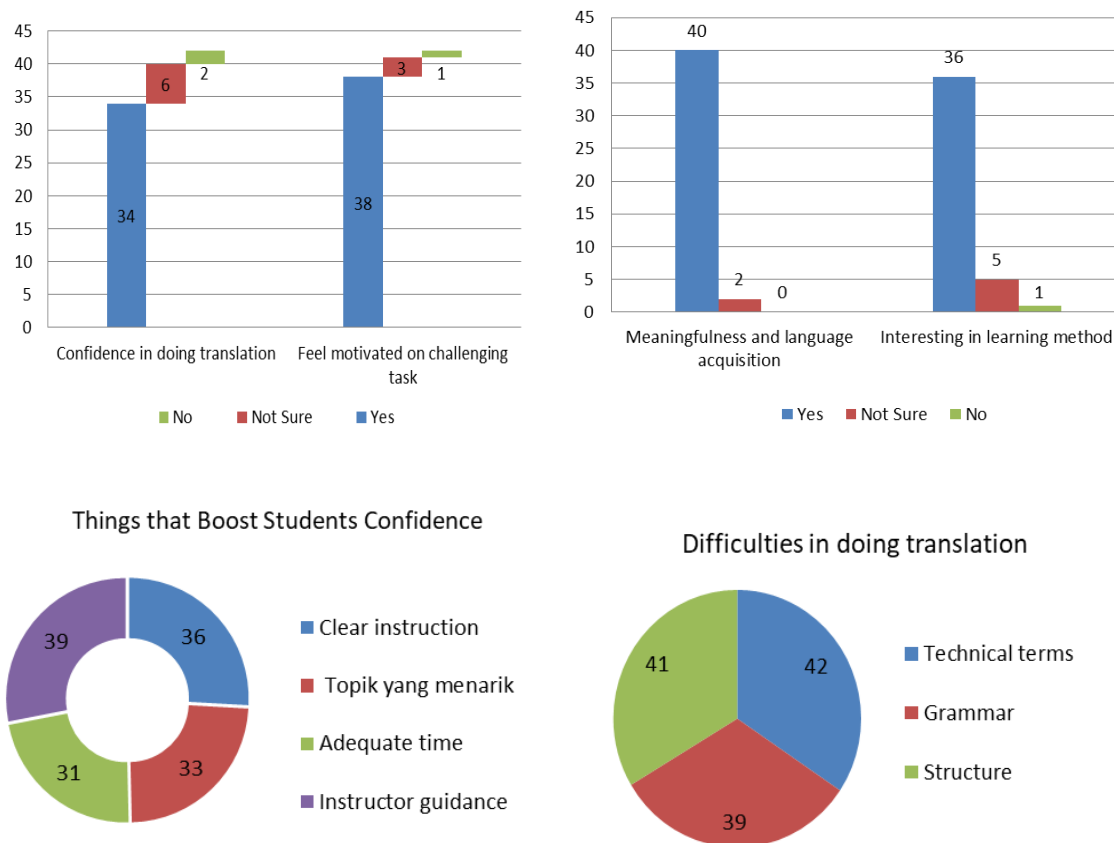
Figure 2. Participants' Perceptions of the Task-Based Learning Approach

4.2 Discussion

The task-based approach to translation needs to go through 3 stages to work effectively. These stages are pre-task, during-task, and post-task.

In the Pre-task stage, the instructor gives instructions to the trainees to follow and checks the terms and conditions to successfully carry out the task. The trainees are also reminded of the strategies, methods, and translation techniques they have learned so that they are ready to use this knowledge in the translation process.

In line with Acioly-Régnier et al., (2015), following the terms and conditions of translation work, thinking about useful resources as instrumental competence, and reading thoroughly the text in the source language is a way to get a good understanding of the subject. It will enhance bilingual competence. Identifying the relevant terminology will enhance extra-linguistic competence while deciding which strategies and techniques to choose is enhancing strategic competence.

At the during-task stage, the instructor only acts as a facilitator. The trainees in groups work on tasks (bilingual, strategic, and psycho-physical competence), seek the necessary knowledge and resources (instrumental and extra-linguistic competence), and communicate for clarification (translation knowledge competence). Instructor involvement must be kept limited, thus the students can rely on themselves and develop their skills independently. In this training, the participants have a reasonable time of 2 weeks to complete the task, so that the trainee can use all the resources and knowledge to complete the task as well as possible. As suggested by (Ayupova, 2014), in the training process, translators should be given adequate time and attention.

Language focus. At this stage, the instructor manages the group and can provide feedback on their translation and the translation process. Participants reflect on their translation process by presenting in front of the class. Another group suggested asking 2 or 3 questions that will be answered by the assigned group member. The instructors asked 2 questions about the difficulties they faced and how they found their translation solutions. Competence in translation knowledge and cooperation to ensure consistency in the translation is needed to develop strategic competencies.

Analysis. The instructor recalls the intended learning objectives through the assignment and he discusses and analyzes parts of the assignment. Participants and instructors did a good analysis of some of the translations. If possible, the instructor advises the group to revise the translation.

Revision. The instructor highlighted the areas that needed improvement. The participants of the group need to improve the quality of work. The instructor can assist in the final assessment of the translation. The participants in the group revise and edit their translations based on feedback from the analysis. After that, the instructor made a final assessment of the assignment. In line with Rezvani & Vakilinejad (2014), an assessment of translation quality not only improves the quality of the translation but also improves the quality of training.

In Post-task and Reflection, the instructor reflects on the whole translation process from a pedagogical perspective and writes notes that are useful for future teaching. Students reflect on project management, implementation of translation plans, quality, and communication with clients as well as translation problems and what solutions and strategies they use (translation knowledge competence). Based on the results of the questionnaire, it was found that 36 out of 42 said that they liked the task-based learning method. As for the topic of translation, 40 out of 42 participants were interested in the assigned topic. In addition, 34 out of 42 participants said they were motivated in doing the translation task. This implies that the task-based learning approach is beneficial for the trainees. As proposed in Saputro et al., (2021), the use of task-based learning is suitable in language teaching.

5. Conclusion

During task-based learning, students complete tasks that are relevant and interesting to them. To complete the task, they need to use the target language they are learning to communicate with their peers. They use grammar or vocabulary about the language when communicating in doing assignments.

Task-based learning is suitable for group learning. Learning a language as a group is also a way of teaching the skills to collaborate with others. It also increases confidence in using language which is the key to acquiring a language. The existence of feedback in learning is a way to increase motivation to learn and communicate with others.

Students' understanding of language also deepens because it raises environmental issues that are close to real life. It can be said that the combination of task-based learning with appropriate content can create language learning that is relevant to the personal lives of students. Therefore, it is important to ask students about their preferences at the start of the course so their interest is incorporated into the assignment.

Acknowledgements

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Appendix

Translation Practice Achievements with a Task-Based Approach

Group	Sub topics	Active Participants	On time	Translation Result		Presentation	Focus group discussion
				Score	Primary error	Score	Score
A	Air Pollution	5 of 5 partipants	Yes	85	pragmatics	85	87
B	Climate change	5 of 6 partipants	Yes	90	structure	85	85
C	Water Pollution	6 of 6 partipants	Yes	95	grammar	90	85
D	Deforestation	5 of 5 partipants	Yes	93	grammar	85	88
E	Natural Resource Use	5 of 5 partipants	Yes	90	grammar	85	85
F	Waste Production	5 of 5 partipants	Yes	95	grammar	90	87
G	Overfishing	5 of 5 partipants	Yes	80	Pragmatics and grammar	75	75
H	Ocean Acidification	4 of 5 participants	Yes	82	Pragmatics and grammar	75	72

Questionnaire Items

Aspect of learning	Questions	Response		
		Yes	Not sure	No
Self-confidence	1. Are you confident in carrying out the task?	34	6	2
	2. Specify things that boost your confidence (Multiple answers) a. Clear instructions 36 b. Interesting topic 33 c. Adequate time 31 d. Guidance from instructor 39			
Motivation	3. Your assignment is challenging	38	3	1
Meaningfulness and language acquisition	4. This assignment gives you new insight on enviromental issue	40	2	0
	5. Do you like this learning method?	36	5	1
Linguistics knowledge	6. This task improve your English vocabulary.	41	1	0
	7. What kind of difficulties did you face in translating the text? (Multiple answers) a. Difficult technical terms 42 b. Grammar 39 c. Structure 41			
Total respondents = 42				

ENHANCING MOTIVATION OF THE EFL LEARNERS
BY INTEGRATING TECHNOLOGY

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Abstract

Motivation plays an important role in EFL learning. For the twenty-first century technology-savvy learners, teachers can resort to advanced technology to enhance and sustain their motivation. The present study explores the motivational orientations of the undergraduate EFL learners of Jagannath University, Dhaka, Bangladesh and the teacher's awareness to equip their learners with appropriate technological knowledge to ignite their motivation for learning English effectively. There were two research questions in this study. The first question was whether the learners were integratively or instrumentally motivated. The second question dealt with the contribution of technology-enhanced language pedagogy to assist the learners' motivational orientations in the blended classrooms. To find out the first research question, a paired samples t-test was conducted. The findings revealed that students' integrative motivation was noticeably higher than instrumental motivation. A semi-structured interview of the language teacher was taken to answer the second question. The findings revealed that the learners were integratively motivated and the language teacher arranged technologically equipped classroom in order that the students would feel an inner urge to learn the language enthusiastically.

1. Introduction

Motivation, a significant social psychological factor, impacts foreign language learners' learning. It is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985: 10). Upholding motivation to learn English language is a continuous process. If a student loses his interest at any phase of the learning procedure, his teacher can invigorate him by continually adopting effective teaching strategies. Technology can be an appropriate device to assist teachers in this case. Even the demotivated learners also feel interested in learning a foreign language as teachers ensure them unprecedented freedom (Wang and Guthrie, 2004). Accordingly, for these twenty-first century technology-savvy learners, teachers can resort to advanced technology to enhance and sustain their motivation.

English language teaching research shows great interest in integrative and instrumental motivation; however, no research has been carried out on these two orientations and teachers' use of technology to motivate the learners of Jagannath University, Dhaka, Bangladesh by taking individual learners' motivational orientation into account. Therefore, the present study explores the motivational orientations of the learners and the teacher's awareness to equip the learners with appropriate technological knowledge to ignite their motivation.

The study investigated two research questions: 1. What is the major type of motivational orientation of the undergraduate English language learners of Jagannath University, Dhaka, Bangladesh? 2. What can technology-enhanced language pedagogy contribute to assist the learners' motivational orientations in the blended classrooms?

2. Literature Review

Some learners learn a language for practical reasons. This is "instrumental motivation which means learning the language for an ulterior motive unrelated to its use by native speakers – to pass an examination, to get a certain kind of job, and so on" (Cook, 1991:97). The other students may have an extraordinary attraction for a foreign language culture, heritage and people. "The integrative motivation reflects whether the student identifies with the target culture and people in some sense, or rejects them" (Cook, 1991:97).

Learners nurture an innate aspiration to learn; therefore, the teacher's support makes an advancement in their acquisition. The findings of Kalanzadeh, Soleimani, and Bakhtiarvand (2014) showed that the EFL learners used technology with a positive attitude in Iran. Batubara (2021) stated in his article "Integrating Technology in EFL Classroom for Indonesian Adolescent Learners" that the learners used technology in their classroom easily with the help of their teacher and it made them creative and interested in language learning. If teachers give positive feedback, students perform better (Zhang et al., 2012). Majeed and Muslim (2016) found that the teachers do not have sufficient knowledge to use technology in their teaching context in Iraq; therefore, they emphasized on teachers' expertise. They also suggested to include technology in the curriculum. On the other hand, Khany and Ghoreyshi (2013) found that although EFL teachers are highly familiar with the internet tools and have highly positive attitudes towards using internet tools in their classrooms, they were concerned about the application of the tools. Both technology and teachers' motivation have positive effects on students' motivation. Technology can play a significant role on students' motivation and engagement if trained teachers and technological support are available (Ahmed and Ismail, 2021). In another study, Fitri and Rifa'at (2021) suggested teacher's empowerment through ICT and emphasized on teachers' workplace training, seminar etc. Another study found Moodle-based instruction and in-person learning very convenient (Suriaman, A., Tadeko, N,. Manurung, K., Usman, S., & Yuliyani, A., 2022). The research of Yazici and Ucar (2017) revealed that pre-service English language teachers at Ondokuz Mayis University had positive attitudes towards Computer Assisted Language Learning. Harahap and Rusli (2021) found that learners most frequently used WhatsApp and Google Classroom as their teacher did not use any other online platform.

3. Research Method

A mixed method was employed in the research. The data was obtained from questionnaire and interview. Thirty-eight undergraduate students of the Department of English, Jagannath University, Dhaka, Bangladesh participated in this study.

Knowledge about the students' motivation assists the teachers to proceed further. By using the questionnaire of Gardner's Attitude/Motivation Test Battery (AMBT)(2004), the types of motivation have been measured. A questionnaire with thirty-eight questions and a five-point Likert-scale was administered among the learners. The subjects were asked to respond to the 5 choices: 1. "totally disagree", 2. "partly disagree", 3. "neither agree nor disagree", 4. "partly agree" and 5. "totally agree". After the completion of their task, they submitted the questionnaires. Then a Paired Samples t test, a parametric test, was run to get the data. "The Paired Samples *t* Test compares the means of two measurements taken from the same individual, object, or related units. The purpose of the test is to determine whether there is statistical evidence that the mean difference between paired observation is significantly different from zero" (SPSS Tutorials: Paired Samples t Test, n.d.).

The language teacher of these students participated in a semi-structured and informal in-depth interview on teaching techniques, teaching materials, and motivational strategies.

4. Results and Discussion

4.1 Results

The aim of this research was to identify the dominant motivational orientation of the learners' foreign language acquisition. The study also examined the use of technology by the language teacher to enhance their learners' success by gaining knowledge about their motivational orientations.

The data of the questionnaire were analyzed by means of Statistical Package for Social Science version 21.0. The means and the standard deviation of the items of the subjects' instrumental and integrative motivations were calculated.

	Mean	N	Standard Deviation
Integrative Motivation	3.7	38	0.942
Instrumental Motivation	4.17	38	0.34

Table 1. Statistics of paired samples

Table 1 showed the means and standard deviation values of instrumental and integrative motivations of the learners. The mean of the instrumental motivation was 3.7 and the standard deviation was 0.942. Again, the mean of the integrative motivation was 4.17 and the standard deviation was 0.34. The mean scores revealed that integrative motivation was higher than the instrumental motivation. The quantitative procedure revealed that a majority of the learners opted for similar types of values from 1. "totally disagree", 2. "partly disagree", 3. "neither agree nor disagree", 4. "partly agree" and 5. "totally agree" options.

			Paired Differences	Paired Differences	Paired Differences	t	df	Sig. (2-tailed)
		Mean	Standard Deviation	95% Confidence	95% Confidence			

				Interval of the Difference	Interval of the Difference			
				Lower	Upper			
Pair I	Integrative Motivation and Instrumental Motivation	0.47	0.02	0.15	0.79	2.89	37	0.005

Table 2. Paired samples test

Table 2: The paired samples t-test findings showed that the difference between the two types of motivations was significant. Table 2 also revealed mean differences, standard deviation differences, confidence interval of the differences, t-value, and p-value. The paired difference (mean score) between these two types of motivations was 0.47. Moreover, the standard deviation difference was 0.02. The t-value was 2.89 and the p-value was 0.005. The difference between instrumental motivation and integrative motivational orientation was statistically significant because the p-value is lesser than 0.05.

4.2 Discussion

There were two research questions in this study. The first question was whether the undergraduate Jagannath University learners were integratively or instrumentally motivated. The second question dealt with the contribution of technology-enhanced language pedagogy to assist the learners' motivational orientations in the blended classrooms. To find out the first research question, a paired samples t-test was conducted. The mean score of the learners' instrumental motivation was 3.7 and standard deviation was 0.942. The mean score of their integrative motivation was 4.17 and the standard deviation was 0.34. The findings revealed that students' integrative motivation was noticeably higher than instrumental motivation. The finding of this study is in line with Gardner and Lambert (cited in Ellis, 1986: 117) who asserted that "integrative orientation to L2 learning…occurs when the learner wishes to identify with the culture of the L2 group". Norris-Holt (2001) asserted that integrative motivation ensures long-term success in second language learning.

The learners of this study were interested to learn English language to know about the culture of the native speakers. One reason behind the overwhelming interest of Bangladeshi students in English language and Western culture may be globalization. People of the whole world have become citizens of one global village. Zoom, Google Meet, WhatsApp video calls, and other online platforms have built bridge of intimacy between the East and the West. Being accustomed with the Western culture, Bangladeshi learners felt an urge to make a close connection with them through technology and for that reason they strove to learn English language. Another reason might be the discipline of the learners. As students of English language and literature, the participants had an affinity towards the culture of the literary characters of English novels, plays etc. The description of English landscapes, nature, rituals, and culture also attracted their attention. They might also feel an intense desire to feel oneness with the characters of the literary texts.

The second objective of the research was to find out how does the course teacher employed technology to accommodate the learners' motivational orientation. On the basis

of this knowledge of the learners' motivational orientation, the teacher formulated strategies to enhance the spirit of the learners to strive at the optimum level by integrating technology.

The teacher was interviewed to complement the quantitative data. She reported that as a language teacher she always interacted with her students in such a friendly way that they communicated with her spontaneously. She called the students by their names and tried to relate the language tasks to their lives. As it was very difficult to get and keep the attention of the learners in the online Zoom meetings, she was very conscious about her lively presentation. She also let them chat for a few minutes for ice breaking. She patiently listened to their utterances which made the students confident. In this way, she created awareness and facilitated learner autonomy. She also made the classes attractive by using references from recent popular movies, plays, songs etc. She gave compliments upon the successful completion of tasks and in case of wrong answers, she dealt with compassion.

The teacher interviewee asserted that she used videos to make the lessons easier and more comprehensible to the learners. Sometimes she stopped the videos at certain points and gave clarifications. Students asked questions on that part of the video and she answered. Visuals are very helpful to internalize and remember the language components. For that reason, she shared e-books, task related videos and animations, and other related materials with students and that process helped them to study easily.

In the Zoom meetings, the teacher asked them to give answers to short questions, explain excerpts and give opinions in English. Sometimes, the students answered in the chat-box. These procedures helped learners to remain attentive and motivated. The teacher always tried to maintain learners' attention in the classroom. Sometimes she made humorous comments. At other times, she shared anecdotes. She asked questions to avoid learners' mental distraction and made them conscious about the digital classroom. To nurture their motivation, the teacher requested the learners to share their experiences which were relevant to the topic. She also gave them assignments to submit online.

Each and every student was given opportunities to say something in online classes by rotation. That inclusive attitude of the teacher fostered motivation. She also encouraged the students to participate in virtual language learning related webinars and conferences arranged by various universities and educational institutes. The teacher prepared them for giving online presentations on a selected topic. Accordingly, she formed groups and asked the group members to communicate with their peers after the online class. The teacher sent them e-books to read, write reviews on it, and send her through e-mail. She also sent them enjoyable audiobooks to listen and comprehend the topic. The teacher gave them the opportunity to share their educational and personal problems through e-mail to which she tried to respond. She asked them to write down short answers in Padlet which was another new digital platform. Sometimes the teacher asked them to use online dictionary which was very helpful to learn correct pronunciation.

5. Conclusion

Based on the results of this research, it can be concluded that the undergraduate EFL students of Jagannath University, Dhaka, Bangladesh were integratively motivated and the language teacher arranged technologically equipped classroom in order that the students would feel an inner urge to learn the language enthusiastically. This finding will be beneficial

for the learners, teachers, administrators, and researchers to use the data. The future researchers can conduct their researches with various variables and large samples.

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ENHANCING VOCATIONAL HIGH SCHOOL STUDENTS' READING SKILLS USING JEOPARDY GAMES

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Abstract

Jeopardy game is a common game for players to compete for the highest score. Nevertheless, this game can be modified to provide the students with a fun, engaging, and challenging interactive game for learning activities. The use of the Jeopardy game in improving teaching-learning activities was abundant, whereas the use of Jeopardy in vocational high school was little to be found. This study tried to figure out the implementation of Jeopardy games in enhancing reading skills for vocational high school students. Classroom action research was conducted to observe students' improvement in reading after implementing Jeopardy games in reading activities. Closed-ended questionnaires on how the jeopardy games influence the teaching process and activities were conducted to get the quantitative data. Observation, reflection, open-ended questionnaire, and FGD were gathered to strengthen the result of quantitative data. The results showed that students demonstrated better reading comprehension from the diagnostic test, cycle I, and cycle II results; mean score 5.76, 6.48, and 7.28. Students also reported that they got motivated and were likely to read more. To conclude, students stated that they experienced some improvement in cooperative learning and reading strategies. The implication of the study is discussed at the end of this article.

1. Introduction

Reading skills are one of the English basic skills that high school students need to master. However, some issues were found regarding students' psychological and cognitive aspects Berry & Dasen, 2019; Blau et al., 2020). These psychological and cognitive aspects will lead to other English skills despite the urgency for senior high school students to master the essential one, for example, reading skills (Ikhsan, 2017). Therefore, high school students need to have adept reading skills as the foundation of other skills. The receptive skills, namely listening and reading skills, are the first skills that students need to master, especially for beginners (Takaloo et al., 2017). As Takaloo et al. (2017) mentioned, most beginner learners try to understand a written text using a top-down model. The readers start with processing the information in mind and then start to process it into information and

transcribe it to the meaning of a text. Those material compositions can help students easily understand the text and improve their reading skills. Jeopardy game is an alternative way to boost high school students' interest in reading (Suryani & Kareviati, 2021; Werdiyani, 2021). Jeopardy games have proven to be beneficial and effective in enhancing students' reading skills (Suryani & Kareviati, 2021). Suryani and Kareviati (2021) also argue that the Jeopardy game could improve students' reading skills in a class with low reading ability.

The benefits students may achieve from reading could vary. For example, the benefits can range from getting more information from many sources, understanding new information and knowledge, to motivating students by participating in class learning activities. As the function of reading is to give prior knowledge to the EFL students, reading can provide some essential advantages to building students' language expertise. Good EFL reading shall include good material for students to improve their reading skills. The student's prior knowledge might be promoted by providing additional information they got from reading. These include tenses or grammar, rich vocabulary (Afzal, 2019), and proper level for the reader (Long, 2020).

Improving reading skills are crucial for EFL students, but the psychological aspects equally need to get proper attention from teachers and researchers. The student's emotions, motivation, and problems need further treatment by the teachers and school committee (Piniel & Albert, 2018; Saito et al., 2018; Teimouri, 2017). When students' psychological aspects are not controlled or supervised wisely, they will lead to disruption or, worse, significant destruction in students' mental health (Vadivel et al., 2022). Therefore, proper treatments are crucial to getting more consideration from teachers and schools. Implementing practical and fun learning activities in learning English becomes essential and urgently needed for the sake of the students.

The selection of appropriate techniques and approaches can save the students from mischievous harm from negative psychological aspects(Berry & Dasen, 2019). Awful emotions that lead to laziness, procrastination, and ignorance of the subject matter can be avoided by implementing the proper teaching techniques and approaches. Reading is one thing that frequently makes students easily get bored (Min & Mustain, 2017). Therefore, several techniques and approaches can be used to avoid such problems, such as collaborative reading strategy (Anwar, 2020), critical literacy (Gustine, 2018), home learning approaches, instructional media and a language learning tool such as Instagram (Rizal & Farikhah Z, 2021), Information and Communication Technology (ICT) and Jeopardy games (Suryani & Kareviati, 2021).

The implementation of Jeopardy games in increasing reading skills and developing students' psychological aspects has been proven in several studies (Suryani & Kareviati, 2021). The Jeopardy game was also frequently used to improve students' reading apprehension. The results from those studies have demonstrated that students are also getting eagerness to participate in the learning activities. They actively participate and contribute to learning by answering the questions in Jeopardy games. Although, the educational benefits of the Jeopardy game were numerous, there were still few evidences of Jeopardy games implementation for reading comprehension at the vocational high school level using Classroom Action Research. Based on this empirical gap, classroom action research was used to discover how the Jeopardy game is applied to teach reading skills and to improve students' skills in understanding English text as a learning process of the teaching strategy in vocational high school. Predictably, the learners would be able to understand and

enjoy the reading text and improve their reading skills. Thus, the researchers tried to formulate two research questions in this study. First, to what extent did the students' reading comprehension improve after learning from the jeopardy game reading activities? Second, what were the students' perceptions on their motivation and reading skills after learning from the jeopardy game?

2. Literature Review

Jeopardy game is included in games that can eradicate monotonous learning and expand students' reading capacity (Damayanti, 2018). As Suryani and Kareviati (2021) mentioned, the Jeopardy game can be played by one person, but it can also be feasible to be done in a group. The jeopardy game has no complicated instructions to be played in any circumstances. Jeopardy games benefit teachers in teaching. Besides, this is purely a game, so it is also a fun activity for the students. Furthermore, the jeopardy games were easily played in any place. The preparation needed to play the jeopardy games were categorized as minor. Little preparation is required to organize these competitive games. In addition, the Jeopardy game also meets five principles of good English game design: encouraging, easy to play, attractive, enjoyable, and educational. Playing jeopardy games is proven to make students more relaxed and not afraid to try to answer questions. Students learn from mistakes and figure out the text more deeply. Likewise, students also showed a good improvement in interaction and track comprehension by playing these Jeopardy games (Min & Mustain, 2017). Jeopardy games are considered a game that can boost students' reading skills. Furthermore, this study is aimed to give further information about the use of the Jeopardy game in teaching reading and several benefits of implementing the Jeopardy game in students' reading skills.

Some studies were on improving reading skills and teaching using Jeopardy games. First, a study by Sanders, Arce-Trigatti, and Arce (2020) showed the use of the Jeopardy game for promoting learners' problem-identification skills. The game is used in a senior-level chemical engineering school. The result showed that the Jeopardy game helps the learners identify and solve the issues in the learning projects. Second, the Jeopardy game was also carried out in dental education at Goethe University Frankfurt, Germany by Friedrich, Moeltner, Rüttermann, and Gerhardt-Szép (2019). The study has demonstrated the students' self-study has significantly developed. They welcomed this game as a learning setting, and they would gladly recommend this activity to their friends. Last, a study on implementing a Jeopardy game to improve reading comprehension was conducted by Damayanti (2018) on first-grade junior high school students. The study was classroom action research and was completed in two cycles. At the end of the result, Damayanti stated that students' responses were encouraging, and the students were becoming more active and interested in the learning activity. Therefore, the Jeopardy game was clearly recommended for enhancing students' reading comprehension. However, the studies by Damayanti (2018), and Moeltner, et al. (2019), were carried out at the elementary and university levels of education. To comprehend the use of the Jeopardy game in vocational high school, the researcher conducted classroom action research to directly implement it in the teaching and learning activities.

This study employed classroom action research as it is a beneficial method for teachers to improve classroom learning activities (Maba, 2017). Besides improving students and classroom learning activities, classroom action research is proven to help teachers increase their classroom management and teaching capacities. Click or tap here to enter text.Applying action research in the classroom is essential for teachers nowadays. By having the ability, teachers unconsciously emerge their teacher professional development. The upgrading of teaching style and the use of technology are some reasons why classroom action research needs to be done by any teacher. Classroom action research may give teachers significant and priceless experiences promoting professional development. In addition, classroom action research can redirect the path of teaching progress. Teachers' growth is crucial in thriving classroom learning activities for educational continuousness. Therefore, encouraging teachers to be ready, knowledgeable, and skillful is indispensable Click or tap here to enter text.. In classroom action research, teachers have a role as both educators and learners. Consequently, it is not surprising if classroom action research becomes an essential method in enhancing teaching and teacher professional development.

3. Research Method

This study was classroom action research to investigate and explore students' obstacles and problems faced inside a class and improve students' reading motivation and skills, particularly in English lessons. From the students' difficulties in understanding short sentences and lack of vocabulary, these conditions encourage the teacher to conduct classroom action research using the Jeopardy game. Moreover, action research gave opportunities for the teacher to grow and develop his professional development. Action Research Spiral were appropriately applied to explain how the researchers conducted the study in the classroom. Figure 1. action research spiral two cycles showed the implementation of the classroom action research.

The steps were divided into two cycles, namely cycle I and II with the same steps of "plan, action, observe, and reflect". Cycle I was done in August 2022. Before coming to the next cycle, the researchers tried to examine and investigate the problems or difficulties faced in cycle I. After that, the researchers continued to the next cycle, cycle II, in September 2022. The processes in cycle II were similar to cycle I, namely revised plan, action, observing, and reflecting. These cycles were directed in six meetings.

The data were in the numerical forma, they were diagnostic test, progress test results, and questionnaires. The descriptive and conceptual findings were observation, interviews (focus group discussion), and field notes. The Jeopardy game was implemented in the learning process to facilitate students' reading motivation and skills (Suryani & Kareviati, 2021). Other online platforms, such as quizizz.com and google classroom, were used to help accommodate students in accessing the materials and assessments. The findings from these two cycles are discussed in the result and discussion sections.
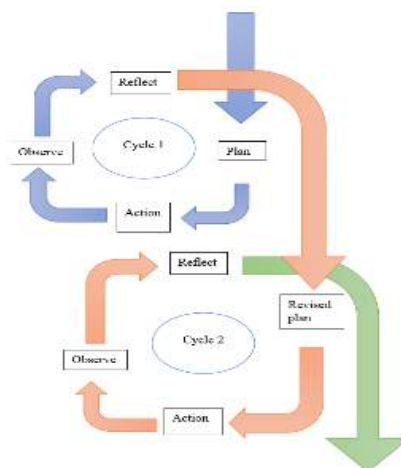
Figure 1. Action Research Spiral of Two Cycles

3.1 Data Setting

This study was conducted in one of the private vocational high schools in Yogyakarta. The research was held from July to September 2022. In the third week of July, the researchers started to observe students' obstacles and problems faced inside a class and to what extent students' reading motivation and skills were performed in English class. After the observation, the data were processed and analyzed; the next phase was giving a diagnostic test to measure students' reading skills before conducting action research. In the first week of August, the researchers started to employ the first cycle of classroom action research stages, namely planning, acting and observing, and reflecting. The second cycle of classroom action research was completed in the second week of September. At the end of the second cycle, the progress test was directed to measure students' reading skills after having classroom action research. In the third week of September, the questionnaires were distributed to the learners to determine their opinion on how the action research activities had been done in the class. In addition, interviews in the form of focus group discussions were held at the end of September to gather final data and complete the study.

3.2 Data source

The participants of this study were 25 students, ten males and 15 females. The students were 14 to 17 years old. All participants' names were written in pseudonyms to give anonymity to the participants. The classroom action research was organized in English class. This English class was chosen according to the diagnostic test research result. In addition, the teacher in the target class gave his permission to administer the class. In this class, the time allocated for one meeting was three credits, 45 minutes per credit. Moreover, this study was held in six meetings.

3.3 Data collection

The method employed in this research was classroom action research. The researchers carried out a diagnostic test study first to help the researchers analyze the students' needs, limitations, and expectations. In this section, the researchers tried to figure out students' problems, proficiency, and hope in learning English. This diagnostic test study was held at the beginning of the classroom action research study. A diagnostic test was

beneficial to conduct in order to gain students' preceding knowledge. The diagnostic test was directed by doing a quiz on quizizz.com, contained 20 questions. After gathering information from the diagnostic test results, the researchers conducted the class observation. Classroom observation was essential to understand and feel the atmosphere of the class and investigate the teacher in teaching (Halim et al., 2018). The observation was used to gather information on how the teacher managed the students and organized the flow of the class.

Following the diagnostic test and observation section, there was a diagnostic test in the form of a focus group discussion to measure pre-existing students' knowledge of understanding reading material and skills (T. Berry, 2008). The next step was the teaching-learning process in cycle I. As mentioned before, cycle I consisted of a plan, action, observation, and reflection. After cycle I was finished, there was a progress test II to perceive students' improvement in understanding the reading material and reading skills after getting treatment using Jeopardy games. There were 20 questions that students needed to answer using quizizz.com. Reflection was done to draw conclusions in this section about students' opinions and feedback on the first cycle.

After the researchers finished analyzing the result of cycle I, the progress test I was conducted at the beginning of cycle I in the form of focus group discussion to gain students' pre-existed knowledge of the second reading material. After finishing the progress test I, the researchers did cycle II using the implementation of Jeopardy games. After that, the progress test II and reflection of cycle II were done. Likewise, the progress test was conducted by answering 20 questions using "quizizz.com" platform. The detail of the questions from diagnostic, progress test cycle I and II, in jeopardy games can be seen in table 1. The test items were different from cycle I, but the difficulty level was the same. The topics were taken from the English textbook for X grade about narrative text learning objectives.

Topic	Diagnostic test	Cycle I		Cycle II	
		Jeopardy Games	Progress test	Jeopardy Games	Progress test
Social Functions	4,5,10,16,17	4,7,12	4,5,10,16,17	7,8,13	4,5,10,16,17
Text Structures	11,12,18,19,20	3,6,8,13	11,12,18,19,20	1,4,10,15	11,12,18,19,20
Linguistic Elements	6,7,13,14,15	2,9,11,14	6,7,13,14,15	2,3,12,14	6,7,13,14,15
Information about the text	1,2,3,8,9	1,5,10,15	1,2,3,8,9	5,6,9,11	1,2,3,8,9

Table 1. Questions distribution data

From the reflection and results of progress test I and II, questionnaires were distributed to the students to gain their perspective on the classroom action research, two cycles, and the implementation of Jeopardy games. The questionnaire consists of three themes and 15 items using likert-scale five options strongly agree, agree, neutral, disagree, and strongly disagree. The researchers did twice focus group discussion interviews, with five students interviewed to triangulate data; the first group consisted of three students, and the second group consisted of two students. The flow of the study can be seen in figure 2 below.
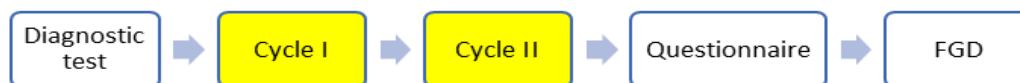
Figure 2. The flow of the study

3.4 Data Analysis Technique

The questionnaire and progress test data were analyzed by frequency, percentage, and mean. The researchers used statistical software, namely SPSS, to examine and determine the result into numerical and descriptive statistic data. The mean data results drew with the likert-scale range (Sözen & Güven, 2019; Sugiyono, 2015). The likert-scale range had displayed in Table 2.

Moreover, the data gained from observation, writing reflection, interview (focus group discussion), and field notes from cycles I and II were analyzed by content analysis. Coding was used to process the data, so the results of those instruments were effectively used related to the research questions. Linneberg and Korsgaard (2019) clarified that the data gathered in the form of words, paragraphs, and pages, like the result from observation, writing reflection, interview (focus group discussion), and field notes in this study, need to be examined to become empirical materials.

No	Range	Indicator
1	5-4.21	Strongly agree
2	4.2-3.41	Agree
3	3.4-2.61	Neutral
4	2.6-1.81	Disagree
5	1.8-1	Strongly disagree

Table 2. The range of likert-scale

4. Results and Discussion

The classroom action research was composed of two cycles. The steps began with diagnostic research and observation and then improved and adjusted the result's action research process and outcome. At first, students were given a diagnostic test to check their reading skills and ability to understand a text. The implementation of Jeopardy games was applied in cycles I and II.

4.1 The Implementation of Jeopardy Games
Cycle 1

Plan step. The planning activity started with preparing reading material and composing slides using a PowerPoint presentation for the Jeopardy game. After the preparation was finished, the teacher began to do the action in the class.

Action step. The learning activity or action went with three steps. In the first step, the students learned together in class, reading the material/text given by the teacher. Students should read the text individually and try to find the meaning of difficult words they found. In the second step, students were divided into four groups and discussed the text. After that, each group member shares what they got in the designed group. The teacher started to explain what jeopardy games were and the rules. In the third step, students play the games

and then discuss with the teacher the obstacles and problems faced during the games. The students also expressed their happiness and good moments when playing the jeopardy games.

Observe step. In cycle I, students seemed to get a difficult understanding of the text given. In this first cycle, the text is narrative. When students read the text for the first time, students seemed to enjoy the text and kept silent while reading the text. However, not long after that, students started chatting with peers and friends in Bahasa Indonesia and a few English. Some students talked about the story's content, and a couple tried to ask about the meaning of some difficult words. As mentioned by Suryani et al. (2021), the problems found by the students were they found difficult and new words from the text. She found the same problem in her study since her students were limited in vocabulary. Therefore, students spent too much time looking for answers or new vocabulary in dictionaries.

Meanwhile, students stated that they felt challenged and competitive with other students. These feelings were constructive and beneficial for students' development (Branco, 2018). Competition with other students would develop learning activities and values. The study from Licorish, et al. (2018) boosts the feeling of competition in learning activities. Increasing participation, encouraging thinking critically, and growing interaction between students were reported to be the students' positive behavior in the study.

Reflect step. According to the findings and the outcome in cycle I, the enhancements were generated for cycle II. Teachers needed to give scaffolding to students before starting the main activity (Tan, 2018), providing possible words used in the text and new vocabulary before starting the games and asking students to find the meaning in the first language, then dividing the students based on their achievement and capacity, so there will be no group with imbalanced ability. Students were given a chance to ask the teacher and fellow students before starting the games if there were any difficulties.

Cycle 2

Revised plan. Same as in cycle I, jeopardy games became the main interactive activity to cultivate students' interest in learning English, especially reading skills and reading comprehension. The difference from the cycle 1 was this cycle implemented the reflection and added some necessary actions regarding the suggestion and feedback from cycle I. The teacher instigated the scaffolding activity by conducting a classical discussion on what the students would have in the section.

Action step. The learning activity in cycle II started with the teacher distributing the material. The teacher began by mentioning some uncommon words and asking students what those words meant. The students responded and took notes on the answers. After that, students were instructed to have independent reading. Independent reading boosted students' awareness of what they read and improved their autonomy (Septiningrum et al., 2018). For the next step, the teacher arranged the students into several groups based on their performance in the previous cycle. This step ensured that the students were at the same level for every group. The teacher gave some instructions and explained the rule and how to play the game in detail. Before starting the games, the teachers asked the students to read in groups and share what they got from the text with the members. In the final step, students played jeopardy games. The competition atmosphere was really high and tense. When one group tried to answer a question, the other groups tried to re-read the text and attempt to steal the point for the question. They were given a hard-work to find the best

answer from the text. The teacher led the games and gave comments and suggestions when students gave incorrect answers.

Observe step. Under the circumstances, in cycle II, students showed confidence when answering the questions in jeopardy games. This condition occurred because they found out that they had already mastered the material and got prepared. Douglas et al. (2016) mentioned the setting for reading, students' experiences and habits, and assessable assessment becomes the main point to becoming reliable and trained readers. Preparing the students with any essential words gave students more self-assurance in reading.

Furthermore, the grouping decision played a significant role in balancing group comprehension (Yu, 2019). Students actively discussed the problems and difficulties they faced in cooperative learning. Students with high achievements need to be arranged together using moderate and less accomplishment (Suryani & Kareviati, 2021). Students of high achievement would help their group members achieve the same or higher goals as they had. The implementation of jeopardy games increased students' motivation and reduced the problems when students read a text (Damayanti, 2018; Sanders, et.al., 2020; Werdiyani, 2021). The result of this activity has allied with the study of Bestiana, et. al. (2014) on improving English vocabulary in junior high school. Their study demonstrated the implementation of these games in vocabulary mastery at the junior high school level. The result was astonishing. More than 75% of students liked this game, and they agreed that this game improved their ability to master vocabulary.

Reflect step. The purpose of jeopardy games to enhance vocational high school students reading skills was achieved during cycle II. Students actively answered the question displayed in jeopardy games. Only two questions were answered incorrectly because the questions were related to grammar. Some students were previously quiet in cycle I but not anymore in cycle II. They tried to answer the questions, and their answers were correct. Moreover, the willingness to answer any questions also rose. Students became more active which could be seen when they enthusiastically raised their hands and answered questions. The students' speaking skill was indirectly improved since they gave answers orally. They use good English when trying to utter the answers. Occasionally, students were disappointed when all the questions were answered and the game ended, which means that they enjoyed the games and were eager to play again. In playing the games, students demonstrated self-confidence, enthusiasm, and curiosity. This result was very much similar to the study of Tan (2018), which presented the effect of the game on students' motivation. Students were exposed to tremendous growth in reading competence after playing the game. The improvement in competence takes into account not only the students' qualitative remarks but also the fact that they would have to correctly answer all of the questions pertaining to the reading material to finish the game. The repeat of how valuable pupils found it highlights the sense of innate satisfaction.

4.2 The result of the Jeopardy game activity

The outcome of implementing the Jeopardy game activity in cycles I and II was demonstrated in Figure 1. Score achievement was a result of students' work to measure their understanding of reading proficiency from a total of 25 students. The range of the score was from A (Outstanding), B (Good), C (Fair), and D (Poor). These scores were gathered from diagnostic test and progress tests in cycles I and II.
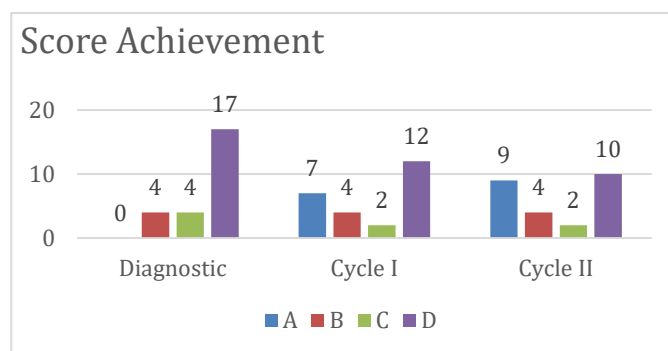
Figure 3. Students' scores in reading comprehension

Figure 3 showed a slight improvement in students reading comprehension before the implementation of jeopardy games and after cycle I and revision in cycle II. There was no A score on the diagnostic test. However, the D score indicated as poor was the highest, with more than 15 students (60%). After implementing Jeopardy games, there were some improvements in students reading comprehension in cycle I. Seven students (28%) got outstanding and fewer students (48%) were poor (D) in reading comprehension.

Moreover, positive development was seen in cycle II after some revisions and improvements gathered from suggestions and insight from observations by other teachers and reflections made by students. Only ten students (40%) were still in poor condition, and nine (36%) got outstanding achievements. This situation happened because students said they were easy to get sleepy and confused when they should take a test reading comprehension. This was similar to the study by Sabiq (2018). He mentioned the students rarely achieved higher achievement because they felt bored, tired, and exhausted when they must do reading tests. Therefore, some improvements were made in cycles I and II to boost students' activeness and generate competition between the students. As mentioned by Kusumaningrum and Binarti (2021), the implementation of Jeopardy in learning activities helps students to improve their participation, motivation, and learning achievement. In cycle I, students were passive and shy to answer questions. After some revision and development, in cycle II, the passive students started to show up and try to answer the questions in the jeopardy game. These conditions followed several studies that have already been conducted previously (Kusumaningrum & Binarti, 2021; Sanders et al., 2020; Werdiyani, 2021). Jeopardy games facilitate students to be active learners and demonstrate the students' developments in vocabulary and reading comprehension.
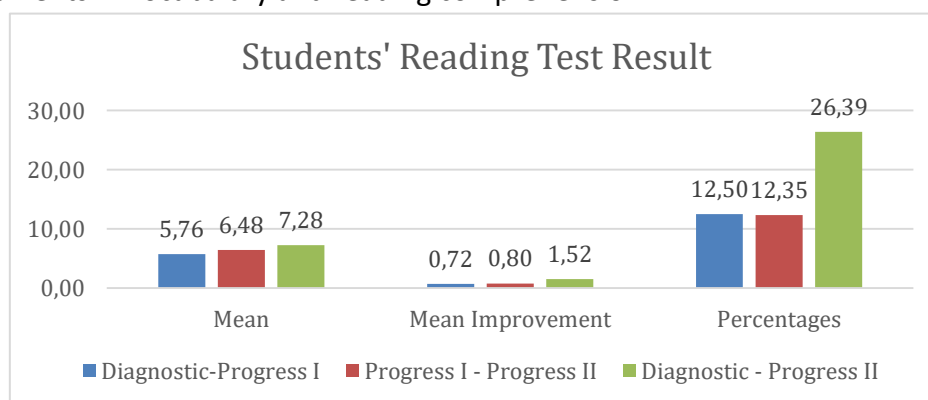
Figure 4. Students' reading comprehension result

Students' reading comprehension was slightly improved from the diagnostic test and progress test in cycles I and II. Figure 4 showed the mean score in students' reading comprehension in the diagnostic test was 5.76, the progress test in cycle I was 6.48, and cycle II was 7.28. As displayed in the mean improvement column, the difference between the diagnostic test and progress test in cycle I was 0.72. Furthermore, from the progress test in cycle I and cycle II, there was only 0.8 progress. However, compared to the previous results, there was a 1.72 difference between the diagnostic test and progress test in cycle II. These results showed a development in the students' reading comprehension. The percentages also supported this condition, as shown in figure 4. Even though there was a slight decrease in value from diagnostic- progress test I (12.5%) and progress test I – progress test II (12.35%), it was not upset the results obtained from the diagnostic test to progress test in cycle II that the percentage was 26.39% improvement. Therefore, using the jeopardy game to improve students' reading comprehension proved that it succeeded in improving their reading comprehension.

4.3 The Questionnaire Result

The result of the questionnaire on implementing the Jeopardy game activity in the classroom is demonstrated in figure 5. The results consisted of three parts: intrinsic motivation, extrinsic motivation, and reading aspects.
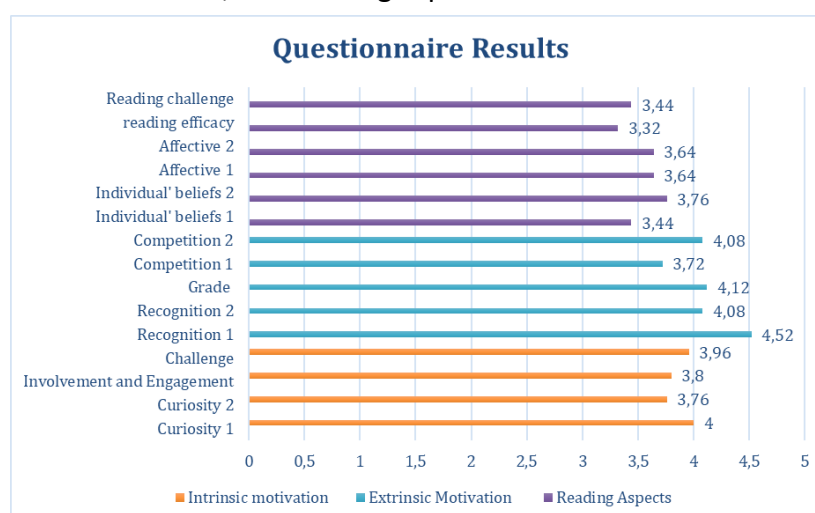
Figure 5. Questionnaire result pf implementing Jeopardy game

4.3.1 Students' Intrinsic Motivation

Salikin et al. (2017) explained that intrinsic motivation consisted of curiosity and preference for challenge, and Thohir (2017) indicated that there was involvement and engagement in intrinsic motivation in students' learning activity. Figure 5 showed that students' curiosity was high, mean of 4 and 3.76. Students agreed they got motivated to read the reading because they were curious about the text and the questions in jeopardy games. However, this finding is not the same as what Salikin et al. (2017) found in their research. They discovered that English reading was hard to understand. Therefore, curiosity did not make the students want to read English literature.

Furthermore, students had agreed, mean score of 3.8, that they wanted to take part in English reading because of the implementation of the Jeopardy game in the reading activity. They were interested in reading the literature used when playing jeopardy games

because the topic was fascinating. Thus, students got involvement and engagement in learning using the jeopardy game (Kadoun, 2015).

Moreover, students agreed that they prefer the jeopardy game to regular reading activities because reading English text using Jeopardy games was more challenging and exciting. This motivation got a mean score of 3.96. Students liked challenges and believed that challenges made learning more fun and entertaining. The students reported a mean score of 3.88 for intrinsic motivation, which means that they agreed that the Jeopardy game in the reading activity boosted their intrinsic motivation.

4.3.2 Students' Extrinsic Motivation

In their study, Salikin et al. (2017) briefly explained what extrinsic motivation took effect in reading. They refer to extrinsic motivation as a force from outside the learner in doing something, such as reward, recognition, and goal structures or good grade (Sulistianingsih, 2018), and competition (Wang & Guthrie, 2004). In figure 5. The questionnaire result of implementing the Jeopardy game was recognition, with a mean score of 4.52 and 4.08, got a good grade with a mean score of 4.12, and competition had a mean score of 3.72 and 4.08. The result showed that extrinsic motivation played a big role in stimulating the students to read the text and play the Jeopardy game.

Moreover, these results shared a similar outcome with the study of Salikin et al. (2017). Students were likely willing to read English text when they got recognition from the teacher or other students (Ekalestari et al., 2019). Furthermore, Komiyama (2013) stated the same as the result of this study. Students strongly agreed that they read the text because they wanted to get higher scores in the reading activity and the Jeopardy game. Moreover, the competition aspect also had a role in increasing extrinsic motivation in reading activities. The main concept of gamification in learning activities was to boost students' competition sense between them (Tan, 2018). The total mean score of extrinsic motivation was 4.1, which meant that students' extrinsic motivation was high.

4.3.3 Students' reading aspect

The influence of Jeopardy games on reading comprehension has been proven by many researchers (Damayanti, 2018; Kusumaningrum & Binarti, 2021; Werdiyani, 2021). However, the individual beliefs, affective or emotional component develops, reading efficacy, and reading challenge should be investigated deeper (Toste et al., 2020). From figure 5. The questionnaire result of implementing the Jeopardy games showed that the students reported having superior individual beliefs, with a mean score of 3.44 and 3.76. Students also reported that after playing the jeopardy game, they felt more accessible in understanding (mean=3.64) the reading and want to play the jeopardy game again soon (mean 3.64). However, students reported that they neither agreed nor disagreed that they became good readers after playing Jeopardy with a mean score of 3.32. Last, students displayed a positive attitude toward the challenges while reading English text while playing the Jeopardy game. The total score for the reading aspect when playing the Jeopardy game was high, with a mean score of 3.54, which meant they possessed several reading aspects while playing the jeopardy game.

4.4 Students' perspectives on the Jeopardy game

Students' perspective was drawn on the condition they experienced during classroom action research activity. Some instruments to obtain information from students include classroom observation, reflection, open-ended questionnaires, interviews, and FGD. This part was intended to dig deeper into what students felt and experienced during the classroom action research activity on implementing the Jeopardy game in teaching reading.

The students reported that they need cooperative learning to succeed in the jeopardy game. "(I) work with groups to be cohesive (Student 1)". As mentioned by Kainta and Rombot (2020), to make an encouraging condition in class, students should build a cohesive learner group with proper rules and patterns. This condition should be encouraged to build positive motivation in the learning activity. Through such collaborative learning in group work, students might also consider arranging strategies for effective and efficient workflow (Carolin & Lintangsari, 2022; Chang & Brickman, 2018). "One member takes turns answering and thinking together (Student 2)". When playing the jeopardy game, students had limited time to think and answer the questions (Bestiana & Lestari, 2014). Therefore, students were forced to share the task and role to achieve the group objectives, answer the question correctly, and gain the highest score. Rao (2019) stated that students who learn using collaborative learning would benefit from this activity, such as active participation, critical thinking, knowledge sharing, and group work. Many students said these advantages in their open-ended questionnaire answers. "We share the tasks, so everyone gets the job to answer or find the answer in the text (Student 3)". The results found by Rao have similarities with Rusdiyana et al. (2021). They found out that the implementation of the Jeopardy game had an impact on students' critical thinking. "Yes, the game makes you want to read, analyze and evaluate the answer (Student 4)". Critical thinking was executed in the new curriculum in Indonesia (freedom learning) policy that focuses on learning actively by expanding innovation, originality, and critical thinking in the studying procedure (Krishnapatria, 2021). The application of cooperative learning in reading comprehension using the Jeopardy games as a learning activity showed positive responses from students. They learned and unconsciously improved their cooperative learning, group work, and critical thinking in the middle and after playing jeopardy games.

Sufficient reading skills helped students understand a text or passage quickly and effectively (Andriani & Mbato, 2021). Reading skill was necessary to be obtained before, during, and after the reading activity. The reason was that students, especially in learning a language, would depend on this skill to understand the text or passage (Romadlon, 2017). From the interview, students said they implemented their reading skills when answering the questions in the jeopardy game. "(I need to) read it (the text) fast, (I) have to read it first and understand the story. (Student 5)" This statement resembled the result of Rusdiyana et al. (2021). Students needed to think quickly to get a score and compete against other teams. There were various ways to get the best answer. From the open-ended questionnaire, one student said she needed to read and re-read the text to find the best answer. Meanwhile, another student mentioned he must first find the meaning to get the correct answer. The thought was that students need time and more effort to process second or foreign language reading text (Tanjung, 2018). Furthermore, other strategies in reading that students wrote in the open-ended questionnaire were skimming and scanning. "I tried to find the answer by reading for specific details in the reading. Sometimes I only did an overview through the text

(student 6)". As stated by Fauzi (2018) in his study, students' reading speed and reading comprehension improved due to skimming and scanning strategies. Therefore, the researchers agreed with the finding by Fauzi (2018) as it shared similarities with the outcome of this study.

5. Conclusion

This study has discussed the result and discussion on the two research issues, namely 1) the students' reading comprehension improvement after learning from the jeopardy game; and 2) the students' perceptions of their motivation and reading skills after learning from the jeopardy game. First, the findings have displayed that the implementation of Jeopardy games in enhancing reading skills for vocational high school students gave rise to the students' English reading improvement. The improvements in students reading comprehension scores were seen from the diagnostic stage, cycle I, and cycle II. Mean score in the diagnostic test was 5.76, progress test cycle I was 6.48, and cycle II was 7.28 in students' reading comprehension test results. Second, students perceived that they were also motivated intrinsically and extrinsically, and their reading habits were also enhanced periodically from what the questionnaire result showed. There were some points to be underlined from students' cooperative learning. Students mentioned that they need cooperative learning to do well in the jeopardy game. Surprisingly, cooperative learning got higher by playing jeopardy games. Students learned to conduct a discussion and divided a job or responsibility between the members. In addition, students developed their reading skills and strategies to overcome their problems and maximize their results or score. Read and re-read, skimming, and scanning strategies were stated by the students.

Future researchers are highly suggested to investigate several issues, such as the explanation of explicit instruction in the gamification model of learning a language. The reason is that students often fall into the euphoria of the game and do not obey the rules or are out of control. The games then become the goal instead of the instruments for learning. Besides, the teacher needs to consider the equality of students' abilities so there is no gap in knowledge between the groups. However, despite all the difficulties, the use of jeopardy games has proven profitable and increases vocational high school students' ability and motivation to read.

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EVALUATION OF AN ESP TEXTBOOK
FOR THE STUDENTS OF FASHION DESIGN

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Abstract

Evaluation is a crucial step in the process of enhancing the quality of educational materials through the design of new content. The evaluation of textbooks in English Language Teaching can be conducted using a variety of techniques. Adapted from Cunningsworth and Kusel (1991) and Skierso (1991), this study utilized checklist instruments to determine whether or not a textbook is appropriate for use. This study provides an overview of ELT textbook evaluation, with a particular emphasis on the use of a checklist. It aimed to assess the suitability of a specific textbook for an ESP course for fashion design students. According to the findings of this study, 90 percent of respondents agree this book is excellent based on its general attributes and 93 percent agree based on its learning and teaching content. The presentation above suggests that this book can be used for ESP courses by fashion design students. However, the book does not come without any weaknesses, which include the absence of a book for teachers and the absence of pair and group exercises.

1. Introduction

English as a global language plays a vital role in education and is therefore a required subject in numerous nations worldwide. In Indonesia, English is the only mandatory foreign language subjects starting secondary school until the university level (Fithriani, 2017). In addition to education, English is an indispensable language in any other fields such as technology, commerce, and industry (Fithriani, 2018). Several researchers (Shin, 2016; Bury & Oka, 2017) have highlighted the significance of English in the industrial field. The study showed that English has a significant role to gain employment in industrial sector. In addition, English courses are taught in fashion design major as part of the hospitality industry and tourism undergraduate degrees in Asian regions such as Japan and South Korea.

English is required for fashion design students in Indonesia. Based on a need analysis during preliminary study, it was determined that fashion design students require English as a learning medium because the majority of fashion design materials are written in English or employ English vocabulary. Moreover, when designing garments, fashion design students utilize a computer whose instructions are predominantly written in English. In addition to

this English knowledge requirements to understand the instructions, the students involved in the preliminary study also claimed that English is necessary for their future career. The need to fulfil what the students think necessary for them in learning English is in accordance with what Robinett et al.'s (1988) opinion stating that ESP is a language teaching and learning method where all content and method provisions are based on the learner's desire to learn. One important aspect that help meet students' expectation in learning English is teacher's selection of textbooks to be used in their classes.

In academic settings, textbooks are necessary for the success of English both the teaching and learning processes, particularly in an ESP course. A textbook is crucial in providing students with access to knowledge. They are also the primary determinants of the learners' knowledge. As McGrath (2002) highlights, course books typically dictate what is taught, how it is taught, and, to some extent, how and what students learn. Students can access various types of disciplinary knowledge via textbooks (Blanchfield & Browne, 2014). Evaluation should be monitored to ensure the suitability of selected textbooks. Evaluation is widely recognized as the key to enhancing educational achievement. Numerous researchers, Educational policymakers and administrators have been the focus of Stake et al. (1991), and Gifford and O Connor's (1992) research into the possibility of shifts in evaluation techniques for curriculum innovation. In addition, The need for a checklist was driven by the construct domain of the criteria and the consistency of the scores generated by its items (Mukundan et al., 2011). To achieve this objective, a checklist for evaluating textbooks was developed based on several well-established instruments. Examining its strengths and weaknesses is required for evaluation.

In light of the significance of evaluation, the objective of this research was to evaluate the strengths and weaknesses of a widely used ESP textbook for Fashion Design. It is hoped that the outcomes of this research will be useful to ESP instructors in determining if the evaluated book is suitable as a key text for the Fashion Design ESP course. The following research questions serve as the basis for this study:

1. Is the evaluated textbook suitable for use as key materials in the ESP course for the student of fashion design?
2. What are the strengths and weaknesses of the evaluated textbook?

2. Literature Review
2.1 English Textbook Evaluation

Textbooks are crucial for information transfer and helping teachers carry out their duties in any educational context. Particularly in language teaching and learning, textbooks play a crucial role and are considered the second most important factor in the second/foreign language classroom after the teacher (Hussin, Nimehchisalem, & Kalajahi, 2015; Riazi, 2003). In a similar vein, Hutchinson and Torres (1994), language teaching and learning is insufficient without a relevant textbook. Regarding the relevance of a textbook to be used in a particular language classroom, some methods might be used to assess the selected educational materials, one of which is textbook evaluation.

Evaluation is a dynamic process that is useful for determining the suitability and adequacy of existing practices, which helps the development of innovations and the modification of the educational context (Mohammadi & Abdi, 2014; Rea-Dickens & Germaine, 1992). The review of textbooks is helpful to those who create language courses' curricula and supplementary materials since it prompts them to think about important

concerns. In addition, evaluation studies are essential for re-evaluating the weak spots of existing materials and developing better quality materials. Teachers' ideas and suggestions should be considered during the evaluation process because they are the direct users of course books and typically have good insights into course book usage and classroom dynamics.

The situation in language teaching-learning must be based on the congruence between student learning and intended outcomes, which is not only based on the course objectives, but also on the needs of the learners. Particularly with the student-centred approach, textbooks should be seen as instruments that can assist students reach targets and objectives that have already been set based on their needs. Students are expected to use the language as professionals in that field in the future, so this is crucial (Ridwan, Fithriani, Fransiska, & Batubara, 2021).

To make sure the textbook is suitable for the student, evaluation is needed. Pre-use, in-use, and post-use assessments are the three types of textbook evaluation (Cunningsworth ,1995) To start, a textbook's future performance or potential is evaluated by pre-use or predictive evaluations to see if it is aligned with curricular goals. Since predictive evaluation involves subjective judgements, it tends to be difficult to conduct individually. Thus, pre-use evaluation is often done in group. Second, in-use evaluation is usually done by focussing partially on the global needs of the course. For example, if the course is used as a transition for students of lower proficiency level to a more advanced one, the ease of the transition from the textbooks for each level needs to reviewed. Third, post-use or retrospective evaluation is believed to be the most optimal method of textbook evaluation (Ellis, 1997; Tomlinson, 2012). Retrospective evaluation focuses on evaluating the strengths and weaknesses of a textbook after it has been used in a specific institution or setting (Ellis, 1997). This method of evaluation, thus will inform teachers what important parts that should be included and be revised or modified when using it in their classes in the future.

2.2 Checklist for Textbook Evaluation Criteria

A checklist is a useful instrument for evaluating a textbook., McGrath (2002) and Mukundan (2011) state that checklist is a useful tool that can be used in selecting, adapting, or evaluating the textbook. A plethora of studies have been conducted in light of textbook evaluation, employing various methods and percepation. Cunningsworth (1984) and Richard, (2006) recommend using a series of checklists to assess the textbook. Utilizing a standardized checklist can make the evaluation process more effective, accurate, and trustworthy. As a result, researchers have attempted to develop various criteria for a standardized textbook evaluation checklist. As for the evaluation of textbooks, Both Cunningsworth (1984) and Skierso (1991) look at the same kinds of things, including the physical characteristics of textbooks like their goals, methodology, layout, and organization, and other criteria that are present in most checklists like how the textbook presents English skills (speaking, listening, etc.), subskills (grammar, vocabulary, etc.), and functions.

A slightly different focus is suggested by Mukundan, Hajimohammadi, and Nimehchisalem (2011) by dividing the list of a valid, reliable, and practical checklist into two categories: general characteristics and learning-teaching content. There are five main types of components: how well they fit in with the course outline and curriculum, how they are taught, how well they fit the needs of the students, how physically useful they are, and what

other resources are available. Second, there are general requirements, which include hearing, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises. Third, there are specific criteria, which include task quality, cultural sensitivity, and linguistic and situational realism. A checklist must be consistent with the aim and context of the evaluation, taking into account several factors such as the purpose and needs of the students. A checklist should be inexpensive and simple to use. Cunningsworth (1984) emphasizes the significance of limiting the number of criteria or questions used in the evaluation. It is done to maintain proportion and avoid having too many details that can cause confusion during the evaluation process.

2.3 English Textbooks Evaluation for ESP Courses

Research into English for Specific Purposes (ESP) has come a long way since its inception in the 1980s, when it first began to make an impact on the teaching and learning of English as a second or foreign language for specific disciplines. (Swales, 1988, 2011). (Nguyen & Nguyen, 2017 and Ramirez, 2015), among others, highlight the importance of studying ESP from the perspective of how well it serves the needs of students in various fields, including globalization, commerce, communications, the economy, and education. Finding out what students require is associated with the beginning of outcome- and process-focused instruction in ESP (Nunan 1999, 2003). ESP programs are created to cater to the needs of the students both now and in the future (Nguyen & Nguyen 2017). Teachers' insights about the diversity of their students' learning preferences, needs, and subject matter, as well as the best practices for integrating English language instruction, are therefore incorporated. Some educators have rethought their pedagogical tenets in light of the advent of ESP (Richards 2006). English instructors should carefully evaluate texts for relevance and accuracy.

Course textbooks are very meaningful for teaching students how to communicate in the language of their field. Thus, developing materials for ESP classes needs a dialogue between language content, learning needs, and course content (Bocanegra-Valle, 2010). With the proliferation of published textbooks on ESP, ESP researchers and practitioners have been focusing their attention to assess the relevance and suitability of the textbooks with the purposes of the course where the textbook are used. Consequently, a plethora of studies on ESP focus on how well a textbook meets the needs of learners (Nguyen & Nguyen, 2017; Ramirez, 2015) through various methods, one of is textbook evaluation. Textbook evaluation is much implemented due to its clarity in terms of procedures in assessing a textbook, thus it could be done by the course teachers themselves.

Assessing teaching and learning resources to bring into classrooms are among the main responsibilities of a language teacher. To ensure that the resources are appropriate for achieving a course's aims and objectives, teachers must be well-equipped with systematic criteria to assist them in evaluating the many available aspects and making decisions regarding the evaluation of instructional materials to be used in their ESP classes (Canado, et al., 2015). This decision regarding the textbooks is especially crucial for an ESP course, as students learn the words and phrases that are most often written or spoken in a certain field.

Regarding its purpose, the evaluation of ESP course materials becomes obligatory in accordance with established norms and standards. There are six factors to consider when selecting and evaluating materials for ESP classes: assisting learners in understanding the

what, why, and how of the target language setting; assisting learners in improving language skills; supporting learners in using language skills actively; encouraging the incidental learning of target language skills; assisting learners in developing a positive emotional response to support the development of target language skills; and supporting non-specialist instructors (Anthony, 2018).

3. Research Method

The data come from a single textbook from an ESP course in English for Fashion Design. This textbook is ideal for anyone who works in the fashion industry and needs to communicate in English on a daily basis. This book can help learners understand more about vocabulary and other fashion-related skills; it is also important in the fashion world.

The textbook entitled "English for the Fashion Industry" was written by Marry E Ward in 2012 and published by Oxford University Press. This book also included a CD Room. This book is divided into eight chapters and has a total of 98 pages. The cover layout depicts a variety of jobs in the fashion industry. Each unit was designed with the ESP pupils' needs and interests in mind. Learners can also find information on garment design and promotions. Each unit concludes with an exercise and a quiz, and each unit begins with an introduction to the main topic. Practical exercises, listening parts, industry-specific texts, as well as photos and illustrations, all help students learn new words and phrases. Every unit concludes with the output text, followed by reflection and discussion questions. Figure 1 depicts the entire contents of the book.

PAGE		TITLE	TOPICS	USEFUL LANGUAGE AND SKILLS
5	1	Introduction to fashion	Working in fashion Garments and garment parts Colours	Describing job roles Spelling –ing verbs Talking about current projects
14	2	History of fashion	Milestones in fashion Trends Illustration techniques	Past simple Past participles *Used to …* Talking about illustration briefs
23	3	Textiles	Types of fabric Fabric processing Fabric care instructions	Explaining a process The passive Requests and responses
29	4	Garment construction	Pattern equipment Pattern pieces Measurements and specifications	Talking about specifications Fitting phrases Adjusting measurements
37	5	Production	Production problems Packaging methods	Explaining causes and effects Reporting information Describing packaging
43	6	Promotion	Promotional channels Branding Marketing campaigns Writing press releases	Promotional verbs Explaining objectives and priorities Making suggestions/ Responding to suggestions
51	7	Events	Planning Job roles and responsibilities Fashion writing	Talking about delegation Discussing problems and apologies Describing fashion
60	8	Retail	Merchandising Displays Negotiating	Asking for and offering help Making, accepting, and rejecting conditions

Figure 1. The textbook's tables of content

The analyzing frameworks of this book is by using evaluation criteria by checklist adapted from an expert's (Byrd, 2001) works. The criteria of evaluative checklists were

selected based on the context of the learning-teaching and the particular needs of the teacher and learner. In the checklist evaluation there are two stages. The first phase is general attributes containing purpose, methodology, layout, and organization (Cunningsworth, 1984; Skierso, 1991) and the second phase is learning teaching content including the way language skills (speaking, listening, etc.), subskills (grammar, vocabulary, etc.), and functions are provided in the textbook (Zabawa, 2001;Cunningsworth, 1984;). Figure 2 details the criteria for textbook evaluation in this study.
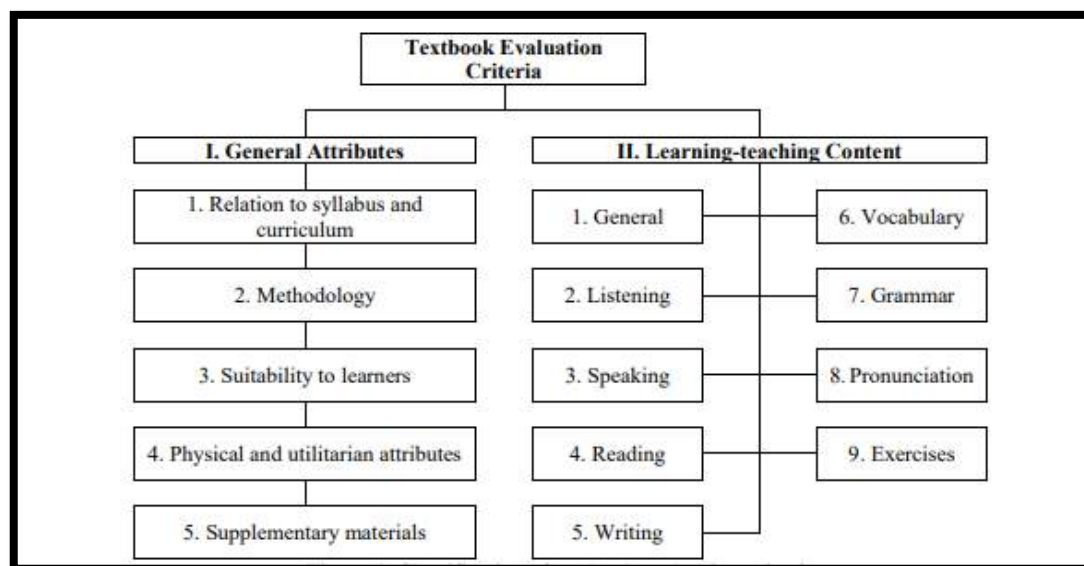
Figure 2. Checklists evaluation criteria for data analysis

The analysis of the available checklists revealed that even though they were made in different parts of the world for different learning and teaching situations and purposes, they share similar evaluation criteria. Based on the aforementioned criteria, a checklist must have a relationship with the surface of the students who will be using this book, or at least be organized by considering multiple dimensions of students' age, need, and interest (Byrd, 2001; Skierso, 1991). The checklist included two significant sections, including general characteristics and learning-teaching content.

To meet data analysis triangulation, each of the researchers individually evaluated the textbook using a point system ranging from 0 to 4 with the descriptors 0 for completely lacking and 4 for excellent and later consult the results. In this initial phase, the focus of assessments was general characteristics. After obtaining the results, the learning and instruction content was evaluated, and the final result was calculated. The final step involved calculating the reliability of the checklist evaluation. The trustworthiness was based on a total summation of general characteristics and instructional learning content. See appendix for the strengths and weaknesses of the textbook in relation to the next step initial review (Anthony, 2018).

4. Results and Discussion
4.1 The textbook Suitability
The checklist results were assessed to address the first research question about the evaluated textbook's suitability for usage in an ESP course for fashion design students. Using

the information gathered, the checklist contains two essential components, the first comprises general characteristics, while the second learning and teaching material.
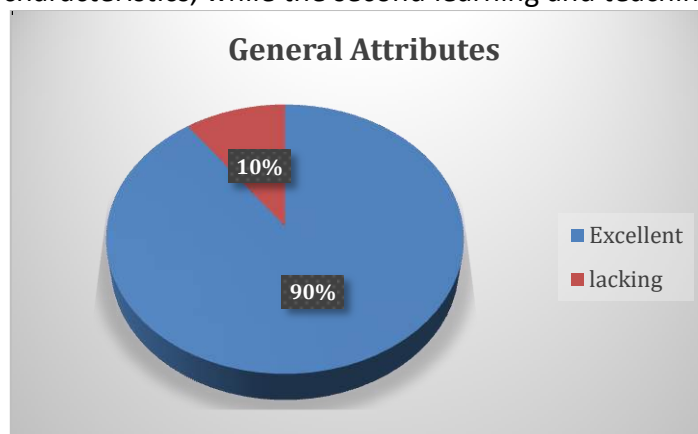
Figure 3. Result of General Attributes

In terms of general characteristics, Figure 3 shows that the textbook is categorized as 'excellent,' which indicates its suitability for the course. This textbook is appropriate for use in the ESP course for the fashion design students because the materials are applicable to the target language environment and offer a variety of exercises that meet the demands of learners, require specialized knowledge, and provide complete coverage of target language skills. In details, this textbook meets the criteria such as 'the level of material matches of the learner, the units and exercises are clearly and logically order, the materials provide a variety of exercises that address learners needs, and the level of material matches that of the learner.' Regarding the detailed explanation of its suitability, these results echo those of the criteria proposed by Mukundan, Hajimohammadi, and Nimehchisalem (2011), who developed the checklist for textbook evaluation focusing on the clarity and inclusiveness.
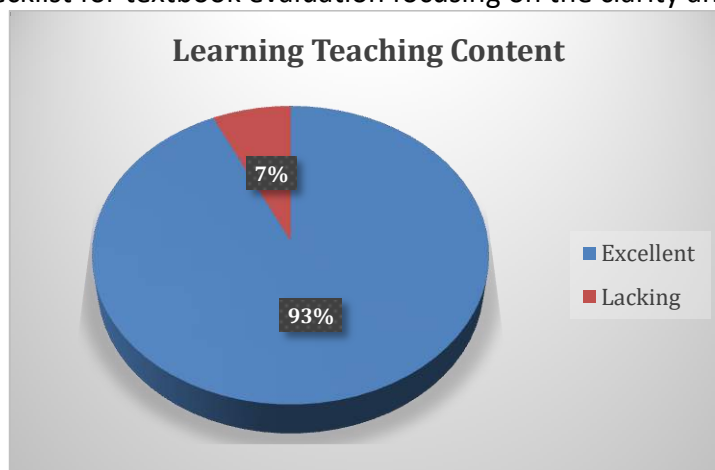
Figure 4. Result of Learning Teaching Content

Similarly, in terms of learning and teaching content, which includes general aspects (task quality, cultural sensitivity, and linguistic and situational realism), listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises, the data analysis reveals that the textbook is also suitable for Fashion design course with 'excellent' categorization (look at Figure 4 for details). Based on Mukundan, Hajimohamadi, and Nimehchisalem's (2011) framework, which divides the list of valid, reliable, and practical

checklists into two general categories, including general attributes and learning-teaching content, the evaluation checklist for the textbook is reliable. Overall, the result of the trustworthy evaluation checklist was 91.5%, indicating that the quality of this textbook was exceptional.

4.2 The Strengths and Weaknesses of the Evaluated Textbook

To answer the second research question concerning the strengths and weaknesses of the evaluated textbook, data from initial review were collected (Anthony, 2018) in addition to the checklist. The interviews were audio recorded and transcribed verbatim. The transcripts were then analyzed to identify the strengths and weaknesses of the evaluated textbook. The results reveal a number of weaknesses, including the absence or unavailability of a teacher's manual, the uninteresting layout of the book, its prohibitively high cost, and the absence of group exercises. Some of the exercises in the textbook are also regarded to be lack of variety in terms of pair and group work, however the participants agree that they could easily be modified.

Meanwhile in terms of its strength, the materials of this textbook are identified to be relevant to the requirements of the target audience, the students of Fashion Design major. This textbook is relevant for the intended audience of fashion design students because it discusses the subskills required for the field. In addition, the materials include audio/video, transcripts, and/or answer keys, as well as a table of contents, an index, and a list of references. These aspects are consistent with the role of initial review of materials proposed by Anthony (2018).

5. Conclusion

This study, published by Oxford University Press in 2012 seeks to assess the suitability of English for the Fashion Industry for use as a core text in ESP courses for fashion design students. Using checklist instruments as the analytic framework, this study concludes that the evaluated textbook is 'excellent' for the intended course because the included materials are pertinent to the required target language. This textbook has both strengths and weaknesses, as detailed in the findings and discussion section, just like any other educational document.

This research has implications for instructors, curriculum developers, and textbook authors of ESP for Fashion design courses. The appropriateness of materials used contributes to the success of any language course. Consequently, ESP instructors must be familiar with the content of the textbooks they bring to class. In the meantime, curriculum developers and textbook authors need a better grasp of what must and must not be included in a textbook that meets the needs of students. In this regard, conducting a needs analysis is necessary to assist curriculum designers and textbook authors in improving their work and in developing and writing materials that meet the needs of learners.

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IN-DEPTH REVIEW
STAGE II

Role of Materials	Questions to Consider	Detail answer
Help learners to understand the what, why, and how of the target language setting	- Do the materials provide full coverage of target language skills?	- Yes, it's complete except writing
	- Are authentic examples used?	Yes
	- Do exercises meet target language and learning objectives?	Yes
	- Can the materials be used in class and also outside of class as a learning resource?	In class can be used but outside of class perhaps only half
Help learners to build their language skills	- Can the materials be used with learners at a range of different levels?	-yes
	- Can the materials be conveniently divided up and presented within the designated lesson hours and the course timeframe?	- yes because the level is not difficult, so timeframe enough
	- Does the ordering of materials match instructor and learner preferences?	-yes
Assist learners to use language skills actively	- Do the materials provide a suitable balance between different exercise types?	-yes
	- Do the materials include sample texts and model answer?	-yes
Encourage the incidental learning of target language skills	- Do the materials provide clear and comprehensive overviews, summaries, reviews, and additional exercises, tasks, and readings that stretch the learners?	- Yes
	- Does the table of contents, index, and list of references	

	accurately reflect the content of the material?	yes
Helps learners develop a positive emotional response to the target language skills	- Are the examples culturally or socially appropriate?	- No
	- Are the examples timely?	-yes
	- Are the exercises sufficiently varied to avoid becoming repetitive?	yes
	- Are the materials void of any major typos or production issues?	-yes
	- Is the layout clear and attractive?	-yes
	- Do the visuals help the explanations?	-yes
Support (non-specialist) instructors	- Is the teacher's book suitably detailed?	- Yes
	- Does the teacher's book match the quality of the main materials	-yes
	- Are supporting materials of a high quality	yes
	- Are supporting materials correctly indexed and referenced in the main materials?	yes
	- Are L1 explanations available (if necessary)?	-yes

FIGURATIVE LANGUAGE
IN SELECTED SONGS OF "RED" BY TAYLOR SWIFT

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Abstract

This study aims to explore the types and meanings of figurative language in Taylor Swift's song lyrics. On the surface level, figurative language cannot be translated literally. The study is descriptive qualitative, and the data are in the forms of figurative language taken from eight selected songs in Taylor Swift's album "Red" collected by documentation technique. The data are then analyzed using content analysis by referring to the framework of Knickerbocker & Reninger's theory (1985) on figurative language. From the analysis, there are 57 types of figurative language in the selected songs, namely hyperbole 31,5%, simile 19,3%, metaphor 17,5%, metonymy 5,3%, irony 3,5%, symbol 7,0%, personification 10,6%, paradox 3,5% and synecdoche 1,8%. Furthermore, the meaning of each figurative language used in the song lyrics is contextually explored and allied with the content of the song lyrics which conveys the various deep expressions of feeling and emotion of Taylor Swift as both a singer and a songwriter.

1. Introduction

Song lyric is generally considered as a form of literary work that uses figurative language which presents more imaginative language to attract the attention of music listeners. Song lyrics are often used by authors as a means to express feelings and various kinds of emotions. Besides, song lyrics are also used to convey certain meanings and messages through words. Song lyrics usually have different meanings and descriptions which are often sourced from the songwriter's real-life experiences. However, to understand the lyrics of the song, it requires an understanding of meaning, including figurative meaning. This figurative meaning is included in the realm of semantic studies as revealed by Kreidler (2014) that in semantic studies two kinds of meaning are studied, namely literal meaning and figurative meaning. Compared to literal language, figurative language is the inventive use of words to provide readers with imagination and interpretation of meaning in context (Lazar, 2003).

Figurative language itself is a language expression that is commonly applied in literary works. One of the literary works is song lyrics that resemble poetry. Descriptive words in figurative language have meanings that go beyond the literal meaning, namely using symbols to describe other things or events. Additionally, Figurative words function to explain, strengthen, live, stimulate, and decorate an object (Keraf, 2009: 129). They basically provide another way to enrich the additional dimension of language. Figurative language is

also called a metaphor because it means to bring meaning from the literal meaning to the figurative level. Many writers use this style of language to transfer their impressions of something to give a message that has a special effect in understanding each sentence of their work (Knickerbocker & Reninger, 1985). Correspondingly, figurative language is a way of saying something in an unusual way. In the context of literary works, the writer avoids the use of literal meaning. In short, figurative language is used to convey feelings, thoughts, and perceptions that cannot be expressed literally.

Taylor Swift's songs are songs popular that use lots of figurative languages. Besides, song lyrics are considered to be a kind of language expression which deploys variety of figurative languages, the application of figurative language in Taylor Swift's songs is the focus of this study. Moreover, Taylor Swift is a famous American singer and songwriter. This is evidenced by her songs that are always hit around the world. She has been able to score many awards at a young age for her best-selling albums. In her songs, Taylor Swift usually uses various figurative languages, which possibly make some of her songs a bit difficult to understand for people who do not understand implicit and metaphorical language. In this study, several songs in the same album, namely "Red" were selected considering that those songs contain considerable number of figurative language usages. The songs selected included *All Too Well* (10 minute version), *Red, 22, I Knew You Were Trouble, Everything Has Changes, We Are Never Ever Getting Back Together, Start Again, and Starlight.*

Researches related to figurative language in song lyrics have previously been conducted across song genres. Some of them are the research conducted by Arditami (2017) entitled an analysis of figurative language found in Katy Perry'S song "Firework", and by Milana & Ardi (2020) who analyzed figurative language in Justin Bieber's selected songs. In addition, Lusiana & Qomariana (2017) identified the figurative language used in the lyrics of selected songs in Taylor Swift's album, "1989", and Listiani (2015) explored figurative language found on the song lyric by Taylor Swift's "Speak Now" album. Similarly focusing on figurative language, Nursolihat & Kareviati (2020) identified figurative language used in the lyric of "A Whole New World" by Zayn Malik and Zhavia Ward. Another study was conducted by Dewi, Hidayat & Alek. (2020) investigating figurative language in lyric of the song "Lose You Love Me", while Permana & Winarta (2019) also studied figurative and imagery within the Fight Song. Besides, Daniswara, & Winaya (2016) examined the meaning of figurative language with reference to four Iron Maiden's songs. Fajrin & Parmawati (2021) also conducted research analyzing figurative language found in the song of Bruno Mars entitled "Grenade", while Permana & Rajeg (2018) also conducted research entitled figurative language in the song lyrics of Passenger's album "All the Little Lights". Further, other research was also conducted by Yastanti, Suhendar, & Pratama (2018) who investigated figurative language in song lyrics of "Linkin Park".

This study has the same focus as those of the previous studies, namely the analysis of figurative language and its meaning in song lyrics. However, this study investigates those figurative languages by exploring the song lyrics in the album "Red" by both the singer and the song writer Taylor Swift. As the singer and the song writer, the expression of feeling and emotion in her song lyrics is an interesting site to investigate. This research is expected to present linguistic insight regarding figurative language in popular songs by woman singer and woman songwriter.

2. Literature Review

A. Figurative Language

In semantics, the dimensions of meaning include understanding relations, grammatical and lexical elements, denotation, connotation, morphemes, homonyms, lexical ambiguity, polysemy, sentences, and meanings (Kreidler, 2014). In addition, Chaer (1994) categorizes four types of semantics which are distinguished based on the level or part of the language that is the object of research i.e. a) Lexical Semantics which is a type of semantics whose object of research is the lexicon of a language; b) Grammatical Semantics which is a type of semantics whose object of research is grammatical meanings from the morphological level; c) Syntactic Semantics which is a type of semantics whose research objectives are based on matters relating to syntax and d) Semantic Meaning which is a type of semantics that deals with the use of figurative forms, such as metaphor, irony, litotes, etc. In this study, figurative language style falls under the semantic meaning. Figurative language or often called figure of speech is a style of language used to convey a message imaginatively or figuratively with the aim that the reader or listener gets a certain effect. In general, figurative language is previously used for literary works such as poetry; nevertheless, as the resemblance of poetry, figurative language is also frequently in song lyrics.

Figurative language, according to Lazar (2003) is a form of rhetoric, the use of words in speaking and writing to convince or influence the reader. The use of language style makes the presentation of literary works more imaginative, fresh and memorable and displays an aesthetic effect. The aesthetic effect causes literary works to have artistic value. The artistic value of literary works does not mean only because of the style of language, but also because of the style of storytelling or the arrangement of the plot. However, language style is the highest indicator in the value of a literary work. Figurative language according to Knickerbocker & Reninger (1985) is also simply called a metaphor because it means to bring meaning from the literal meaning to the figurative level. Many writers use this style of language to transfer their impressions of something to give a message that has a special effect in understanding each sentence of their work. The use of specific language styles such as style figurative language in song lyrics is able to influence the listener to be able to know the song writer ideas. Through this style, the listeners are brought to feel feelings and expressions such as the expression of pleasure or anger.

Knickerbocker & Reninger (1985) proposed twelve types of figurative language i.e., metaphor, simile, symbol, personification, synecdoche, metonymy, hyperbole, irony, paradox, dead metaphor, imagery and allusion.

a. Simile

According to Keraf (2009: 138) simile is used to say that something is the same as other things. Simile is a comparative figure of speech. Often used to compare two things, usually denoted by a conjunction, such as like, as, than, or the verb like Knickerbocker & Reninger (1985). By using simile figure of speech, the writer can compare ideas with parables of objects or figures that have similar characteristics to the description of the idea intended by the author. For example, "He is cold as ice."

b. Metaphor

Metaphor is identical to a simile in that it compares two things, but it does not use the words "as" or "like" to use it. Metaphor is a kind of figurative language to think something in analogy (Alm-Arvius, 2003: 90; Knickerbocker & Reninger, 1985). It is a statement that one thing is another, which it is not in a literal sense. It often does not

require words like "like" or "as" to connect sentences. For example: "He is the apple of my eye."

c. Personification

Personification is an implicit comparison whose figurative term of the comparison is always human being. It is a kind of figurative language in which inanimate things, animals, and ideas are given human characteristics (Lazar, 2003). Personification can have a significant impact on the reader's perceptions. For example: "broken-hearted songs can pull me into painful memories."

d. Metonymy

Metonymy is a figurative Language in which a word is used to declare other things, because they have close relationship (Knickerbocker & Reninger, 1985). It is a figure of speech in which one object's name is replaced by another that is closely related to it. For example: "Can you give me a hand carrying this box up the stairs?".

e. Symbol

The symbol, symbollein, is taken from Greek and used as a verb that means to match. Alm-Arvius (2003) refers a symbol as something that is used to represent or is thought to represent something else. A symbol, more precisely, is a word, phrase, or other utterance with several, interrelated meanings. For example: "She had a voice like a thunder".

f. Synecdoche

Keraf (2009: 142) argues that synecdoche is a figurative language that uses part of something to express the whole (pas pro toto) or on the contrary uses the whole to state a part (totem pro parte). As an example: "All eyes on you".

g. Paradox

The word paradox refers to a type of language that integrates claims that oppose each other. In English, contradiction could refer to the absence of truce among truths, interpretations, and actions (Picken, 2007). For example: "The only thing we have to fear is fear itself".

h. Hyperbole

Hyperbole according to Knickerbocker & Reninger (1985) is a language style that contains an embellished statement, by exaggeration. Additionally, hyperbole is a kind of language style that contains an exaggerated statement, by overstating something that is expressed excessively (Keraf, 2009). For example: "Salsa has a heart like an angel".

i. Irony

The style of irony comes from the word eironeia which means pretend or deception. Irony language style is a reference in which someone expresses something with a different meaning to what is actually meant (Knickerbocker & Reninger, 1985). "Irony is a figure of speech in which words are utilized in such a way that their intended meaning is distinct from the real meaning of the words "(Keraf, 2009: 143). In simple terms, it is the distinction between appearance and actuality. For example: "Your room is so tidy that nothing in the corner of the room is not covered in paper waste".

B. Song Lyrics

An element that is significant in a song is the lyrics of the song. Song lyric is an expression of the soul or feelings, which are poured in the form of words or sentences (Ali, 2006). The lyrics of the song generally tell something to the audience listener, it can be a sad story, a happy heart, a love, longing, and so on. In addition, a song is like a stylistic vocal game and word meaning deviation is a language game in creating song lyrics. Besides, musical notation and melodies adapted to the lyrics are used to amplify the lyrics, so that listeners get carried away with what the author was thinking. Through the lyrics of the song in the form of messages as well as spoken words and sentences, the function is to create an atmosphere and image of imagination to the listener and create various meanings. The function of the song as a medium of communication is to sympathize with reality and imaginative stories.

Song lyrics are included in the literary genre because the lyrics are literary works (similar to poetry) that contain an outpouring of personal feelings in the wording of a song (Departemen Pendidikan Nasional, 2003: 678). Hence, the lyrics are analogous with poetry but served with songs that belong to the genre of imaginative literature. Every song must have a specific purpose to be conveyed to the public as listeners. The song contains a line of words that well assembled in an interesting style by the composer and delivered in the beautiful voice of the singer. In this study, the researcher explores the figurative language in the lyrics of the selected songs by Taylor Swift in the album "Red" because they have a variety of interesting lyrics written by their own singer.

3. Research Method

This research is descriptive qualitative, and it is designed to identify the types and the meaning of figurative language in selected song lyrics taken from Taylor Swift's songs in the album entitled RED which was released in 2012 i.e., "All Too Well (10 mins version)" were "Red", "22", "Everything Has Changed", We Are Never Ever Getting Back Together", "I Knew You Were Trouble", "Begin Again", and "Starlight". The data were collected by documentation technique and were analyzed deploying content analysis by referring to the theory of figurative language by Knickerbocker & Reninger (1985).

In the process, the data are converted into code with the following details: to indicate the title of the song using the code D(no)/title/album title. For example, for the Red song on the Red album, the code is written as follows: D1/R/R. Then for the next song with the title All Too Well, it is written D2/ATW/R. Meanwhile, to show each song's lyrics along with the type of figurative language, use the following code; single data along with numbering (datum)/type of figurative language/number. For example, for the lyrics of the song "But something bout it felt like home somehow" identified simile, the code used is Datum 1/Si/1. The next example in the lyrics "Autumn leaves falling down like pieces into place" is also identified as simile, so the code used is as follows Datum 2/Si/2.

4. Results and Discussion

From the selected song in 'Red' album by Taylor Swift, 57 figurative languages were collected and nine figurative languages were found. In addition; those figurative languages can be categorized and summarized in the following table:

No.	Kind of Fig Lang	No of Occurance	Percentage
1	Simile	11	19,3%
2	Hyperbole	18	31,5%
3	Metaphor	10	17,5%
4	Metonymy	3	5,3%
5	Symbol	4	7,0%
6	Irony	2	3,5%
7	Personification	6	10,6%
8	Paradox	2	3,5%
9	Synecdoche	1	1,8%
Total	100%		

Table 1. Kinds of figurative language

The researchers chose eight songs from the same album, namely Taylor Swift's Red album. The songs are All Too Well (10 mins version), Red, 22, Everything Has Changed, We are Never Ever Getting Back Together, I Knew You were Trouble, Begin Again and Starlight. This research has found nine figurative languages i.e. hyperbole, simile, metaphor, metonymy, personification, irony, paradox, symbol, and synecdoche. The most common figurative language found is hyperbole. This is reinforced by the many lyrics that seem exaggerated to attract listeners' attention. Considering that most of the songs performed by Taylor Swift use figurative language, it is not surprising that a lot of figurative language was found. For a detailed explanation, here is an explanation of each figurative language along with its contextual meaning.

a. Simile

Simile is a comparison of two things, usually denoted by a connective, such as like, as, than, or a verb like resembles. In general, a simile is a sort of figurative language used to describe the similarity of two objects (in shape, colour, characteristic etc). Some of the songs below include the type of Simile:" But something bout it felt like home somehow" (D2/ATW/R).

These lyrics are in the song All Too Well (10 mins version). This lyric contains a simile figure of speech because it is reinforced by the word "like" which means to show an explicit comparison. The contextual meaning contained in this lyric is that "she" feels comfortable when with "him". *Felt like home* means comfortable. Home is associated with a comfortable place.

b. Hyperbole

Hyperbole is a figure of speech in which something is exaggerated in order to emphasize the information in the sentence. "That magic's not here no more" (D2/ATW/R). This lyric is in the song All Too Well (10 mins version). This lyric includes hyperbole because the sentence is exaggerated to achieve a meaning. In this lyric the word "magic" means love. Therefore, the contextual meaning is that there is no longer love that is felt in the relationship.

c. Metaphor

Metaphor is one of the figures of speech that uses analogies or parables. Metaphor is also defined as a word or phrase that is used to refer to something else to show how similar

the two things are. Some of the songs below include the type of Metaphor including "Wind in my hair" (D2/ATW/R). This lyric is in the song All Too Well (10 min version). This lyric contain metaphor because word "wind" is used as an analogy of "flowing hair".

d. Metonymy

Metonymy is the use of a substitute name for an object in the form of a characteristic, attribute, or brand. Some of the songs below include the type of Metonymy including;

"Your cheeks were turning red" (D2/ATW/R). This lyric is in the song All Too Well. This lyric contains metonymy because the word "turning red" means blushing. The contextual meaning of this lyric is that his cheeks are blushing.

e. Symbol

A symbol is an object that describes or symbolizes another object. Some of the songs below include the type of Symbol for example "You were tossing me the car keys" (D2/ATW/R). This lyric is in the song All Too Well. This lyric contains symbol because "tossing me the car keys" means asking to drive the car. The contextual meaning of this lyric is "he" asked "her" to drive the car.

f. Irony

Irony is a satire figure of speech where the definition of irony is a style of language that contains statements that are very contradictory or inversely proportional to the actual situation. The instance is "fuck the patriarchy", key chain on the ground" (D2/ATW/R); This lyric is in the song All Too Well (10 mins version). This lyric contains Irony because the sentence "fuck the patriarchy" is a satire on people who think that women cannot do anything, while in fact, women can lead her own life.

g. Personification

Personification is language style that gives the nature or behavior of inanimate objects. This lyric is an example of the type of Personification: "A never-needy, ever-lovely jewel whose shine reflects on you" (D2/ATW/R). This lyric is in the song All Too Well (10 mins version). It contains personification because it uses the word "jewel" as a retainer of the characteristic of inanimate objects with human. The contextual meaning of this lyric is that "she" thinks that her boyfriend was valuable and amazing just like the jewel.

h. Paradox

Paradox figure of speech is a figure of speech whose meaning is contrary to the existing words. "For breakfast at midnight" (D3/22/R), this lyric is in the song 22. This lyric contains paradox because "breakfast" is usually used for morning eating. But in this lyric, the contextual meaning is they having fun until forget the time.

i. Synecdoche

Synecdoche is figure of speech that states something in its entirety or states the whole for a part. "When you said you needed space" (D5/WNGBT/R), This lyric is in the song We are Never Ever Getting Back Together. This lyric contains synecdoche because it states the whole for a part of "space".

This study revealed several figurative languages contained in the selected songs belonging to Taylor Swift. The finding showed that the type of figurative language that most often appears is hyperbole with a frequency of eighteen times with a percentage of 31.5%. While the type of figurative language that least frequently appears is Synecdoche with the frequency of occurrence only once with a percentage of 1.8%. Further, Hyperbole being the dominant figurative language might indicate that the songwriter, Taylor Swift, uses hyperbole as an implicit expression in giving emotional and dramatic effects excessively in each verse of the song. Taylor Swift's song themes mostly contain possible implicit meanings such as heartbreak, complicated love, and so on. Hence, hyperbole is regarded the most appropriate figurative language to emphasize those themes.

In addition, out of twelve figurative languages as proposed in Knickerbrocker & Reninger's theory (1985), there are only nine figurative language that found in this study. This could be because the figurative language found is in accordance with the interpretation of the song lyrics under study. The three figurative languages that are not included in the song's lyrics are Onomatopoeia, Allegory and Allusio. The three figurative languages are not included in the song lyrics studied because they are not in accordance with the themes of Taylor Swift's song lyrics.

Further, the result of this study is in alignment with the previous studies, particularly those by Lusiana & Qomariana (2017), Dewi, Hidayat & Alek (2020), Yastanti, Suhendar, & Pratama (2018) and Fajrin (2021), who investigated the figurative language from song lyrics, and resulted the research findings that the most dominant figurative languages are hyperbole because the song messages about negative things such as pain heart, and treachery are very deep.

Based on the previous studies above, the results of their research and the results of this study have the same findings, namely analyzing the types and meaning of figurative language. Nevertheless, this study applied the theory of figurative language by Knickerbrocker & Reninger (1985) on the song lyrics sung and written by the same singer and songwriter i.e., Taylor Swift.

Moreover, this study also confirms the application of the types of figurative language as proposed by Knickerbocker & Reninger (1985) on song lyrics. While in their seminal book "Interpreting Literature" they proposed twelve types of figurative language, this study showed that Taylor Swift only uses nine types of figurative language to support her in conveying messages about the eight selected songs. This highlights that the variety of figurative language in song lyrics can also be determined by the genre and the theme of the song, therefore; not all types of figurative language must presence in a song lyric or even in an album.

5. Conclusion

This study analyzed eight Taylor Swift's songs from one album "Red". In general, all the songs that have been investigated are based on the life experiences of Taylor Swift. Figurative language in this case. The hyperbole and figurative imagery of Taylor Swift's songs are dominant because most of the context of the song's lyrics is the depiction and emphasis of conflict, heartache and deep betrayal. The lyrics are mostly conveying deep feeling and emotion, so the words used in the song are exaggerated by comparing the original meaning with the explicit words.

This research is hoped to be applicable for students to elaborate the types of figurative language as a learning resource. It is also hoped that further researchers will be

able to analyze figurative language on more various song genres and from different language perspectives.

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TRANSLATING *GANTANG TUMBA* CULTURAL TERMS
IN KARONESE LANGUAGE INTO ENGLISH

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Abstract
This article aims to translate and analyze the cultural terms in *Gantang Tumba* texts of Karonese language into English. The problem in translating the cultural terms in the source language into the target language is mostly related to culture, they are untranslatable. Conceptual research is applied to get the data while translation and critical discourse analysis are used to analyze the data. The researchers analyze all data and use Newmark's (1988) translation procedures to translate cultural terms in the *Gantang Tumba* texts into English. The data are collected from participants of *Gantang Tumba* of wedding ceremonies in Tiga Binanga, Karo regency. The research results show that some of the cultural terms in the SL have no equivalences in the TL; they are untranslatable. *Tukor, batang unjuken, rudang-rudang, perseninaan, gamber inget-inget, si ngalo bere- bere, si ngalo perbibin, si ngalo perkempun, si rembah ku lau, perkembaren,* and *ulu emas* are cultural terms in the negotiation of *gantang tumba* text which have no equivalences in the TL.

Keywords: *cultural terms; gantang tumba; Karonese language; translation*

1. Introduction

Gantang tumba is a cultural term used by *anak beru, anak beru* means 'wife takers, father's sisters' families, and groom's lineage' (Sembiring and Panggabean, 2018; Sembiring, 2016) from the groom's party and the bride's party when negotiating dowry for marriage in the Karonese society. The two *anak beru* have a dialogue to find common ground on the amount of dowry to be paid by the groom's party to the bride's party at the *Ersukat emas* ceremony. *Ersukat emas* means a process of paying a dowry at a wedding party as a condition for the validity of a marriage. The literal translation of *ersukat emas* is the gold measuring. *Emas* is used as an expensive symbol.

Gantang and *tumba* are measuring instruments for the scales of an object which in this case is used in wedding. In the implementation of the *gantang tumba* process and the amount of dowry and the number of parts of the dowry differ from one region to another. In other regions, the number of *gantang tumba* and even the names of parts of the *gantang tumba* are different. For example, in the Tiga Binanga sub-district known as *singalor lau*, the *gantang tumba* is different from the *Orang julu, Teroh deleng,* and *Langkat area.*

The cultural terms are used in the implementation of the *gantang tumba*, both *anak beru* who regulate the confirmation of the *gantang tumba* process and the participants who must be present in the *gantang tumba* process. The *ngorati gantang tumba* ceremony is

usually held in the afternoon and after the ceremony, guests are allowed to return to their respective homes. The implementation of the *gantang tumba* process is carried out if there is an agreement between the groom's party and the bride's party to continue the ceremony in the marriage. The event that will be held is a traditional party and before the party, there is a *gantang tumba* argumentation so that there is a preparation from the groom's party to prepare the amount of dowry and to which party the dowry will be delivered.

Ngorati gantang tumba is guided by *anak beru singerana* by both parties and assisted by another *anak beru* to record things needed for the implementation of the party to be held. *Anak beru* on both sides are very polite in negotiating and maintaining the authority of their respective *kalimbubu* in the *runggu* ceremony. They use a lot of Karonese cultural terms in the *ngorati gantang tumba* ceremony. The process of dialogue at the *ngorati gantang tumba* ceremony is unique. Cultural conversation agreements in asking about the amount of dowry at Karonese wedding ceremony needs to be maintained and preserved as very interesting local cultural assets.

The researchers are interested in translating cultural terms that exist at the *ngorati gantang tumba* ceremony from the Karonese language into English. The researchers would like to reveal the culture that exists in the Karonese society in English so that it can be understood by researchers and observers of English-speaking people. Besides, this article will contribute to the field of translation science, how to solve the problem of untranslatability in the source language (SL) to the target language (TL). Some of the cultural terms in the SL have no equivalences in the TL, they are untranslatable. The problem of untranslatability is mostly related to culture.

The researchers applied Newmark's (1988) and Molina & Albir's (2002) translation theories previously in translating cultural terms in Karonese society into English and found a familiar culture-bound term to develop Newmark's (1988) translation procedures (Sembiring and Panggabean, 2018) and to develop Molina & Albir's (2002) translation theories and found interdisciplinary translation technique.

Sembiring and Girsang (2018) explain that the starting point of the dialogue in the wedding ceremony uses textual themes, they are *eak, oe,* and *payo*. They show that the communication in their dialogue during the wedding ceremony is communicative and polite. *Eak, oe,* and *payo* in SL are well in TL, they are continuatives as the starting point to start or convert the dialogue (Sembiring, 2014; Sembiring & Girsang 2018).

According to Maitland, (2017), the result of a translation product refers to the translator's subjectivity rather than the reality of the translation's object itself.

This study is to develop Newmark's (1988) translation procedures in translating *Gantang Tumba* texts in the wedding ceremony of Karonese society into English.

a. *Ngorati Gantang Tumba*

Ngorati gantang tumba is a series of activities at the *nganting manok* ceremony. *Anak beru si sinereh* is translated *anak beru* 'from the bride's party' asking what kind of party would be held to *anak beru si sempo*. There are three types of weddings in the Karonese society, namely the *singuda, sintengah*, and *sintua* parties.

The amount of the bride's dowry is determined at the *nganting manok* ceremony hosted by the *anak beru* of both parties. An agreement is obtained at the *ngorati gantang tumba* ceremony on how much marriage payment will be given to the bride's family, in preparation for submission at the wedding. The type of party is reflected on the number of guests to be invited so that the groom's parents know to prepare the consumption costs at the wedding. The ceremony of *ngorati gantang tumba* in an area such as Singalorlau is

different from other regions in both the amount distributed and the party receiving how much gold is to be given.

b. Requirements for *Gantang Tumba*

Gantang tumba is confirmed at *nganting manok* ceremony. The *nganting manok* ceremony is a series of *maba belo selambar*. At the *nganting manok ceremony*, dinner must have been prepared because some families have attended the ceremony from distant villages. At this ceremony, *Gantang tumba kalimbubu* 'the marriage payment for *kalimbubu'* and p*udun* 'on the day of the ceremony will be discussed and scheduled.

The *empo*'s family has to bring dinner completed with chicken and corn flour. At *nganting manok* ceremony, *anak beru* of the bride's family and the groom's family facilitate their *kalimbubu* plan at the wedding. The bride's *anak beru* confirms the groom's *anak beru* whether they have prepared the requirements for *Gantang tumba.* Both *anak beru* at a *nganting manok* ceremony confirm the requirements for *Gantang tumba* and they continue to discuss the schedule of the wedding.

They propose the day of the wedding whether it will be scheduled the next day, next month, or after the harvesting season. The type of wedding could be *Kerna Belin Kitik Kerja* 'total number of relatives invited at the wedding *(Sintua, sintengah, Singuda)* and the amount of dowry, bridegroom's clothing, the bridegroom's parents' clothing, *sijalapen* and *penindih pudun* are to be well discussed for the wedding of *sintua*. All of their relatives are invited, for wedding of *sintengah,* or not all of their relatives are invited, and for wedding of *singuda*, only some of their relatives are invited.

2.   Literature Review

The meanings of the SL are transferred into the TL by using Newmark's 1988 translation procedures. The use of Newmark's (1988) translation procedures is helpful to overcome the untranslatable in the SL. Newmark proposed 18 translation procedures in the process of translation which covers; a. Transference, b. Naturalization, c. Cultural equivalent, d. Functional equivalent, e. Descriptive equivalent, f. Componential analysis, g. Synonymy, h. Through-translation, i Shifts or transpositions, j. Modulation, k. Recognized translation, l. Compensation, m. Paraphrase n. Couplets, o. Notes.

Translating *Gantang tuma* is a part of translating Karonese culture in a wedding into English. The previous papers emphasized translating *sijalapen*, *daliken si telu*, translating *tutur si waloh*, translating culture-bound terms in wedding speech texts of Karonese society into English*,* and translating *nure-nure* texts.

Sembiring, (2015) did research on translating *daliken si telu* and he has the output of the article entitled 'Translating *Daliken si Telu* Texts in Karonese Society into English'. *Daliken si telu* or *rakut si telu* consists of *kalimbubu, sembuyak,* and *anak beru* in Karonese society*.*

Besides, the textual theme of *maba belo selambar* dialogue in the SL is translated into the TL by applying Newmark's (1988) translation methods and procedures. He found literal and semantic translation methods and descriptive translation procedures were workable in translating the textual theme, of *maba belo selambar* dialogue in the SL into the TL. Sembiring, (2015) explains that every Karonese is involved in *rakut si telu.* It consists of three groups of kinship, they are *kalimbubu, anak beru*, and *sembuyak.* One can be an *anak beru,* and he can be also a *kalimbubu* or a *sembuyak* in other families; kinship can be achieved by the relation of blood or marriage.

3.   Research Method

The study is done by applying Williams and Chesterman's (2015) conceptual research to get the data and supported by translation analysis and critical discourse analysis. The researchers applied Newmark's (1988) translation procedures to translate the data as the cultural terms in the *Gantang tumba* texts into English.

The data are collected from participant observation of *Gantang tumba* of wedding ceremonies in Tiga Binanga sub-district of Karo regency.
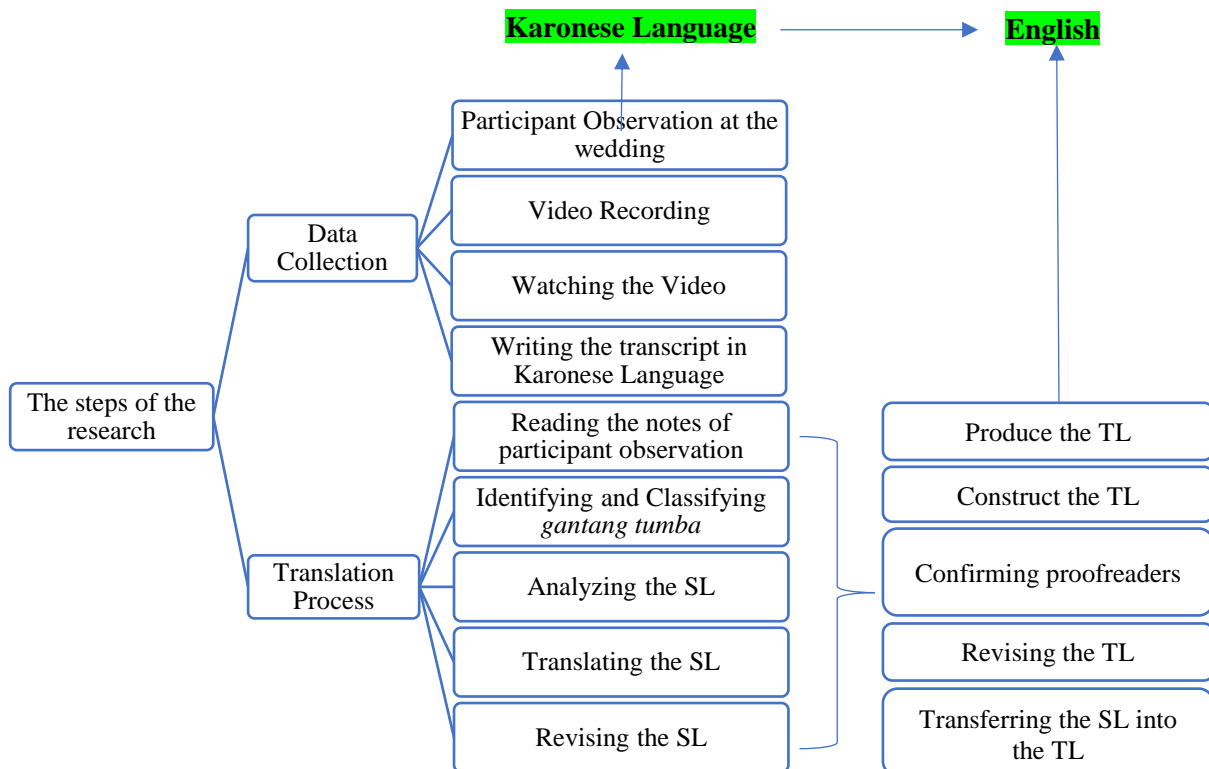
Figure 1. Research flow diagram

4. Results and Discussions

To start a dialogue at the Karonese wedding ceremony, the bride's *anak beru* and the groom's *anak beru* confirm the presence of *sukut* by asking if *mama, mami, impal kami, nina turangku, sipemeren, siparibanen, sepengalon, sendalanendu* had gathered on the mat that *anak beru* had prepared.

Sukut began to observe all the presence of their *'sangkep nggeluh'* and said that they were all present. *Anak beru* continued his question about whether *perbibin, singalo bere bere, singalo perkempun* had arrived. While the groom's *anak beru* only asked about the presence of *sukut* and *kalimbubu singalo ulu emas. Anak beru* revealed the cultural terms in carrying out confirmation of the bride's family *gantang tumba sukut* which became the data analyzed in this paper and transferred the meanings from Karonese language to English.

Parts of *gantang tumba* in Karonese society as the data of analysis, were of eleven cultural terms as the central analysis of this paper.

The eleven cultural terms which wer found in *ngorati gantang tumba* were *tukor, gantang tumba/batang unjuken, rudang rudang, perseninaan, gamber inget inget.* This gantang tumba was held in Tigabinanga sub-district, Karo Recency, North Sumatra.

Getting a share of the dowry was an honor for Karonese society in the wedding ceremony. If they were not shared as a part of the dowry which was their own, they would be disappointed.

1. SL : *Tukor*
   TL : A part of marriage payment for the bride's natal group.
   The researchers use the translation procedure of descriptive equivalent in translating Sample 1 into the TL.

2. SL : *Batang unjuken*
   TL : The dowry for *sukut sinereh si mada dareh* 'the bride's parents and their close
    relatives.
   The Sample 2 *Batang unjuken* was translated into the 'dowry for *sukut sinereh si mada dareh* 'the bride's parents and their close relatives. The translation procedure of descriptive equivalent was used to explain *Batang unjuken* and its function. The researchers explain *Batang unjuken* by adding the cultural terms of *sukut sinereh si mada dareh* to make sure the receivers of *batang unjuken. Sukut sinereh si mada dareh* was translated with the host of the wedding.

3. SL : *Rudang rudang*
   TL : *Rudang rudang* is a part of dowry used as *pengela ngela* of the bride's parent for
    senina   sukut sinereh bride's parent's distant agnates.
    Rudang rudang in the SL when translated literally meant flowers. It is a cultural term as a part of the dowry delivered to *sembuyak, sipemeren, siparibanen* and *sipengalon*. They referred to the bride's parent's close relatives. The function of *rudang rudang* is a symbol of the togetherness of the bride's parents with their brothers as friends to talk with to run the wedding party well. The researchers used the translation procedure of descriptive equivalent but it was not sufficient for the Sample 3 meaning in the TL. The researchers should identify the recipients of *Rudang rudang.*

4. SL : *Perseninaan*
   TL : *Senina ku ranan* serves as a mediator between *sukut* and *anak beru.*
   As seen in Sample 4, the stem of the word '*Perseninaan'* is *senina* which means brother, and the functions of a brother are helping each other and helping together. The researchers translated *Perseninaan* by explaining and using a cultural term of the SL in the TL to get the close meaning of the SL in the TL.
Senina ku ranan is a person who receives a part of the dowry to mediate *sukut and anak beru. Senina ku ranan* is the *senina* of *sukut* with different sub clan but within the same clan, for example, those who have a wedding are the Sembiring Pelawi, the *senina ku ranan* is the sub-clan of *Sembiring*. One of them is *Sembiring Brahmana. Senina ku ranan* will convey what *anak beru* wants to convey to *Sukut* and he will also answer *anak beru*'s questions to *Sukut.* A part of the dowry is given to the *senina ku ranan* which is called the *perseninan.*

5. SL : *Gamber inget inget*
   TL : A part of the dowry is given to the groom's *anak beru tua* and the bride's *anak beru tua*.

Anak beru tua is also known as *anak beru si ngerana*, they usually manage the ceremonies in their *kalimbubu.*

Kalimbubu is known as wife givers who are classified as *si ngalo Perbibin, si ngalo Perkempun, and si ngalo bere bere.*

6. SL :   *Si ngalo bere bere*

   TL : Bride's mother's brothers and bride's grandmother's brothers.

As shown in Sample 6, the researchers used the translation procedure of descriptive equivalent. The translators should question the clan of the bride's mother and the clan of the bride's grandmother. Their brothers are called *si ngalo bere bere*, the clan of the bride's mother and the clan of the bride's grandmother may be different, and a part of the dowry is given to *singalo bere bere,* they are the clan of the bride's mother's and the clan of the bride's grandmother.

According to Singarimbun (1975), *si ngalo bere bere* are the bride's mother's natal lineage, i.e the bride's father's *kalimbubu* by marriage, bride's father mother's natal lineage, i.e her father's *kalimbubu* by birth, ride's father's 'four *kalimbubu*'.

7. SL : *Si ngalo Perbibin*

   TL : *Perbibin*, married women who have the same clan as the bride's mother

Singarimbun, (1975) translates *perbibin* into married sisters of the bride's mother, the researchers think it will have problems if the bride's mother has no sister. Who will receive a part of the dowry called *perbibin,* therefore it will be represented by married women who have the same clan as the bride's mother.

8. SL : *Si ngalo perkempun*

   TL :   A part of dowry which is received by the bride's mother's mother's brothers or *kalimbubu* of *kalimbubu*. The bride's mother's mother's brothers mean the bride's grandmother and they have different clans. Bride's grandmother's brothers are called *si ngalo perkempun.*

There are five clans in Karonese society they are *Perangin Angin, Ginting, Tarigan, Karo Karo* and *Sembiring* and every *si ngalo perkempun* has different clans in different families. The translators should be familiar with the clans of *si ngalo perkempun* and the manner of giving a dowry should be polite and have a discussion between *sukut* and *puang kalimbubu*. The manner of having dialogue to give a dowry and the amount of it should be discussed to get a compromise.

In Sample 8, the researchers found a contribution to the field of translation, that is translation manner of deliberation. The translators as the researchers should discuss the classification and the functions of the cultural terms in *gantang tumba* texts in the process of translation.

9. SL :   *Si rembah ku lau*

   TL :   The bride's father's sisters, their clans are the same as the bride's father's clan. *Si rembah ku lau* is addressed to the bride's father's sisters' sons' wives. For example, if the bride's father is *Ginting*, it is called *si beru Gintingken*.

Si rembah ku lau in the SL is discussed what is bride's father's clan and his sisters are *si rembah ku lau* and his sisters' sons' wives are also called *si rembah ku lau*. If *si rembah ku lau* is translated literally it means the women who bathe the bride in a river when she is a

baby daughter. Even though the bride's father's sisters' sons' wives are not *Ginting* clans, they should state that their clans are *Ginting* in *Ginting* family. The researchers used the translation manner of deliberation in translating Sample 9, into the TL.

10. SL : *Perkembaren*

TL : A part of drowy is given to *anak beru* 'wife taker'; there are four kinds of *anak beru*, they are *anak beru tua, anak beru menteri, anak beru singikuri*, and *anak beru cekoh baka.*

Anak beru tua, anak beru menteri, anak beru singikuri, and *anak beru cekoh baka* in the SL are not translated into the TL. To know who is the groom's *anak beru* and their clans, the translators should discuss them with the bridegroom's parents.

11. SL : *Ulu emas*

TL : *Ulu emas* is part of the dowry given to the groom's mother's brothers, known as *kalimbubu* by birth.

Ulu emas consists of the groom's mother's brothers, the groom's father's mother's brothers and the groom's grandmother's brothers. They are known as *kalimbubu* by birth.

The researchers used the translation procedure of descriptive equivalent in translating Sample 11 into the TL. *Ulu emas* is a cultural term in the SL, if it is translated literally, it will be a gold source.

According to Sembiring, (2016) *kalimbubu* in the SL means the wife's brothers, the mother's brothers, or the grandmother's brothers. Their surnames are the same as the wife, the mother, or the grandmother's surnames. The term *kalimbubu* which has a broad meaning is not found in the TL, *kalimbubu* is adapted as 'wife giver' in a target language.

There are many differences, both from one area to another and from one clan to another in the implementation of the *gantang tumba*. On the one hand, there is a positive value because people can adapt to new situations that they face, but on the other hand, this kind of atmosphere becomes a topic of discussion in the family.

For the first data, descriptive equivalence was applied. Newmark's descriptive equivalent translation procedure makes sense to explain the meaning of cultural terms in a few words in TL.

5. Conclusion

After analyzing the cultural terms of *Gantang Tumba* texts in Karonese society and writing them in English, the researchers find that there are eleven cultural terms in the SL. They are *tukor, batang unjuken, rudang-rudang, perseninaan, gamber inget-inget, si ngalo bere- bere .si ngalo perbibin, si ngalo perkempun, si rembah ku lau, perkembaren, ulu emas,* which have no equivalences in the TL. The researchers propose to use a translation manner of deliberation. The use of cultural terms by the *anak beru* makes their communication more interesting, ethical, and polite. The researchers as translators apply translation procedures and are supported by critical discourse analysis to achieve an understanding of the meanings in the TL. Therefore, the researchers as translators must describe and explain cultural terms of the SL in the TL to capture the meanings of the SL. The results show that literal and descriptive translation procedures are applied to transfer the messages of the SL into the TL. This work contributes to a translation manner of deliberation to solve the untranslatable.

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THE EFFECT OF STUDY HABITS ON TUTEP SCORE IMPROVEMENT

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Abstract

Study habit is key to the success of the learning process. The study habit can be obtained when students have the intention to do so. Generally, the intention arises from repeated actions. In the TUTEP training class, the habits of the students during the training program can determine the test result. Thus, this study aims to examine the effect of study habits among the students or trainees on increasing their TUTEP scores. A descriptive-correlation method was used to describe the positive day-to-day habits that the trainees did to increase their TUTEP scores. The study involved respondents who attended the TUTEP training class and obtained a significant improvement in their TUTEP score before and after participating in the training. The main instrument in this study was the Palsane and Sharma Study Habit Inventory (Looyeh et al., 2017). The instrument has eight sub-scales of study habits. The results indicated that the significant test obtained was a t_{test} value of 0.738, where the t_{test} value was greater than t_{table} (0.738 > 0.254). In other words, it can be concluded that there is a significant relationship between study habits and increased TUTEP scores of the trainees. Furthermore, based on the highest average value (mean) of study habits which was obtained from respondents, three indicators yielded the highest scores, namely the exam (4.66), the health (4.59), and the time management indicators (4.36).

1. Introduction

Study habit is key to the success of the learning process. The level of preparation and strategies developed by students will greatly affect the level of learning performance that the students take. Thus, it is necessary to build positive study habits among the students. Capuno, et. al. (2019) emphasise that positive study habit greatly affects the students performance on school subjects. This habit helps the students in their academic life in the way it helps students select and filter the types of knowledge that is relevant and applicable to their needs.

Besides intellectual ability, positive study habit is another key recipe for improving student learning outcomes. One example of study habits is the way students review the lesson or practice. Other actions that students do continuously and positively are also considered study habits. Fouche (2017) specifically describes good learning habits as doing study assignments, actively participating in class, managing time, concentrating on the

lesson, and working hard. For students, these habits serve as a vehicle in the learning process. Therefore, Arieta, Gementiza, and Saco (2017) strongly believe that study habit is very important in students' academic lives. Only, it is undeniable that study habits are art of life because it takes continuous practice to form good study habits.

As argued earlier, study habits are crucial in determining a student's learning success. In practice, these habits are not only essential for the student's primary subjects or courses but also critical in extracurricular courses, such as those that aim to prepare students to take an English language proficiency test, like the TUTEP test. As such courses are typically intensive and short, the student's ability to regulate their study habits is even more critical. Scholars claim that a high test score is certainly not obtained instantly. Instead, it is a result of a series of learning activity processes, including the learning habits of the participants themselves. Kumar (2015) suggests that a good learning habit can help students increase their exam score and make them more retention. In addition, with the good habit, he claims that students can use their time more effectively and lead them to feem more confident in the classroom. Thus, attending such a short course and being demanded to achieve certain score targets will require the students to use positive habits wisely.

In relation to the problems above, the present study aims to examine the effect of the study habits of the TUTEP trainees on increasing their test scores. The study involved respondents who attended the TUTEP training class and significantly improved their TUTEP score after participating in the training. The good results achieved by the participants indicate that they put in better effort when attending the training than other students. The researchers believe that these efforts contain positive habits that they do when the training takes place. In order to help the researchers better understand the issue, two research questions were formulated as the followings:
1. What effects do study habits have on the TUTEP score improvement?
2. What habits did the trainees most often use to increase their TUTEP scores?

This research is significant not only for TUTEP training participants but also for other individuals who intend to increase their language proficiency test scores. This research can help trainees and the community understands how successful trainees learn to have their scores increased on a daily basis. Thus, their positive habits can be imitated and applied in subsequent learning activities, especially in TUTEP or other test preparation classes.

2. Literature Review
2.1 Research Context: TUTEP Test

TUTEP (Tanjungpura University Test of English Proficiency) is a test aiming to measure someone's English competence. The test is organized by the Language Center of Tanjungpura University. It is by far attended by the academic community and the people of West Kalimantan who want to measure their level of English proficiency. As with other language tests, the results are usually used for job and scholarship applications.

Moreover, students enrolled in the university need to achieve a certain degree of TUTEP score as a prerequisite before taking the thesis examination. In Indonesia, such a requirement commonly takes place (Ermawan, Arifin, & Salam, 2014; Kurniasari, 2018; Trisnawati & Netta, 2020). Thus, many institutions are currently designing their language proficiency test, for example, TAEP administered by Muhammadiyah University of Malang and AcEPT of Gajah Mada University. Students who cannot achieve the required score are

typically asked to attend test preparation training. This training aims to improve the participants' English skills, especially to meet the minimum score requirement. In TUTEP, the training course occurs five days a week for 2-4 weeks. Thus, typically it is conducted in an intensive, short fashion. Such a short period requires the students or trainees to regulate their study habits in order to reach the minimum score set by the university.

2.2 Defining Study Habits

Experts have several views on defining study habits. For example, Kumar (2015) perceives study habits as a repeated actions that are carried out to make learning occur. More recentlyt, Unal (2021) defines study habit as an efforts that aim to ensure students' learning success and is applied personally and continuously. In the literature review, she also summarizes some forms of study habits formulated by other researchers around the world. In short, it consists of a collection of habits, goals, and exercises that arise when carrying out the learning process.

Students usually apply two patterns of study habits: good and bad study habits. According to Katelyn (2013), good study habits are referred to as positive or productive study habits. Conversely, bad study habits are typically negative or unproductive. Thus, they are unwanted and counterproductive to student academic achievement. TUTEP trainees apparently should have good habits to attain better results. Kumar (2015) affirms that someone who wants to succeed in learning should have good attitudes and study habits. If the students have poor study habit, Kumar states that they will not study properly.

Palsane and Sharma divide study habits into eight aspects (Looyeh et. al., 2017). These aspects cover reading ability, physical condition for studying, time management, note-taking, memorization, motivation, health, and ability to take tests. The present study adopted these aspects to describe the study habits of the TUTEP trainees.

2.3 The Relationship between Study Habits and Learning Outcomes

Many studies have examined the relationship between study habits and learning outcomes. Siahi and Maiyo (2015), for example, examined the relationship between study habits and students' academic results. This research was conducted in one of the top-level schools in India. The study results revealed a positive relationship of 0.66 between study habits and academic achievement. Based on these results, the researchers argued that study habits need significant attention to improve student learning performance.

A similar study was also conducted by Cerna and Pavliushchenko (2015), where they developed a Self-Reported Study Habits for International Students (SR-SHI). This research was conducted on students from several majors at Shanghai University, China. In their 1-year observation with multiple test attempts, the researchers found that study habits seemed to be an important determinant of student academic performance.

2.4 Research Hypothesis

Sugiyono (2013: 96) states that the hypothesis is a temporary answer to the research problem formulation, where the problem formulation is stated in the form of a question sentence". Similarly, Sanjaya (2013: 196) explains that the research hypothesis is a temporary answer to the problem in research obtained from the results of testing through data collection and data analysis". The followings are the initial hypotheses in this study:

H1: There is no effect between the study habits of the trainees and the increase in the TUTEP score.

H2: There is an effect between the study habits of the trainees and the increase in the TUTEP score.

3. Research Method

This research was conducted using the principles of a descriptive correlation design with a cross-sectional approach. The cross-sectional approach is a research design that uses the one-time data collection technique and can describe the level of individual development Phakiti (2014). Because the research was correlation-based, it yielded quantitative data. This design was conducted to see what study habits the trainees most often practiced to increase their TUTEP scores. In addition, the effect of participants' study habits on increasing their TUTEP scores was also taken into consideration in this research.

The population in this study was taken based on the quantity of TUTEP training participants from April to June 2021. In that period, 32 training classes were enrolled that involved 672 participants. Using the stratified random sampling technique, some were then selected as the research sample. This technique requires clear criteria and the availability of preliminary data on the population. This study's sample criteria were trainees who successfully passed the minimum required score of 425 from Tanjungpura University. Based on preliminary population data, three classes with the highest average score were declared to have passed the TUTEP test. Of the 32 training classes in that period, the researchers took 10% of the population of these classes as research samples. It resulted in 3 TUTEP training classes or as many as 60 respondents. Another important factor to note in this research is related to variables. This study had two variables: the independent (X) and the dependent variables (Y). The independent variable is a variable that affects or causes a change in the dependent variable. In this research, they covered the study habits of the trainees. Meanwhile, the dependent variable is a variable that is influenced or the result of a variable that influences. The dependent variable in this study was the increase in the TUTEP score.

In order to obtain quality data, it is imperative to use proper data collection techniques. A questionnaire was then used in this research since this research is capable of gathering a large number of responses in a relatively short period. Further, it is easier and quicker to administer. The questionnaire in this study consisted of 21 questions that had to be answered or filled out by the respondents to find out what study habits were often performed by the trainees to improve their TUTEP scores. In particular, this study used a questionnaire instrument that explored the dominant study habits of the TUTEP trainees frequently employed during the training. The questionnaire was prepared in advance using indicators taken from the Palsane and Sharma Study Habit Inventory (PSSHI), including eight positive study habits aspects (Looyeh et al., 2017). The questions were delivered in multiple-choice with a 5 – level Likert scale.

In order to ensure the validity of each question in the instrument, this research conducted a validity test. If the instrument is declared valid, then the instrument can be used to measure the research variables. Since the instrument was not a test, the test underwent a construct validity test. Sugiyono (2014: 170) argues that "non-test instruments used to measure attitudes are sufficient to meet the construct validity." Using SPSS software, the calculated r-value for all questions was compared with the r table at the 0.05 level. If the arithmetic value > r table, the question is valid. The results of the correlation

index between the two correlated variables need to be compared with the r table. The results indicated that the rxy of the 21 question items in the questionnaire were all greater than the r table (0.254). In other words, all questions are considered valid.

Besides valid, an instrument should be reliable, meaning that no matter how often the data is taken with the same instrument, the results will remain the same. Thus, it will lead to reliable data. In this study, the reliability test was used to determine the consistency of the research instrument after being tested. The data entered to test the reliability were valid items or questions only. Reliability testing in this study began with testing the validity first. If the researcher discovered an invalid question, the question was discarded. Valid questions were then measured for reliability. Reliability testing was conducted using the Alpha Cronbach technique (Sugiyono, 2012). The reliability test results produced a value for Cronbach's Alpha of 0.655. This value is greater than the r_{table} value, which is 0.254. This means that all the questions in the questionnaire are reliable.

Having administered, the questionnaires went through the data analysis process. Sugiyono (2012: 244) argues that data analysis is "a process of systematically searching and collecting data obtained from research instruments by grouping data into categories, describing them in units, choosing which ones are important and which ones will be studied. The process also involved making conclusions so that researchers and others easily understand them". The present research used the Pearson correlation coefficient to analyze the data. The Pearson correlation coefficient aimed to analyze the relationship between the two variables in this research. The analysis employed Bivariate analysis, which intended to obtain the relationship between the independent variable (Learning Habits) and the dependent variable (Score Improvement).

4. Findings and Discussion

4.1 Finding 1: Analysis of the Effect of Study Habits of the Trainees on Increasing TUTEP Score

An analysis is used to find out or prove whether the proposed hypothesis is true or not. The analysis of the effect of training participants' habits in this study used the Pearson correlation coefficient statistical method, where the following results were obtained:

		Study Habits	Score Improvement
Study Habits	Pearson Correlation	1	.738**
	Sig. (2-tailed)		.000
	N	60	60
Score Improvement	Pearson Correlation	.738**	1
	Sig. (2-tailed)	.000	
	N	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1. Correlation Test Results

Table 1 shows the value of Sig. (2-tailed) of 0.000 (<0.005). It means that the Study Habits Variable has a significant relationship with the Score Improvement Variable. Then, the Pearson Correlation has a positive value of 0.738, so it can be concluded that the direction of the two variables is positive (unidirectional). This means that if there is an increase in positive study habits, the TUTEP score of the trainees will also increase and vice versa.

Based on the significant test results, the t_{test} value was 0.738, where the t_{test} value was greater than t_{table} (0.738 > 0.254). Thus, it can be concluded study habits significantly affect the increased scores of TUTEP trainees. In addition, the value of 0.738 concludes that the relationship between the two variables (Learning Habits with Increased Score) is strong.

4.2 Finding 2: Analysis of Study Habits of the TUTEP Trainees

The analysis in this subsection describes the data obtained from a questionnaire from the TUTEP training participants. The data was elaborated based on 8 study habits referring to the Palsane & Sharma Study Habits (PSSH). These study habits include time management, physical state, ability to read, take notes, study motivation, memory, exams, and health. The data revealed the perceptions of all respondents in this study. These perceptions were averaged for interpretation based on the five-level Likert scale as provided in Table 2:

Mean Score	Interpretation
1.00 – 2.33	Medium
2.34 – 3.66	Low
3.67 – 5.00	High

Table 2. Interpretation of Participants' Perception Mean Score

4.2.1 Respondents' Perception of Time Management

Indicators	Mean	Interpretation
1. I am always punctual	4.65	High
2. I always turn in my assignments on time	4.08	High
	4.36	High

Table 3. Respondents' Perceptions of Time Management

Table 3 illustrates the respondents' perceptions of time management while attending training. The results showed a high average score, which was 4.36. The first indicator indicated that the trainees were very concerned about the timing of the training. Based on their experiences and perceptions, the level of on-time attendance when the training took place was a score of 4.65 (high). Furthermore, the second indicator confirmed the claim that participants paid attention to the deadline for submitting assignments and always tried to submit assignments on time. This phenomenon can be seen through the average score of the second indicator, which was 4.08 (high).

4.2.2 Respondents' Perception of Physical State

Indicators	Mean	Interpretation
3. I am never sleepy when I attend training	3.93	High
4. I do not feel nervous or anxious when I go to training	4.00	High
	3.96	High

Table 4. Respondents' Perceptions of Physical State

Table 4 shows that the respondent's perception of physical condition was in the high average score of 3.96. From the third indicator, it can be seen that the participants were always awake or active while participating in the training. This can be seen from the average score of the third indicator of 3.93 (high). From the fourth indicator, it can be seen that the

trainees were quite relaxed when attending the training. This is obtained based on the average score of the fourth indicator of 4.00 (high).

4.2.3 Respondents' Perception of Reading Ability

Indicators	Mean	Interpretation
5. I do not find it difficult to read the training materials	3.95	High
6. I understand the instructions given by the training instructor	4.35	High
7. I can read the instructor's explanation through Powerpoint media	4.60	High
	4.30	High

Table 5. Respondents' Perceptions of Reading Ability

Table 5 shows that the respondent's perception of reading ability was at a high average score of 4.30. The fifth indicator shows that participants can read and understand the materials provided by the instructor while attending the training. The average score of the fifth indicator, which was 3.95 (high), proved this claim. Further, the sixth indicator indicates that the trainees were calm when participating in the training. This is obtained based on the average score of the sixth indicator of 4.35 (high). Based on the seventh indicator, the trainees had a good ability to read the material given by the instructor through Powerpoint media, as shown on the average score of the seventh indicator of 4.60 (high).

4.2.4 Respondents' Perception of Note Taking

Indicators	Mean	Interpretation
8. I note important things about the material given	4.10	High
9. I take note of the assignments given by the Instructor	4.16	High
	4.13	High

Table 6. Respondents' Perceptions of Note Taking

Table 6 shows that the respondent's perception of taking notes was at a high average score of 4.13. The eighth indicator shows that participants noted important points related to the material provided by the instructor. This can be seen from the average score of the eighth indicator of 4.10 (high). From the ninth indicator, it can be seen that the participants recorded the tasks given by the instructor during the training. This is obtained based on the average score of the ninth indicator of 4.16 (high).

4.2.5 Respondents' Perception of Learning Motivation

Indicators	Mean	Interpretation
10. I feel more motivated when I answer practice questions correctly	4.66	High
11. I do not feel discouraged when facing difficult training materials	4.08	High
12. I am always excited every time I attend training	4.16	High
	4.30	High

Table 7. Respondents' Perceptions of Learning Motivation

Table 7 shows respondents' perceptions of learning motivation were at a high average score of 4.30. The tenth indicator showed that participants felt more motivated when answering the practice questions correctly. This can be seen from the average score of the tenth indicator of 4.66 (high). From the eleventh indicator, it can be seen that the trainees did not feel discouraged whenever they encountered training materials that they found difficult. This is obtained based on the eleventh indicator's average score of 4.08 (high). Based on the twelfth indicator, trainees felt excited before attending a training session. This is based on the average score of the seventh indicator of 4.16 (high).

4.2.6 Respondents' Perception of Memory

Indicators	Mean	Interpretation
13. I remember the material delivered by the instructor the previous day	4.00	High
14. I remember the tasks given by the instructor during a training	4.18	High
15. I never forget that there is a training session on certain days	4.65	High
	4.27	High

Table 8. Respondents' Perception of Memory

Table 8 shows that respondents' perceptions of memory were high by 4.27. Based on the thirteenth indicator, participants could remember the material delivered by the instructor the previous day. This can be seen from the average score of the thirteenth indicator of 4.00 (high). From the fourteenth indicator, the trainees can remember the tasks the training instructor gave during the training. This is obtained based on the average score of the fourteenth indicator of 4.18 (high). Finally, the fifteenth indicator indicated that the trainees never forget that there will be a training session that day. This is based on the average score of the fifteenth indicator of 4.65 (high).

4.2.7 Respondents' Perception of Exam

Indicators	Mean	Interpretation
16. I always feel ready when going to test (progress and post)	4.66	High
17. I always review the training material before taking the test	4.66	High
18. I always believe that there will be an increase in the score from the previous test	4.66	High
	4.66	High

Table 9. Respondents' Perception of Exam

Table 9 shows respondents' high perceptions of the exam by 4.66. Based on the sixteenth indicator, participants always feel ready to take both progress and post-tests. This can be seen from the average score of the sixteenth indicator of 4.66 (high). Meanwhile, from the seventeenth indicator, the trainees always review the instructor's materials before facing the test. This is obtained based on the seventeenth indicator's average score of 4.66 (high). Based on the eighteenth indicator, trainees always feel confident that there will be an increase in scores from the previous test. This is based on the average score of the eighteenth indicator of 4.66 (high).

4.2.8 Respondents' Perception of Health

Indicators	Mean	Interpretation
19. I do not feel dizzy when I attend training	4.21	High
20. I never skip training classes because of illness	4.83	High
21. I am always in good health when I attend training sessions	4.75	High
	4.59	High

Table 10. Respondents' Perception of Health

Table 10 shows that respondents' perceptions of health were at a high average score of 4.59. The nineteenth indicator showed that participants did not feel dizzy when attending the training session. This can be seen from the average score of the sixteenth indicator of 4.21 (high). From the twentieth indicator, it can be seen that the trainees never skipped training classes due to illness. This is obtained based on the twentieth indicator's average score of 4.83 (high). The trainees were always in excellent condition when attending the training session based on indicator no 21, as illustrated by the average score of the indicator of 4.75 (high).

4.3 Discussion

4.3.1 The Effect of Training Participants' Study Habits on Increasing TUTEP Score

The results showed that the significance value (2 tailed) using Pearson Correlation was 0.000 or less than 0.005. This value indicates that the study habits variable has a significant relationship to the increase in the TUTEP score. These results are supported by research from Nawawi (2016), who concludes that there is a significant effect of study habits carried out by students with increasing learning outcomes. In addition, according to Budiana, Karmila, and Devi (2020), there is a positive influence between study habits on class students' learning outcomes, especially on participants in their research context.

Based on the significant test results, the ttest value was 0.738, where this value was greater than the ttable value (0.738 > 0.254). Thus, it can be concluded that there is a significant relationship between study habits and increased scores of TUTEP trainees. This value indicates that the level of relationship between the two variables (study habits and score improvement) is fairly strong. In addition, the Pearson Correlation value of 0.738 indicates that the relationship between the two variables is positive (unidirectional). If students' positive study habits increase, the TUTEP score will also increase and vice versa. Although an efficient way of learning does not automatically guarantee to learn success, the most important thing is that students can practice it in everyday learning. Over time, this activity becomes a habit, both in and outside the classroom, until they can finally attain high grades or results.

4.3.2 Study Habits of TUTEP Training Participants

The discussion in this subsection is based on data analysis of the habits of TUTEP trainees referring to the 8 Study Habits Inventory from Palsane and Sharma. The first indicator is time management. The results revealed that the mean value of the trainees' answers was 4.36, which is a high level. This explains that the TUTEP training participants are very concerned about time management in the training process. This time management is

applied in good scheduling so that the attendance schedule, training sessions, material delivery, assignment collection, and test schedules remain under the supervision of the trainees. Doctoral dissertation research conducted by Pratiwi, Faisal, and Waluyati (2018) revealed a positive influence between study time management and student learning outcomes.

Kumar (2015) claimed that students must have a good schedule that is implemented regularly and with tight discipline. They should keep themselves organized and decreased procrastinative habits. In this way, they will be able to manage their high academic workload. There are several ways to make a good schedule, namely: (1) calculating the time each day for the needs of daily activities; (2) investigating and determining the times available each day; (3) planning the use of learning by determining the session of giving material and the lesson sequence that must be studied; (4) prioritizing lessons that are considered difficult, while reviewing lessons that are considered easy at other times; and (5) being efficient with time (do not hesitate to get started). A neat and attractive schedule will encourage TUTEP training participants to study harder. In order to be successful in learning, after making a schedule, then the schedule must be done regularly, disciplined, and efficiently.

The next indicator is the physical state. The average value (mean) of the trainees' answers was 3.96. In fact, this value is still at a high level. This finding describes the physical condition of the participants when attending the training session. It indicated if the participants/trainees were in good condition, including not feeling short of breath, drowsy, anxious, or nervous. This is in line with the results of research conducted by Santoso (2018), that the physical condition of students when the learning process takes place in one of the determining factors for their success rate in tests (exams). The better the physical condition of the trainees when participating in the training session, the greater the chance of getting a better score on the test (exam).

A higher mean score was then attained in the reading ability by 4.30. This finding notes that the trainees do not have problems with their ability to read the written material and instructors given by the training instructor. Then, participants can still follow the explanation when the instructor gives an explanation using the Powerpoint slides. It corroborates with research conducted by Kusyairi and Yustina (2020), who conclude that the student's ability to read and comprehend significantly affects their learning achievement.

The note-taking indicator's mean score reached 4.13, slightly lower than before yet still at a high level. This result explained that the participants actively took notes on important points conveyed by the instructor. In addition, when the instructor gives additional assignments or homework, the participants will also record the assignments to ensure nothing is missed. This is in line with what Kumar (2015) has suggested, in which that students' ability to take note material effectively has a positive relationship with student achievement. He added that students have a chance to keep about 75% information when they write it down.

The next indicator is learning motivation. The mean score of the trainees' answers was 4.30. It explains that the trainees have high motivation to participate in the TUTEP training. The motivations possessed by the trainees include increasing learning motivation when they can answer practice questions correctly. Then the trainees also do not feel hopeless when faced with material that they find difficult. Moreover, they feel excited to follow the training in every meeting. This aligns with research conducted at a senior high school by Agustina, Rustiyarso, and Okiana (2015). She concludes that there is an influence

of learning motivation on student learning outcomes. From the research above, the motivation that is most closely related to student learning motivation comes from internal factors, namely the desire to succeed, the encouragement of learning needs, and the hope for ideals.

In the memory indicator, the average score reached 4.27, where this value was still at a high level. This value illustrates that the trainees can remember the material given by the training instructor at the previous meeting. In addition, trainees can remember the tasks given by the training instructor. The trainees also have a good memory for attending the training by always remembering when the training will start. This is similar to what Aini (2013) conducted, where students' memory significantly influences their learning outcomes. The next indicator was the test. The trainees attained the highest mean score on this indicator. It shows that the trainees are ready and well prepared when they take the exam. The trainee readiness is proven because they review the training material before taking both progress and post-tests. Then, the trainees were also reported to have high confidence in improving the results of the previous test.

Finally, the health indicator also yielded a high mean score of 4.59. This value indicates that the trainees are in excellent condition when participating in the training session. When trainees are unable to attend the training, it is not due to illness. This is in line with the research conducted by Muslihah (2019), who concluded that health significantly influenced student learning outcomes.

5. Conclusion

Based on the significant test results, the ttest value was 0.738, where the ttest value was greater than ttable (0.738 > 0.254). Therefore, it can be concluded that there is a significant relationship between study habits and increased scores of TUTEP trainees. In addition, the value of 0.738 means that the two variables (Learning Habits with Increased Score) have a strong relationship. In addition, the Pearson Correlation value of 0.738 indicates that the relationship between the two variables is positive (unidirectional), which means that if positive study habits increase, the TUTEP score will also increase and vice versa.

If we take a closer look, three indicators recorded the highest scores, namely the exam (4.66), health (4.59), and time management indicators (4.36). In the test indicator, the trainee reviews the given material before taking both progress and post-test. The second highest indicator, namely health, illustrates that the trainees are in excellent condition when participating in the training session. Finally, the third-highest indicator, namely time management, explains that the training participants pay attention to time management during the training session, starting from attendance, providing training materials, and collecting assignments.

Although the key findings look promising, several suggestions are provided to future researchers who are interested in exploring this issue. First, this research recommends expanding the scope of research subjects by increasing the number of respondents covered in the future. After that, the next researchers can add more statements and evaluate more statements in the questionnaire in order to accurately represent the variables to be measured and find the right sub-variables. Hence, both variables can be thoroughly proven. Finally, these findings indicate a strong relationship between study habits and TUTEP score

improvement. Therefore, further researchers are advised to consider other variables that may have a strong relationship between variables.

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EXPLORING THE PERCEPTION OF EFL UNIVERSITY STUDENTS IN PROMOTING SELF-DIRECTED LEARNING THROUGH TRAVEL WRITING

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Abstract

This research explored how EFL students perceived the implementation of self-directed learning through their process of composing travel writing. With the enhancement of the independent learning model, it had become an interesting investigation of students' engagement in their creativity. Promoting self-directed learning through the students' travel writing becomes one of the ultimate strategies that is potentially integrated into nowadays conditions since it addresses students to foster their learning style. This research was designed as a descriptive statistics method using self-directed learning analysis by Knowles (1975) and Garrison (1997) which was employed as the theoretical framework. A total of 17 EFL University Students who joined in creative writing class volunteered for this research to have a deep interview with comprehensive related questions through a questionnaire. Based on the creative writing class they chose; the respondents were chosen at random. The optional creative writing class, which is offered for two semesters, attracts students who are interested in improving their writing. They take several courses in the class that are focused on producing various kinds of creative writing products. The results of the study show: (i) the integration of self-directed learning in students' travel writing encourages the improvement of student writing, (ii) there is a fostering of their cultural awareness, and (iii) a building of their autonomous learning that covers three fundamental elements of self-directed learning, including self-management, self-monitoring, and motivation. Finally, promoting self-directed learning in students' travel writing is incorporated properly to enhance the students learning model in an effective way for nowadays learning needs.

Keywords: *self-directed learning; students' perception; travel writing*

1. Introduction

There was a profound influence of the pandemic era on essentially every element of human life (Ali & Sofa, 2018; Atmojo & Nugroho, 2020; Cutri et al., 2020; Van der Spoel et al., 2020; Adedoyin & Soykan, 2020). Many aspects of the countries involved have changed significantly, including the economy, health, education, and so forth (Büssing et al., 2020; Norouzi et al., 2020; Rupani et al., 2020; Sklar, 2020; Sutin et al., 2020). Indonesia has

abundant natural resources; however, its people resources are also a cause for worry. Indonesia is home to many millions of people. The quality of the developed human resources, however, has not been optimally enabled. Improving its talents is one action that may be taken to give it additional strength. A person should now possess at least 5c talents, such as those critical thinking, creativity, communication, collaboration, and connectivity. For educational principles to be realized, these five talents must complement one another, claims Mazzola (2020), Each person must enhance their skills to compete on a global scale as times change. The combination of these five skills will help achieve the present educational development objectives.

In light of this situation, innovation is crucial to the advancement of time in addressing 21st-century needs. According to Piya-Amornphan et al., (2020), creativity is an essential component to have since it stimulates innovation and addresses unanticipated challenges that are useful for societal progress. One of the essential demands that materialize in response to external conditions is creativity (Aldujayn & Alsubhi, 2020). In nowadays conditions, students need their creativity to be developed to balance global competition. It is because educational components are forced to adapt to constantly changing and unexpected environments. In essence, creativity plays a sufficient part in raising the standard for education development.

Numerous studies in the field of English Language Teaching (ELT) demonstrate the importance of creativity in language instruction (Hana & Hacène, 2017; Khodabakhshzadeh et al., 2018; Arifani et al., 2019; Arifani & Suryanti, 2019). For instance, according to Boden (2001, quoted in Tin, 2013), creativity is the capacity to generate innovative, inventive ideas that are astonishing also understandable, and useful in some way. Daniel (2021) concurs that creativity is one of the most exciting ideas in ELT today, and also supports it. Words creativity in this context refers to the playful use of language to produce creative and intriguing interpretations. It is a valuable quality that the educational system should promote since it is a frequent component of standard linguistic forms and includes a variety of creative thinking (Ritter & Mostert, 2017). Therefore, encouraging students' creativity can assist them in achieving their learning objectives.

One of the critical skills that need an exclusive of creativity is writing. Writing skills are necessary for effective communication since it enables somebody to convey ideas to a larger audience clearly and concisely (Yundayani et al., 2017; Muluneh, 2018; Yulianti et al., 2019; Graham, 2019; Kahveci & Şentürk, 2021). Furthermore, writing is one of the four most productive language skills since the components of writing activities necessitate multi-skills such as listening, speaking, and reading (Kahveci & Şentürk, 2021). Creative writing is one sort of writing that calls for a formidable engagement. According to Şenel (2018) and Denham (2020), creative writing is a complex process that requires the simultaneous application of many different skills and pieces of knowledge. By demonstrating strategies and engaging techniques that engage students' interests and inspire their creative desires, teachers may help them develop their creative writing skills (Denham, 2020). It suggests that creative writing inspires students to foster their creativity while developing their writing skills in a comprehensive performance.

Travel writing is one of the creative writing genres in which the author attempts to tell the reader about people's journeys. The travel writing genre has the potential to stimulate students' imagination while portraying or describing their travels or the sights they encountered on their adventures. Travel writing, a type of creative writing, also instructs readers about ideas, characteristics, and lifestyles (Farida & Margawati, 2014).

Englert & Vlasta, (2020) argue that travel writing comprises both written and visual aspects, such as maps, images, drawings, photographs, sketches, views, and other media, whether they are displayed visually or rendered with words. This is especially true for the component of travel writing. In other words, in its presentation, travel writing prioritizes the beauty of paper and considers the aesthetics of depictions of objects presented in the form of visualization. It also stimulates the students to foster their self-learning in the process of obtaining the data to be described in their travel writing.

The majority of self-study was driven by self-directed learning. Self-directed learning is, in theory, a teaching strategy that inspires students with a sense of responsibility, motivation, and independence (Morris, 2019; Brandt, 2020). As a result, self-directed learning may encourage students to take more initiative in their learning, which would be beneficial for them (Francis, 2017; Bhandari et al., 2020). Additionally, there is a proportional chance that a relatively new learning environment method would include a considerable amount of self-directed learning. This is because it only benefits students by fostering their motivation, autonomy, self-control, and self-regulation (Knowles, 1975). The learners can therefore acquire an effective learning technique for the short-term and long-term learning environment by implementing self-directed learning.

A study that draws a connection to the use of self-directed learning and the results of travel writing produced by students was not sufficiently explored. Therefore, it is crucial to do a study on how self-directed learning is applied in the instruction of travel writing outputs and results. The study intends to explore their perspectives on how travel writing affects the development of their writing, the advantages gained during the process of composing travel writing, and their view of incorporating travel writing in connection to promoting self-directed learning. The following research questions are addressed in the study:

1. What do the students think about the effects of travel writing on their writing improvement?
2. What do the students think about the advantages of travel writing by promoting self-directed learning?
3. What do the students perceive of composing travel writing by promoting self-directed learning?

2. Literature Review
2.1 Self-Directed Learning

Self-directed learning was popularized by Knowles (1975), who also broadened the meaning of andragogy theory. According to Knowles, it is a process in which people take the initiative to identify their learning needs, establish personal objectives, choose learning materials and strategies, and assess the outcomes. This may be done with or without the help of others. Then, Dun et al., (1996) stated that self-directed learning may occur in a variety of situations, including learning with self-planned and self-conducted learners as well as learning in teacher-directed classes. Self-directed learning enhances knowledge, competence, success, and personal growth to connect those two ideas. People constantly use several methods in a range of situations.

Self-directed learning is a widely prominent educational strategy when it comes to more recent learners. Since it motivates them to be responsible, it encourages students to increase their motivation to learn independently. Self-directed learning is currently receiving greater attention as technology-based learning advances (Lee et al., 2017). Additionally,

self-directed learning encourages learners to self-regulate their learning. It implies that students must demonstrate their creativity-related abilities. Additionally, self-directed learning fosters managerial abilities and learning enthusiasm in learners (Lee et al., 2017; Bhandari et al., 2020). The key components of self-directed learning have been linked with those of 21st-century learner competencies.

Regarding the fundamental idea of self-directed learning, several opinions have been expressed by various scholars. The first definition provided by Ko (2018) defines that self-directed learning is a subject that is frequently brought up in discussions regarding language acquisition and education in general. Morris & Rohs (2021) go on to explain that self-directed learning is a learning process in which students are in charge of choosing their learning objectives and goals. According to Moradi (2018), self-directed learning has been a major concern for researchers and linguists attempting to assess the effectiveness of implementation over a longer period.

2.2 Dimensions of Self-Directed Learning

Contrasting perspectives on self-directed learning can be thought of as dimensions, with various features or attributes being categorized. Knowles (1975) and Garrison (1997) are only a few experts who have helped with this kind of classification (2013). These experts have primarily scaffolded a variety of components, encompassing the target audience, online learning-related topics, context-influence self-directed learning, and the relationship to lifelong learning. According to Garrison (1997), the goal of self-directed learning is to empower students to assume personal accountability and collective control over their cognitive (self-monitoring) and environmental (self-management) processes as they design and validate meaningful and valued learning outcomes. The extension of Garrison's (1997) model will be the main emphasis of this study. Self-management, motivation, and self-monitoring are three of the collaborative constructivists' main aspects that are covered.
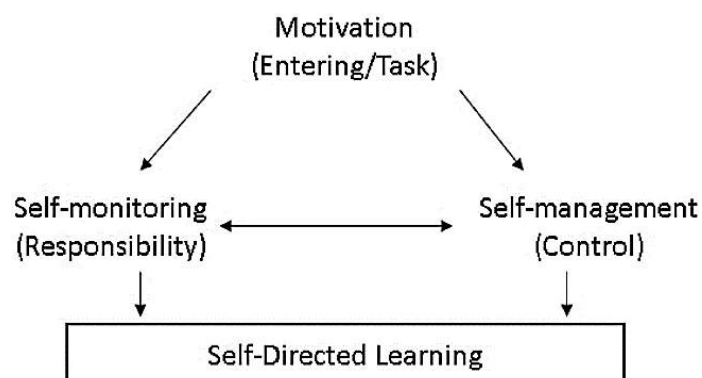
Figure 1. Dimensions of Self-directed Learning

Self-management concerns challenges with task management, such as carrying out learning goals and managing learning support and assistance (Garrison, 1997). In addition to goal-setting and metacognitive techniques, regulating learning activities explicitly is a sort of external task control that is connected to self-management (ditto). It emphasizes the social and behavioral implementation of learning objectives, or the outward manifestations of the learning process (Shahrouri, 2016). Furthermore, Self-monitoring is another component of Garrison's self-directed learning approach. It stands for the expanded components of cognitive and metacognitive processes. They include ongoing awareness of the learning processes of others, as well as the capacity to reflect on one's views. It is the method

through which a student takes ownership of developing their own meaning by fusing fresh ideas and concepts with past information (Abd-El-Fattah, 2010). The last element connected to the other three is the motivation dimension. This component is crucial for starting and continuing a learning process and reaching cognitive objectives (Garrison, 1997; Fattah, 2010). The beginning and persistence of effort toward education and learning goals are significantly influenced by motivational variables. According to Garrison, choosing goals and purposes and deciding to engage in academic work are all examples of motivation (ditto).

2.3 Writing Skills

Writing is a crucial component of English language teaching (ELT) since it helps students understand grammar, cohesion, coherence, and all other aspects of the text. Writing has a special place in language learning because it calls for the development of the other three language skills of listening, reading, and speaking, each of which also calls for the mastery of other skills, such as metacognitive ability (Misbah et al., 2017). One of the most difficult skills to teach is writing in the English language, which is acknowledged by both native speakers and English Second Language teachers globally (Akramova et al., 2020). In general, teachers had difficulties while attempting to teach writing due to the students' different academic levels, a lack of professional expertise, and a lack of student enthusiasm (Gündoğmuş, 2018; Moses & Mohamad, 2019).

It also contributes to the learners' challenges with developing writing skills in terms of the problems experienced by the teachers. Poor spelling a lack of vocabulary, poor grammar, students who are not ready (Foster, 2015), inadequate access to books (Akramova et al., 2020), and reading resources and a lack of enthusiasm are the first causes (Gbollie & Keanu, 2017). In general, every student will approach learning to write in a distinct method that excites them. These challenges will impede students' ability to write an acceptable piece of writing (Misbah et al., 2017)

2.4 Travel Writing

The purpose of travel writing is to provide the reader with information about the writer's adventures. Travel writing emphasizes the differences in customs and civilizations throughout the world. It helps the reader understand diverse individuals and places. It also helps readers plan their holidays and steer clear of expensive mistakes while driving. Most essential, though, is that it enables readers to see several places that they otherwise may never visit. The act of seeing different places and writing about them is closely related to travel writing.

The main goals of travel writing have often been to convey news around the world and educate readers about unfamiliar people and places. In this instance, Ariestanty quoted in Juliaty et al., 2021) said that travel writing's main function is to serve as a way of keeping track of travel memories. In this case, Daniel (2018) promoted four fundamental writing processes for the travel genre: (i) generating concepts, (ii) focusing on the task, (iii) arranging the key components, and (iv) revising and editing.

3. Research Method

This study's descriptive statistics analysis was designed by volunteering seventeen EFL University students. The respondents were selected randomly based on the class they chose in the creative writing class. The creative writing class is taken over a period of two semesters and is an optional class that gathers students who are interested in developing

their writing. In this class, they get several courses that focus on composing various creative writing products. Those who take this class is a choice based on their willingness and interest to develop their writing capability.

The questionnaire was presented as a 4-point Likert scale with four options: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). Each option addressed three key characteristics of each statement. To obtain more concentrated findings, this method was used to eliminate neutral reactions. To enhance students' perspectives, the researcher also included open-ended questions. Two steps in the data collection process must be accomplished. The demography of the participants covered in the first stage's participant data, including gender, age, and class. Then, all questions on the given questionnaire were to be answered by the participants. The research instrument used in this study was adapted from Fattah (Abd-El-2010).

4. Results and Discussion
4.1 Travel Writing's Impact on Writing Enhancement

The majority of the participants highlighted that, in contrast to other types of writing they produce in English classes, travel writing was a sort of writing in which the writer felt free to create and communicate their material to the audience. They said that because of this independence, they were able to write more imaginatively and with greater artistic authority. Additionally, they were delighted that they could express their feelings and opinions to the audience honestly without being constrained by the rigid rules of formal writing or potential hierarchical relationships between the author and the audience, such as in a traditional teacher-student relationship. As an example of such a case, consider the following:

> I am very happy when there is a travel writing assignment. For me, by writing, I can process, understand, and express my feelings in response to an experience that I have experienced and share it in an interesting written form.

In addition to flexibility, being more attentive and mindful to avoid errors was noted as a difference in the participants' writing processes. As a result, the student's attention to detail increased while writing about their travels since they realized that not only their instructor and classmates but also the entire web travel blogs would be reading everything they had to write. The majority of them stated that they did not want their use of English to be perceived as inadequate and ineffective, which allowed for their significant concern about their writing. They were discovered to verify their writings multiple times to ensure that they were excellent compositions with few errors. As an illustration, one participant stated:

> In the process, I am the type of writer who is not satisfied with reading once but reads it several times, and often after reviewing, I get new errors… so I have to review and re-match several times with photos, pictures to cell phones… how come it doesn't seem right... Why is this photo like this… but how come I wrote it like this…? I adjusted it again until I was sure it would be the right writing to collect.

As demonstrated by the example excerpt up top, the majority of participants claimed that travel writing required capturing the reader's attention and keeping them

interested and that this resulted in a new change to their school writing because they weren't used to such genres as a part of their educational life. In the process of composing travel writing, most of them experience interesting experiences that they can include in their writings, so they feel that readers will feel what they write. This way can stimulate them to write better and strive to create improve their writing quality.

> *When compiling travel writing I have had experiences such as being more sensitive to details such as how the air is when I visit a place, whether it is cold or hot, what I see, and so on. I learned to bring readers into my writing.*

The 21st-century learning strategy of self-directed learning enables students to enhance and expand their writing abilities since it empowers students to conduct their learning. To this study, self-directed learning is an effective way for teaching English, particularly when it comes to enhancing and exposing students' writing abilities. In a particular context, several studies validated that self-directed learning adequately has a strong potential to promote and develop students' writing skills through self-learning strategy (Lee et al., 2017; Morris & Rohs, 2021). Also, this claim argued by Bhandari et al., (2020) that self-directed learning integration with students' writing capability has a strong correlation since it connects with some aspects, such as imagination, critical thinking, and creativity. Principally, enhancing students' writing capability has a great deal with their learning strategy in empowering their writing improvements.

4.2 Benefits of Composing Travel Writing

To strengthen the learners' knowledge and cultural awareness of the place they were living in, it was frequently suggested that they engage in local travel and write about their experiences for a real audience. Participants reported that learning about their place's history and cultural significance through travel writing helped them become more aware of the local elements in their communities. Although the majority of the participants said they had lived in the area all their lives, they had never gone to such areas. The trip offered them a fresh perspective on their locality and its significance.

> *I tend to see real conditions and situations because when I start to compose my travel writing at this time, I decided to choose the spot in my area where every year there is an event there, so I understand more or less*

A sense of responsibility and a sense of accomplishment were reported to be given to the participants by composing travel writing since they also claimed to have realistic goals to pursue. Additionally, they claimed that travels gave them a sense of belonging since they perceived themselves as the administrators of separate spots and members of a particular destination. Consequently, they felt certain and inspired to write more.

> *…Because the place is not only a tourist spot but a historical place that can educate me as a young man who is less for any knowledge. I know the place is also unique, at first, I didn't realize that the place was a tourist spot the first time I visited, when I got home, I searched on the internet it turned out that the place was a historical place that was inherited from the Netherlands to my hometown. So, when I had an assignment here, I visited the place a second time in the hope of being able to describe more about this place.*

Travel writing was also found to be a supportive means to encourage the students' self-learning which was promoted during the process of composing travel writing. The students perceived that travel writing was potentially stimulating them to have independent learning abilities. It correlates with the way students compose the writing to become a proper form of writing quality.

> *I learned to be sensitive to my surroundings and learned to be more expressive in writing because I prefer to explore things on my own. And, I feel that learning travel writing can make me an independent learner*

Following the research findings of this investigation, it reveals that composing travel writing with self-directed learning gives a great signal to be implemented in nowadays learning circumstances. Referring to The Ministry of Education and Culture (Kemendikbud, 2019) is the leading national education sector that plays an important role in realizing the quality of Indonesian human resources, followed up by issuing various important policies, including the Learning Independence education policy. The Independent Learning Program according to the Minister of Education and Culture will be the direction of future learning that focuses on improving the quality of human resources. In this case, the students' processes in enhancing their writing capabilities indirectly can be part of the program, namely by becoming independent learners. Some researchers pay the same attention to this as Sumuer (2018) and Mahlaba (2020). For them, the implementation of self-directed learning can increase their independent learning process.

4.3 Students' Perspective on Self-directed Learning Implementation

The study also considered students' perspectives regarding the implementation of self-directed learning in the process of composing travel writing. It was found that the majority of the students perceived a positive response toward the integration of self-directed learning in connection with some aspects of self-management, motivation, and self-monitoring.
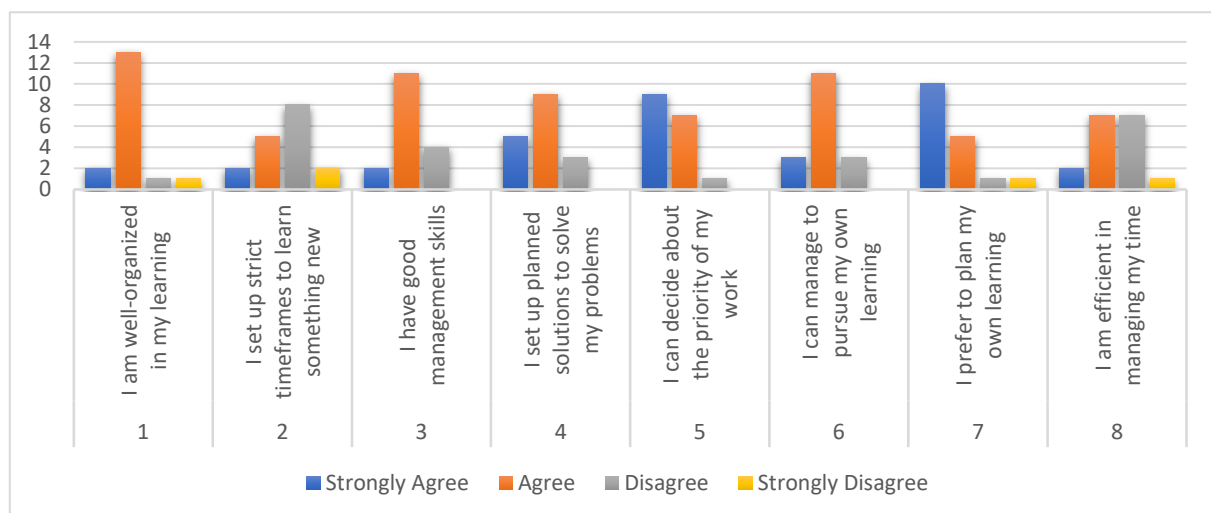
Table 1. The extent to which the students agree or disagree with their self-management

The comprehensive responses stated in the chart above adequately present the positive outcome of the students' self-management. According to the data, the majority of the students gave a positive view toward their learning organization (98%). It shows that the students were successfully organized as well during the learning process. Also, the students

agreed that they have good management skills and are capable to overcome some challenges they face during the process of composing travel writing (89%). In connection with the student's management of their self-learning, the majority of them also perceived positively towards the statements. The students mostly agreed that they can prioritize the important thing in doing their work, encourage their learning plan, and manage their efficient time to learn (80%).
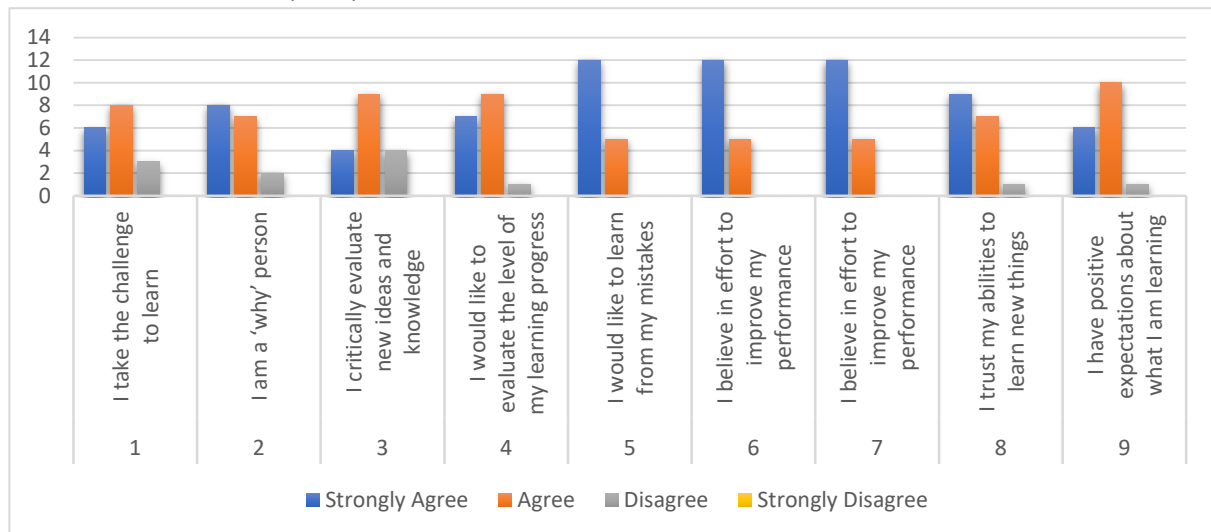
Table 2. The extent to which the students agree or disagree with their motivation

The student's motivation for implementing self-directed learning is shown in the apparent presenting data above. The dominant responses are given to their significant motivation of organizing their writing skills in connection with self-directed learning. Up to 90% of students perceived positively toward the statements. The students agreed that they have the potential to evaluate new ideas and knowledge and the level of their learning progress. Interestingly, the students gave similar positive responses toward the statement of motivational elements on their desire to learn from mistakes, belief to improve their performance, and trust in their abilities to learn new things (90%). It also shows in almost 80% of students perceived that they have positive expectations about what they learned in the process of composing their travel writing by promoting self-directed learning.
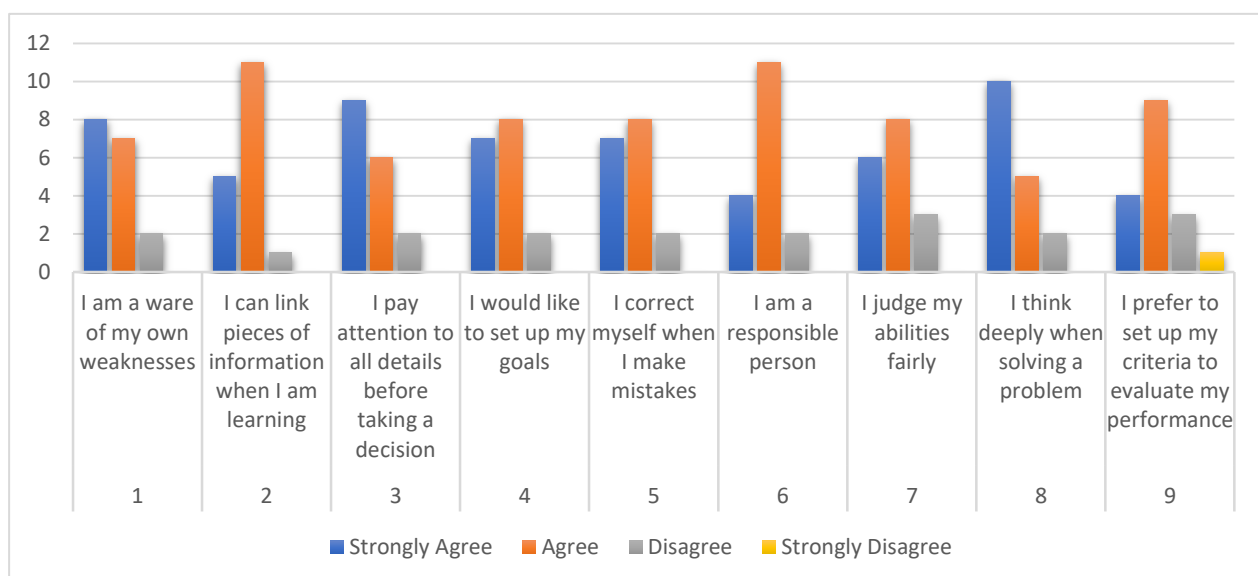
Table 3. The extent to which the students agree or disagree with their self-monitoring

The students' responses toward the ability to manage their self-monitoring on self-directed learning, were also observed. About ninety-five (95%) respondents replied to the question addressed to them. Based on the above results, shows that there are some elements of which students are aware of self-directed learning. The most aspect pointed out was the students' capability to be responsible people and the capability to link pieces of information during their learning process, which had 98%. It is followed by a positive view toward their critical thinking to face some problems 90%. While 85% of students replied that they pay attention to all details before taking a decision and they prefer to set up their criteria to evaluate performance. Three of the statements above also replied in a similar percentage which had 80% toward the statement of setting up their goals, correcting their mistakes, and judging their abilities fairly. It is quite an interesting result found in this chart which 75% of students agreed that they were aware of their own mistakes.

5. Conclusion

As this study was intended to explore the students' perspective on implementing self-directed learning in composing travel writing, the findings reveal that integrating self-directed learning through travel writing plays a pivotal role in enhancing the student's writing engagement. Also, it was discovered that composing travel writing assisted the students in developing a strong sense of autonomy and empowerment as well as increasing their cultural awareness. Furthermore, it adheres the students to have proper style by exploring independent learning aspects such as self-management, self-monitoring, and motivation. It can be proven by the high percentage of positive responses given by students which can be considered as a reference that the student has the enthusiasm and ability to learn independently in a way that they can do through a travel writing project. This is quite capable of promoting the implementation of self-directed learning in the writing process. Furthermore, in a particular way, this study is also meant to be very helpful for English teachers in higher education. Firstly, it is anticipated that teaching and learning in educational environments would be capable of combining self-directed learning with travel writing in connection with tourism integration. Practically, English teachers might utilize this strategy as a guide on how to improve or even develop their students' writing abilities and get them to promote their own cultures and possible tourism attractions through their travel writing projects. Ideally, it may be applied to other potential skills as well, such as speaking, listening, and reading. Secondly, by taking into account students' needs and interests when choosing the writing theme and topics, English teachers may have an additional opportunity to deliver a more engaging variation on the established learning model. Thirdly, teachers should think about offering a selection of appropriate sources and media for students to utilize as references so that they won't misunderstand the sources that they used to create their travel writing projects.

Future researchers must have a thorough investigation of self-directed learning if they intend to do similar research in the same field of study. It is because various studies define and interpret the term "self-directed learning strategy" differently. For further research, this idea may also be used with other forms of creative writing, such as features, poetry, short stories, descriptive writing, or possibly other abilities. Furthermore, the researcher can expand the model to other grade levels, such as senior high school or junior high school, to show how self-directed learning affects the teaching and learning process at various levels. Additionally, it is advised that future researchers think about creating a research model starting with the technique, research problems, and research demographics.

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INVESTIGATING THE USE OF EFL TEACHERS' ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASSES

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Abstract

As far as making errors is unavoidable in speaking class, oral corrective feedback (OCF) plays a crucial role to solve that problem. For the past two decades, OCF has become the debatable issue among researchers. This present study was conducted in one of the English courses in East Java, Indonesia. The participants were one native teacher and one non-native teacher teaching two different classes alternately. The speaking class was for elementary school students. This qualitative study has several aims; 1) to investigate the distribution of OCF types provided by the teachers in the speaking class, 2) to know whether or not there is an ignorance of the errors by the teachers and the reason behind it, 3) the types of OCF often used by the teachers. The data were collected through video recording, stimulated recall and semi-structured interview. The results evinced that the teachers provided all the types of OCF to the students with different portions of usage. Recast became the type of OCF that is commonly used by teachers. Furthermore, the teachers corrected almost all of the students' errors. Unfortunately, there are several ones ignored by them. The ignorance of the students' error is due to some reasons such as tiredness and lack of knowledge. Nevertheless, the most prominent reasons were they did not want to interrupt the students' utterances in order not to create the students' negative feelings about OCF.

Keywords: *corrective feedback; error correction; oral corrective feedback; speaking class*

1. Introduction

Nowadays, ample language classrooms put forward communicative language teaching or communicative-oriented class which is focused on communication. It means that there is an inclination to emphasize meaning. As meaning is pivotal, it raises a question for the language form, especially dealing with the issue of how students learn the correct form of the target language. One of the ways to address this issue is by providing effective corrective feedback to them. Corrective feedback is the valuable input containing the accuracy of the utterance that can be in the form of oral or written feedback. Interaction between teachers and students is also essential particularly in the error correction.

Among the four English skills, speaking skill is a place where students often need to correct their mistakes. Making errors in speaking a foreign language is inevitable. Learners who make errors often need to realize that the utterances they produce orally are

erroneous. Leaving students' errors uncorrected will lead them to fossilization (Sopin,2015). Untreated errors will become a negative input for all the students in the class. Therefore, corrective feedback has the most significant attention in classroom research due to its undeniable contribution to the development of language learning. Most of the teachers in speaking class often give oral corrective feedback (henceforth OCF).

Regarding this issue teachers should be aware of the errors created by the students. On top of that, the teachers have to provide them with corrective feedback based on the available types of corrective feedback. The findings of several studies have already revealed that the use of OCF in speaking classes helps learners acquire the target language (Rahimi & Zhang, 2014; Kaivanpanah, Alavi & Sepehrinia, 2012; Hashemian & Mostaghasi, 2015; Gamlo, 2019; Yakisik, 2021).

Thus, observing the types of OCF given by the teachers is one of essential things to do in the language learning context. This information can, in turn, help English teachers to enhance the efficacy of their OCF. Adult learners, especially in the ESL context, have been conducted in most previous studies. Much less research has investigated teachers' OCF at young learners' level and in the EFL context. In light of this theoretical base, the objective of this current study is to focus on the use of OCF in EFL speaking classes at the elementary level from several aspects. Consequently, in order to address the research gap, this study has several aims concerning the issue; 1) to know to what extent do the EFL teachers give OCF to the students, 2) explain the reasons why the teachers ignore some students' errors (if it is any), and 3) reveal the types of OCF often used by experienced and novice teachers.

2. Literature Review

Oral Corrective Feedback often explains as the response to the students' errors in utterances given by the teachers or classmates (Ha, Nguyen and Hung, 2021). Lyster and Ranta (cited in Yakisik 2021) classified OCF into two broad categories: prompts and reformulation. Prompts include elicitation, clarification request, metalinguistic feedback, and repetition. It is a kind of feedback that encourages students to become an autonomy learner by doing self-repair. Meanwhile, reformulation consists of recast and explicit correction, which do not motivate students to self-correction.

Feedback and errors cannot be separated because they are related to each other. Appropriate feedback can overcome the erroneous created by the students. Thus, a discussion about the error is also needed. Errors are the disability of linguistics form or contents that disparate from the native speaker rules. There are three points regarding the importance of errors in learning process: 1) they become a signal for the students' learning progress; 2) for language teachers as an input for them to understand deeper about how language is learnt; 3) creating an improvement for the learners.

Ample studies explored the types of OCF often used by teachers. One of the studies by Jabbari and Fazilatraf (2012) shows that English teachers used recast many times compared with the other types of feedback. The effectiveness of OCF types in Turkish EFL classrooms is seen through grammar tests and stimulated recall. The findings showed that repetition is considered an effective technique to correct the students' errors, and the teacher has a positive perception of it. In addition, recast and explicit corrections are two types of OCF that EFL teachers frequently use, and there are different OCF preferences between experienced and novice teachers. Moreover, teachers ignore several students'

errors for reasons such as tiredness, not wanting to bother the students' activities and lack of knowledge.

3. Research Method

A qualitative design was employed to investigate the issue in this present study. This design is suitable for digging up deep information about a related topic. Qualitative design means events and processes are used to conceptualize the world. Additionally, qualitative research rarely appears in most applied linguistics journals (Phakiti, Plonsky, & Starfield, 2018). Phakiti, Plonsky, & Starfield (2018) assert that the prominent characteristics of qualitative research are the analysis of participants by observation and interviews or the breakdown of audio or video recordings and text. Accordingly, this study is in line with the concept of qualitative research.

The researcher chose two speaking classes at one popular English course in East Java, Indonesia. The teachers consist of native and non-native speakers: one male teacher (T1: 39 years old, native-speaker, eight years of teaching experience) and one female teacher (T2: 30 years old, non-native speaker, four years of teaching experience). They graduated from the English language teaching department. The speaking classes have a weekly schedule. It always occurs twice a week, every Tuesday and Thursday. The teachers teach alternately on different days. Each course consists of ten students. This speaking class aims to encourage the learners to communicate in the classroom atmosphere. The researcher should have told the aim of this study to the teachers and the learners. They just said that the data would benefit this study so they could behave naturally. For these reasons, this speaking class is considered appropriate to be observed by the researcher, considering the goals of this present study.

There were two ways to collect the data; video recording is the primary data to collect, so that the researcher can observe the teaching and learning process by watching the video-recorded. Due to the popularity of digitalization, research studies often integrate and use technology (Creswell, 2012). The duration of every meeting in each class was 90 minutes. The researcher recorded two sessions for each class wholly. After recording those meetings for 360 minutes, the data were transcribed verbatim and prepared for the analysis step.

The other instrument was the interview. This study used Stimulated recall and semi-structured interviews to get reasons and deeper information regarding the teachers' behavior in the class. To minimize intervention that can occur during the events under investigation, we need to use stimulated recall (Lyle, cited in Nguyen, McFadden, Tangen & Beutel, 2013). In the interview session, the researcher asked the question in English, and the participants also answered it in full English.

4. Results and Discussion
4.1 Results
4.1.1 The Result of Video-Recorded
a) The Distribution of Teachers' OCF

The first research question investigated to what extent the teachers give OCF to the students during the class. The researcher video-recorded the course from beginning to end to collect that data. After getting the data, the analysis was conducted. First, the information

was transcribed verbatim. Secondly, initial codes were used to label the same and coherent idea of the utterances. Lastly, the themes were presented quickly. Then, the researcher edited the videos beforehand, so they were only asked to watch the parts where they gave or ignored the OCF. Based on the result of the transcription of 360 minutes of video recording in two meetings for each class, the students created 186 wrong utterances. That fact showed that the teachers only gave OCF to 163 errors among those 186 students' incorrect utterances, meaning 23 errors were ignored. The detailed distribution of teachers' OCF is presented in Table 1.

Teacher	Students' Erroneous	OCF distribution	Ignorance the errors	Percentage of error correction
T1	82	77	5	93%
T2	94	78	16	82%
Total	176	155	27	88%

Table 1. The extent of Teachers' OCF

From the table above, we can see that the teachers in speaking class corrected 88% of the students while the teachers neglected 12% of their error utterances. It is understandable that although the teachers ignored some students' error utterances, they still gave the OCF to most of the erroneous utterances.

b) The Usage of OCF Types by the Teachers

The videos recorded were about the flow of two speaking classes for young learners in the English course. Through videos the researcher can observe and identify the appearances of all six different types of OCF employed by Lyster and Ranta (cited in Yakisik 2021) that the teachers used in their class. The definition and the example of each OCF types will be presented below by using the actual data from those classes:

4.1.1.1 Recast

Recast is the way to give feedback by reformulating all of error parts made by the students. Then, the teacher corrects the errors implicitly without prompt in the error parts.

Excerpt 1
T1: Can you repeat again, when does she water the plants?
S: She always watering plants every Sunday.
T: Yes, she always waters the plants every Sunday.

4.1.1.2 Repetition

Repetition refers to teachers' high intonation or stress as the correction for the error parts of utterances.

Excerpt 2
T2: What should we read to cook something?
S5: ˌ/riˈsɛp/ (Miss.
T2: ˌ/riˈsɛp/ ?(rising intonation)
T2: I mean Friday/ ˈrɛsəpi/
S: great

4.1.1.3 Explicit Correction

Explicit correction is given mentioning the errors explicitly with the correct forms.

Excerpt 3
S4: I always read a book in the bus.
T:2 it should be on the bus
S4: yes, I mean on the bus.

4.1.1.4 Clarification request

Clarification request is the way to correct the errors by saying "Sorry?" or phrases such as "Excuse me", "Pardon me" or question like "What do you mean by …?"
Excerpt 4
S2: I was used to did that to be happy.
T1: Sorry? Can you repeat again!

4.1.1.5 Metalinguistics Feedback

The right linguistics forms are given by the teachers about the error without explicitly providing the correct answer.
Excerpt 5
S8: I think she shy girl.
T1: You need to be and article.
S8: Sorry , I mean she is a shy girl.

4.1.1.6 Elicitation

Prompting means the students make self-correction by pausing, so the student can fill in the blank by the correct word or phrase
Excerpt 6
S10: I did not went there…
T1: (interrupting) did not went…?
T:1: Are you sure, did not went?
S10: hmmm wait………
S10: Oh I mean, I did not go there , that's what I mean.
T1: Nice

From the recorded videos of the teaching and learning processes in the classes for 4 meetings (360 minutes), the usage and the distribution of OCF types proposed by Lyster and Ranta (cited in Yakisik 2021) between the native and non-native speakers of English teachers can be seen. The details are provided in Table 2.

Teacher	Recast	Repetition	Explicit Correction	Clarification Request	Metalinguistics Feedback	Elicitation
T1	10	13	4	19	4	12
T2	18	11	15	6	3	2
Total	28 (24%)	24 (21%)	19(16%)	25(21%)	7 (6%)	14(12%)

Table 2. The distribution of OCF types

The table above shows that mostly the teachers frequently used recast (24%) as OCF types that they give to their students. Then repetition (21%) and clarification request (21%) almost have the same frequency of usage. Repetitions are used 24 times and clarification

request 25 times. The other types have the following frequencies: explicit correction (16%), elicitation (12%) and metalinguistics feedback (6%).

4.1.2 The Result of Interview

From the actual data in this current study, we can notice that the teachers sometimes ignored the error utterances that the students made during the speaking class. The answers and the reasons why the teachers left some errors untouched can be found through stimulated-recall and semi-structured interview. Their answers generated a significant finding as shown in Table 3.

Reasons	Frequency
Do not want disturb students' utterances	1
Do not want to create students' negative feeling	2
Tiredness	2
Lack of knowledge	1
Forget the errors	1

Table 3. The Teachers' reasons for ignoring oral errors

As we can see in the Table.3 the 27 the students' erroneous utterances were neglected mostly because the teachers wanted to appreciate the students' performance and their feeling. In the case of tiredness, they say that sometimes tiredness comes from their busy schedule or sometimes it is about the teachers' tiredness because of the repetition of the same students' errors. The detail statements can be seen in the utterances below that were taken in interview session:

Excerpt 7

T1: *"I really want to focus on the students' performance, I just neglected not crucial errors. Honestly, I do not want interrupt them in the middle of their speech."*

T2: *"I have some sensitive students, so yeahh I do not want to hurt their feelings by interrupting them to give them feedback. Anyway, the errors are not too fatal. Sometimes, I forgot to note their errors so I forgot their errors' part.*

T1: *"In Tuesday, I am so busy. I have 5 classes on that day whether it is online or offline. So that is why sometimes I lost my focus and concentration then let the errors' part. "*

T2: *"I am tired to correct the same errors that never change during the performance"*

4.2 Discussion

Teachers should utilize every available OCF strategy. Regarding the OCF types used by the teachers, recast has the most considerable percentage among others. Some previous studies, such as (Panova and Lyster, Nassaji, Ellis & Sheen, Jabbari & Fazilatraf, cited in Yakisik 2021), supported that fact. It is also discovered that recast is one of the OCF types frequently used among English teachers to correct the students' errors in their speaking classes. Although recast is very popular as the most commonly used type of OCF yet it is least effective for students (Lyster and Ranta, Panova and Lyster, Sheen, cited in Yakisik 2021). It is also in line with the basic theory of OCF types argued by Lyster and Ranta (cited in Yakisik, 2021) that recast and explicit correction belong to reformulation types of feedback which do not lead the students to do self-repair. It can be effective if the teachers add some prompts in the correction process. The combination of recast and additional prompts can make the feedback noticeable to the students (Kaivanpanah, Alavi, & Sepehrinia, 2012).

Even though recast has the most significant percentage, if we look at the distribution and the usage of OCF between native speaker teachers and non-native speaker teachers individually, it emerges the different consequential types of OCF that they often use. The native teacher used clarification requests 19 times and elicitation 12 times while ten times recast during two meetings. The non-native teacher used recast 18 times, explicit correction 15 times, clarification request six times, and elicitation two times. It can be stated that the native teacher wants to encourage the students' autonomy level by often providing clarification requests and elicitation, which are true that they can lead to the learners' self-correction. Metalinguistic feedback, elicitation, clarification request and repetition can give the students the necessary cues to repair their errors (Yakışık, 2021). Besides, the non-native teacher still lacks awareness about that. She ss in the interview that recast is the quickest way to correct the students' errors, considering the limited time of the class. She experienced giving a chance to the students doing self-repair, yet it ended up with time-consuming.

Furthermore, regarding ignorance of errors, it is seen from the result that most teachers leave the errors untreated because they think the erroneous utterances are not too fatal. The highlighted point is that they do not want to intervene in the students' reports not to create students' negative feelings concerning the OCF. Hattie and Timperley (cited in Kaivanpanah et al., 2012) also agree that feedback should not interrupt teaching and learning activities in the class. It contradicts Fadilah, Anugerahwati & Prayogo's (2017) statement that untreated errors will fossilize in students' minds, and they will assume that their erroneous utterances are correct. In addition, if the teachers leave the errors untreated, they will become a negative input for all the students in the class.

5. Conclusion

The use of OCF types by the teachers in the speaking class varies. Fortunately, they provide all six kinds of OCF proposed by Lyster and Ranta (cited in Yakisik 2021) with the different portions. The non-native teacher tends to offer her students reformulation types of feedback that do not grow the students' autonomy level. The more advanced learners understand the intention of recast and elicitation more efficiently than lower proficiency learners (Philp, Trofimovich, Ammar & Gatbonton, Yoshida, cited in Yakisik 2021). On the other hand, the native teacher is highly aware of autonomy issues. Even though his students are considered young learners, he tries to practice them from the beginning so that they can think critically and make self-repair by processing the prompt feedback from the teacher. Accordingly, the more proficient learners prefer more elicitation types of OCF that require self-correction (Kaivanpanah, Alavi and Sepehrinia, 2012). The other point is, whatever the reasons behind the ignorance of errors, the teacher should not ignore the errors utterance made by the students because they will think it is suitable for them and will be eternal. As Sopin (2015) suggests, teachers should always correct the students' errors, and the non-correction will lead to fossilization. Considering all the facts, it is the teachers' role to facilitate the students with a safe learning environment with tension free. It minimizes the possibility of negative feelings so the students can achieve the learning objective.

There are several limitations of this present study. First, only a few teachers or participants participated in this study—the data collection method is only focused on qualitative data. For more detail and proper research, we can add quantitative data to

complete the research finding. This present study can contribute to related literature on OCF. It can also be fruitful for English teachers or instructors, especially in the EFL context, in providing OCF in the class researching how to give effective OCF that impacts learners' uptake.

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DIGITAL READING DURING THE PANDEMIC: EXPLORING VOCATIONAL STUDENTS' PERCEPTIONS

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Abstract

This study was aimed at exploring vocational school students' perceptions of their digital reading during the pandemic and their utilization of various digital media. The participants were eight students from three public vocational schools in Semarang, Central Java. This study adopted a qualitative descriptive method to explore vocational students' perceptions of digital reading in times of COVID-19 pandemic. Data were gathered through an online semi-structured interview, in which the recording was transcribed and analyzed from the lens of multimodality. The study revealed that during the pandemic, vocational school students reported their difficulties in reading vocational materials in digital files, especially in the portable document format (pdf). The major influencing factors were the rigidity of learning materials in the pdf, the lack of peer interactions after digital reading, and the teachers' pedagogical moves that might obstruct the development of digital reading skills. In contrast, this study reported that students utilized a plethora of digital media, websites, and applications, including Tiktok, Instagram, Wattpad, and Webtoon to read a wide variety of topics that capture their interests, from social, politics, economics, and romance. This study underlines the importance of enhancing student skills in digital reading in vocational subjects by utilizing various digital media.

Keywords: *digital reading; pandemic; vocational school students*

1. Introduction

With rapid technological advancement in today's era, research has documented a surge in uptake of digital reading practices on a wide variety of media including, computers, mobile devices, and the internet (Baron, 2020). Despite that increasing interest, research on vocational school students is scarce since the majority of the literature has focused on primary grades and other educational levels (Kucirkova & Flewitt, 2019; Simpson, et al., 2013). More empirical studies are necessary to explore the vocational school context considering the importance of digital reading for acquiring knowledge, vocational, and employability skills in the globalized world (Patmanthara & Hidayat, 2018). To date, the scarce literature on the perceptions of vocational school students has focused on online

learning in general (Aydin, et al., 2015, Erliana, et al., 2021, Syauqi, et al., 2020) but research on vocational school students' perception of digital reading is scarce. Pahamzah and Juniardi (2020) investigated perceptions of vocational school students on reading comprehension but the study was limited to the use of one learning media, hence failing to capture the intricacies of digital reading.

During the COVID-19 pandemic, empirical studies exploring digital reading are crucial since students' learning has shifted from onsite to online learning where students utilize digital devices, including mobile phones and laptops, during school closures. Existing literature has reported unprecedented and adverse impacts of the pandemic on students' academic achievement (Bailey, et al., 2021, Hammerstein, et al., 2021; Kuhfeld, et al., 2022). Regarding students' reading in the pandemic, in a research review, (Goudeau, et al., 2021) reported that students relied more on resources available at home, and they predominantly utilized digital resources. That review, however, predominantly focused on elementary and high school students in the European, American, and African contexts whereas the vocational school contexts in Asian countries are still underexplored. To fill the literature gap, the current study will focus on vocational school students in Indonesia.

The primary objective of this study is to explore the perceptions of vocational school students on digital reading and their utilization of digital media. Two research questions guide this study: what were the perceptions of vocational school students on digital reading during the pandemic era? What were the digital media utilized by vocational school students for digital reading? To answer the research questions, the following section will present an in-depth exploration of two concepts driving this article, i.e. digital reading of vocational school students, and the utilization of digital media for reading through the lens of multimodality.

2. Literature Review

2.1 Digital Reading of Vocational School Students

In this study, digital reading is defined as "a range of multifaceted meaning-making experiences whereby readers engage with multiple texts for particular purposes that are situated in diverse contexts". This study views digital reading within a broader theoretical framework of digital literacy that involves meaning-making and meaning integration process. According to Singer and Alexander (2017) in their systematic literature review, digital reading is similar to other terms, such as reading digitally, reading online, computer-reading and e-reading. Singer and Alexander further point out that students in today's digital age utilize a plethora of digital devices, including computers, iPads, Kindles, and mobile phones. Additionally, with the widespread use of the Internet, students have frequently accessed social media tools, such as Instagram, Twitter (Loh & Sun, 2018), and Tiktok (Jerasa & Boffone, 2021). Therefore, this study considers students' utilization of those aforementioned media.

Researchers have examined the effects of digital reading on a variety of outcomes, including student preferences (Singer & Alexander, 2016) and ELL extensive reading on Wattpad (Permatasari, et al, 2020). In Indonesia, Ganie, et al. (2021) investigated university students' attitudes toward reading online on Wattpad and its benefits for their vocabulary

and 50% of the students reported positive attitudes toward reading from that medium. More empirical studies are required to examine other educational contexts.

Sustained investigations in the vocational school context have been scarce despite the importance of vocational education in today's society. As noted by Fuller (2015), vocational education is important for philosophical and practical reasons. Philosophically, the values of learning for occupational skills and expertise benefit not only the individual but also the wider society. Practically, people who master occupational skills and expertise are able to perform a variety of tasks that support modern life, such as nursing sick people, repairing equipment, and creating information technology innovations.

As noted by Suharno, et al. (2020), vocational education is a type of education with an emphasis on the mastery of skills that prepare students for work and employment. Vocational school in Indonesia is a part of formal education carried out at the secondary level and it offers a wide range of programs, such as Accounting, Animation, Engineering, Multimedia, and Office Administration. Recent studies have explored vocational school students in Indonesia during pandemics, including English in vocational schools (Fadlia, et al., 2020) and vocational students' writing (Risnawaty, et al., 2021), but there is a scarcity of research examining vocational school students' perceptions of digital reading in the times of COVID-19 pandemic.

In response to rapid technological development, researchers have agreed on the importance of integrating digital literacy and technology literacy into vocational education (Patmanthara & Hidayat, 2018; Rosina, et al., 2021). As highlighted by da Costa and Araujo (2016), in comparison to general education students, vocational students had fewer ICT resources at home and low achievers in digital reading were higher than vocational students. However, that study was limited to European countries, and more empirical studies in other regions are needed to capture the complexities of digital reading among vocational school students.

2.2 Utilization of Digital Media for Reading using the Lens of Multimodality

In exploring the perceptions of vocational high school students, we view digital reading through the lens of multimodality that comprises different modes of communication including written texts, images, graphic elements, videos, audio, and other modes of representation (Rowsell & Burke, 2009). Over the past decades, researchers have made distinctions between printed and digital reading in that multimodality governs the practices of digital reading (Kress, 2013; Kress & Van Leeuwen, 2020). As noted by Kammerer, et al. (2018), the world wide web has stored large numbers of materials with multimodality, which includes visual displays, audios, and videos, and adolescents often utilize those multimodal materials, such as Youtube as a free video-sharing website, in order to complete school tasks.

Within this perspective, digital reading involves multifaceted practices that include three dimensions: the consumption and making sense of digital content, the creation of digital content, and the usage of digital content (Heitin, 2016). Regarding the first dimension, students engage in more potentially challenging practices when reading from digital texts, such as finding information in search engines, following hyperlinks, and understanding digital images (Leu, et al., 2013). Then, Heitin (2016) explains that students not only consume

digital information but also apply their knowledge to create content and critical media literacy. The third dimension is the usage of digital content that allows the participation, collaboration, and facilitation of online communities. In relation to the communities, Coiro (2020) further argues that readers, texts, and activities in digital reading are situated in the sociocultural contexts of the readers' home, school, and community contexts, and those contexts support readers to interpret digital texts and make personal meaning.

3. Research Method

This study was carried out through an online video-conference meeting. The online medium was selected due to the restriction of individual mobility during the pandemic and the availability of information technology tools that could reach out to schools in Central Java, Indonesia. The study was initially a part of a two-day digital literacy workshop aimed at improving students' knowledge and ability to evaluate online information. In order to increase the number of participants, the workshop information was shared with general education and vocational schools via a messaging application and social media. The schools then informed students from grades 10 to 12 of this workshop. In total, 83 participants registered for the two-day workshop. On the first day of the workshop, we administered a quick survey asking whether students were willing to participate in a study exploring digital reading. Those students then took part in the online interview session on the last day of the workshop.

The interview session was divided into two main parts: the first one asked about the vocational school students' personal data, including name, grade, parent's educational background, and their use of digital media, such as laptops and mobile phones. The next part consisted of a list of prepared questions and follow-up questions to gauge students' responses to digital reading. Students shared their opinions via audio of the online meeting. Since video conferencing requires a higher speed of internet access, students may turn off their cameras during the interview session to overcome connectivity issues.

Of the 83 participants registering for the aforementioned digital literacy workshop, 8 vocational school students from three institutions were willing to participate in the interview session for this study. After we informed the research, its objectives, and procedures, they agreed to participate in the semi-structured interview. The interview was carried out on the second day via an online conference meeting. Since students come from a variety of vocational schools, they did not know each other prior to the interview session. The students' opinions were elicited through a semi-structured interview. The method was selected as it allowed the modification or addition of the questions during the interview process so that we could immediately follow up on interesting points presented by students. Students were informed that the interview session was recorded, and they showed their agreement with that process.

The eight vocational school students were identified as Vania, Hilman, Fico, Alanda, Aeni, Ronan, Prilly, and Endah. All participant names were pseudonyms. They came from three different vocational schools: X, Y, Z. In terms of the vocational field of study, there were 4 clusters: (1) Accounting as Vania and Endah's major, (2) software engineering as Hilman and Alanda's major, (3) multimedia as Ronan and Prilly's major, and (4) Building construction, sanitation, and maintenance as Aisha and Fico's major. Four students were in

the 10th grade, three students in the 11th grade and one student in the 12th grade. The participants' demographic information is illustrated in Table 1.

Participants	Grade	Sex	Vocational school	Major field of study in vocational school
Vania	10	Female	Vocational School X	Accounting
Hilman	10	Male	Vocational School X	Software Engineering
Fico	10	Male	Vocational School Y	Building construction, sanitation and maintenance
Alanda	10	Female	Vocational School X	Software Engineering
Aisha	11	Female	Vocational School Y	Building construction, sanitation and maintenance
Ronan	11	Male	Vocational School Z	Multimedia
Prilly	11	Female	Vocational School Z	Multimedia
Endah	12	Female	Vocational School X	Accounting

Table 1. The Participants' Demographic information

The interview lasted for 75 minutes and then the recording was transcribed into texts. Transcription involves reflection and a representational process in which researchers make choices related to the theoretical underpinnings of the study (Davidson, 2009). The transcription process in this study followed a six-step procedure proposed by Azevedo and colleagues (2017), i.e. prepare, know, write, edit, review, and finish. In the preparation process, we stored the review recording in an online cloud service that was only accessible by the research team. Next, we gathered materials and information related to the interview, including a list of questions presented in the PowerPoint slides during the interview.

The transcription was carried out by a research assistant and the recording was repeated numerous times to increase familiarity with the content. After that, in the process of transcribing, the research assistant translated the recording into texts and ensured that the content of the participants' opinions was correctly presented with no change. The next step was editing which included adding punctuation and omitting speech errors. In the review process, the transcription text was compared to the interview recording to ensure its accuracy. Lastly, the recording was kept for the duration of the research and later deleted, while the transcripts were made in an original version and a working file that omitted irrelevant information.

Next, the working version of the transcript was coded using content analysis (Crano, et al., 2014). We read the transcript numerous times to understand the data, capture the complexities of the phenomena and code the data into underlying themes. The coding units were themes related to the theoretical underpinnings of this study. Then, the transcript

interpretation was classified into specific categories, such as digital reading, pandemic, and multimodality.

4. Results and Discussion

The objective of this study is to examine vocational school students' perceptions of digital reading and the utilization of digital media for their reading. We present the findings in the following sections.

4.1 Vocational Students' Perceptions of Digital Reading During the Pandemic

In terms of reading practices, students revealed that during the pandemic, their reading practices decreased compared to pre-pandemic, especially in terms of reading materials related to the content area subjects, such as mathematics, and vocational subjects. Based on the content analysis, three points emerged: (1) students struggled to understand learning materials in pdfs, (2) the lack of social interaction after reading tended to reduce students' interest in reading, and (3) the teachers' pedagogical moves might hinder students' interest and reading comprehension.

First, in terms of the reading formats, the majority of the vocational learning materials shared by the schools and teachers were in the pdfs. As students mostly used their mobile phones to read the learning materials, they were often distracted by other applications, such as Whattsapp or game notifications. Besides that, even though they could zoom in their phone screen, they still thought that the text fonts in the pdfs were too small or difficult to read.

> I used to read textbooks, read novels, and read wattpad, but now I'm lazy. The current textbooks are in pdf. I rarely open them, because when reading pdf in my phone, I am easily distracted by group chats. [Ronan]

> It's more difficult to read digitally on my cellphone because of game notification, it's so annoying. [Hilman]

> I don't like reading pdfs on my cellphone, but I don't have any choice. I have to read on my cellphone. [Endah]

> Yes, it's more difficult in pdf, because the writing is small, and I can't focus when there are Whatsapp messages. [Farid]

Second, regarding the social interaction after reading, students revealed that before the pandemic, the schools encouraged students to read and make a summary of their reading, then students directly shared their reading tasks to their peers through face-to-face meetings. Unfortunately, due to the human mobility restriction during the lockdown, students were unable to discuss their reading with their friends in person. They reported their lack of interest in reading during pandemic due to the lack of direct peer interaction.

> Before the pandemic, at school, the teachers asked us to make a summary of novels that we read every morning. The novels were up to us (the

students). Before Covid, I read very diligently, but after Covid, I was too lazy to read because during the pandemic, I read the learning material alone. I didn't like it. It's better if I can share it to my friends after reading. [Vania]

When I was still in junior high school (before the pandemic), I read and summarized every day. Now it's gone downhill. [Farid]

Third, students revealed teachers' pedagogical moves influenced reading comprehension in digital texts. When teachers were supportive, students could understand the learning materials. In contrast, when some teachers only provided the materials in the pdf with no explanation, students struggled to learn.

I like reading in general administration, banking, simulation and digital communication subjects because of the teachers. So, it really depends on the teachers. When we (students) don't understand, and the teachers explain the lessons slowly and clearly, we like it. Those 3 subjects are my favorites. But, in other subjects, there are also teachers who would leave us behind. I don't like math because I rarely read in math. It's just full of math formulas from textbooks and I often don't understand them (Vania)

I struggle in some vocational subjects, since they focus more on the practical sides but some teachers sometimes just give pdf files without any explanation. [Aisha]

I like mechanics and engineering lessons, because in those lessons the teachers are really asking questions. The teachers give us books in the pdf formats. Later if students can answer the questions, they will get good scores. (Farid)

In summary, students revealed that they struggled to understand learning materials in the pdf files. The lack of face-to-face peer interaction after reading also influenced vocational school students' perceptions of digital reading. Additionally, teachers' pedagogical moves, or lack of support for enhancing digital reading skills contributed to students' perceptions of the digital reading.

4.2. The Utilization of Digital Media for Reading from the Lens of Multimodality

Findings of the interview showed that students employed a wide range of media in their digital reading during the pandemic. The majority of the students made use of their mobile phones when reading digital texts. Only one student Ronan expressed his preference for a laptop because he attended an internship program that required drawing applications. In regards to the multimodality, students accessed a plethora of websites and applications online, including WhatsApp, Google, Wattpad, Webtoon, Twitter, Instagram, Tiktok, and online news platforms.
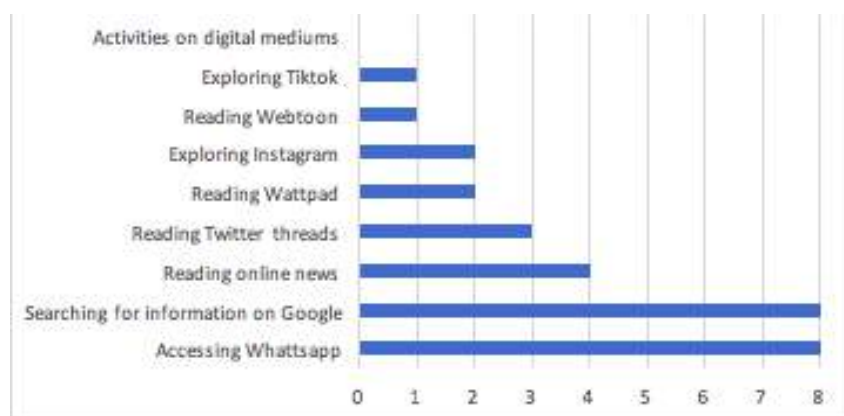
Figure 1. Activities on digital media

One student Aisha expressed that she liked to use Tiktok because it offered videos that captured her interest in fashion, while Alanda liked to read Webtoon because it presented romance novels as her favorite genre. Two students, Alanda and Prilly liked to explored Instagram that had interesting photos and videos. Besides, Alanda and Vania often accessed Wattpad because they liked to read fiction stories.

Three students, i.e. Vania, Alanda and Prilly liked to access Twitter to know trending news. Additionally, four students, i.e. Vania, Hilman, Ronan, Fico liked to read online news that capture their interests. Some local and international news outlets that they were Kompas Central Java, Kompas national news and CNN Indonesia. For instance, Ronan read Non Fungible Token (NFT) subjects on online news because he thought that topic was interesting. Notably, one student Hilman revealed that his parents influenced his digital reading on various topics.

> I read about news on oil, corrupt corporations and the ministry. I really like reading online news. My parents will encourage further discussions. Sometimes they tell me to watch TV, watch the news or read something. [Hilman]

Google and WhatsApp were two media preferred by all students. They used WhatsApp as their daily communication messaging tools with their peers. As for Google, they used the website to search for information that was new or difficult to understand.

> If I stumble upon a word I don't understand, I can directly search on Google, so I can immediately know its meaning. For example, when reading, if there is a slang word or a new term, I can directly search on Google. [Aisha]

> Yes, it's the same, if there are words that I don't understand, I just look it up on Google. [Prilly]

In summary, students utilized a variety of websites, applications and tools when they read digital texts. All students used Google and WhatsApp for reading or searching for online information. Four students preferred to read online news to gather current information that attracted their interests. Websites or applications utilized by vocational students included Twitter, Instagram, Tiktok, Wattpad and Webtoon.

5. Conclusion

This study investigated vocational school students' perceptions of digital reading during pandemic. Findings revealed that students had difficulties in reading digital texts related to their content areas and vocational subjects. Three factors that influenced their perceptions were the rigidity of pdf materials, the lack of peer interactions and the teachers' pedagogical moves that might hinder reading comprehension in digital texts. For the pdf texts, the majority of the students utilized their mobile phones to read learning materials in the pdf formats and they thought that the text fonts were too small or difficult to understand. Next, in terms of peer interactions, before pandemic the students were able to share their reading to their peers in person, but during the pandemic they were unable to practice so that they often felt alone and discouraged to read. Finally, in regards to the teachers' pedagogical moves, students reported that when teachers explained the materials clearly and encouraged discussions after reading pdfs, they could understand the learning materials better. However, when some teachers only distributed the learning materials in the pdfs without any further explanation, or sometimes followed by assignments, students struggled to comprehend the digital texts.

On the other hand, students revealed that they practiced digital reading by utilizing a variety of media, websites and applications, to access information that captured their interests on a wide range of topics, from social, politics, economics, and romance. Applications, such as Tiktok and Instagram were selected by students because they could explore the latest trends in videos. Webtoon, Wattpad and Twitter were selected because some students preferred to read fictions or trending stories. Then, four students often accessed online news that were appealing to them. One student notably revealed that his parents influenced his interest in digital reading of online news. All students agreed that they accessed WhatsApp for daily communications and Google to search for new or difficult information.

This study was based on the perceptions of vocational students who attended schools in Semarang, Central Java, so that it might be unfeasible to obtain generalization of the vocational population in Indonesia or other countries. Future studies should include larger sample sizes to capture generalizable data. Despite that limitation, this study has presented perceptions of vocational school students when reading digital texts and utilizing various media to access information that was appealing to students. Peers, parents and teachers influenced student perceptions in varying extents, so that future empirical studies should consider those social aspects when investigating vocational school students' digital reading.

Acknowledgements

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EXPLORING DEVELOPMENT STAGES
OF INTERCULTURAL FRIENDSHIP AMONG EFL LEARNERS

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Abstract

Intercultural communication or Intercultural Communicative Competence (ICC) is the different condition of society that used symbol systems and rules for communication and interaction with other cultures and languages. This research explored the stages of the intercultural friendship of English Foreign Language (EFL) students in Indonesia who joined the International Community Service. Nine students in the same events participated in collecting the data of the questionnaire and interview based on the three familiar theories: trial, enmeshment, and renegotiation. Then the results showed that the students had prepared information about the place of events and learned the new cultures and habits of the different societies. The other one, the students avoided sensitive issues such as ethnicity, religion, and race to accept the contradiction among the students and society to understand one another to evaluate the contradiction to be a positive value based on the three theories of intercultural friendship. Lastly, their challenges were between them and society, and the students and their friends in a small group. Diversification of purpose and goal of their project made them difficult to implement such as internet connection and public fasilities. Besides, the village situation was poorer than other communities were, and required some facilities to assist them in their everyday operations. In accordance with the results, keeping good communication and relationship would be easier for students or institutions for the next event. The program was continued for the other participants to make the successful goals.

1. Introduction

Intercultural communication is a communication in different cultural communication among participants. Significantly, the differences in communicative competence is a successful communicative event using the symbol systems of communication as the principles of communicative interaction (Toliboboeva, 2020). Everyone believes Indonesia has many cultures and languages. Because of that, intercultural communication is important to explore the intercultural value. According to Mosed, et al., (2021) the concepts in intercultural communication are briefly characterized by communication as the sharing of information between people on different levels of awareness and control. In another explanation, it is said that intercultural communication is done by people from different cultural communication (Issa, et al., 2015). The researchers want to emphasize the latter

since in an intercultural context, this is can become a problem particularly with features of low degree of awareness and difficulties. To practice intercultural communication, people should have a relationship with other people.

Friendship is an amazing and unique, distinguished by its character and personality (Bubaš & Bratko, 2018). Intercultural friendships are characterized by differences between individuals' cultures that bring unique rewards as well as challenges. Individuals must negotiate differences in cultural values and languages, and overcome enduring stereotypes. However, they also gain unique cultural knowledge, broaden their perspectives, and break stereotypes. Further, Patricia, et al., (2008) says that various cultures have different meaning systems, making the exchange of communication more challenging and potentially increasing misunderstanding. Based on previous research, it is seen that intercultural friendship could be done by people based on their experiences. In this paper, the researchers conducted the research about development stages of intercultural friendship based on their experiences. The participants were in the first language (L1 (Indonesia)) already having intercultural friendship of foreign language (English). According to Khatimah & Kusuma, (2019) there are three stages of the development of intercultural friendship; trial, enmeshment, and renegotiation. The trial stage is the new meeting of intercultural relationships to understand both cultural differences and roles in relationships. The enmeshment stage is transferring cultural identity to give the information about one's own culture and to build the relation of different cultures. Then, the renegotiation stage is a process of supporting and understanding each other in cultural identity.

The intermediate language that they used was English as a foreign language for Indonesian. English is as an international language and Intermediate language for different cultures. Everyone who learns English has to be able in all skills of language, such as listening, reading, writing, and speaking. All skills of language are important for the participants to improve their foreign language. In intercultural friendship of their communication, the participants used some platforms based on social media, such as an email, WhatsApp, Instagram, twitter, and others. This previous study was conducted by Velasco, (2017) about incorporating intercultural communication activities in English language Classes. The similarity of this research is about intercultural communication using English as a foreign language for Indonesian. Then, the differences of this research are the place of setting and the participants. The next previous research was from Alhadad, (2020) about intercultural friendship in developing English skills of College students. The similarities of the research are about intercultural friendship in different languages and culture. The difference is that the research is conducted for college students to develope their English skills. From the explanation above, the researchers are interested to conduct the research to find out the implementation of development stages of intercultural friendship and the challenges of the stage in intercultural friendship. The key term of this research is intercultural friendshi. Then, the stage of intercultural friendship means how the participants face the different situations of their friendship, especially language and culture. The other one is challenges, which give the information about participants' challenges in the stage of intercultural friendship.

2. Literature Review

The topics of intercultural friendship have been discussed for many times. It is said that the research of friendship is still scarce. Experts say that cross cultural understanding among people is not well accepted till now and that is the reason this research is done to

make a sort of awareness to the public that communinations among various cultures and people could not be avoided. Gareis (2000) identified that foreign students in US using some key variables of intercultural friendship such as culture, personality, self-esteem, friendship elements, expectations, adjustment stage, communicative competence, demographic variables, contact frequency, US elements and chemistry. Lee (2006) explains that intercultural friendship shows varieties of friendship standings such as age, gender, all of which could be negative or positive. Alhadad, (2020) states that intercultural friendship can be used to enhance the fluency of speaking English. Technology makes a relationship easy and people can talk to anyone in different places. However some students are not sure of this. They find some sorts of difficulty in writing the text or message to their friends from different cultures. Moreover, slang or informal language could be when they have a communication and this is tough, either for the speaker or the addressee as slang or informal language could not be easily interpreted or understood; even the local people of the possessore of the respective language find the same difficulty. Based on the points of the stages of intercultural friendship adopted from Khatimah & Kusuma, (2019) there are three phases of identity in the management theort: trial, enmeshment, and renegotiation. Trial is how to invite the new culture in new circle to accept the value of the language used. Everyone has norms or rules, which they believe for cultural identity for any foreigner who wants to participate in communications done by people from various backgrounds, should well about the language habit of the speakers. The next one is enmeshment that is how to share the identity of the person to other people to accept the relational identity. The last is renegotiation that is to accept and support the identity each other. The evaluation of the relationship among them can be the value of the other strangers. People have to establish independent rules and evaluate different cultural positively. According to Lee, (2006) to develop relational identity within intercultural friendship total awareness is highly needed.

3. Research Method

The researchers employed descriptive qualitative method to learn the stages of intercultural relationship and the problems that come from each level. According to Creswell (2018), a qualitative method is used to analyze information of individual or group based on social phenomena. Thus, the researchers get the finding from deep understanding of research questions. Mardalis, (2003) explains that descriptive method covers recording, describing, analyzing, and interpreting the empirical data. The reason for choosing qualitative method is the researchers described the stages in intercultural friendship based on their explanation and experience. This strategy is commonly used to comprehend people's perceptions. The qualitative approach aids to the discovery of fresh ideas and individual perspectives by using analysis to delve deeper understanding. The participants were ELT students who had ever got intercultural friendship. The technique of data collection was questionnaire and interview to get deep information about the data. The interview was used to collect the data from the participants about their opinion, beliefs, and feelings about the condition. Then, the data were analyzed using from Miles & Huberman (1994) theories consisting of three components: data reduction, data display, and drawing conclusion or verification.

The researchers used the questionnaire and deep interview as the research instruments. The questionnaire was given via Google form, whereas the interview via WhatsApp messenger.

No	Statements / Questions
1	I'm looking for the information on the new place that I'm going to occupy.
2	I study the cultures of the place where I will live.
3	The community is very welcoming of our arrival.
4	The community is very supportive of our program.
5	We follow all community activities.
6	We share the information about culture in each country/region.
7	I follow all activities very well.
8	I study the culture and the language of the place well and correctly.
9	We do activities and work well together and also respect other's opinion
10	We solve the problems that occur in the field well during the activity.

Table 1. List of Questionnaire and Interview

The researchers explained the result of the questionnaire and interview via Google form and whatsapp. The data were divided and explained related to the development stages of intercultural friendship and the challenges of participants when facing intercultural friendship in new places.

4. Results and Discussion

There are three stages of the theories in development of intercultural friendship: trial, enmeshment, and renegotiation which can be seen in the findings of the development stages in International communication

1. Trial (Accepting the new habit)

The first stage is trial, all of participants identify the new places which they should live. In the events of activity, they come to another country, that is Indonesia. Some of them are from Sarawak, Malaysia and Serwak is close to Indonesia, still in the same island of Kalimantan. Though both parties are in the same island, the cultures and even the language will be different. However, each parti is ready to do acitivty as they are also eager to know their neighbouring culture. The following are the samples of data taken for the analysis, based on the interview. The interview runs well though some of the utterance are not arranged grammatically, they use their everyday English.

Researcher : *I'm looking for the information on the new place that I'm going to occupy*

(Statement)

Interviewee : *strongly agree*

Researcher : *How did you find it?*

(Question) : *I found in the internet and asked the institution in that place which as a responsible for intercultural students who joined the events. Then, came to the place, we discussed with the community about their habit in the village.*

2. Enmeshment (Sensitive Issues)

The second is enmeshment, every country has rules and norms applied in their locality. As a visitor in new places, they learn about the rules of religion, ethnic, and other things. All participants strongly agree to develop the program and they say that the program is beneficial and form such a program they understand new things from new environement.

Researcher : *I study the cultures of the place where I will live*

We share the information about culture in each country/region
(Statement)
Interviewee : *strongly agree*
Researcher : *How did you solve it?*
(Question) :
Interviewee : *We shared the information each other, to give understanding of our cultures, language, and also rules or norm.*

3. Renegotiation (Support system)

The last is renegotiation; this is concerned with different views or ideologies of the participants as they come from differenc cultural and social background. Those difference could not forced to be accepted by a certain individual or goup. By this it is clear that negotiation or even renegotiation is very importan. If the first negotiation fails, it must be followd by the second negotiaton which is termed as renegociation. A norm is accepted in one society or community but not in another so all should be well adjusted.

Researcher : *We do activities and work well together and also respect each other's opinion*
We solve the problems that occur in the field well during the activity
(Statement)
Interviewee : *strongly agree*
Researcher : *How did you solve it?*
(Question) :
Interviewee : *We give the example and the history of our country which may be different or same. Then, we can take good relationship from another country or region.*

Participants say that they face many challenges in the field. Some of the people are introvert and some others are extrovert and here lies tha changes. They have to understand the personality in order to acoid any clash. Then, different culture make them aware to accept other cultures. Different accent or language sometimes become a problem or miscommunication among them, but all is to be discussed in good condition. Facilities become the next problems or challenges. They do not find any good internet connection to facilitate their progra. Then, the facilities of everyday such as toilet or *mushalla* it still so far from their places. In one village they have many leaders of the home but as participants in that program they have to need enough participants.

Based on the result, the participants could solve the problems and challenges in the field. The participants are aware of the differences among them. All is prepared well, especially when they are given quesionaire to complete. This shows that they are all enthusiastic to make the program successful. The participants have been able to define that they have explored the stage in intercultural communication of relationship. In the interview of the participants, they have set several challenges that could occur in the future.

5. Conclusion

Based on the aforementioned explanation, the researchers conclude that there are three stages of theory building an international friendship: trial, enmeshment, and renegotiation, as supported by the findings. Despite the fact that all participants are from various ethnic groups, they may maintain tolerance and understanding in spite of their

differences. The first is a trial. The majority of participants agree that they should try a fresh voyage in another location. Not only learning about the village culture and language, but they also learn about the villagers. Information regarding religion, either for the minority or the majority they need a deep understanding in this case. Some of the local people then convert their faith to Islam and called mualafthey so they need more information about islam. They also need some people who could guide them in their new religion. They need guidance to perform all the rules and norms as well as values of Islam.

The second is enmeshment, in which the participants maintain their characters in order to enjoy the program, although in different ways. They always learn new things from society and offer suggestions that are appropriate for them. People have always supported individuals' efforts to enhance their abilities in a variety of areas. The final step is renegotiation, in which participants can recommend changes to their culture that have a detrimental influence on their lives. The participants, on the other hand, encourage the community leader to talk of the problem or solution before making a suggestion or modifying their value or ideology. Finally, there are problems in the field, such as village infrastructure that could obstruct the success of the program. Human resources are to be highlighted too, especially women who averagely are not well educated.

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LANGUAGE USE, INTERACTIONS, AND SOCIAL DIMENSIONS: ARE THERE ANY CONSIDERATIONS TAKEN BY CHILDREN WHEN MAKING REQUESTS TO THEIR INTERLOCUTORS?

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Abstract

According to literature, a child's request is always addressed to a specific person or group of people. To our knowledge, however, studies on language use, interactions, and social dimensions in relation to request making to an interlocutor are uncommon in the Indonesian context; therefore, we sought to describe the considerations taken by children when making requests. Forty children between the ages of 6 and 10 took part in this qualitative study. We collected data using observation and field notes. The collected data were subsequently analyzed using an interactive model. The findings indicate that the majority of children's requests are directed toward interlocutors who are classified as having an extremely close relationship. In contrast, children never make direct requests to interlocutors classified as quite distant or extremely distant. The findings also indicate that requests made to interlocutors with a higher social status than children use a particular verbal form based on the nature of the request and the implied context. In contrast to reality, requests made to interlocutors with a lower social status are more likely to be made directly. It is hoped that the findings of this study will contribute to pragmatic and speech-related theories, as well as to improvements in language education based on a communicative and contextual approach that returns language to its primary function as a tool for communication and places language learning in a meaningful context.

Keywords: *children; language use; social aspects; interactions; requesting strategies*

1. Introduction

As stated in literature, a child's request is always directed at a specific individual or group of individuals. Children's and interlocutors' levels of closeness and social status are both factors in their relationship status (Chang and Ren, 2020). Children's approach to making a request is heavily influenced by their parents' different relationship statuses (Abdullaeva, 2021; Cai, Sun, and Zhao, 2021; Hymes 1989; Sperry, Sperry, and Miller, 2019). Thus, the speaker-interlocutors relationship can take the form of an associative or dissociative relationship, where the former refers to cooperation, accommodation (dissipation), and assimilation in order to maximize the productivity result expected by both

the speaker and the interlocutors, and the latter refers to hatred, selfishness, and disunity (conflict) (Portner, Pak, and Zanuttini, 2019; Salman, Al-Saidi, and Khalaf, 2022).

2. Literature Review

In this study, the illocutionary focus demands that the focus be more on the associative interaction because illocution requires more priority on the cooperation act in order to achieve the language goal, which are obtaining something from the interlocutor and keeping the communication running smoothly. As a result, there is a social dimension to the variation in language use in the interaction. These social dimensions include four scales: (1) social distance scale dimensions; (2) social status scale dimensions; (3) formalistic scale dimensions; and (4) adjective and referential scale dimensions (Duff, 2019; Holmes, 1992, 2017; Pescaroli and Alexander, 2018).

The social status in relation to aspects of age, gender or sex, individual personalities and social classes and structures as well as ethnicity is also important (Grusky, 2019), and not all of these aspects are relevant and directly related to the study of request strategies. Due to the fact that requests are rarely linked to specific characteristics like gender, personality, or ethnicity of speakers and interlocutors, these factors were not considered in this research. Because of this, the study's focus on social aspects is on the roles that individuals play within their families and communities, as well as the speaker's age in relation to the interlocutor. The speaker's social "power" and "position," rather than the illocutions, determine his or her role in a family or community. A distinction is made between social and formal 'power' and 'position' here. As an illustration, consider the case of a child who owns all of the toy cars that he or she uses to play with his or her friends and thus has complete control over the toys. When it comes to toy cars, the child actually has more "power" and "position" than his or her playmates, and he or she is at the top. Children also have less "power" and "position" when playing with something that belongs to their playmates and is therefore in the lowest social strata (Holmes, 1992, 2017; Insani, Rusminto, and Ariyani, 2019; Leech, 2016). Therefore, the purpose of the study is to describe the considerations of the interlocutors that children encountered when making requests. It is hoped that the findings of this study will contribute to pragmatic and speech-related theories, as well as to improvements in teaching and learning language according to a communicative and contextual approach that returns language to its primary function as a communication tool and places language learning in a meaningful context.

3. Research Method

Forty children between the ages of 6 and 10 were surveyed using a qualitative approach (Cresswell, 2013; Leavy, 2017), and the data were collected from their comments. Observation and field notes were used for data collection. Using interactive model analysis, the data analysis was conducted. In this interactive model analysis, the activities of data collection, data presentation, data reduction, and conclusion are continuous and intertwined (Miles, Huberman, and Saldana, 2014).

4. Results and Discussion

Children give careful consideration to two major aspects of the interlocutor when proposing a request to the interlocutor, according to the findings. The two main points are

the closeness of the child's relationship with their interlocutor and the interlocutor's social status relative to the child.

4.1 Aspect of Closeness Relationship

The closeness relationship referred to in this study refers to the degree of familiarity and closeness between child and interlocutor. The familiarity and closeness of this relationship are determined by the intensity of the child's relationship with the interlocutor. To facilitate discussion, the closeness relationships in this study are divided into four categories: extremely close relationships, quite close relationships, relationships at a considerable distance, and extremely distant relationships.

4.1.1 Extremely Close Relationship Classification

Children are more likely to address their requests to interlocutors with the relationship classification of extremely close relationship. This is due to the fact that the psychological distance between the child and the interlocutor is very small. A relationship feels more appropriate and has the right to extend a request to an interlocutor with the classification of extremely close relationship than to an interlocutor with another relationship classification.

Based on an analysis of the data, it was determined that children proposing a request to an interlocutor who was classified as having an extremely close relationship used all verbal forms, including both direct and indirect requests. Children's use of direct requests, a type of request that tends to be less considerate of etiquette principles, is surprisingly effective. It corresponds to the fact that the degree of politeness required in communication is inversely proportional to the closeness or familiarity of the relationship between the speaker and the interlocutor. In other words, the closer a speaker is to his or her interlocutor, the less politeness is required when communicating. The greater the distance between the speaker and interlocutor, the greater the need for good manners and conduct when communicating.

In addition, data analysis reveals that when children propose a request for something that falls under the "usual" category (rather than a request for a special category) to an interlocutor with an extremely close relationship classification, they tend to use a direct request form, which is in line with previous findings (Keizer, Helmerhorst, and van Rijn-van Gelderen, 2019; Steinbach, 2019). Here is a sample of the subject's data.

(1)   I   : I'm thirsty, Dad, and I'd like some water. I'm a father (approaching the father while visiting a family in Surabaya).

   E   : Take a step inside and speak with Grandma on your own.

   I   : Daadd… (being hesitant).

   E   : It's all right.

Moreover, when children are confronted with an interlocutor who is classified as having an extremely close relationship with them and a lower social status, and the requests made are 'ordinary' (not extraordinary), the child frequently uses direct, authoritarian requests towards the target. Here is a sample of the data.

(2)   B   : Take care of the playthings, Ester! (while making a way to the kitchen after having finished playing).

Es   : Help me, Bro

B   : Hold on, let me get a drink first.

Es   : Be prompt about it, Bro!

With "unusual" or "special" requests, however, the use of direct request form with arguments to the interlocutor with an extremely close relationship classification is common. These requests that fall under the "unusual" category may be associated with some of the following: (1) the cost of the requested item is high, (2) the request is prohibited or becomes a ban, (3) the request is unusual or out of the ordinary, and (4) the request is a follow-up to a request that receives rejection responses from the interlocutor. Here are instances of it.

(3)   B   : I've been wanting a remote control car for a while, and I beg you, Dad, to get it for me when you get the chance (while playing with a toy car).

        E   : That is expensive, Son

        B   : I am well aware of that; consequently, when you have spare cash on hand, I would appreciate it very much if you could purchase one for me.

        E   : Then you should give up buying snacks. Put some of that spending money away!

(4)   I   : Dad, I have a ton of homework to do, and there is also an exam tomorrow. I am not going to take a nap, Dad (while standing next to the father, unzipping a bookbag)

        E   : First things first, you need to get some sleep, and then you can start studying when you wake up.

        I   : Sorry, Dad, but there just isn't enough time.

        E   : I have no doubt that there are plenty.

(5)   B   : Look, Dad, it is already past half past seven! I want to go for a ride on the motorcycle, Dad (while taking a schoolbag)

        E   : Even if you walk, there is enough time for everything. Move quickly.

        B   : Dad, it's too late. I have no desire to hurry.

        R   : Then, Dad, you should ride the motorcycle.

        E   : Please take the key, on the buffet!

(6)   A   : Please, Gus, hand over the Silverqueen. (sitting close to B.)

        B   : What? (while staying away from A, taking away the Silverqueen)

        A   : I believe one of your teeth is hurting. You have experienced a recurrence of it.

        B   : That's fine!

        A   : Let's make a deal with my Go-Go, shall we?

        B   : I am warning you, do not make any more requests for it!

"The remote control car" as in the expression data (3) is a special thing for a child to ask his father for; "No napping" (expression data 4) is something prohibited by the interlocutor; "take out to the school with motorcycle" (expression data 5) is an unusual or rare thing; "Let's exchange with my Go-Go" (expression data 6) is a second request after the first request (silverqueen) was denied by the interlocutor. Even though the relationship between the child and the interlocutor falls into the category of extremely close, the child

chooses to use a direct request form with argument when proposing requests about something in that data context.

As a result of data analysis, it is also known that all indirect requisition forms are used by children to propose requests to interlocutors with a classification of extremely close relationship. The application of this indirect request form is influenced by the following factors and objectives. (1) There is uncertainty regarding the legitimacy of the request. Such skepticism stems from factors that make it impossible to satisfy children's requests, such as the high price, inappropriate circumstances, or inappropriate habits (example 7). (2) A child must be informed of the underlying condition underlying the request (example 8). (3) to convince the interlocutors of the legitimacy of the request (example 9). (4) to point out the child's item's lack of value in relation to his or her request (example 10). (5) Insinuate to the interlocutor a request made by the children. Its primary objective is to avoid open conflict with the interlocutor (example 11). (6) When making requests, create a humorous, joyful, and pleasant atmosphere. With such an amusing and pleasant atmosphere, it is hoped that a child's relationship with his former interlocutor can be preserved (example 12). (7) have a pessimistic outlook on something he or she requests. This occurs when a child is confronted with a helpless situation or condition pertaining to a request (example 13). (8) include others in his or her request. The inclusion of another person in relation to the child's request is intended to demonstrate to the interlocutor that there is support for the request or that the inclusion of others is an appropriate part of the request (example 14). This request is typically accompanied by a description of the child's unpleasant experiences in relation to a previous request (example15). (10) request something that should be delivered only under specific ideal conditions that allow a child to make the request (example 16). Here are some examples of data.

(7)　　B　　: Dad, would you let me play with the bike right now? (occupying the seat to the right of the father)

　　　　E　　: In the middle of such a scorching day, no way!

　　　　B　　: In the evening, I have a private lesson scheduled. Playing is not possible for me. Okay, Dad? I am playing at the venue that is not too hot.

　　　　E　　: It's fine, but only for the next few moments. Leave for home at twelve o'clock.

(8)　　B　　: When are you going to Jakarta again? (whilst intently observing the children's toy vehicles in the store)

　　　　E　　: I have no idea at this point. What's the matter?

　　　　B　　: This toy race car is not yet in my possession.

　　　　E　　: I see. When I go to Jakarta, I always pick up a new toy car for you to play with.

(9)　　A　　: I only just now realized that the frame of my glasses looks terrible, Mom (while watching the glass frame).

　　　　R　　: Can you show me? No, it still looks great.

　　　　A　　: If my father had a lot of money, I would spend it on getting a new frame for my glasses.

　　　　R　　: Okay, but not now. It's still great even after all this time.

4.1.2 Quite Close Relationship Classification

In contrast to requests made to interlocutors with a classification of extremely close relationship, the child request productivity to interlocutors with a classification of quite close relationship is low, as is the variety of verbal forms used. Children prefer indirect request forms over direct request forms when proposing a request to an interlocutor with this relationship classification. This fact is in line with what has been stated in the literature that higher or lower status of interlocutors is taken into consideration by children (Annan, 2022; Hubscher, Garufi, and Prieto, 2019; Ren, 2019).

Direct requests on the target are used by the children to propose a request to the interlocutor with quite close relationship classification when presented by the following: (1) something that the child asked for is something the child is entitled to, that is something that belonged to the child that is worn or borrowed by his or her interlocutor and (2) the child's social status is higher than the interlocutor. Here are the examples.

(9) B : Give it back to me my remote-controlled car, Uncle?) (getting closer to the uncle who had been playing with the remote-controlled car).
Y : Please wait a moment, my love, I'm still giving it a shot. The actual vehicle, as opposed to the remote control version, is more challenging to operate.
B : If you continue to hit it in such a careless manner, it will eventually become damaged.
Y : Ha ha ha, I just realized how difficult it is, and it is!

(10) B : Kak Patris, bring my bike out) (while combing the hair).
P : Right now?
B : Yes, I want to play with my bike right now. please.
P : Alright. You wait outside!

In addition, similar to requests directed to interlocutors with extremely close relationship classifications, children use direct requests with arguments or justifications when requesting something that falls into the special and unusual category. In addition, it is used to clarify or follow up on previously made requests. Here is the instance.

(11) B : (Uncle Yok, my head is killing me!) (while holding the head).
Y : To what end? You don't sleep during the day, do you? You never do anything but engage in play.
B : Taking the bus to get back is such a miserable experience. I can vomit.
Y : It's so embarassing!
B : Please take me for a ride in your car, Uncle.
Y : Ah, I see, hahaha. Tell mom and dad first!

In contrast, the subtle variations of requests used by children to propose requests to interlocutors with relatively close relationship classifications are not excessive. Four types of indirect request modes are used by children to request the interlocutor with quite close relationships, according to an analysis of the data. The following are examples of data obtained using four indirect requests.

(12) I : Monti, can you make scramled egg? (approaching Monti in the kitchen).
M : I can, of course. That's easy!
I : Give me a piece of that, all right?

M   : Okay, wait outside!
(13) I   : Patris is talented when it comes to drawing (while carrying sketchbook behind his back).
   P   : Indeed, there is something there!
   I   : Um, draw me a scene that includes a house!
   P   : Oh no, the classroom teacher is going to be very upset with you!
   I   : No, no. I'll just go ahead and copy! It is not going to count as one of my assignments!

4.1.3 Relationships at a Considerable Distance Classification

Along with the distance level of the closeness relationship between the child and the interlocutors they encountered, the child's request productivity and variety of verbal forms decrease. Based on the outcome of the data analysis, it has been determined that there are only five copies of the child request data addressed to the interlocutor with the classification of a distant relationship. No data utilizes direct requests. All demand data addressed to an interlocutor with a relatively distant relationship are classified using an indirect request (Ronan, 2022; Webman, 2019), with two data using an indirect request with an inquiry mode and three data using an indirect request with an involvement mode. Here is an instance:
(14) A   : Please, Uncle Dju, may I have some flowers?) (making a way to Uncle Djuari).
   PD : Yes, please for what?
   A   : For a cooking game with my friends.
   PD : Alright, pick them on your own!

4.1.4 Extremely Distant Relationship Classification

Interlocutors with extremely distant relationship classification are previously unknown distant family members and people completely unknown to the child (e.g., interlocutors in terminals, public buses, etc.) who have the time to communicate with the child. From all the collected data, it is known that there are only two instances of child requests made to interlocutors classified as having an extremely distant relationshipi. Both sets of information are presented using an indirect request that involves another individual. Here is an illustration of this data.
(15) I   : I'm thirsty, Dad, and I'd like some water. I'm a father (approaching the father while visiting a family in Surabaya).
   E   : Take a step inside and speak with Grandma on your own.
   I   : Grandma, my dad asked me to get some water to drink.
   ES : All right, you can find the water on the table. The glass is right here. You should handle it on your own.

4.2 Social Status Aspects

Compared to the interlocutors, the social status referred to in this study is primarily determined by individual positions and roles within the family or community. In some instances, this aspect of social status is also associated with the age of the child relative to the interlocutors. In contrast, gender, personality, and dominance are not considered because they lack sufficient relevance to the study.

According to data analysis, in addition to the closeness of the relationship with the interlocutor, which is the most important aspect of the relationship that children consider when proposing requests, the social status of the interlocutor that is compared with the children is also the most important factor. This is seen in light of the different types of data requests, both in terms of quality and context, that children with different social statuses make to their interlocutors (Chang and Ren, 2020; Matthews, Biney, and Abbot-Smith, 2018).

Children are more circumspect when addressing requests to individuals with a higher social status. The use of verbal forms of requests in accordance with the circumstances and conditions under which it operated demonstrates this. In other words, children are likely to use all verbal forms to propose a request to an interlocutor with a higher social status, given their situation and condition. For instance, if a child wishes to make a request to an interloctor with a classification of extremely close relationship, he or she must use a direct request form, which is directed at the target. To make a request that is likely to be elicited by unfavorable circumstances and conditions, the child instead employs an indirect form of request with a feeling mode.

In contrast, requests made to an interlocutor with a lower social status tend to be carefree. Therefore, children frequently use direct requests on targets. Even in some instances, direct requests are made in a more authoritative manner. This is a sample of the data.

(16) B   : Kak Patris, bring my bike out) (while combing the hair).
      P   : Right now?
      B   : Yes, I want to play with my bike right now. please.
      P   : Alright. You wait outside!

5. Conclusion

The majority of children's requests are directed at interlocutors with the classification of extremely close relationship. Children use all verbal forms and their usage modes when making requests to their interlocutors. It differs significantly from the request made for interlocutors with other relationship types. Although requests addressed to an interlocutor with a relatively close relationship classification are still colored by the use of two verbal forms, direct and indirect request, productivity and variation are limited. When the child has a higher social status than the interlocutor and the object of the request belongs to the child, a direct request is utilized. In contrast, children never make a direct request to an interlocutor with a relationship classification of quite distant or extremely distant. The findings of the study also indicate that requests made to interlocutors with a higher social status than children use a specific verbal form based on the nature of the request and the context it implies. In contrast to actuality, requests made to interlocutors with a lower social status are likely to be made in a direct manner. Even in some instances, the target is directly requested in an authoritative manner.

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EFL LEARNERS' PREFERENCES AND PERSPECTIVES ON LEARNING STYLES

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Abstract

Learning styles have become a growing issue in the pedagogical area and have been explored by many studies in recent years. The concepts and theories of learning styles could have significant implications for designing teaching instruction. Thus, this study aims to identify students' learning styles preferences and their perspectives on learning styles in the English learning context. Particularly, it investigates students' choices of learning styles and how they perceive their learning styles in learning practice. It was conducted in the survey research using *VAK Learning Styles Self-Assessment Questionnaire*, followed by some open-ended and close-ended questions to see students' perspectives on Learning Styles involving 44 respondents. The data were analyzed using descriptive statistical analysis. Results indicate that students' learning styles varied, but the highest percentage, 39 percent of students preferred to learn through visuals. Related to students' perspectives, most of them were quite aware of their learning style, but unfortunately, 45.5 percent of them stated that their English learning was not yet suitable with their learning style; this can be a reflection for all of us. With all these results, this study was expected to give little information and description related to students' learning styles preferences and perspectives.

1. Introduction

In recent years, many researchers and scholars have discussed various factors that influence students' success in learning, one of those factors is learning styles. Learning styles are students' preferred ways of acquiring new languages or learning new things. Some empirical studies showed the importance of learning styles in the success of students' learning. Learning styles are found as significant factors to improve students' learning achievements (Yufrizal & Holiday, 2011). Learning styles relate to the students' academic achievement or success (Gohar & Sadeghi, 2015; Goklap, 2013; Vaishnav, 2013). Some significant relationships appeared between high- and low-proficient learners and their perceptual learning style preferences (Derakhshan & Shakki, 2018). Furthermore, learning styles affect the effectiveness of classroom teaching (Yin et al., 2020). Therefore, considering individual learning styles in teaching is an effective way to facilitate and increase students' motivation and learning success (Bostrom & Lassen, 2006).

Learning styles are still gaining special attention in the educational field from researchers, educators, and practitioners. It entails an individual's style or method of learning. In the Neuro-Linguistics Programming model (NLP), students learn through what they see (visual), from what they hear (auditory), and based on what they feel or experience (kinesthetic). Harmer (2007: 16) explains that students who have good visuals can remember things better when they see them. Students who are good at auditory can respond very well to things that they hear. Other students might learn better if the lesson involves physical activity. Although all students respond and use all of these senses, some students have better visuals than others which can make them learn better through that sense. It happens with other students who are more dominant with their auditory and kinesthetic.

Some researchers found that people from certain cultures favor different learning modalities (Reid, 1987). Students from Asian cultures were considered more visual whereas Koreans were being the most visual. Hispanic students were frequently auditory, while kinesthetic and tactile appeared in varied cultures. Since Indonesia is one of the Asian countries, it can be assumed that students have more visual learning styles. Other studies showed that many students prefer a visual learning style. Saylağ (2011) discovered that the majority of participants, 60 percent, possessed a visual learning style. Pourhossein, (2012) found that 50 percent of university students preferred the visual learning style, 35 percent for auditory, and 15 percent for kinesthetics. Karthigeyan and Nirmala (2013) found that visuals became the most dominant preferred learning style. Asadipiran (2016) revealed that the visual learning style was chosen more by the students. Yuliani (2019) also found that 47 percent of students preferred a visual learning style.

Learning styles are important for both students and teachers. However, not many studies provided information related to students' learning style preferences, especially in Indonesia. Moreover, it is rare to find out a study that investigates students' perspectives on learning styles, specifically related to English teaching and learning practice. This information will give so much knowledge for the teachers to improve their teaching practices and as a reflective action for teachers' professional development. For those reasons, this study aims to identify students' learning styles preferences and their perspectives on the implementation of learning styles in the English learning context. Two specific questions were addressed in this study:
1) What is English language learners' predominant learning style preference?
2) What are students' perspectives about learning styles in English learning practice?

In addition, the results of this research can be used for the improvement of educational practices and teaching materials development. For teachers, it will help them to plan the lesson plan effectively. For syllabus makers, it will provide the information for designing teaching materials that should be considering students' different learning styles so then varied teaching techniques and media can be applied. Last, students, it is expected to make students conscious of their learning style preferences, so then they can comprehend the lesson better.

2. Literature Review
2.1 Students' Learning Styles
Learning styles are defined as students' methods to concentrate and obtain information, knowledge, and experience (Fleming & Baume, 2006), which refer to students' different ways of comprehending the information and creating form principles and meaning.

Since childhood, every student has through various stages of learning styles. Most children are kinesthetic learners, they learn by imitating their surroundings. As they grow older, their visual and auditory learning preferences develop. Some students could probably have a strong learning preference, while others commonly have a mixture or a combination of two or three styles. When students know their learning preferences, they will be able to choose the best learning method that suits them.

2.2 VAK Learning Style Model

VAK Learning Style Model is designed and developed by Fleming and Baume (2006). Fleming believes that receiving information is essential in the learning process. It informs us about how students learn and acquire knowledge. It can be the catalyst for the development of teaching strategies. Fleming, et al. (1958) explain the ideas of learning styles as our modal learning preferences which influence our behavior, learning patterns, and habits. They can change but are quite stable in such a time. They could be reliably identified and comprehended by the examples used in modality learning preferences. They should be matched with learning strategies because some learning strategies are better used and aligned to some learning modes than others. The knowledge that is obtained using strategies that are aligned with students' learning styles is easier to be understood by students. It leads to the persistence of learning tasks, a more meaningful learning approach, and active, engaging, and effective metacognition.

In the VAK Learning Style model, students learn through what they see (visual), what they hear (auditory), and what they experience (kinesthetics). Sreenidhi and Tay Chinyi (2017) mention that visual learners tend to learn the language by writing down the vocabulary in their notebooks, jotting down the key points or important words on small cards then displaying them around the house, taking notes from teachers' explanations, making lists, watching videos, using flashcards, highlighters, underlining, etc. They prefer to sit near the front of the classroom in order to see the teacher clearly; they will copy what's on the board, create visual reminders or use mind maps to summarize the information and concepts.

In contrast with visual learners, auditory learners could struggle in understanding the chapter that they read, but they could get a better understanding when they listen to the class lecture. In classroom practice, auditory learners usually get a lot of benefits from the traditional teaching style. They mostly could perform better in oral communication and presentation. They usually learn effectively by listening to teachers' explanations, lectures, speeches, and question-and-answer sessions. They enjoy sharing information with others in the group and learning from others within the discussion. Listening to the class recording, using audiotapes, discussing, and having a conversation with natives could help auditory learners in learning English.

Kinesthetic learners absorb knowledge by experiencing, doing, touching, feeling, moving, and being active in the learning process. According to Fleming's learning style theory, kinesthetic learners are natural discovery learners. They tend to explore the concept by doing experiments and practical activities. In learning the language, they need teachers to provide the model or demonstrate what they are expected to do; simulations, drama, role-play, acting, and making things in procedure text might be suitable learning activities for them.

Source: https://lapaas.com/vak-learning-style/
Picture 1. VAK Learning Style
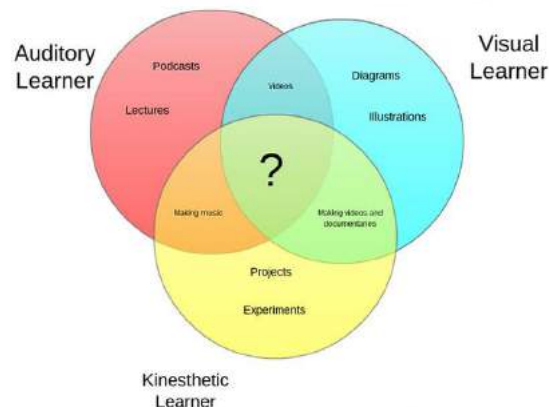
2.3 Students' Learning Styles in Teaching Practice

In learning a new language, students normally use all their senses to receive information and learn a new skill. They combine all the modalities to process the information and data to become accepted knowledge. However, according to VAK theories and concepts, students usually have one dominant learning preference. Yuliani (2019: 44) identifies that most visual learners have poor auditory skills. When they hear the sound of the language, teachers should provide them with the written words, so they can visualize the language. Vocabulary could be introduced using pictures and language patterns should be displayed and explained in the visual media. When they know the words and how to pronounce them, it will be easier for them to remember the vocabulary, apply them in the context, and use them in daily practice.

Auditory learners could directly learn the language by hearing the sound. They could comprehend and get the details of the information during the lectures and conversations. In classroom practice, teachers should provide more opportunities for them to practice the language. They usually have better articulation and pronunciation among language learners. When they hear the sound and learn some English expressions or sentences, they need to repeat and produce them in the dialogues, daily conversations, or discussions. Speeches, oral reports, presentations, or story-telling could be suitable for them.

Kinesthetic learners need the involvement of physical activities. Listening and paying attention to teachers' explanations throughout the lesson could be very boring for them. Teachers should combine teaching materials with engaging learning activities such as games, simulations, or role-play. Students need to practice the language, feel, and experience it. A study conducted by Yuliani (2019) revealed one of the kinesthetic learners' perspectives, which mentions that learning by doing is much better than getting an explanation without practicing the concepts or skills, especially since we realize that English is a skill and it requires more practice.

2.4 Teachers' Understanding of Learning Styles

Teachers' understanding of students' learning styles could increase teachers' awareness in improving their teaching quality. Designing learning activities and

implementing the appropriate teaching media which consider students' learning styles are some teachers' efforts to create effective teaching. It is a part of the teachers' responsibilities and role as the ones who carry out the lesson. Hinkelman and Pysock (1992) mention that all students have at least some learning activities that appeal to them or they are comfortable with, and it is based on their learning styles. Teachers can adapt their teaching styles in order to match their students' learning styles; it might help them to increase students' motivation, interests, and participation in learning the language. Teachers' ignorance of considering students' learning styles when developing teaching materials and activities could lead to ineffective teaching results. Learning styles could create some teaching methods wonderful for some and terrible for others (Dunn & Griggs, 1988: 3). Regarding this issue, teachers have to understand this concept and then create different and varied teaching activities which can cater to individual differences and needs.

3. Research Method

3.1 Sample and Procedures

This was survey research, one of the quantitative research types (Hamied, 2017: 60). Cohen (1988) mentions that survey research could be used to gather information at a particular point of time with the intention to describe the nature of existing conditions. A longitudinal design was applied in this study as it allows the researcher to gather data over an extended time (Hamied, 2017: 61)). *VAK Learning Styles Self-Assessment Questionnaire* which was developed by Chislett and Chapman (2005) was used to collect the data. It consisted of thirty behavioral statements with three available choices which represented visual, auditory, and kinesthetic learning styles. The questionnaire covers multiple variables, including gender, age, and major field (Reid, 1987). Demographic items, such as gender, city, and school were included in the survey. The participants were students from one of the Senior High Schools in Pelaihari and university students from one of the private English Institutions in Pangkalan Bun. Senior High School students and university students were considered adult learners that had a better understanding and awareness of how they learn something. This survey was completely anonymous and voluntary. To enrich the data, the researcher provided some related open-ended and close-ended questions to find out their perceptions of learning styles in the English learning context. The data were analyzed using descriptive statistical analysis.

After distributing the questionnaire for several days, there were 44 respondents completed the survey. Of 44 respondents, 43 percent were male and 57 were female; 50 percent were between the ages of 16-17; 40 percent were between 18-19; 10 percent were 20 to 21 years old. Respondents were students from one of the senior high schools in Pelaihari and university students from one of the private English Institutions in Pangkalan Bun. They came from some majors, such as English for Business and Administration, English for Tourism and Hotel, Natural Science Program, Social Science Program, and Mechanic Program. They also came from various cities, but many of them, 66 percent, came from Pelaihari; 16 percent were from Pangkalan Bun; 7 percent were from Banjarmasin, and the rest, 11 percent, came from several different regions, such as Seruyan, Marabahan, Kota Baru, Kuala Jelai, and Sukamara.

No.	Demographic Items		N	Percentage
1.	Gender	Male	19	43,18%
		Female	25	56,81%
2.	Age	16	6	13,63%
		17	16	36,36%
		18	9	20,45%
		19	9	20,45%
		20	3	6,81%
		21	1	2,27%
3.	Major	English for Business and Administration (EBA)	7	15,90%
		English for Tourism and Hotel (ETH)	3	6,81%
		Natural Science Program (IPA)	25	56,81%
		Social Science Program (IPS)	8	18,18%
		Mechanic Program	1	2,27%
4.	City	Pelaihari	29	65,90%
		Pangkalan Bun	7	15,90%
		Banjarmasin	3	6,81%
		Others	5	11,36%

Table 1. Distribution of Population

4. Findings and Discussion

4.1 Findings

4.1.1 Students' Learning Style Preference

The results revealed that students had varied learning styles, but among those three categories, students preferred more on visual learning style. Based on the percentage analysis, 39 percent of students preferred to learn through visuals. This finding was not much different from some previous studies which found that visual learning style became the most preferred learning style among the students (Asadipiran, 2016; Pourhossein, 2012; Karthigeyan & Nirmala, 2013; Saylağ, 2011; Yuliani, 2019). It was still relevant to what Reid said that Asian cultures were considered more visual (Reid, 1987).

Visual became the predominant learning style followed by Kinesthetic learning style with 32 percent and Auditory learning style with 29 percent. However, the gap among those three learning styles was not that far. It indicated that the diversity of learning styles really exists in the classroom. Teachers should match their teaching styles and strategies with students' varied learning styles in order to increase students' academic performance (Karthigeyan & Nirmala, 2013).

Students' Learning Styles	Number	Percentage
Visual	17	38,63%
Auditory	13	29,54%
Kinesthetic	14	31,81%

Table 2. Students' Learning Styles Preference
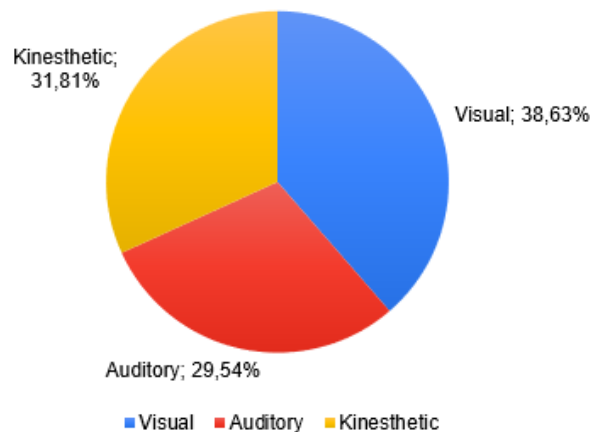
Picture 2. Students' Preference for Learning Styles

4.1.2 Students' Perspectives on Learning Styles

To get a deeper understanding of students' perspectives on learning styles, several questions were given. The questions concerned students' understanding regarding their own learning styles, exploring whether they have been learning according to their learning styles and whether their teachers have accommodated their learning styles or not, also the influence of learning styles, and how important learning styles are in the process of learning English.

a. Students' Understanding of their Learning Styles

The findings showed that most of the students, 82 percent, were aware of their learning styles and 18 percent were not. It indicated that not all students know the best way for them to learn. Some students (S8 & S35) mentioned that they did not really pay attention to their learning styles and they just learned based on what they usually do. These findings suggested that teachers should guide students more to recognize their learning styles. Asadipiran (2016) mentions that learners' understanding of their learning styles could lead and push students toward better, more effective, autonomous, and self-regulated learning.

b. Students' English Learning with their Learning Styles

More than half of all respondents, 54,5 percent, stated that they have learned English based on their learning styles. While 45,5 percent learned English in other ways which did not align with their learning styles. It could be a reflection for all of us to improve our learning English quality by adapting our learning strategies to our learning styles. It could create the most comfortable learning process (Oxford, 1992, p. 42).

In the open-ended follow-up questions of the questionnaire, students freely express how they learn English following their preferred learning styles in daily life. It was then revealed that some students learned English according to their learning styles through videos, movies, and songs when they studied independently at home. People with visual learning styles tend to learn easily by watching English videos or movies, while auditory people can enjoy songs while learning the vocabulary, meaning, and pronunciation of the songs they hear. Kinesthetic learners tend to repeat the words they learn from films and use them in direct communication.

The information above was supported by the previous study conducted by Yuliani (2019) which mentioned that students could learn better and faster by listening and watching movies. The activities improved students' English skills especially in listening and speaking. When they earned new vocabulary and got familiar with various English accents, they would know how to pronounce those words correctly. From students' perspectives, the use of videos, western songs, English movies, social media, picture dictionaries, games, etc. was considered effective to accommodate students' learning differences. Teachers also should let their students learn English independently, whether by taking notes, memorizing while walking, or finding a quiet place to concentrate. Here are several statements from the respondents.

I learn English through videos / western songs which I will later translate into Indonesian (S5)

I learn by memorizing vocabulary, watching English movies, and listening to western songs (S11)

I usually learn indirectly through social media, games, etc. (S27)

I often learn English through videos and often read English books which consist of pictures and writings (S31)

When I am trying to remember English vocabulary or sentences, I tend to take notes and memorize them while moving or walking a lot (S39)

I have to review the lesson I got from school at home in a quiet place (S40)

c. Suitability of Teaching English Practice with Students' Learning Styles

Regarding teaching English, 38,6 percent of students stated that their English teachers have accommodated their learning styles in English learning activities in the classroom. Meanwhile, 61,4 percent could not find their English learning experience suited their learning styles. This finding could be a reflection for us to be more considerate of students' learning styles, especially in creating and designing lesson plans. Educators should advance their teaching by implementing various teaching techniques which must be relevant to students' needs (Zhu et al., 2018). Even though not all teachers taught with the way students learn, some students express that they were still able to adjust and accept the lesson so far. However, it could be done better if both teachers and students were aware of learning styles because it would provide them with the flexibility to modify their learning behavior (Fleming et al., 1958). These were some students' responses regarding the issue.

The teacher's explanation is still understandable to me (S14)

I still can accept the lessons with direct explanations from the teacher (S26)

d. The Influence of Learning Styles According to Students

Some students shared their learning experiences with their teachers, and they were quite comfortable with that kind of teaching way. They mentioned that the suitability of English teaching practice with students' learning preferences greatly affected students' enthusiasm and learning effectiveness. However, they also admitted that some additional

factors could affect the lessons. Some additional factors that were sufficient to bring such an impact were the teacher's personality and his teaching performance. The teacher's personality and his ways to create a positive, engaging, and comfortable learning atmosphere played such important roles in teaching English practice.

> My teacher teaches us casually and she can make the materials easier to be understood (S29)

> He always explains in detail but is fun. He likes to make jokes (S30)

> The teacher provides easy-to-understand explanations and students are required to practice in each lesson. It made me understand more (S40)

> Our teachers provide direct practice such as speaking and listening through songs and dramas (S44)

e. The Importance of Learning Styles in the Process of Learning

The last concern was students' perspectives on how important learning styles were in the process of learning English. Almost all of the students agreed that learning styles were important in the English learning process and some students wrote their reasons for this.

> I think it is very important, besides being able to make learning English easier, students will also be more comfortable learning and not get bored easily (S5)

> Learning style is very important in the process of learning English. Learning that is in accordance with the interests and learning styles of students will increase students' understanding (S31)

> It is very important to make it easier for us to learn to accept the lessons given (S44)

These three comments were chosen because they represented the majority of students' opinions. Based on students' perspectives, the researcher could highlight three positive impacts of learning styles. First, it could naturally make students easier to comprehend and accept the lesson. Second, it made students comfortable in learning. The last, it could help to increase students' learning interests and motivation.

Although most of the respondents have positive perspectives on the importance of learning styles, two students thought otherwise. S8 stated that she did not know, while S35 mentioned that learning styles were not very important. He added that as long as the teacher could carry out the lesson well and the materials were not difficult for him, he would be able to understand the lesson in any kind of learning style.

When students were asked further whether they found any difficulties in accepting the lesson, especially when the teachers did not accommodate their learning styles, the researchers received quite diverse responses and opinions from students. Nine students (S1, S17, S18, S29, S32, S34, S36, S37, and S41) mentioned that it was quite difficult for them to accept the lesson; eight students (S3, S4, S8, S12, S20, S21, S24, and S25) said it was difficult for them. In contrast, four students did not find any difficulties (S2, S19, S26, S39); S7

confidently stated that she got no trouble and never thought about it; the other two respondents (S10 and S13) revealed that it was not difficult for them to accept the lesson.

S23 stated that the difficulties were not always found, it depended on the materials; S30 mentioned that the difficulties depended on the teacher; S35 said that it depended on the subject. Other students claimed that the online learning mode also influenced the learning process. She said that she got difficulties due to online learning (S28), S42 added that because she learned during a pandemic like this, so she believed that it was difficult for her teacher to adjust the lesson with learning styles. Meanwhile, the rest of the respondents refused to give their opinions on this issue.

According to the findings above, students typically gave four responses. First, students found it a little challenging if the teacher did not teach by their preferred learning style. Second, students did not find any difficulties even if the teacher's teaching instruction did not fit their preferred learning style. Third, difficulties in learning sometimes did not only come from the suitability of learning styles but also depend on the subject matter, the teacher's teaching ability, and the conditions of learning. Lastly, some students tend not to pay attention to learning styles and do not even care if the learning process accommodates their learning styles or not.

It is normal for students to have different opinions about their learning styles. Students' awareness, ignorance, and differences in their learning styles are influenced by culture, the background of life, learning exposures, characteristics, or even genetics (Gholami, 2014; Ramaniya, 2021; Triananda, 2022). Understanding learning style has been found to support students in learning more effectively, even though other elements like cognition, emotion, and environment may also influence how someone learns better (Umedilloevna, 2021). Learning style is also adaptable and flexible depending on the situation and personal; so some might feel it works better than others (Ku & Chang, 2011, as cited in Jaapar, Yusof, & Ishak, 2021). Another concern was that some students may not find it difficult to learn, even if the teaching did not accommodate their learning style, but we cannot ignore some of them who find it difficult. If the teacher can teach according to his students' learning styles, then the learning process will be more effective and meaningful for students.

4.2 Discussion

The present study investigates EFL learners' preferences and perspectives on learning styles. Through the investigation, the researcher found out that many students (39 percent) preferred the visual learning style. According to some ASEAN studies, the majority of EFL learners favor the visual learning style (Manipuspika, 2020). Living in the digital era is assumed to be one of the reasons why learners can manage virtual learning even more (Jaapar, Yusof, & Ishak, 2021: 117). This claim occurs in line with the use of LCD projectors that are widely utilized in the classroom. The teacher's explanations are strengthened by the use of pictures and PowerPoint presentations which make it easier for visual students to comprehend the teacher's presentation.

The fact that many studies show the dominance of the visual learning style explains why many students lose their learning interest and focus, especially if the lesson only relies on long lectures (Ngatirin & Zainol, 2020). Visual learners need to visualize what they hear since they sometimes struggle with spoken instructions. For that reason, to meet the needs of the three learning styles (visual, auditory, and kinesthetic), students need to visualize what they hear and then practice what they have learned. In other words, teaching

strategies must accommodate all student learning styles to benefit all students equally. It was also supported by the fact that the gap among the three learning styles in this study was not far which indicated that teachers still had to consider the diversity of learning styles and design lessons that could accommodate students' differences and needs.

Our education is always progressing. We could not only rely on traditional teachings like lectures or teachers' explanations of tenses which sometimes only accommodate auditory learners. Teaching often reflects more on teachers' preferred teaching styles (Fleming et al.,1958); it is what missing out from our education. Teachers must combine visual, auditory, and kinesthetic learning styles in teaching. Faisal (2019) proposes the combination of learning methods to create a more balanced attitude to study and learning; it could also lead to higher and better understanding and retention.

Learning styles affect student activeness in learning which relates to three main human sensory powers, namely sight, hearing, and kinesthetics. Through these three main senses, humans gain access to knowledge, skills, experience, meaning, and character education. Although the theory of learning styles proposes that a person has dominant senses which leads to his dominant learning preference, students still combine all these learning styles in acquiring knowledge and forming character (Jaapar, Yusof & Ishak, 2021). It is also supported by Prithishkumar and Michael (2014) that mention students usually have a particular learning style, but in the process of learning, they might need a combination of learning styles at once. A study from Triananda (2022) shows that the multimodal learning style predominates among EFL students. She states that a lot of students prefer multimodal learning styles, which allow them to assimilate knowledge in multiple ways (Triananda, 2022: 128).

This study also found that most students, 82 percent, were quite aware of their learning styles, even though there was a remaining 18 percent of students that could not be ignored. To define our learning style, we can try all learning methods and reflect on ourselves, then choose the best way that can help us best to retain information. Once we know our learning styles, we can modify our studies which fit to our needs (Umedilloevna, 2021). Another concern was 45, 5 percent of students who did not learn English which aligned with their learning styles. Since not all students can properly relate to learning content, the teaching and learning process must be aligned with students' learning preferences (Jaapar, Yusof & Ishak, 2021). Teachers are required to design lessons that can fulfill students' learning styles (El-Bishouty et al., 2019).

Moreover, most students realize the importance of having good knowledge of learning styles. The learning process basically is the interaction between the teacher, students, and teaching materials where the suitable teaching style would support students a lot in the process of experiencing the target language. Learning styles can have a significant impact on learners' language acquisition (Triananda, 2022: 127). Teachers' knowledge of students learning styles helps them to design, plan, and deliver effective teaching (Jaapar, Yusof & Ishak, 2021). Teachers must be aware of their students' learning styles to provide the most effective and suitable teaching strategies (Awang et al., 2017).

Lastly, some critics of learning styles mention that someone's understanding of learning styles does not improve his learning (Fleming et al., 1958). It was also reflected in this study which showed that not all students were aware of or even cared about their learning styles. Students are clueless about their personal learning preferences (Muluk et al., 2020). Indeed, the knowledge of learning styles does not improve someone's language competence; it is like knowing our TOEFL score does not help us to get a better score.

However, this knowledge could be beneficial if we take the next step to do some actions to improve it. Knowing our learning styles could be a part of the reflective and metacognitive process. When we know ourselves better, we would know what to do. When teachers know their students' learning styles, they could find the best way to teach. As teachers, we should realize that teaching is not only about teaching materials and how much we taught but also about how students could receive the lesson and how much they could learn from us.

5. Conclusion

From this study, it can be concluded that every student must have their own ways of learning the language, whether through visually, such as using a picture dictionary, watching movies, reading, and taking notes, or through auditory by listening to English music, talking with others using English and imitating sounds of the language, or through kinesthetics by playing dramas and games. Even though 39 percent of students chose to learn through visuals, the gap among those three learning styles was not much different. So, the integration of three learning styles in English teaching and learning process is still needed. Most of the students were also aware of their learning styles and it was a very good start for them as Jaapar, Yusof, and Ishak (2021) suggest that teachers need to apply various teaching strategies to accommodate students' learning differences and students should be aware of their preferred learning style so then they could enjoy and master the learning material faster. However, there were still a small number of students who were not aware and even did not care about their learning styles, but it cannot become our reason to ignore students' learning styles in the classroom. Students also stated that they did not always learn according to their learning styles and English learning at schools was also not always able to accommodate their learning preferences. This is certainly a reflection for us as teachers. Although learning style is not the only factor that affects the success of learning, the learning process that considers and accommodates students' learning styles has been shown to have a positive impact on the quality of students' learning. It was also supported by the fact that almost all students agreed that learning styles are important in language learning. Considering the results of this study, the researchers would like to invite all English teachers to give more attention to the way we teach and how students learn, acquire knowledge, and improve their language skills. It is started by the teachers; wise and effective English teachers must be able to make their students learn in and out of the classroom. Teachers' good understanding of students' differences in learning could trigger and inspire teachers to create the best lesson for their students.

This study offers some pedagogical implications for teachers and students in the Indonesian EFL context. First, teaching English materials should consider students' learning styles, proficiency levels, and needs. Second, learning experiences should be organized by involving and combining visual, auditory, and kinesthetic learning styles. Third, educators must be aware of students' differences in learning and they have to understand how their students learn, gain knowledge, and receive information. Fourth, teachers need to guide and teach students to find and use their learning styles and be involved more in the language learning process effectively. Last, teachers need to pay attention to the development and progress of their students' language learning. We also need to emphasize that the first thing that teachers should do is helping students to enjoy the language-learning process. When students find enjoyment in learning, they would have the willingness to learn English by themselves. They would do anything to achieve language proficiency. During the process, they would find their own effective learning styles and methods. They would also create

their learning system and habit, set the time and make a learning schedule to learn the language every day, and these learning activities would give a big impact on students' language learning process.

This study has educational value to help and guide teachers and students to think about their learning styles. It would give them some learning options that they might never consider before. However, more studies with a greater number of students are still needed since it was conducted with only 44 students as respondents; it was a small number of populations and could not represent all students in general. Furthermore, the results of this research probably would be different if it is conducted in other places with different learning situations and students' needs. In this case, not all teachers and students were familiar with the learning styles concept and it could be one of the factors that influenced the results. In the end, with any limitations of this study, the researcher expects that this study could provide a little description and information regarding students' preferences and perspectives on learning styles. This study might need to be improved and more researches on this issue need to be done, especially in relation to teaching methods and students' achievement.

Acknowledgments

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Appendix

VAK Learning Styles Self-Assessment Questionnaire
(Chislett & Chapman, 2005)

Circle or tick the answer that most represents how you generally behave!

1. When I operate new equipment I generally:
   a) read the instructions first
   b) listen to an explanation from someone who has used it before
   c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for traveling I usually:
   a) look at a map
   b) ask for spoken directions
   c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:
   a) follow a written recipe
   b) call a friend for an explanation
   c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:
   a) write instructions down for them
   b) give them a verbal explanation
   c) demonstrate first and then let them have a go

5. I tend to say:
   a) watch how I do it
   b) listen to me explain
   c) you have a go

6. During my free time I most enjoy:
   a) going to museums and galleries
   b) listening to music and talking to my friends
   c) playing sports or doing DIY

7. When I go shopping for clothes, I tend to:
   a) imagine what they would look like on
   b) discuss them with the shop staff
   c) try them on and test them out

8. When I am choosing a holiday I usually:
   a) read lots of brochures
   b) listen to recommendations from friends
   c) imagine what it would be like to be there

9. If I was buying a new car, I would:
   a) read reviews in newspapers and magazines
   b) discuss what I need with my friends
   c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:
    a) watching what the teacher is doing
    b) talking through with the teacher exactly what I'm supposed to do
    c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:

   a) imagine what the food will look like
   b) talk through the options in my head or with my partner
   c) imagine what the food will taste like

12. When I listen to a band, I can't help:
   a) watching the band members and other people in the audience
   b) listening to the lyrics and the beats
   c) moving in time with the music

13. When I concentrate, I most often:
   a) focus on the words or the pictures in front of me
   b) discuss the problem and the possible solutions in my head
   c) move around a lot, fiddle with pens and pencils, and touch things

14. I choose household furnishings because I like:
   a) their colors and how they look
   b) the descriptions the sales-people give me
   c) their textures and what it feels like to touch them

15. My first memory is of:
   a) looking at something
   b) being spoken to
   c) doing something

16. When I am anxious, I:
   a) visualize the worst-case scenarios
   b) talk over in my head what worries me most
   c) can't sit still, fiddle, and move around constantly

17. I feel especially connected to other people because of:
   a) how they look
   b) what they say to me
   c) how they make me feel

18. When I have to revise for an exam, I generally:
   a) write lots of revision notes and diagrams
   b) talk over my notes, alone or with other people
   c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:
   a) show them what I mean
   b) explain to them in different ways until they understand
   c) encourage them to try and talk them through my idea as they do it

20. I really love:
   a) watching films, photography, looking at art or people watching
   b) listening to music, the radio, or talking to friends
   c) taking part in sporting activities, eating fine foods and wines, or dancing

21. Most of my free time is spent:
   a) watching television
   b) talking to friends
   c) doing physical activity or making things

22. When I first contact a new person, I usually:
   a) arrange a face-to-face meeting
   b) talk to them on the telephone
   c) try to get together whilst doing something else, such as an activity or a meal

23. I first notice how people:
    a) look and dress
    b) sound and speak
    c) stand and move
24. If I am angry, I tend to:
    a) keep replaying in my mind what it is that has upset me
    b) raise my voice and tell people how I feel
    c) stamp about, slam doors, and physically demonstrate my anger
25. I find it easiest to remember:
    a) faces
    b) names
    c) things I have done
26. I think that you can tell if someone is lying if:
    a) they avoid looking at you
    b) their voices changes
    c) they give me funny vibes
27. When I meet an old friend:
    a) I say —it's great to see you!
    b) I say —it's great to hear from you!
    c) I give them a hug or a handshake
28. I remember things best by:
    a) writing notes or keeping printed details
    b) saying them aloud or repeating words and key points in my head
    c) doing and practicing the activity or imagining it being done
29. If I have to complain about faulty goods, I am most comfortable:
    a) writing a letter
    b) complaining over the phone
    c) taking the item back to the store or posting it to the head office
30. I tend to say:
    a) I see what you mean
    b) I hear what you are saying
    c) I know how you feel

Questionnaire of Students' Understanding of Their Learning Styles in English Learning Context

1. Do you know your learning style? (Yes/No)
    If you are aware of it, what is your learning style?
2. Do you learn English based on your learning style?
    If you said yes, can you tell me how your learning style helps you to learn the language?
3. Do your English teachers accommodate your learning styles in English learning activities in the classroom?
    If you said yes, can you tell me the best learning English experience with your teacher?
    If you said no, do you find it difficult to accept the lesson?
4. In your opinion, how important is a learning style in the process of learning English?

THE EFFECTIVENESS OF *EDMODO* TOWARDS INDONESIAN EFL LEARNERS' ENGLISH PROFICIENCY

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Abstract

As a result of the utilization of technological advances to achieve competency integration, the 4.0 technology era is gaining traction in the field of education. This study aims to explore the efficacy of using the Edmodo application as an online-based learning medium in order to improve the way in which EFL students learn English using technology. By a mixed-methods research design, this study recruited twenty-two tenth graders in the Mathematics and Natural Science stream from an integrated Islamic senior high school in Aceh province, Indonesia. The data indicate that the majority of students possess the necessary devices to assist them in completing their tasks, and a significant proportion of them use these devices to play games and conduct research. By categorizing aspects and components, *Edmodo* improves students' vocabulary when used to assess their learning progress through assignments and quizzes. In addition, the students are more willing to request assistance from teachers and peers when using the application. Despite the fact that *Edmodo* requires a smartphone and a reliable internet connection to utilize it, the participants do not report having any significant issues with the two requirements, however, half of them report having trouble attaching assignments from different types of files such as Doc, Pdf, Video, and Audio. Overall, *Edmodo* is an outstanding and highly effective online resource for reading, writing, listening, and speaking English classes (e-learning).

1. Introduction

Teachers and students use electronic gadgets to enhance learning in the digital age, which is typified by the concept of "4.0," which combines the worlds of education and technology. This causes all members of society, including adults and children, to conform to societal trends, such as the development of technology (Croitoru & Dinu, 2016). The current educational environment makes great use of technology in an effort to improve the quality of free, online learning accessible to anybody with an internet connection. Botero, Questier, and Zhu (2019) find that students, particularly millennials, are increasingly interested in learning that combines electronic gadgets. Students, particularly those of the millennial

generation, are becoming increasingly interested in technology-based instruction (Fithriani, 2021; Fithriani & Alharbi, 2021). Internet connectivity offers web-based convenience features and applications via computer programs that are designed as an alternative to technology-based online English language training or English Language Teaching (ELT). These technological advances have been utilized to achieve competency.

Combining face-to-face (direct learning encounters) and online learning (online learning meetings) is an effective use of technology as a web-based or online learning paradigm in the modern era (Fithriani, 2021). Blended learning is a strategy utilized by a large number of educators worldwide. This explains the introduction and growth of learning support tools such as Edmodo, Schoology, Google Class, and Latvia for both classroom and media-based learning. The application developed by the researchers will be based on the *Edmodo* application developed by Gay and Sofyan (2017).

Edmodo is a social media learning platform geared towards the classroom setting (school-based environment). This application is secure and straightforward to use (user-friendly). This application combines traditional and contemporary teaching aspects (Kayaizmir, 2012). As a consequence, *Edmodo* has been widely utilized as a learning tool, both in fully virtual and hybrid language instruction around the world (Fithriani & Alharbi, 2021). A plethora of studies has documented its beneficial effects on English as a foreign language (EFL) teaching and learning (Fithriani & Alharbi, 2021; Vijayakumar & Viswanathan, 2018; Wichadee, 2017). This study aims to contribute to the existing literature on *Edmodo* usage in the EFL context by examining the significance of technology, specifically Edmodo, in establishing a positive learning environment (traditional or conventional) and how it can be used to teach both technical and humanities subjects.

Edmodo as a learning platform is built on a customized learning management system (LMS) for virtual learning. The majority of learning management systems (LMS) make interactive elements like threaded conversations, video conferencing, and discussion forums more accessible to students (Balasubramanian, Jaykumar, & Fukey, 2014). In the 4.0 education era, the LMS platform is also used to provide students with assignments, assess student skills and comprehension, and transmit information. Previous research has focused solely on reading and writing skills; very few empirical studies have evaluated EFL learners' integrated language skills. It will be intriguing to investigate whether *Edmodo* as an LMS can be used to hone EFL learners' language skills (speaking, reading, listening) and to enhance their critical thinking. Thus, this study was conducted to fill the empirical void (Vijayakumar, & Viswanathan, 2018).

2. Literature Review

1.1 The Creation of Edmodo as a Virtual Platform

Internet and technology enhance teaching and learning outside the classroom by providing access to a variety of web-based learning platforms. *Edmodo* is one of the best websites for encouraging individual study in a variety of methods. On Edmodo, a free social learning website, teachers and students can engage, communicate, and exchange educational materials, as well as monitor notifications, homework, grades, and class discussions (Al-Kathiri, 2015). Its purpose is to assist instructors in leveraging the potential of social media to individualize instruction for each student (Enriquez, 2014). *Edmodo* was initially introduced in 2010 to facilitate collaboration and communication among K–12 instructors (educators of kindergarten to 12th grade), educational leaders, students, and

parents by enabling the use of social networking tools with minimal privacy and security issues (Fithriani & Alharbi, 2021). Today, Edmodo is used as the preferred learning platform by teachers, students, and parents from all around the world.

Borg and O'Hara founded *Edmodo* in late 2008 as a social learning platform for instructors, professors, students, and parents/guardians that feel the need to adapt the school/college atmosphere to reflect an increasingly interconnected and globalized world. They collaborated to create *Edmodo* because they both desired to bridge the gap between how students learn in school and on campus and how they live their lives. Edmodo was designed as a social networking site for educators, students, and parents; assignments and events for students.

In addition to providing a platform for communication, *Edmodo* was designed to instill in smaller groups of students an enthusiasm for learning. Teachers and lecturers can carry on class discussions online on *Edmodo,* offer polls to gauge student understanding, and recognize individual students with badges depending on behavior or performance. They are also part of a robust network that links them to students, lecturers, administrators, parents, and book publishers. This network represents the finest surface resources and tools accessible anywhere in the world, providing the foundation of excellent instruction.

In addition, tracking student and student development is straightforward with *Edmodo* as it stores and makes accessible all grades and study plans that are issued to or provided to students. Students' responses to tests, assignments, and discussion postings that demonstrate student-to-student comprehension, bewilderment, or aggravation can provide teachers and lecturers with classroom feedback (Wichadee, 2017). The Edmodo interface is also a user-friendly, aesthetically pleasing tool that allows for the individualization of learning for each student. By connecting with Edmodo, which offers all digital content in one location, this software aids teachers and lecturers in strengthening their lesson plans and lectures.

Edmodo is frequently referred to as the Facebook of education because of its resemblance to the popular social networking program (Fithriani & Alharbi, 2021). However, Edmodo is equipped with educational functions such as grades, assignments, and tests that lecturers and teachers can send to students. In addition to viewing their grades and any comments that their teacher or lecturer may have posted about their assignments; students can submit their homework. Teachers and lecturers can post polls and discussion topics for students to discuss. The establishment of subgroups within a course enables instructors to diversify instruction and encourage independent learning. After each course session concludes, the teacher or lecturer terminates the network and creates a new one for the next course.

Edmodo's features are specifically developed to facilitate educational activities. According to its users; teachers and students), Edmodo organizes its features into categories. Listed below are the features of *Edmodo*:

a. **Teachers use Assignment**

Assignment to assign homework to students online. Students can deliver assignments to teachers in file form because this feature includes a deadline and a file attachment feature. The "Turn in" option on assignment submissions additionally serves as an indicator that pupils have finished their assignments. Teachers are able to directly evaluate the outcomes of student-completed tasks. The guide book feature will automatically store the supplied grade (Al-Naibi, Al-Jabri, & Al-Kalbani, 2018).

b. Links and Files

This feature allows teachers and students to send messages with files and links attached to class groups, students, or other teachers. All file types with extensions like.doc,.pdf,.ppt,.xls, etc. are considered attached files.

c. Quiz

Using multiple-choice, short-answer, and descriptive questions. Quiz offers online evaluations. A quiz can only be made by the teacher; students are the only ones who can take it. A processing deadline, information regarding the quiz that will be prepared, the quiz title, and the quiz's appearance are all included in this feature. While the scoring of the description questions must first be approved by the teacher, the scoring of the multiple-choice questions and short answers is automatically calculated for each quiz item.

d. Poll

Only teachers may develop polls to distribute to their pupils. Polls are frequently used by teachers to get student opinions on various aspects of the lecture. Below is a depiction of the poll that asked students about their opinions of the logic function information before instruction was offered.

e. Gradebook

Students' grades are kept on file using the grade book feature. The teacher can either manually or automatically complete the scoring. Only the outcomes of the Assignment and Quiz scores can be used to automatically fill in grades. Gradebook assessments can be exported to an a.csv file. The teacher is in charge of managing the evaluation of each student's learning outcomes in this feature. The maximum score for each topic is up to the teacher. The technology automatically converts the entire score to a percentage of each student's overall score.

f. Library

This feature serves as a clearinghouse for a variety of learning materials with varied content. Teachers can contribute lesson plans, resources, presentations, references, photographs, videos, audio, and other digital information using the library feature. Students and groups can share the files and links found in the library. Additionally, students can add teacher-shared materials to their libraries. Various sources from both inside and outside can be accommodated with this functionality. So that students can save different outside information and still access it through Edmodo.

g. Prize Badges

Students and groups are both eligible for awards using this feature. So as not to limit the teacher's creativity in deciding on the award, the award can be chosen by the teacher themselves.

h. Parenting codes

According to (Croitoru, & Dinu, 2016) this feature allows each student's parents/guardians the opportunity to engage in monitoring their children's learning

activities and accomplishments. The teacher must access the code for parents and then distribute it to each parent or guardian. By clicking on the class name, parents can obtain access codes.

The company developing Edmodo is quite different from many other educational technology companies that allow the use of Edmodo for free, but not for profit. In spite of being freely accessible, Edmodo offers professors, lecturers, and students a secure environment to communicate, collaborate, and share content. Edmodo was developed based on the idea that the purpose of educating users on privacy-related issues might be examined, and a website could be created to give educators, students, and parents access to industry resources as well as privacy best practices and guidelines. Because of this, the developers value customer confidence highly (Shams-Abadi, Ahmadi, & Mehrdad, 2015). Edmodo features a variety of built-in privacy measures, including:

a) Students need to be invited by their teacher and given a specific Group Code before they can create an account on their own (Canapero, 2004);

b) Students simply need to submit their first and last names to create an account; no other personally identifiable data is required.;

c) Edmodo doesn't track geolocation data in any way.;

d) No student information is rented or sold by Edmodo to third parties for marketing purposes.

e) Edmodo requires parental authorization for students under the age of eighteen.

f) The site encourages parental involvement, and parents can create profiles to monitor their children's activities.

g) The ability to communicate privately between students is restricted. The teacher is always present and is aware of everything that occurs on Edmodo (Bicen, 2015).

h) Edmodo employs a number of people who are solely responsible for handling privacy-related issues, such as a Chief Privacy Officer, a User Trust & Safety Team made up of representatives from almost every division, and a group of security engineers whose daily duties include keeping an eye on and enhancing the safety and security of Edmodo's services.

In conclusion, *Edmodo is* a private microblogging platform designed with the privacy of students in mind and utilized by instructors and students, who can exchange notes, links, and documents through it. Teachers have the option to post warnings, events, and assignments for students in a publicly accessible time window.

1.2 Edmodo as a Virtual Learning Platform

While there are many ways to help students get better learning results, employing internet resources is one of the best. Charoenwet, and Christensen, (2016) claim that using online learning resources can help students accomplish certain objectives in addition to simply viewing the content. The capacity of the teacher to have more influence over the pupils' ability to study independently is another advantage of using online learning. Additionally, students can access online education from anywhere they choose to learn (Ekmekc¸i, 2016).

Many different methods of using *Edmodo* for blended learning have greatly improved the learning experience (Charoenwet, & Christensen, 2016). This is a result of many

students' innate interest in everything technological. Many children are fascinated by any new tool that might make a simple chore like writing easier. Students may benefit from using internet resources to improve their writing skills.

Edmodo is an interactive process in an online learning environment where the learner is assisted by others (teachers or peers) in obtaining knowledge or abilities that are currently impossible to obtain without help. Using *Edmodo*, teachers, and students can exchange notes, links, and documents. In addition, educators can choose to transmit information to students in a timeline that the whole public can view. Students can gain from Edmodo as an online learning platform by promoting self-directed learning in a variety of ways. With Edmodo's resources and tools for language learning, students may select and work with materials that match their interests and objectives whenever and wherever they want (Charoenwet & Christensen, 2016).

Students are expected to advance in their English language proficiency in a predetermined period of time by using Edmodo as an extension of face-to-face interaction. This is due to the fact that it will lengthen their time spent in front of teachers and promote peer feedback, both of which could lead to a more effective learning environment (Hutchinson, & Waters, 1987). It is predicated on the idea that when this technological tool is used, individual thought becomes the center of cognitive transformation. Students actively participate in preparing their lessons at this early stage of the unit, and both the teacher and the students grow passionate about learning.

When it comes to managing a large class throughout the teaching and learning process, Edmodo can easily solve this problem. According to Ekmeck (2014), Edmodo is a more practical technique for administering tests and evaluations, managing huge classrooms, assigning homework, leading a debate beforehand, managing tests and evaluations more effectively, and more. (Chang, Chang, & Shih, 2016).

Along with the aforementioned learning situations, educational social networking sites like Edmodo present special chances to engage with students, assist them in developing norms, and encourage reflection on how various online behaviors will be viewed. Edmodo gives teachers the chance to start a conversation that allows students to share their experiences while engaging in a critical analysis of social media usage and the moral application of online media and forms.

Edmodo offers unique codes for schools/campuses and classes in an effort to prevent outsiders from connecting to the school/campus network. Students are given these codes, which must be entered in order to join the group. By introducing SQL injection protection, the company has recently improved the security of its Edmodo service by preventing unwanted access to website resources and databases.

3. Research Method

The researchers try to collect data based on settings or conditions (Fraenkel & Wallen, 2012: 459) and is also known as descriptive research. This study attempts to provide a full description of the findings in addition to watching and collecting data. Methodologies for obtaining intensive and thorough research include qualitative, quantitative, and mixed methods approach. In a nutshell, the Mix Method blends qualitative and quantitative research techniques (Johnson, Onwuegbuzie & Turner, 2007).

Researchers are required to take a series of steps to gather and analyze data using qualitative and quantitative methodologies. In order to determine the extent to which the Edmodo application is used effectively during the teaching and learning process, a combination of descriptive measures of relationship quality, achievement, and several rubrics related to students' abilities was employed (Hinton, McMurray, & Brownlow, 2014). This strategy was chosen because the researchers would evaluate the data descriptively and provide the results in the form of an effective application explanation to facilitate the learning process in a single high school class. According to the preceding explanation, the researchers describe the results of Edmodo's effectiveness as an online learning platform for enhancing students' English comprehension, where the researchers collect and analyzes data without manipulation before drawing conclusions based on the results of the data analysis (Crotty, 1998).

This study was conducted in an integrated Islamic senior high school in Aceh province, Indonesia. This location was purposefully chosen due to its accessibility as the first researchers also serve as the English teachers in the school. Twenty-two students of the tenth-grade streaming in the Mathematics and Natural Science stream were purposefully invited to participate in this study. Prior to conducting the study, the researchers addressed the issues of ethical considerations by collecting the signed consent form from the participants (Ito et al, 2013).

4. Results and Discussion
4.1 The Utilization of Edmodo in English Class

Technology utilization, particularly the *Edmodo* application, in the field of education, is a requirement for teachers and students to interact and synergize in technology-based education in the current era. *Edmodo* is a component of an application that provides benefits and convenience for teachers who teach online. This is in conformity with the school's principal, who has encouraged teachers to undertake learning activities using technological gadgets that serve as learning drivers. Some teachers, on the other hand, are still unable to use the Edmodo application completely and thoroughly. Teachers benefit from the usage of this application through the online platform (Edmodo) because it provides direct scores on student assignments and tests, and it allows teachers to penalize students in the completion of their work (Chen & Bryer, 2012).

Edmodo is mostly utilized by educators; nevertheless, it can be used to check students' English understanding. When registering for the first time or registering on *Edmodo*, there are three application sections. When enrolling, the user can choose between "I am a teacher," "I am a student," and "I am a parent." Each assignment divides a portion of the whole. For instance, all the participants in this study must register as "I am a student," while the teacher needs to register as "I am a teacher" when starting a class (as seen in Figure 1). This application may be used by teachers, students, and parents, and it is all in one application to track student development. Parents might also exert control over their children to ensure that they comprehend the content completely.

Figure 1. Class groups in Edmodo

The *Edmodo* application includes numerous features that assist teachers in disseminating learning materials such as videos, quizzes, word-related materials, and document sharing. Because of its benefits and convenience of use, Edmodo was launched and recommended to all Indonesian teachers. Aside from that, *Edmodo* can provide direct scores on assignments or tests, as well as provide feedback to students, reducing the amount of paper used (paperless) (Graham, 2016).

The Edmodo application, as shown in Figure 1, assists teachers and students in continuing to learn through online platforms and makes it easier for students and teachers to interact with one another on a regular basis in order to discuss material more flexibly, not only in class but also outside of it. Students join the course by logging in and enrolling to become a student from the group view of the learning course produced by the teacher (attach and fill in e-mail, password, and code only). Students are automatically connected to the teacher's course, and they can individually ask or ask questions to the teacher. Edmodo is similar to Facebook in that some of the features are specifically meant for use in the area of education via online learning platforms.

Figure 2 depicts an example of an assignment delivered through an Edmodo class. As previously explained, one of the features that Edmodo offers us assignment distribution. To reprimand all students, teachers can also establish time limits for submitting assignments. It is easier for teachers to use an application to grade assignments, as practiced in this study. The Edmodo class in this study has 22 active student users, thus has 22 samples or responders.
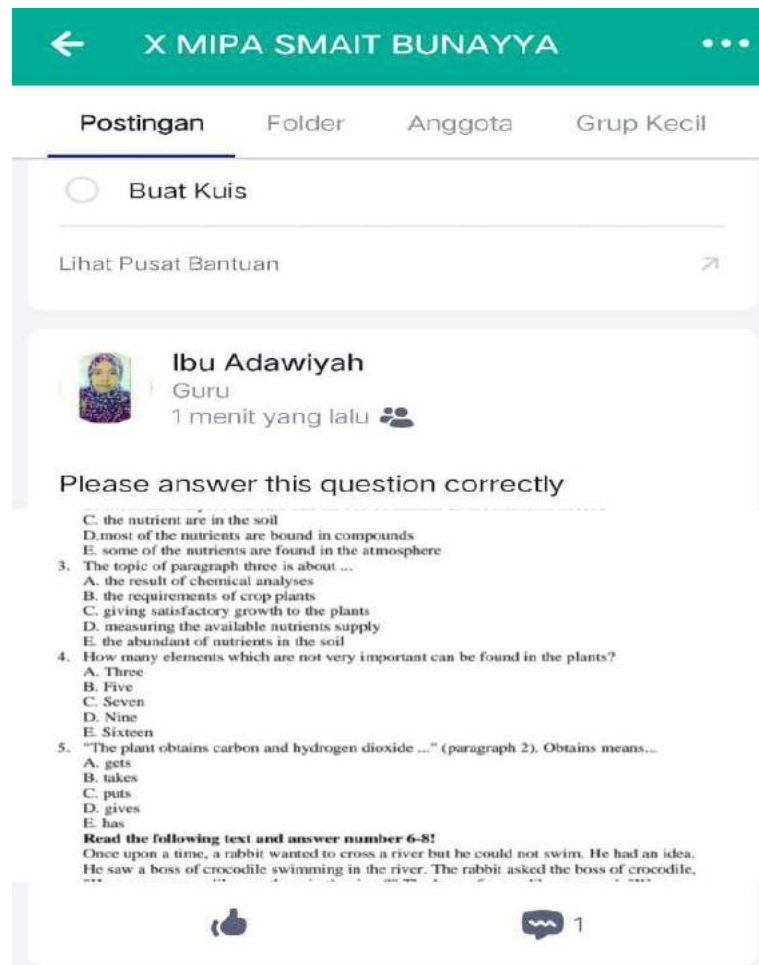
Figure 2. Assignments in Edmodo

4.2 Some Merits and Demerits of Edmodo as a Learning Platform in English Class

Despite the program's user-friendly characteristics, the teacher and the students in this study encountered a number of issues when implementing learning through the usage of this program. This limitation pertains to the inability of students to attach assignments to the application. This is the result of a two-month assessment of students' use of this app to determine Edmodo's performance as an online learning platform for enhancing students' English proficiency. Many students are averse to utilizing a smartphone as a communication device (Ferguson, 2007). Furthermore, students frequently utilize their mobile devices to play video games and maintain their own social media accounts, which requires close supervision.

Concerning the purpose of this study, which was to determine how effectively high school students utilize Edmodo to boost their English learning, this research reveals new information on Edmodo as an online learning platform. The demographic data shows that 77 percent of the student participants owned cellphones, however, prior to the study, they primarily used their gadgets to play video games and access social media. After the implementation of Edmodo in their English class, the students are becoming more aware of the benefits of mobile-assisted language learning, such as using their mobile devices as search tools to assist them in completing assignments, as well as the benefits of employing applications in engaging learning and overcoming technological obstacles encountered in

face-to-face learning (Klimova, & Poulova, 2015). The data reveals that the students perceive Edmodo to be beneficial as an additional tool for learning. However, since for an instruction to be successful, the students must be able to comprehend the learning process. Technology, in this case Edmodo, serves as a supplementary tool that will be advantageous if utilized to the extent that the students can comprehend. In order to achieve this objective, the learning method in this study needs to integrate traditional face-to-face meetings with virtual learning.

In addition, students report that *Edmodo* helps them acquire new vocabulary, such as the names of application features. However, the new feature names, connectivity issues, and document attachments (pdf, doc, pic, and so on) left the pupils bewildered. As a result, *Edmodo* is less effective in assisting students to develop certain aspects of English. Data reveals that 39.4% of participants said they were unable to improve their speaking and sentence processing abilities, which is due to their inability to construct sentences and other items. However, the data analysis indicates contradictory results for listening skills. When the teacher shows movies, the students are able to express their ideas about the movies using their own sentences, regardless of their form. Thus, it also serves as a technique of assessing students' grasp of the material. This study confirms the findings of Enriquez (2014), who found that university students in the Philippines view Edmodo as an online learning platform with both merits and demerits.

5. Conclusion

Technological improvements have an impact on people's life, notably in terms of communication and activity completion. Technology is presently essential in the subject of education. Without recognition, technology has both negative and positive effects. It is utilized by some schools to make the teacher's job easier. This application is excellent for assessing and executing distance learning to integrate learning in the digital 4.0 era of education. *Edmodo* facilitates teachers' and students' interactions and permits teachers to participate in seminars run by subject matter experts. It is effective for online learning and can be used by all teachers to promote paperless assessment. However, this application also has an operational flaw as it requires a device (laptop or smaTutrtphone) and a strong internet connection, which is a barrier for some teachers and students to overcome. Some students viewed online learning via Edmodo as beneficial for boosting their vocabulary through Edmodo's features and engagement activities with teachers and other students through the program. Nonetheless, other students reported to have no significant improvement in their English proficiency, particularly their speaking skills, utilizing this application.

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UNDERSTANDING THE CHILD SOLDIER IN UZODINMA IWEALA'S NOVEL, *BEASTS OF NO NATION*

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Abstract

The academic space has witnessed in recent times, a plethora of research works on child soldiering. However, the majority of these works are often viewed from a non-literary perspective. Using textual analysis which is purely qualitative in nature, this paper, from a literary perspective, focused on examining the representation of the child soldier figure in Iweala's *Beasts of No Nation* by paying particular attention to the characterization of the child soldier as an individual who transitions from a victim of war to a victimizer. With the help of the trauma theory, the paper discussed and provided an understanding of the physiological factors and reactions that necessitate this transition. Based on Bloom's concepts of trauma and the general theory of trauma, the paper finds that the child soldier transitions from a victim of war to a victimizer is a result of the fear that overwhelms him. Again, the child soldier undergoes this transition in order to survive the war – an archetypal mammalian survival response. This study is significant as it has contributed to the existing literature on child soldier narratives in Africa and provided an understanding of the child soldier's reactions and responses to the devastating trauma that accompanies war.

1. Introduction

With the support of the trauma theory, this paper sets out to examine the representation of the child soldier figure in Iweala's *Beasts of No Nation* as one who transitions from a victim to a victimizer. Based on Bloom's concepts of trauma and through a close reading of the text, this paper explains the factors that incite the child soldier's transition from an innocent and naive child to an unsympathetic and brutal killer. Even though the National Children's Advocacy Centre (2017: 5) and some trauma scholars including Bloom (2018: 19) have associated the victim-victimizer concept of trauma mostly to sexual abuse and criminal violence, we believe the trauma brought about by war and child soldiering as seen in Iweala's *Beasts of No Nation* is equally capable of turning victims into victimizers.

2. Literature Review

The child-soldier narrative which falls under the bigger umbrella of war narratives has within the last two decades become a prominent genre in African literature with novels and

memoirs including Ahmadou Kourouma's *Allah Is Not Obliged* (2002), Iweala's *Beast of No Nation* (2005), Grace Akallo's*Girl Soldier* (2007), Ishmael Beah's *A Long Way Gone: Memoirs of a Boy Soldier* (2007), Chris Abani's *Song for Night* (2007), Emmanuel Jal's *Warchild* (2009) and Tchicaya Missamou's *In the Shadow of Freedom* (2010). These novels and memoirs accurately depict the predicaments of innocent children recruited by military forces and rebel groups and turned into blood-thirsty killers. While recounting the periods of war in Africa, these novels also incite readers to condemn the outrageous disregard for children's rights.

The Paris Principles and Guidelines on Children Associated with Armed Forces and Groups (2007) defines a child soldier is "any person, eighteen years of age or younger, who is or has been recruited or used by an armed group in any capacity (United Nations International Children's Emergency Fund – UNICEF, 2007). Reiterating the views of UNICEF, Machel (UNICEF, 2000) also defines a child soldier as "any child, boy or girl aged less than eighteen, who is recruited compulsorily, by force or otherwise with the intension of using him/her for combat by armed forces, paramilitary forces, civil defense units or other armed groups. Child soldiers are used for sexual services or as combatants, forced spouses, messengers, porters or cooks". It is clear from these definitions above that the use of the term "child soldier" is restrictive since it does not cover entirely the role the child soldier is made to perform. This is why the International Committee of the Red Cross points out that "children can be used for the purposes other than direct participation in hostilities; they can be used as spies, messengers, domestic servants, sexual slaves, etc." It is important to acknowledge that whatever the role a child soldier is made to play, the mere act of recruiting him/her is a blatant abuse of the child's right: they are deprived basic amenities like food and shelter, they are sexually abused, deprived the education they deserve as children and their right to grow naturally in a conducive environment.

The principal theory upon which this paper is anchored is the trauma theory. Since Iweala's novel recounts the traumatic and overwhelming experiences of the protagonist as a child soldier during a civil war, it is apt to adopt the trauma theory to steer the discussion. Analyzing gender and trauma in Maya Angelou's *I know Why the Caged Bird Sings*, Adhikary (2020) identifies some experiences that could be described as traumatic. These include events like physical torture, witnessing violence, rape, physical and emotional abuse, the sudden death of a loved one and many others. Abubakar (2017) shares similar sentiments as he ascribes the growth and development of trauma to the ruins and destructions that have occurred in human history. Since the protagonist around whom this discussion revolves, witnesses violence brought about by war, it makes the application of the trauma theory not only appropriate but necessary.

Kurtz (2018) points out that "the core concepts in our present model of trauma were laid out over a century ago in the therapeutic practices of late nineteenth-century European neurologists like Jean-Martin Charcot, Pierre Janet, Josef Breuer, and Sigmund Freud". Freud's early theories in *Studies of Hysteria* (1895) which was co-authored by Joseph Breuer and his theories in *Beyond the Pleasure Principle* (1920) is the foundation upon which contemporary trauma studies is built. From a Freudian perspective, trauma is theorized as not a physical wound but a psychological wound. Freud understood trauma to be any emotional wound leading to psychological injury or an event that causes great distress. This is directly antithetical to the ancient Greek's usage of the word to just mean a physical injury. Freud, therefore, defined the traumatic wounding of the mind as a widespread rupture or breach in the ego's protective shield, which he explains in *Beyond the Pleasure*

Principle as a barrier or a shield that defends the psyche against external stimuli. This has not changed much in recent times as contemporary trauma scholars like Cathy Caruth, Shoshana Felman, Sandra L. Bloom, and Dominick LaCapra also theorize trauma as events and occurrences that lead to psychological wounding or emotional stress. Sandra L. Bloom, whose concepts of trauma are majorly used in this paper is a Board-Certified psychiatrist and an Associate Professor of Health Management and Policy at the Dornsife School of Public Health, Drexel University. Through Bloom's theories on trauma, this paper will unearth the physiological motivations behind the child soldier's transition from a victim to a victimizer in Iweala's *Beasts of No Nation*.

It is important to stress that Bloom (1999; 2018) does not specifically centre her discussions on trauma around the child soldier figure. However, she discusses the victim-victimizer concept of trauma based on sexual abuse. With this research, we argue that the trauma that the child suffers during times of war is equally capable of turning him, an innocent and naive child, into a heartless victimizer.

3. Research Method

Since this investigation involves a critical analysis of literary texts, the qualitative content analysis which is also known as textual analysis seems most suitable. Through a critical reading of the text, this mode of analysis will help identify the common patterns in the representation of the child soldier and also help explain with the help of the trauma theory (mostly Sandra L. Blooms' concepts on trauma), the transition of the child soldier from a victim to a victimizer. Even though the paper does not primarily set out to undertake a stylistic analysis of the text, particular attention is given to the author's writing style and the protagonists' diction in order to make tangible its objective: exploring the child soldier's transition from a victim to a victimizer. An understanding of the factors that necessitate this transition requires an interrogation of certain parameters of language like the choice of words (diction), sentence structures, punctuations, and the density and types of figurative languages. This will help foreground the literariness of a paper whose concern, child soldiering, is often considered sociological.

4. Result and Discussion

Set in a fictionalized African country that is being ravaged by war, Iweala's *Beasts of No Nation* recounts the harrowing experiences of Agu, a young boy who is forced into child soldiering. Being a symbol of many other child soldiers who have fought different wars in Africa, Agu showcases how young and innocent children are turned into ruthless killers as a result of war by powerful warlords. After Agu loses his mother and father to the war, he is left to navigate a world full of chaos as both victim and victimizer.

4.1 The Child Soldier as Victim

In Iweala's *Beasts of No Nation*, readers are instantly introduced to Agu, a young, innocent and naive boy, who is hiding from a group of rebels as they invade his village, killing many including his father. The killing of his father, the destruction of his village and the physical abuse that innocent and vulnerable Agu is subjected to when he is found by one of the rebels (Strika) at his hiding place clearly presents him as a victim of war. He cries:

> He is sniffing like a dog and stepping to me KPAWA! He is hitting me. Again
> and again he is hitting me and each blow from his hand is feeling on my
> skin like the flat side of machete. I am trying to scream, but he is nocking

> the air from my chest and then slapping my mouth. I am tasting blood. I am feeling like vomiting. The whole place around us is shaking…he is grabbing my leg, pulling it so hard that it is like it will be coming apart like meat, and my body is just sliding slowly from the stall out into the light and onto the mud (Iweala, 2005: 3).

Even though a child, Agu does not spare the harsh treatments that accompany war, Agu's choice of words and language clearly depict him as a helpless victim of war. Through the use of simile, he compares his oppressor's blow on his skin to the flat side of a machete. He further compares the pulling of his leg to meat being torn apart. These comparisons reveal the level of pain inflicted on Agu and enhances a visual representation of the entire scenario. This is further intensified through the hyperbolic statement, "the whole place around us is shaking". The use of imagery and exaggeration in the extract above, even though help paint a vivid picture of the pain that Agu suffers as a victim, they also help reveal the realities of the consequences of war on children. The helplessness that overwhelms Agu, who at this point is a victim of war, is further revealed in the extract below:

> The smell of rainwater and sweat is coming into my nose and I am feeling my shirt is so wet it is almost like another skin. I want to be moving, but my whole bone is paining me and my muscle is paining me like fire ant is just biting me all over my body. If I can be slapping myself to be making it go away I am doing it, but I cannot even move one finger. I am not doing anything (Iweala, 2005: 1-2).

In order to make obvious the helplessness that engulfs Agu and ultimately delineates the senselessness of war and child soldiering, Iweala makes great use of imagery, exaggeration and simile. Agu compares the physical pain he experiences at this point to the bites of fire ants. The adjective "fire" that modifies this particular species of insects depicts the magnitude of their bites: a burning sensation that even though goes away in some few minutes, leaves a white-fluid-filled blister on the human body that can last for days. The level of exaggeration seen in this extract does not only add to the beauty of the language but also communicates the confusion and powerlessness that weighs down young Agu as a result of war. The fear that Agu experiences as a victim is devastating and lethal for a young boy of his age that it inhibits his ability to move. The fact that he cannot do anything to salvage the situation reiterates his trauma and helplessness. This is why Bloom (1999: 11) states that "a victim is both helpless and powerless…helplessness is a noxious human experience". These experiences mark the beginning of Agu's transformation from a civilian to a "soldier" as he is immediately recruited by the rebels. He is emotionally blackmailed by the Commandant to think that he will have a better life with the rebels and also get to avenge his father's death. The Commandant tells Agu, "If you are staying with me, I will be taking care of you and we will be fighting the enemy that is taking your father…everything will be just fine." Aside the Commandant preying on Agu's immaturity and innocence, he also instills so much fear in him that Agu sees no other alternative than to join the rebels if he wants to stay alive. We glean this when he says, "I am seeing all the soldier with gun and knife and then I am thinking about my father just dancing like that because of bullet. What am I supposed to be doing? So I am joining." (p. 11). Even though the word "dancing" is satirically used, it is meant to paint an image of how bullets tear apart Agu's father. This

heightens Agu's fear and compels him to join the rebel group for survival. The rhetorical question, "what am I supposed to be doing?" shows Agu's helplessness as a child who is exposed to a such chaotic environment. If his father, a fully grown man is made to dance because of a bullet, Agu, as a small boy, is sure unable to do anything. It is clear from the foregoing that Agu is driven to join the rebel group by the need for survival. This is why Williams (2013: 143) opines that "life with the army provides some excitement away from the drudgery of life on the street: food is certain and one does not have to hustle all the time for a living. The uniform and the gun bring status and power and the opportunity to take revenge against previous transgressors." Agu understands that the entire village has been consumed by war and there is no place he can run to seek refuge. In order to live, Agu realizes that his best chance is with the rebel group. This is why he admits that "I am fearing because I am seeing that the only way not to be fighting is to die. I am not wanting to die." Presented with this conundrum, his only way out is to put on the mask of a victimizer even if he does not want to. Bloom (1999) calls this *trauma-bonding*. She explains that:

> People who are terrorized, whether as adult victims of torture, or domestic violence or child victims of family abuse, experience their abuser as being in total control of life and death. The perpetrator is the source of the pain and terror, but he is also the source of relief from the pain. He is the source of threat but he is also the source of hope (p. 10).

Indeed, even though the rebel group led by the Commandant terrorizes and maltreats Agu, he joins them and forms a bond with them in order for him to survive. Agu perceives that by joining the rebel group that oppresses him, he will eventually be relieved of his fear and pain. It can also be understood that Agu is not only driven by fear to join the rebel group but also his inability to think and analyze situations critically when under emotional stress. This is a behavior that is typical of trauma victims. Bloom (1999) explains further that:

> Our capacity to think clearly is also severely impaired when we are under stress. When we perceive that we are in danger, we are physiologically geared to take action, not ponder or deliberate. In many situations of acute danger, it is better that we respond immediately without taking the time for complicated mental processing, that we respond almost reflexively to save our lives or to protect those we love. When stressed, we cannot think clearly, we cannot consider the long-range consequences of our behaviour, we cannot weigh all possible options before making a decision, we cannot take the time to obtain all the necessary information that goes into making good decisions. Our decisions tend to be based on impulse and are based on the experienced need to self-protect…in such situations, people demonstrate poor judgement and poor impulse control (p. 5).

It is clear from the discussion so far that Agu does not join the rebel group on his own volition, but he is manipulated and forced by the Commandant. This is why he laments, "I am looking at this pin and that pin and thinking, if I am to run away where can I be running to? Where can I be running to? War is everywhere" (p. 129). His quest for survival in a life-threatening environment and his inability to think critically under stress compel him to join the rebel group and he loses his innocence in the process. The use of the rhetorical questions further emphasizes Agu's confusion and his inability to decipher the consequences of his

decisions. Agu just like Birahima in Ahmadou Kourouma's *Allah is Not Obliged* and Ishmael Beah's *A Long Way: Memoirs of a Boy Soldier* becomes a child soldier not by choice but for survival. Child soldiers as seen in the case of Agu are also programmed into believing that the only way to ensure justice for their parents, siblings and friends is to fight and kill. Clearly, Agu's vulnerability and innocence just like many other child soldiers make them susceptible to military and rebel recruitments during times of war.

4.2 The Child Soldier as Victimizer

Agu's days as a brutal murderer and a beast begin after his recruitment and he is ordered by the Commandant to kill a soldier. This is where we begin to witness Agu's transformation from an innocent victim of war to a victimizer. The Commandant tells Agu, "Do you see this dog! He is shouting. You want to be a soldier enh? Well—kill him. KILL HIM NOW!" (Iweala, 2005: 26). This act of killing is likened to the act of "falling in love" since according to the Commandant, it is devoid of reasoning. The Commandant also likens it to the act of "killing a goat". This scene can be understood as some kind of initiation rite. Here, the Commandant becomes a teacher, a perverted instructor who moulds young and innocent children into vicious killers. War has thwarted Agu's dreams of becoming an engineer or a doctor. Instead of being taught in a civilized and accepted manner (formal education) how to achieve these dreams, he is mentored by the Commandant to become a ruthless killer. Even though Osiki (2021) sees war as a post-colonial illness that plagues the African continent, it can also be seen as a cankerous and corrupted pedagogue that shapes innocent children into killers. Being just a child who once had a family, who was loved and had never taken the life of another man, Agu laments:

> I am starting to crying and I am starting to shaking. And in my head I am
> shouting NO! NO! NO! but my mouth is not moving and I am not saying
> anything. And I am thinking, if I am killing killing, then I am going to hell so I
> am smelling fire and smoke and it is harding to breath, so I am just standing
> there crying crying, shaking shaking, looking looking (Iweala, 2005: 18).

In order to limn the fear that arrests Agu, the writer makes use of repetition to depict his trauma. The repetition of the word "NO!" accompanied by an exclamation mark only tells the overwhelming and traumatic nature of the scene. Again, one cannot lose sight of the capitalization of the word "NO!". This strongly communicates Agu's resentment to the act of killing another human being and brings to light the instances of coercion that dictate the lives of child soldiers. It helps identify Agu at this point in the novel as a victim who is forced to commit an inhumane act against his will. This ultimately helps foreground Agu's innocence. This means that the author's writing style – his use of capitalization and some punctuation marks (graphology) help communicate Agu's plight as a victim of war. This is what Bilal and Cheema (2012) as quoted by Yankyerah (2021) explain as *a graphological discussion of style*. They posit that:

> A graphological discussion of style among other features entails the
> foregrounding of quotation marks, ellipses, periods, hyphens, contracted
> forms, special structures, the full stop, the colon, the bold prints,
> capitalization, small print, spacing, italics…

The repetition of the words "crying", "shaking", and "looking" is also very significant to understanding Agu as a victim of war. Even though one can easily attribute the use of

repetition to the influence of African oral storytelling as a result of performance, it also helps reveal the repetitious nature of Agu's trauma. The wrong use of grammar is a unique feature of Iweala's novel. In almost all of his narrations, Agu violates linguistic and grammatical rules and breaches conventional code of the English Language, to give prominence to his state of mind as the story unfolds. By saying "it is hardening to breath", Agu unconventionally turns an adjective "hard" to a verb "hardening". This is what in the area of Literary Stylistics Yankson (1987) calls *Violation of Category Rule*. Yankyerah (2021: 174) explains that "a violation of category rule is said to have occurred when a deliberate misplacement of a lexical item is employed by a writer or a literary artist. For instance, if a writer intentionally employs a noun to perform the work of a verb in a sentence, it means that there is a violation of a grammatical rule." This violation as seen in Agu's narration is consistent with the disorientation that accompanies his first kill as a child soldier. The use of parallel structures also helps highlight the plight of Agu. This is a writing style that may involve the repetition of a single word, a phrase or an entire sentence. Parallelism can be understood as a literary feature in which portions of sentences have the same or similar grammatical structure. This technique is employed extensively in Iweala's *Beasts of No Nation* to help make perceptible the plights, trauma and loss of Agu. He says:

I am starting to crying / I am starting to shaking
Subject + verb + to infinitive

It is clear from the example above that even though the two statements do not have the same words repeated throughout; there is a repetition in terms of the grammatical structure. This helps readers appreciate how Agu is left traumatized and lost at various levels – physically, psychologically and emotionally. It is not surprising that Nkansah (2009: 87) posits that the general notion of parallelism is a woven scheme on the manipulation of the many forms of repetition where the recurrence happens in the line of the text. Consequently, through the use of parallelism, the author reveals how child soldiers are continually manipulated, brainwashed and coerced to take up the identities of heartless "soldiers" and "rebels".

Obviously, Agu is petrified to kill another man, but being a "soldier" now means taking orders without questioning. So, with the help of the Commandant and Strika, Agu eventually kills the soldier he ironically perceives and has been brainwashed to believe to be his enemy (the ones who killed his father). Agu narrates:

> He is taking my hand and bringing it down so hard on top of the enemy's head and I am feeling like electricity is running through my whole body. The man is screaming, AYEEEIII, louder than the sound of bullet whistling and then he is bringing his hand to his head, but it is not helping because his head is cracking and the blood is spilling out like milk from coconut. I am hearing laughing all around me even as I am watching him trying to hold his head together. He is annoying me and I am bringing the machete up and down and up and down hearing KPWUDA KPWUDA every time and seeing just pink while I am hearing the laughing KEHI, KEHI, KEHI all around me. Then I am hitting his shoulder and then his chest and looking at how Commandant is smiling each time my knife is hitting the man. Strika is joining me and we are just beating him and cutting him while everybody is laughing. It is like the world is moving so slowly and I am seeing each drop of blood and each drop of sweat flying here and there. I am hearing the

bird flapping their wing as they are leaving all the tree. It is sounding like thunder. I am hearing the mosquito buzzing in my ear so loud and I am feeling how the blood is just wetting on my leg and my face. The enemy's body is having deep red cut everywhere and his forehead is looking just crushed so his whole face is not even looking like face because his head is broken everywhere and there is just blood, blood, blood (Iweala, 2005: 21).

The above narration from Agu is replete with powerful images. The words, "AYEEEIII", "KPWUDU", "KEHI" immediately appeal to the reader's sense of hearing (auditory imagery). The author thus, presents to readers a child protagonist who is yet to acquire the appropriate language to express the horrors that he sees and experiences. This is why Agu constantly describes traumatic scenes and experiences by resorting to the use of onomatopoeic language (making reference to a thing or action via a vocal imitation of the sound that comes with that particular thing or action). The author, therefore, makes use of ideophones. These are words that evoke an idea in sound, often a vivid impression of certain sensation or sensory perception. This sound-communication element in the text is what helps readers hear with their minds' ear so they can better appreciate the senselessness and violence that surrounds war and how it induces physical pain on victims. Agu compares the blood flowing from the soldier's head to milk spilling from a coconut. This hyperbolic statement, carried on the wings of simile, foregrounds the image of pain in the reader's mind's eye and foreshadows the atrocities that Agu will commit later in the novel as a child soldier. The author, even though allows the narrative to develop obtrusively, it is clear at this point that he also relies on the imaginative capacities of the reader to take in bit by bit the trauma and senselessness of the whole episode. This ensures an intense emotional engagement between the reader and the narrative. Although, Agu is initially hesitant, one cannot help but notice the enthusiasm and zeal that later engulfs him as he begins slaughtering the soldier. This particular scenario is perfectly explained by Bloom (1999: 11). She quotes Real (1997) who asserts that:

> When we understand the effects of trauma, it is easier to grasp how someone could be victimized and turn away from the victim role and towards the victimizer role instead. A victim is both helpless and powerless, and as we have seen, helplessness is a noxious human experience. Human beings will do anything to avoid feeling powerless. If you have been victimized, one of the possible outcomes is to assume the power of the one who has hurt you by becoming someone who terrorizes and abuses others. Such behavior can reduce anxiety while providing a certain excitement and the combination of these two effects can become habit-forming.

At this point, it is obvious that Agu is in denial – a traumatic stage where a trauma victim ignores or represses his trauma by engaging in acts that under normal circumstances, he or she would not have. The trauma victim ignores his or her trauma and his or her emotions become numb. By consoling himself with seemingly-assuring thoughts like "I am not bad boy. I am not bad boy. I am soldier and soldier is not bad if he is killing… So if I am killing, then I am only doing what is right" (p. 31) and hooked unto hard drugs, Agu becomes a ruthless killer. He tells himself:

Yes, it is good to fight. I am liking how the gun is shooting and the knife is chopping. I am liking to see people running from me and people screaming for me when I am killing them and taking their blood. I am liking to kill… I am feeling like man with big muscle and small head and I am thinking that nothing can be stopping me and nothing can be slowing me down—not even the hill we are climbing. I am like leopard hunting in the bush (Iweala, 2005: 53).

Even though Agu was once a victim, he becomes addicted to violence after he is initiated and brainwashed by the Commandant. The "art" of killing is presented to him as a necessity and a duty. He must imbibe these ideals in order to survive the chaos that accompanies the war. By ironically comparing himself to a man with big muscles and a leopard, Agu's transformation from a victim to a victimizer becomes very obvious. He becomes a hardened and a remorseless torturer. He now seems to take pride in the monster that he has become: a sadist who takes pleasure in the screams and cries of his victims. This is seen in the constant use of the clause, "I am liking…." Under the duress of hard drugs, Agu together with Strika and some other soldiers molest and rape a woman and her daughter during a raid in one of the villages. Agu narrates:

Under the bed there is woman and her daughter just hiding. She is looking at us and worrying worrying so much it is looking like somebody is cutting her face with knife. She is smelling like goat and we are wanting to kill her so we are dragging her… Strika is pulling down his short and showing that he is man to this woman while I am holding her one leg and another soldier is holding the other. She is screaming, DEVIL BLESS YOU! DEVIL BORN YOU! … AYIIIEEE! woman is just looking at me and screaming. And I am shouting, SHUTUP! SHUTUP! SHUTUP! This woman is enemy. She is killing my family and burning my house and stealing my food and making my family to scatter. And this girl is enemy. She is killing my father and making me to run from my home. I am pulling the girl, but she is not letting go of her mother's arm. She is holding holding her so the two of them are like one animal. I am with Strika and we are pulling the girl, pulling until her leg is cracking, but she is not letting go. She is screaming and I am seeing her breath is coming out from her mouth, just coming out and coming out. Then Strika is taking his knife high above his head and chopping and everybody is coming apart. The girl is having no more hand. She is not screaming or shouting or making any noise. She is just having no more hand. Commandant is saying that she is enemy, she is stealing our food, and killing my family because she is enemy. I am jumping on her chest KPWUD KPWUD and I am jumping on her head, KPWUD, until it is only blood that is coming out of her mouth. You are not my mother, I am saying to the girl's mother and then I am raising my knife high above my head. I am liking the sound of knife chopping KPWUDA KPWUDA on her head and how the blood is just splashing on my hand and my face and my feets. I am chopping and chopping and chopping until I am looking up and it is dark (Iweala, 2005: 56-57).

We glean Agu's total transformation much more in the extract above where readers witness the highest form of disregard for human life. Agu compares the smell of the woman to the smell of a goat. This animalistic comparison shows how these children have been brainwashed to consider their supposed enemies as non-humans who do not deserve to be treated with dignity. At this point in the novel, Agu's sudden transformation from an innocent boy who once lived a peaceful life together with his family with aspirations of becoming a doctor or an engineer to a blood-thirsty and ruthless killer becomes patent. In order to numb their emotions as they rape and commit the atrocities, Agu and Strika shout constantly. They repeatedly shout 'SHUT UP!" in order to drown the cries and voices of their victims so as to distance themselves from any form of pity. They seem to put on a mask of machismo just so they can carry out these horrible acts. The repetition of the cacophonous sounds "KPWUD" and "KPWUDA" as Agu jumps on his victim's chest and head showcases how violent and remorseless these child soldiers become. It also makes obvious the pain that the vulnerable in the society must suffer as a result of war. Agu mutilates (chopping and chopping and chopping) his victims until he later looks up and realizes it is dark. Discussing how perpetrators of criminal violence have had serious childhood traumatic experiences, Bloom (2018: 19) quotes Strueber, Lueck and Roth (2007) that:

> Their early experiences have done such damage to them that they have become detached from other humans, and they have become incapable of empathy, often on a permanent basis…they are unable to love and care for life other than their own, and even their capacity to love and respect themselves is severely impaired or missing on all levels other than that of pure survival.

This explains why Agu and Strika even though young children can unleash such terror and violence on other human beings. The fact that Agu seems to love the violence he perpetuates at this point shows how lost he has become. Although his natural growth development is not interrupted, his sanity as a human being has been completely shattered and compromised. He becomes a lost child.

5. Conclusion

The study clearly shows through the literary analysis of Iweala's *Beast of No Nation*, that the protagonist, Agu*,* is robbed of his innocence and childhood. The author characterizes Agu as a child who transitions from being a victim of war to a victimizer in order for him (Agu) to survive the war. Being a representative of many other child soldiers, it is worth stressing that Agu never wishes to commit these atrocities, but he is compelled to do so by circumstances beyond his control. Having lost his family who is meant to protect him, he is left with no other alternative than to join these military forces in order to survive the brutalities of war. Even when he abhors what he does, he must do them if he wants to survive. The logic then goes: just "as flies are to wanton boys," so are child soldiers to warlords during times of war, they senselessly conscript them for their selfish gains and satisfaction.

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LINGUISTIC VARIATION BETWEEN MALE AND FEMALE STUDENTS IN ACADEMIC WRITING

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Abstract

The variation of linguistic characteristics in academic writing between male and female is inevitable to happen. Therefore, this study aimed at finding out the differences of male and female students in linguistic characteristics of academic writing from perspective of linguistics, especially at the level of text analysis. The quantitative research method with convergent parallel design was used to analyze sixty students' essay writing chosen by using a purposive sampling technique. The result revealed that there were some differences of linguistic characteristics in academic writing between male and female. The female students outperformed male students in all linguistic characteristics in text-level analysis. The female students were found more capable in paragraphing competences, linking devices, text output counts, topical organization, and ending. The findings generally support the notion that differences of linguistic characteristics between male and female should be considered in teaching academic writing to create a friendly teaching-learning process for both genders.

1. Introduction

The research on the influence of gender in language teaching has been carried out by many experts (Andini & Prasetyowati, 2021; Cameron, 1997; Fattahi & Nushi, 2021; Gtowka, 2014; Mahmud, 2018; Sunderland, 2000, 2006). The studies have been conducted since gender becomes one of factors that causes diversity in language (Holmes, 2013). However, there are only a few of the studies that examine gender focused on writing skill (Reynolds et al., 2015; Sunderland, 2000; Waskita, 2008). This fact has an explanation that many people including some researchers consider speaking skill as a benchmark in assessing someone's language skill (Waskita, 2008). As a result, the other skills (listening, reading, and writing) are rarely used as research topics, especially in relation to gender influence.

The above assumption is not fully wrong, yet the contribution of literacy skill, especially writing skill cannot be ignored. Writing skill is one of the important factors to achieve a better future career. Tuan (2010) reveals that the success of EFL learners in English writing skill brings benefits not only for the learning process but also for a better career in the future. Many tasks in working life must be accomplished by writing, such as compiling report, writing scientific journal, composing speech, and so on. Therefore, writing skill is an

important factor in academic life, especially in university. In the context of higher education, the function of writing skill becomes very important. Students are required to write an academic paper at the end of their study at university. Besides, they are also required to take academic written tests such as TOEFL and IELTS. Therefore, gender studies in relation to writing skill is very necessary to conduct.

The influence of gender is manifested in language products produced by men and women, both in writing and speaking. Newman, Groom, Handelman, and Pennebaker (2008) state that gender differences in language use between men and women are consistent. Furthermore, Hamdan and Hamdan (2013) state that from birth both genders have followed different codes of conduct according to existing community rules and this has caused men and women to have different life experiences, ways of speaking, and ways of writing. In summary, writing skill as one of language skills cannot be separated from the influence of gender in it. Therefore, the study of gender influence in writing skill is the first step to understand the differences and then applies it to teaching-learning process of writing.

There are three perspectives developed by Jones (2011) to explain the influence of gender in writing skill, namely cognitive psychology, socio-cultural, and linguistic perspectives. This study focused on linguistic perspective for analyzing written text (student writing product). Linguistic analysis is in line with characteristics of academic writing in the classroom context, especially for academic writing in higher education. The linguistic perspective analyzed the linguistic features of a text, such as text and lexical diversity. The analysis carried out in this study was limited on analysis of linguistic characteristics in text level.

2. Literature Review

The linguistic perspective is a comprehensive analysis that analyses written text based on linguistic characteristics in text and sentence (Jones & Myhill, 2007). Linguistic characteristics in text-level analysis consist of topical organization, paragraphing competence, closing paragraph (endings), linking devices, and text output counts.

Topical organization is a topic setting process of a paragraph to fit the topic of text writing. The topic of text writing is usually determined by the organizer of writing test, and this is an absolute requirement in writing text. In this study, there are four aspects of topical organization analyzed, consisting of: (1) paragraphs commencing with a topic sentence, (2) logical order to paragraphs or following a systematic compilation of paragraphs into a logical text, (3) paragraphs drifting off topic, and (4) paragraphs needing subdivision.

Paragraphing competence is a process to arrange paragraphs into good text in a writing. A good paragraph according to Oshima and Hogue (2006) and Johns (1997) must have the following requirements: (1) topic sentence, (2) arranged logically, and (3) only one main idea. In addition, Jones and Myhill (2007) and Johns (1997) state that a good paragraph must use meta-discourse signs, references, and conclusion (it is not absolute). Whereas a poor paragraph can be seen from partial paragraphs (incomplete paragraphs), paragraphs with one sentence, and the absence of paragraphs conditioned.

Endings is a conclusion paragraph of an article. It consists of (1) thematic link with previous paragraph, (2) thematic link with opening paragraph, (3) repetition of words or phrases in opening paragraph, (4) repetition of proper nouns in opening paragraph, and (5) summaries, conclusions/ suggestions, or comments (Jones and Myhill, 2007).

Linking devices is hyphens that the author uses to connect words, sentences, and paragraphs into a complete article. The linking devices analyzed in this study consist of (Jones and Myhill, 2007): (1) temporal adverbials, (2) ordinal adverbials, (3) place adverbials, (4) manner adverbials, (5) additive adverbials, (6) adversative adverbials, (7) causal adverbials (8) repeated words; (9) repeated phrases; (10) repetition of proper nouns, (11) synonyms, (12) hyponyms-hypernyms, (13) anaphoric pronouns, and (14) determiners.

Text output counts is the total of characters, words, sentences, and paragraphs produced by the author. There are eight aspects of text output counts that are analyzed in this study, including (Jones & Myhill, 2007): (1) number of characters (not including commas and spaces), (2) number of words, (3) number of sentences, (4) number of paragraphs, (5) number of sentences per paragraphs, (6) number of words per sentences, (7) number of characters per words, and (8) number of passive sentences.

For a brief description of text-level analysis, it can be seen in the following table.

Category	Criteria	Sub-criteria
Topical organization	Paragraphs commencing with a topic sentence	
	Logical order to paragraphs	
	Paragraphs drifting off topic	
	Paragraphs needing subdivision	
Paragraphing competence	Complete paragraphs	Having a topic sentence, arranged logically, explaining only one main idea
		Using meta-discourse signs
		Using references
		Having a conclusion sentence
	Incomplete paragraphs	Partial paragraphs
		Paragraphs with one sentence
	No paragraphs	
Endings	Thematic link with previous paragraph	
	Thematic link with opening paragraph	
	Repetition of words or phrases in opening paragraph	
	Repetition of proper nouns in opening paragraph	
	Summaries, conclusions/ suggestions, or comments	
Linking devices	Adverbials	Temporal
		Ordinal
		Place
		Manner
		Additive
		Adversative
		Causal

	Repetition	Words
		Phrases
		Proper nouns
	Synonyms	
	Hyponym-hypernyms	
	Anaphoric pronouns	
	Determiners	
Text output counts	Number of characters	
	Number of words	
	Number of sentences	
	Number of paragraphs	
	Number of sentences per paragraphs	
	Number of words per sentences	
	Number of characters per words	
	Number of passive sentences	

Adapted from Jones and Myhill (2007)

Table 1. Criterions for linguistic analysis in text-level analysis

3. Research Method

The method used in this research was a quantitative method. Quantitative data in this study is in the form of numerical data obtained from coding linguistic characteristics of students' essay writing and then this data is analyzed statistically (descriptive and inferential). Meanwhile, the convergent parallel design approach was used since the data from statistical analysis and data from coding linguistic characteristics in students writing paper were compared to find patterns and draw research conclusions (Creswell & Plano-Clark, 2011; Nunan & Bailey, 2009).

3.1 Participants

The population of this study were students of English Education Department who were in the fourth semester 4 and they took Essay Writing course. There were 108 students who participated in this study consisting of 48 male students and 60 female students. Meanwhile, the sample of this study was selected by purposive or judgmental sampling technique as the process of selecting a sample is based on the researcher's belief that the sample can be a representation of the population based on the researcher's knowledge of the characteristics the group (Gay, Mills, & Airasian, 2006; Arikunto, 2013). As a result, 60 students were used as research samples consisting of 30 male students and 30 female students who were selected based on the characteristics that match the research objectives, namely based on the average writing ability score.

3.2 Instruments

Data for this study were collected through an academic written test of five-paragraph essay. The test was a paper-based test consisting of five paragraphs with one paragraph of introduction, three paragraph of body, and one paragraph of conclusion.

3.3 Data analysis

The data analysis procedure was by using SPSS v.22 and coding of the writing adapted from Jones and Myhill categories (2007), particularly analysis in text level (see table 1). The statistical analysis was conducted to obtain an overview of the significance level of differences between male and female students. Descriptive and inferential statistical analysis used included *t-test* to see the significance of the overall linguistic characteristics and *two-way* ANOVA *test* (two-way analysis of variance) to see the level of significance of aspects of linguistics. The results of statistical analysis from the SPSS program were presented in the form of a table of mean and significance values with a comparative significance level of 5% (p=0.05). It means that the significance value was categorized to be "significant" if it was lower than p=0.05 and "insignificant" if it was higher than p=0.05.

4. Results and Discussion

It was found that there were differences in linguistic characteristics produced between male and female students. The researchers found that female students outperformed male students in all linguistic characteristics in text-level analysis.

4.1. Topical organization

The researchers found that female student ability to organize a topic in academic writing were better than male student ability. This is due to the tendency of male students not to follow the rules of good paragraph compilation, for example not having the same topic among paragraphs and not arranging paragraphs in logical order. The following table shows a different frequency of topical organization aspects between male and female students.

Aspects of topical organization	Frequency of gender differences	
	Male	*Female*
Paragraphs commencing with a topic sentence	96	118
Logical order to paragraphs	7	18
Paragraphs drifting off topic	54	32
Paragraphs needing subdivision	54	38

Table 3. Frequency of topical organization.

Firstly, for paragraphs commencing with a topic sentence, female students produced 118 paragraphs, while male students produced 96 paragraphs. There are 22 paragraphs of difference. Secondly, for logical order to paragraphs, there were only 7 male students who arranged their paragraphs sequentially and logically, while there are 18 female students who arranged their paragraphs sequentially and logically. The difference is 11 students. Thirdly, for paragraphs drifting off topic, male students wrote 54 paragraphs that do not fit the topic, while female students only wrote 32 paragraphs. The difference is 22 paragraphs. Fourthly, for paragraphs needing subdivision, male students wrote 54 paragraphs, while female students only wrote 38 paragraphs. The difference is 16 paragraphs.

Generally, it was found that female students produce more paragraphs than male students in aspects of paragraphs commencing with a topic sentence and logical order to paragraphs. While male students produce more paragraphs than female students in aspects

of paragraphs drifting off topic and paragraphs needing subdivision. The statistical analysis on each aspect of topical organization can be seen in the table below.

Aspects of topical organization	Mean			Sig. of ANOVA Test
	Male	Female	Difference	
Paragraphs commencing with a topic sentence	3.2	3.9	.7	.006
Logical order to paragraphs	.233	.6	.367	.003
Paragraphs drifting off topic	1.8	1.067	.733	.006
Paragraphs needing subdivision	1.8	1.267	.533	.031

Table 4. Statistical test of topical organization

All aspects of topical organization have a significant difference value. Their values are lower than significance level p=0.05. It means that the difference is statistically significant. In other words, female students' ability on topical organization is better than male students. Therefore, writing instructors must emphasize to their students that they need to write paragraphs according to the topic required by test organizer are important in writing academic. In addition, they also need to state to their students that they must be logical and avoid writing two different ideas in one paragraph.

4.2. Paragraphing competence

It was found that female students were better than male students to form paragraphs. They tend to follow some rules in writing a good paragraph, such as having a topic sentence, writing in logical order, and explaining only one main idea. On the contrary, male students tend to violate the rules of good paragraph compilation. In addition, male students also tend not to pay attention to the conditions requested by the test organizer, including number of paragraphs needed. The following table presents a different frequency of paragraphing competence aspects between male and female students.

Aspects of paragraphing competence		Frequency of gender differences	
		Male	Female
Complete paragraphs	Having a topic sentence, arranged logically, explaining only one main idea	111	126
	Using meta-discourse signs	36	75
	Using references	0	2
	Having a conclusion sentence	16	38
	Total	163	241
Incomplete paragraphs	Partial paragraphs	73	23
	Paragraphs with one sentence	8	4
	Total	81	27
No paragraphs		2	0
	Total	2	0

Table 5. Frequency of paragraphing competence.

Firstly, for complete paragraphs with a topic sentence, logical arrangement, only one main idea, female students produced 126 paragraphs, while male students produced 111 paragraphs. The difference is 15 paragraphs. For complete paragraphs using meta-discourse

signs, female students wrote 75 paragraphs, while male students wrote 36 paragraphs. There are 39 paragraphs of difference. For complete paragraphs using references, female students compiled 2 paragraphs, while there were no male students compiling paragraphs with references. Then, for complete paragraphs with a conclusion sentence, female students produced 38 paragraphs, while male students produced 16 paragraphs. The difference is 22 paragraphs. If all those aspects are summed, female students produced 241 paragraphs for aspect of complete paragraphs, while male students produced 163 paragraphs. There are 78 paragraphs of difference.

Secondly, for incomplete/partial paragraphs, female students only produced 23 paragraphs, while male students produced 73 paragraphs. The difference is 50 paragraphs. Then, for incomplete paragraphs with one sentence, female students wrote only 4 paragraphs, while male students wrote 8 paragraphs. If both of them are summed, female students only produced 27 paragraphs, while male students produced 81 paragraphs. There are 54 paragraphs of difference. Thirdly, for no paragraphs, there is no mistake made by female students, while male students had the lack number of paragraphs required by the test organizer (no two paragraphs).

It can be concluded that the number of good paragraphs with a topic sentence, logical arrangement, only one main idea, meta-discourse signs, references, and conclusion sentence produced by female students is more than male students. While male students produced more bad paragraphs, such as partial paragraphs and paragraphs with one sentence than female students. Even, they made the absence of 2 paragraphs (no paragraphs) out of the total 150 paragraphs that should have been produced in the test. The statistical analysis on each aspect of paragraphing competence can be seen in the table below.

Aspects of paragraphing competence		Mean			Sig. of ANOVA Test
		Male	*Female*	*Difference*	
Complete paragraphs	Having a topic sentence, arranged logically, explaining only one main idea	3.7	4.2	.5	.028
	Using meta-discourse signs	1.2	2.5	1.3	.001
	Using references	.000	.067	.065	.155
	Having a conclusion sentence	.533	1.267	.734	.009
Incomplete paragraphs	Partial paragraphs	2.433	.767	1.666	.000
	Paragraphs with one sentence	.233	.133	.1	.374
No paragraphs		.067	.000	.067	.155

Table 6. Statistical test of paragraphing competence

It appears that there are four aspects of paragraphing competence that have a statistically significant difference between male and female students (their values are lower

than significance level p=0.05). There are (1) complete paragraphs with a topic sentence, logical arrangement, and only one main idea, (2) complete paragraphs using meta-discourse, (3) complete paragraphs with a conclusion sentence, and (4) partial paragraphs. Related to complete paragraphs and partial paragraphs, writing instructors must emphasize to their student that there are three absolute requirements in compiling a good paragraph, especially on a condition that there should be only one main idea in one paragraph.

4.3. Endings

It was found that the closing paragraph quality of female students was better than male students. Yet, the difference is not so prominent between them because it only focuses on the last paragraph. To see the difference on aspects of endings (closing paragraph) between male and female students, the following table presents their different frequency.

Aspects of endings	Frequency of gender differences	
	Male	Female
Thematic link with previous paragraph	21	28
Thematic link with opening paragraph	20	28
Repetition of words or phrases in opening paragraph	7	11
Repetition of proper nouns in opening paragraph	0	0
Summaries, conclusions/ suggestions, or comments	20	29

Table 7. Frequency of endings

Firstly, there were 28 female students who had closing paragraph related to previous paragraph, while there were 21 male students who had it. The difference is 7 students. Secondly, there were also 28 female students who had closing paragraph related to opening paragraph, while there were 20 male students who had it. There are 8 people of difference. Thirdly, for repetition of words or phrases in opening paragraph, there were 11 female students who repeated words or phrases in opening paragraph, while there were 7 female students who did it. The difference are 4 students. Fourthly, for repetition of proper nouns in opening paragraph, there were no students who did it, both male and female students. Fifthly, there were 29 female students who had closing paragraph containing summaries, conclusions/ suggestions, or comments, while there were only 20 male students who had it. The difference were 9 students. From those points, it can be concluded that closing paragraph aspects of female students are better than male students. The statistical analysis on each aspect of endings (closing paragraph) can be seen in the table below.

Aspects of endings	Mean			Sig. of ANOVA Test
	Male	Female	Difference	
Thematic link with previous paragraph	.7	.933	.233	.019
Thematic link with opening paragraph	.667	.933	.266	.009
Repetition of words or phrases in opening paragraph	.233	.367	.134	.267
Repetition of proper nouns in opening paragraph	.000	.000	.	.
Summaries, conclusions/ suggestions, or comments	.667	.967	.3	.002

Table 8. Statistical test of endings

It can be seen that there are three aspects of endings that have statistically significant differences between male and female students, namely thematic link with previous paragraph, thematic link with opening paragraph, and summaries, conclusions/ suggestions, or comments. Their values are lower than significance level p= 0.05. Therefore, writing instructors must pay attention to their student ability in compiling a closing paragraph, especially on significantly different aspects.

4.4 Linking devices

The researchers found that female students were better in using linking devices than male students, both in terms of usage and number. However, female students did more word repetition. This is because the number of words produced by female students is also more than male students. Besides, female students were also better at using hyponym-hypernym. Therefore, female student's writing became more detailed, and their argument became stronger due to adding examples. To see each aspect of linking devices, the following table presents a different frequency between male and female students.

Aspects of linking devices		Frequency of gender differences	
		Male	*Female*
Adverbials	Temporal	174	228
	Ordinal	26	61
	Place	2	3
	Manner	77	90
	Additive	141	158
	Adversative	126	131
	Causal	140	135
Total		**686**	**806**
Repetition	Words	4444	5548
	Phrases	381	383
	Proper nouns	0	0
Total		**4825**	**5931**
Synonyms		231	241
Hyponym-hypernyms		68	87
Anaphoric pronouns		404	608
Determiners		1093	1280

Table 9. Frequency of linking devices

Firstly, for temporal adverbials, female students produced 228 items, while male students produced 174 items. There are 54 items of difference. For ordinal adverbials, female student made 61 items, while male students made 26. The difference is 35 items. For place adverbials, female students wrote 3 items, while male students wrote 2 items. There was only one item for difference. For manner adverbials, female students made 90 items, while male students made 77 items. The difference was 13 items. For additive adverbials, female students produced 158 items, while male students produced 141 items. the difference is 17 items. For adversative adverbials, female students wrote 131 items, while male students wrote 126. There are 5 items of difference. Then, for causal adverbials, female

students produced 135 items, while male students produced 140 items. There are also 5 items of difference, but male students produced more causal adverbials than female students. However, if all aspects of adverbials are summed, female students still produced more adverbials than male students. Female students wrote 806 items, while male students wrote 686 items with 120 items of difference.

Secondly, for repeated words, female students produced 5.548 words, while male students produced 4.444 words. The difference is 1.104 items. For repeated phrases, female students wrote 383 phrases, while male students wrote 381 phrases. There are only 2 phrases. Then for repetition of proper nouns, it was not found in all writings, both male and female students. If those repetitions are summed, there are 5931 repetitions made by female students, while there are 4825 repetitions made by male students. There are 1105 repetitions of words, phrases, and proper nouns. However, the small number of repetitions does not make writing of male students better than female students because the small repetition also shows a small amount of text output (number of words and phrases produced).

Thirdly, female students used 241 synonyms, while male students used 231 synonyms. The difference is 10 synonyms. With that slight difference, it can be concluded that the ability to use synonyms between genders is no different. An article is categorized to be good if the repetition of words/phrases is few and the use of synonyms increases. Yet, this study found that the use of synonyms between male and female students is almost the same.

Fourthly, female students produced 87 hyponyms-hypernyms, while male students produced 68 hyponyms-hypernyms. The difference is 19 hyponyms-hypernyms. It means that the ability of female students to use hyponyms-hypernyms is better than female students. Therefore, the writing of female students becomes more detailed using more specific terms. Fifthly, female students produced 608 anaphoric pronouns, while male students used 404 anaphoric pronouns. The difference is 204 anaphoric pronouns. Sixthly, female students used 1280 determiners, while male students used 1093 determiners. There are 187 determiners of difference. It means that the writing of female students has more words than male students.

Generally, it can be concluded that for the use of adverbials, repetitions, synonyms, hyponyms-hypernyms, anaphoric pronouns, and determiners, female students outperformed male students. The statistical analysis on each aspect of linking devices can be seen in the table below.

Aspects of linking devices	Mean			Sig. of ANOVA Test
	Male	Female	Difference	
Temporal adverbials	5.8	7.6	1.8	.046
Ordinal adverbials	.867	2.033	1.166	.014
Place adverbials	.067	.1	.033	.703
Manner adverbials	2.567	3	.433	.438
Additive adverbials	4.7	5.267	.567	.392
Adversative adverbials	4.2	4.367	.167	.833
Causal adverbials	4.667	4.5	.167	.796
Repeated words	148.133	184.933	36.8	.001

Repeated phrases	12.7	12.767	.067	.962
Repetition of proper nouns	.000	.000	.	.
Synonyms	7.7	8.033	.333	.612
Hyponym-hypernyms	2.267	2.9	.633	.094
Anaphoric pronouns	13.467	20.267	6.8	.009
Determiners	36.433	42.667	6.234	.028

Table 10. Statistical test of linking devices

It can be concluded that there are five aspects of linking devices that have significant differences between male and female students for significance level of $p=0.05$, namely temporal adverbials, ordinal adverbials, repeated words, anaphoric pronouns, and determiners. Therefore, writing instructors must pay attention to all significant aspects of linking devices when teaching writing skill.

4.5 Text output counts

From the analysis of student writing using *Markin* 4, it was found that number of text output counts of female students was better than male students. It means that female students produced a greater number of text output count than male students. It makes the writing of female students is better and more detail than female students. To see the different aspects of the number of text output counts, the following table presents the different frequency between male and female students.

Aspects of text output counts	*Frequency of gender differences*	
	Male	*Female*
Number of characters	34049	40529
Number of words	7601	9081
Number of sentences	475	601
Number of paragraphs	148	150
Number of sentences per paragraphs	96	120.2
Number of words per sentences	494.24	452.96
Number of characters per words	133.29	133.73
Number of passive sentences	31	38

Table 11. Frequency of text output counts

Firstly, for number of characters, female students produced 40529 characters, while male students produced 34049 characters. The difference is 6480 characters. Secondly, for number of words, female students produced 9081 words, while male students only produced 7601 words. The difference is 1480 words. Thirdly, for number of sentences, female students produced 601 sentences, while male students produced 475 sentences. The difference is 126 sentences. Fourthly, for number of paragraphs, female students produced 150 paragraphs. while male students produced 148 paragraphs. It has only 2 paragraphs of

difference because there are 2 male students who only write 4 paragraphs. It should be the same if male students followed the requirements stated by the test organizer. It has been discussed in the aspect of no paragraphs. Fifthly, for number of sentences per paragraph, female students got 120.2 sentences, while male students got 96 sentences. The difference is 24.2 sentences. It means that female students have more sentences for each paragraph than male students.

Sixthly, for number of words per sentence, female students got 452.96 words, while male students got 494.24 words. The difference is 41.28 words. Male students have more words for each sentence than female students in this aspect. This is due to the smaller number of sentences of male students than female students. Seventhly, for number of characters per word, female students got 133.73 characters, while male students got 133.29 characters. There is only 0.44 characters of difference. It means that both male and female students have the same number of characters for each word. Eighthly, for number of passive sentences, female students produced 38 sentences, while male students produced 31 sentences. The difference is 7 sentences.

Although the difference of text output counts is not too many, it can still be inferred that the writing of female students is better than female students. The statistical analysis on each aspect of text output counts can be seen in the table below.

Aspects of text output counts	Mean			Sig. of ANOVA Test
	Male	Female	Difference	
Number of characters	1.134.967	1.350.967	216	.003
Number of words	253.367	302.7	49.333	.002
Number of sentences	15.833	20	4.167	.000
Number of paragraphs	4.933	5	0.067	.155
Number of sentences per paragraphs	3.2	4	0.8	.001
Number of words per sentences	16.475	15.56	0.915	.218
Number of characters per words	4.443	4.458	0.015	.817
Number of passive sentences	1.033	1.267	0.234	.500

Table 12. Statistical test of text output counts

It can be concluded that there are four aspects of text output counts that have significant difference values for significance level of $p=0.05$, namely number of characters, number of words, number of sentences, and number of sentences per paragraph. These four aspects, especially number of words sentences must be writing instructors' attention in teaching writing skill. In addition, although number of passive sentences does not experience a significant difference, writing instructors should also emphasize to their student about the importance of using passive sentences in academic writing to produce formal writing and objective writing styles (Jordan, 2003).

Female students had better abilities than male students in all linguistic characteristics of text analysis. They can excel almost in all of these linguistic characteristics in text-level analysis (topical organization, paragraphing competences, ending, linking devices, and text

output counts. Besides, it was also found that all of these linguistic characteristics obtained significant differences at a significance level of p=0.05. However, the differences are not statistically significant. From previous research conducted by Jones and Myhill (2007), it was also found that men tend to write long paragraphs. On the contrary, this research proves that female students tend to write longer paragraphs with a higher number of sentences.

5. Conclusion

The highest significant difference of linguistic characteristics in text-level analysis is paragraphing competences. Paragraphing competences consist of complete paragraphs (topic sentence, one main idea, logical order, paragraphs with meta-discourse, paragraphs with references, and paragraphs with conclusion sentences), incomplete paragraphs (partial paragraphs and paragraphs with one sentence), and no paragraphs. For this linguistic characteristic, it is found that female students produced more complete paragraphs. In other words, female students outperformed male students. Otherwise, male students produced more partial paragraphs, paragraphs with only one sentence, and no paragraphs. The most dominant cause that makes female students are superior to male students in paragraphing competences is meta-discourse. Female students in writings tend to use meta-discourse signs, such as *first* (*ly*), *second* (*ly*), *third* (*ly*), *last* (*ly*), *in conclusion*, *therefore*, and *so* in their writing. The use of meta-discourse signs also influences other linguistic characteristics, such as topical organization and endings. Meta-discourse signs make topical organization easier, and endings (closing paragraphs) has a good quality.

There are several notions that need to be considered by writing instructors and further researcher. Writing instructors (teachers, lecturers, tutors, etc.) should consider gender differences in teaching English, especially in teaching academic writing skill and pay more attention when teaching students with different gender in one class. This attention can be focused on aspects of linguistic characteristics of academic writing in order to specifically help their students in teaching-learning process. Besides, further researchers can do more written tests as a research instrument, not just one written test in order to validate research data. Further researchers can also use different types (genres) of text, such as analyzing student daily journals, both in text and sentence levels.

Acknowledgements

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LOGICAL FUNCTION ANALYSIS IN JAKARTA POST NEWSPAPER OF EDITORIAL AND NEWS TEXT

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Abstract

Logical Function is a function related to the logical relationship between one clause and another, including two aspects, namely interdependency relations and logico-semantic relations. This study demonstrated the clause complexity of the transcript of two different texts with a similar subject matter, news and editorial text from the Jakarta Post Newspaper, such as, logical function, coordination (parataxis) and subordination (hypotaxis). The method of this study highlighted the analysis of qualitative research on the issue of clause complexity based on the perspective of Systemic Functional Linguistics (SFL) in the two different texts. SFL allows the analyst to shed light on interaction with the social context to imbue texts with the meanings expressed. The results of the study show that taxis in logical function analysis of News and Editorial Text apply two taxis, they are parataxis and hypotaxis. Hypotaxis is dominantly used in both text, 85.71% in Editorial and 89.65% in News. The proportion of the dominant hypotaxis in News text was 37.93% and in Editorial 33.33%.

1. Introduction

For centuries, newspapers have delivered news to the reading public, informing them of important events of the day. Since its daily format became widespread in the early 19th century, newspapers have delivered first-instance news on a daily news cycle: Whatever happened on a given day, its news was printed in the paper and delivered to readers' doorsteps the following day (Takinawa, 2017). The information in newspaper can be published in different kinds of news including news reports, featured articles, and news editorials (Danesi, 2009; Reitz, 2004). Each kind has its own communicative purposes. For instance, news story aims to present a short report of new information and current events, while featured articles represent the depth information of specific events, subjects, or people. Unlike the prior kinds, news editorials publicize editors' views discussing issues related to social interests such as politics, culture, and social issues (Danesi, 2009). Since different kinds of news contain different communicative purposes, the discourse used in news seems to be different as well.

Systemic functional linguistics (SFL) (Halliday & Matthiessen, 2004) is a linguistic theory which allows the analyst to shed light on just how it is these choices interact with the social context to imbue texts with the meanings that are expressed. One of the main assumptions of SFL is that language serves three main purposes: the experiential (or ideational), through which language users express their view of the world; the interpersonal,

through which language users establish and maintain social contact; and the textual, which allows for the first two to be brought together and organized in a way that is communicatively effective. Relation of SFL towards newspapers acts as an alternative approach for analyzing the discourse in linguistics. In other kinds of texts in newspapers, events that take place out there in the "real" world are expressed through the linguistic choices that reporters and editorialists make. Events are reconstructed as text through discourse. This reconstruction involves linguistic choices at many turns and levels in the unfolding of the discourse.

Halliday's SFL (Halliday & Matthiessen, 2004), emphasizing on semiotics, the code of language and the utterances and texts specify all the meaning potentials, studying the functional and situational organization of language in the social context in the interpretation of compound clause. Halliday (2014) has introduced the component of function as the logical component. Grammar as a theory for representing human experience, roles and relations in SFL is a meaning-making resource through networks of mood, topic, and logic with their diverse functions. It is also lexicogrammatical for it acts as the central processing of meanings through wordings (Martin, 2009). The component of logical function is the meaning in functional semantics among clauses which form the logic of natural language. Logical Function deals with the relationship between ideas in complex (compound) clauses.

This research only discusses logical functions which are part of an ideational function, a function where language is used to understand and express the speaker's perception of the world and to his consciousness. In a logical function there are two aspects that will be discussed, namely interdependency relations and logico-semantic relations. For this analysis, the researchers have chosen two different texts with a similar subject matter, news of "Five Foreigners Arrested in Bali Drug Sweep" and an editorial text, "Good Job Jakarta" from the Jakarta Post Newspaper, published on September 1, 2018 and December 13, 2018.

2. Literature Review

This study is based on SFL theories developed by Halliday (2014). SFL is a linguistic theory, and according to Almurashi (2016), the difference between SFL and other linguistics system is that SFL has its distinctive respect (Almurashi, 2016, p.71). SFL studies not only the structure but also examines its social context. Systemic Functional Grammar (SFG) is a part of Systemic Functional Linguistics (SFL) concerned with the study of linguistic forms in relation to the meanings that they express.

Functional grammar refers to an approach to language on the principle of the roles or functions played by language or the functions are given by human beings to language in their life as social being (Saragih, 2006). All types of grammar can be classified into two categories, namely logical-philosophical or known as formal grammar and ethnographic-descriptive or known as functional grammar. SFG, put forward by Halliday (Halliday & Matthiessen 2004), also pays great attention to how the speakers generate utterances and texts to convey their intended meanings. According to SFG, language has three metafunctions, namely, the ideational, interpersonal, and textual metafunctions. A brief description of the SFL theories related to projection is presented in the following subsections.

Logical Functions are concerned with the relationships among ideas in complex (compound) clauses. The logical function relates to the kinds of connections that we make between the messages. The logical function enables us to produce more complex configurations in which two or more clauses are joined into a larger whole, (Thompson,

2014). The component of logical function is the meaning in functional semantics among clauses which form the logic of natural language.

Logical Functions focuses on how clauses are connected to each other i.e. interdependency between clauses and type of meaning relationship between them (Eggins, 2004: 258). According to Adha (2018), his research only discusses logical functions which are part of an ideational function, a function where language is used to understand and express the speaker's perception of his world and to his consciousness. He analyzed the complex sentences with using logical function. Meanwhile, Ifadloh & Nufus (2017) researched about the students' ability to analyze clause complexity based on the perspective of Systemic Functional Linguistics (SFL). They explained the demonstrated the clause complexity of the transcript of the students' conversation which was related to, for example, inter-clausal relations (logico-semantic relation), coordination (parataxis) and subordination (hypotaxis).

Interdependence relations are also known as the term taxis which consist of parataxis or equivalent compound sentences and hypotaxis or multilevel compound sentences. Meanwhile, logico-semantic relations are related to the relationships of meaning between clauses in complex clauses. The logico-semantic relation consists of two parts, namely:
1. Expansion is a relationship between clauses where the main clause is extended by another clause, consisting of:
    a. Elaboration (=)
    b. Extensions (+)
    c. Enhancements (x)
2. Projection is a relationship between clauses where the main clause is a project for another clause, consisting of:
    a. Locution (")
    b. Idea (')

Interdependency Relation
The technical term of "clause" in SFL is identical with 'sentence' in the formal grammar. In SFL (Halliday 2005: 262) clause complex is a part of clause. Interdependency of clauses is technically called "taxis". The same interdependency is called parataxis (equal status) and the different one is called hypotaxis (unequal status).

Parataxis is the relation between two-like-elements of equal status, one initiating and the other continuing. Parataxis is common in conversation, as illustrated in this passage written by an author noted for his ability to capture contemporary speech. Hypotaxis, on the other hand, assigns order and structure to the clauses and establishes a level of importance to each clause in the sentence. This also gives the reader clue as to what they should be focusing on. Connections are explicitly drawn, without one clause the other wouldn't make sense. Therefore, these clauses are dependent on one another.

The distinction between parataxis (using 1,2, etc) and hypotaxis (using α, β) has developed as a powerful grammatical strategy for guiding the rhetorical development of text. The choice between parataxis and hypotaxis characterizes each relation between two clauses within a clause complex, and clause complexes are often formed out of mixture of parataxis and hypotaxis.

Logical Dependency Relation
It has already come across the two possible types of logical dependency: dependence or equality, or, in Halliday & Matthiessen's (2014: 440) termed, hypotaxis and parataxis. In

the following example, where two friends are discussing precious stones in Brazil, we have two paratactic (equal) clauses:

         Why does he start lately // and you cannot warn him
                1   2

Reported clauses also can be analyzed in terms of parataxis and hypotaxis: in the most straightforward cases, a reporting clause and a quote are equal in status, whereas a reported clause is dependent on the reporting clause:

         He said // oh no he buy wrong paper's type
         1   2
         I asked / how many tools you need
         α   β

Embedded clauses do not form clause complexes, since they function as constituents in other clauses; and therefore, the categories of hypotaxis and parataxis do not apply to them as a whole (although there may be hypotaxis and parataxis within the embedding – i.e. an embedded clause complex). However, they do play a part in the analysis of clause complexes, if only because they need to be identified so that they can be assigned to their appropriate role. Halliday & Matthiessen (2014: 382) suggest using [[ ]] to mark embedded clauses if necessary. Here are two examples marked in this way: the first is a single clause with an embedded finite clause, and the second is a clause complex with an embedded clause complex consisting of two nonfinite clauses:

         Henry James said / that the Dean has the authority duties
          α   β

         [[to do the project, / fortunately by targeting first-time buyers]] ///
           [[α   β]]

Logico-Semantic Relations

The first distinction that Halliday & Matthiessen (2014, Section: 7.2.2) propose in order to allow a pattern to emerge is between two basic types of relationships which function in very different ways: expansion and projection. In expansion, one clause expands on the meaning of another in various ways – for example, the first clause below adds specification concerning the location in time of the process in the second, dominant, clause.

Projection only appears in complex clauses, which at least occur from two clauses, namely the projection clause and the projected clause. In the text of the complex clause, the projection clause is authorities said and the clause they will apply the rules is the projected clause.

	Expansion	Projection
Paratactic	They are not hairdressers, //	they are funeral directors
Hypotactic	If you get the problem,/ we'll solve it	A top official denied / that the
Embedded	It depicts a little boat [[sailing	through stormy seas]]

Table 1. The Projection of Clause

Expansion

Within the relationship by which one clause expands another, Halliday & Matthiessen (2014) identify three broad semantic groupings: elaboration, extension and enhancement.

The central examples of each are fairly easy to identify, but – as always – there are borderline cases that are more difficult to pin down, not least because the same conjunction may be used to signal different semantic relations, or there may be no explicit signal.

a) Elaboration

An elaborating clause does not add any essentially new element to the message, but gives more information about what is already there. It may relate to the whole messages, or just to one part of the message; and it may restate it; or it may clarify or exemplify it; or it may add extra information about its attributes, including the speaker's comment.

To illustrate the use of the analytical conventions introduced above, these examples Could be labeled as follows:

I've had no nastiness // everyone's been fabulous
    1   =2

The 2018 Asian Games, cohosted this year by Jakarta, //has eased the city's
    α   =β

notorious traffic congestion/ //which stood at 619,/ 212 vehicles
    =β   α

b) Extension

If one clause extends another, it adds to it by simple addition (the 'and' relation), or by replacement (the 'or' relation). Note that, in one of its meanings at least, 'but' can be included under the 'and' relation – see the example below; and the 'or' relation has two aspects: replacive and alternative. (Labelling the relations 'and' and 'or', as I have done here, is only a convenience: these do not have to be the conjunctions that signal the relations, even with parataxis.) The suggested notation symbol is '+' ('added to').

I gave my sister surprise// and I gave my brother a reasonable understanding
    1   +2

if she hasn't arrived by ten, / I'm leaving
    +β   α

c) Enhancement

Enhancement is the most varied of the categories of expansion, covering conjunctive relations such as time, cause, reason, condition and concession. The suggested notation symbol is 'x' ('multiplied by').

Here are a few examples – you might like to consider whether an equivalent non-clausal Adjunct exists:

You have failed in the last exam,/ and so you have to follow the next exam
    1   x2

When their father goes off to market, / the older sisters demand fine dresses
    xβ   α

Six hundred years had passed / since the Anglo-Saxons had invaded Britain
    α   xβ

Projection

When someone talks to interlocutor, lots of information can be got and conveyed from the dialogue or conversation. The information obtained not only come from himself/ herself but can also from other people. It means, projection is conveying information obtained from other people, either directly or indirectly.

Projection is defined as "the logical-semantic relationship whereby a clause comes to function not as a direct representation of (nonlinguistic) experience but as a representation of a (linguistic) representation" (Halliday & Matthiessen, 2014: 508). Projection in language has the meaning of reporting (quote – ") or quoting what others have said. The mode of projection sets the interdependency relations between clauses in clause complexes, in terms of parataxis (quotes) and hypotaxis (reports) "representing two degrees of remove from the original source" (Halliday & Matthiessen, 2014: 531) as well as metaphorically in rank-shifted clauses carrying the projected proposition functioning as Qualifier to the projecting head noun.

Projection divided into two types:

1. Locution (")

Locution is a type of projection related to relationship of two clauses in a complex clause where one clause projects the meaning of another clause. In logical function analysis, locution is indicated by the symbol ("). Locution uses a verbal process such as say, tell, ask, answer, reply, insist, complain, cry, shout, and so on. Locution can be found in parataxis or hypotaxis.

Example:

She told me,/ "Jack will come to my house tomorrow."
    1   "2

The teacher commanded us/ to do the exercise on page 11.
     α   "β

2. Idea (')

Idea is a type of projection related to relationship of two clauses in a complex clause where one clause projects the meaning of another clause. In logical function analysis, ideas are indicated by the symbol ('). The idea of using mental processes like think, imagine, plan, consider, intend, desire, mean, regard, wish, want, and others etc. Ideas can be found in parataxis and hypotaxis.

Example:

"He will raise my salary",/ I imagined.
    '2   1

My friend thought/ to commit suicide.
    α   'β

3. Research Method

Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon (Gay, Mills & Airasian, 2006). This method is intended to describe everything related to the topic of the research. The descriptive qualitative research as stated by Miles, Huberman & Saldana (2014) is applied in analyzing the data. This research was conducted by applying descriptive qualitative research design. The sources of the data were News and Editorial texts from Jakarta Post.

The data were analyzed by the content analysis technique where the expansion and the projections were identified, analyzed and categorized with reference to SFL theories. The procedures for analyzing the data were as the following.

1) Firstly, News and Editorial texts were taken from Jakarta Post newspaper publications. This step produced 2 texts.

2) Secondly, clause complexes used both Texts were taken as the data. This step yielded 79 clause complexes.
3) Thirdly, 50 projections were taken out of 79 clause complexes with parataxis and hypotaxis
4) Finally, conclusions were derived from the results of the data analysis.

4. Results and Discussion

4.1 Result

To find out the linguistic features and functions, SFL was used as a framework to review the discourse used in news story and editorial including ideational metafunction and interpersonal metafunction. Ideational metafunction and interpersonal metafunction defined in the linguistic functions were found in the clause or the sentence.
The recapitulation of the logical function can be seen in the table 1 below:

No	Editorial Text			News Story Text		
	Logical Function	N	%	Logical Function	N	%
1.	1=2	0	0.00	1=2	0	0.00
2.	1 +2	1	4.76	1 +2	2	6.89
3.	1 x2	2	9.52	1 x2	0	0.00
4.	1 "2	0	0.00	1 "2	1	3.44
5.	1 '2	0	0.00	1 '2	0	0.00
6.	α =β	6	28.57	α =β	11	37.93
7.	α + β	3	14.28	α + β	0	0.00
8.	α xβ	6	28.57	α xβ	9	31.03
9.	α "β	0	00.00	α "β	4	13.79
10.	α 'β	3	14.28	α 'β	2	6.98
	Total	21	100.00	100.00	29	100.00

Table 2. The Recapitulation of the Logical Function

In Editorial text, the total of logical function analysis of text was 21 with the highest α xβ and α =β were 6 and the proportion was 33.33%. The analysis of the News could be seen below:

Good Job, Jakarta
Editorial Board
The Jakarta Post
Jakarta/ Sat, September 1, 2018/ 09:18 am

1. (i)   α   ///The 2018 Asian Games, cohosted this year by Jakarta,
    (ii)   =β   //has eased the city's notorious traffic congestion.///
2. (i)   α   ///Learning from Beijing, which successfully reduced traffic jams
    (ii)   =β   //and air pollution during the 2008 Olympics,
    (iii) α   //Jakarta implemented an odd-even policy
    (iv)   =β xβ //in which cars were banned on certain days depending on
    (v)   α   //whether their license plates ended in odd or even numbers.///
3. (i)   α   The success has prompted the transportation authorities to consider extending the traffic policy after the Games,
    (ii)   =β α which is a good idea despite the many complaints from motorists,
    (iii) xβ   given the positive impacts felt during the event.

4.   (i)   1   ///However, without sufficient police and transportation officials, drivers, especially those from areas
      (ii)   x2 α   //that are not linked to good public transportation,
      (iii)   xβ   //are likely to flout the new regulations.///
5.   (i)   =β   ///Commuters, both in private vehicles and on modes of public transportation,
      (ii)   α   //outside the restricted zones still have to endure worsening, even paralyzing congestion.///
6.   (i)   α   ///The success of large-scale traffic control
      (ii)   xβ α   //during the Games should be an opportunity
      (ii)   'β   //to further reform traffic and transportation in the capital.///
7.   (i)   1   ///The routes have to be effective and more efficient
      (ii)   x2   //so that they significantly cut transit times and reach more people.///
8.   (i)   1   ///Without these efforts, the odd-even rule may soon be ignored
      (ii)   +2   //and just become a good memory from the Games.///
9.   (i)   α   ///With the government and auto companies offering incentives to buy cars,
      (ii)   +β α   //buying a new car with a different plate number may become the solution
      (iii)   'β   //that well-off commuters will choose.///
10.   (i)   α   ///Car sales grew 6.35 percent in the first half of the year to 661, 215 vehicles from the corresponding period last year,
      (ii)   =β α   //which stood at 619,212 vehicles,
      (iii)   +β   //according to the Association of Indonesian Automotive Manufacturers (Gaikindo).///
11.   (i)   α   ///PT Toyota-Astra Motor attributed increasing sales to the traffic restriction
      (ii)   xβ α   //as many high-income customers opted for new cars
      (iii)   +β   //rather than shifting to public transportation for their daily mobility.///
12.   (i)   xβ   ///If this trend is here to stay,
      (ii)   α   //the roads will eventually be clogged again.///
13.   (i)   α   ///In Beijing, the short-term success of the traffic rule was reportedly followed by the return of smog from vehicles
      (ii)   'β   //that flooded back into the city.///

In News Story, the total logical function of text was 29 with the highest α =β was 11 with the proportion was 37.93%. The analysis was:

**THE ANALYSIS OF LOGICAL FUNCTIONS IN JAKARTA POST NEWS
"FIVE FOREIGNERS ARRESTED IN BALI DRUG SWEEP"
THURSDAY, DECEMBER 13, 2018/ 04:19 PM**
1.   (i)   α   ///Five foreigners have been arrested in Bali
      (ii)   xβ α   // for drug trafficking authorities said
      (iii)   "β α   // Thursday with a German and Peruvian possibly facing execution
      (iv)   xβ   //if convicted under Indonesia's strict drug laws.///

2. (i)   α   ///The accused smugglers -- also including a Chinese, a Malaysian and a Briton were arrested separately over the past two weeks
    (iii)   "β   //Bali police said///
3. (i)   α   ///The arrests come less than a month
    (ii)   xβ α   //after the first member of the Bali Nine heroin-trafficking gang was released from a prison on the holiday island
    (iii)   xβ   //after serving 13 years///
4. (i)   α   ///The Australian gang's accused ringleaders Sukumaran and Andrew Chan
    (ii)   xβ α   // -- were executed by firing squad in 2015
    (iii)   =β α   //sparking a diplomatic row between Australia and Indonesia,
    (iv)   =β   //which has some of the world's stiffest drug laws.///
5. (i)   α   ///Bali police said
    (ii)   "β α   //Thursday they arrested 44-year-old Peruvian Jorge Rafael Albornoz Gammara
    (ii)   xβ   //after he arrived at Ngurah Rai international airport from Dubai last week.///
6. (i)   1   ///"Officers found 4.08 kilograms of cocaine that he was hiding inside the interior of his luggage,"
    (ii)   "2   //head of local immigration office Untung Basuki told a press conference Thursday.///
7. (i)   =β   ///German Frank Zeidler, 56, en route from Bangkok,
    (ii)   α   //was later arrested,
    (iii)   α   //they found 2.1 kilos of hashish inside his luggage -- an amount
    (iv)   'β   //that could also make it a death penalty case.///
8. (i)   α   ///Meanwhile, a 45-year-old British designer,
    (ii)   =β   //who was not identified,
    (ii)   α   //was detained
    (iii)   xβ α   //after he received a package from Thailand with some 31 grams of liquid marijuana
    (iv)   xβ   //poured into essential oil bottles.///
9. (i)   =β   ///On Saturday, 29-year-old Chinese national Cui Bao Lin
    (ii)   α 1   //was arrested at the airport with more than 200 ecstasy pills
    (ii)   +2 α   //and over 160 grams of ketamine found in his,
    (iii)   "β   //police said.///
10. (i)   α   ///Malaysian Hamdi Izham Hakimi
    (ii)   =β α   //was also arrested the same day with a bag containing nearly 15 grams of marijuana and 11 ecstasy pills,
    (ii)   =β   //according to authorities///
11. (i)   α   ///Foreigners are regularly caught trying
    (ii)   'β α   //to bring drugs into Bali
    (iii)   =β   //which draws millions of visitors annually.///
12. (i)   α   ///There are dozens of traffickers on death row in Indonesia,
     (ii)   xβ α   //including a cocaine- smuggling British grandmother,
    (iii)   =β 1   //an American caught with crystal methamphetamine
    (iv)   +2   //and several West African inmates sentenced to death for drug crimes.///

13. (i)   α   ///High-profile cases like that of Australian Schapelle Corby
    (ii)   =β α //who spent more than nine years behind bars for smuggling marijuana into Bali,
    (iii) =β   //have stoked concern that Indonesia is becoming a destination for trafficked drugs.///

4.2 Discussion

The results of taxis analysis are tabulated in order to clarify the degree of the difference in the needs of distribution of grammatical elements in each text:

No	Taxis	Editorial		News Story	
		N	Percentage (N)	N	Percentage (N)
1.	Parataxis	3	14.28	3	10.34
2.	Hypotaxis	18	85.71	26	89.65
	Total	21	100.00	29	100.00

Table 3. The Recapitulation of Taxis

It was found that taxis in logical function analysis of News and Editorial Texts applied were two, parataxis and hypotaxis. The proportion of each category was presented in Table 2 in the above. It was found that hypotaxis was dominantly used in both texts with proportion of 85.71% in Editorial texts and 89.65% in News.

5. Conclusion

In Systemic Functional Grammar, the compound is known as a Clause Complex, either an equivalent form or a multilevel form. Complex clause relationships in logical functions include interdependency relations and logico-semantic relations. Logical function is a function that relates to the logical relationship between one clause and other aspects which include two aspects, namely interdependency relations and logico-semantic relations.

In this research, it is found that taxis in logical function analysis of News and Editorial Texts applied two taxis, they are parataxis and hypotaxis. The dominant from News texts α =β was 11 with the proportion of 37.93% and in Editorial texts, α xβ and α =β 6 and the proportion was 33.33%. All of the Taxis from the two texts were 85.71% in Editorial texts and 89.65% in News.

This study is limited to texts of two newspaper publications as the data. This potentially leads to limitation of Logical Function in Jakarta Post. If the sources for the data are more than four publications, the findings potentially change. Therefore, it is suggested that other researchers should conduct further studies on logical Function with other sources for the data from different angles.

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HYPERMASCULINITY IN *THE CROODS* FILM: A DESCRIPTIVE STUDY

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Abstract

In the world of literary research, a film is a very interesting object of research. A film is a literary work that can provide a lot of values to human life. This study aims to explore the hypermasculinity that exists in the 3D animated film entitled *The Croods*. The film was released in 2013 and tells the story of a family led by a man named Grug. This study uses a descriptive qualitative method and the data from this research are formed from two types of data, namely the main data and supporting data. The main data of this study was obtained from the film "The Croods" while the supporting data are from websites. The data obtained are analyzed using four stages, namely data collection, data display, data reduction, and conclusion. The results of this study indicate that hypermasculinity is seen in the main character who is protective, caring, responsible, strong, brave, and stubborn. This finding is reflected in the dialogues, actions, and fashion that occur in the film.

1. Introduction

Film is a literary work that is very interesting and provides knowledge and values of life. There are so many cultural and life values that can be learned from a film (Tan, 2022; Widayati & Nugrahani, 2019). The film is a literary work that has many types, one of which is 3D animation. 3D animated films are films that increase the illusion of depth perception so that they become similar to normal films played by human actors (Abd & Hussein, 2017; Yücelyiğit & Aral, 2016). 3D movies are also found in many genres such as comedy, adventure, horror, and many others. Just like movies that are played by human actors, 3D animated films also contain messages to be conveyed. One of the elements contained in a 3D film is character formation in the film where there are main characters and extra characters, both protagonist, antagonist, and tritagonist.

Associated with the character in a film, one of the interesting characters show hypermasculinity. Hypermasculinity is a development of masculinity where a character shows the masculine side excessively (Bengtsson, 2016; Siddhanta, 2015; Wood, 2016). In other words, the character is considered masculine but feels that it is not enough and wants to look even more masculine but is done excessively. Hypermasculinity can lead to both positive and negative things. Hypermasculinity reflected in a film is a form of embodiment of hypermasculine properties that exist in the real world. That is, hypermasculinity exists both in the film and in the real world.

This research leads to two research questions. The first research question is about how the main character is formed in the 3D animated film *The Croods* while the second research question is about how hypermasculinity is reflected in the main character in the 3D animated film *The Croods*. This research will contribute to increasing knowledge related to hypermasculinity theory, especially as reflected in 3D film literature. Hypermasculinity tends to direct the male figure to be a negative side but in the 3D animated film entitled *The Croods* hypermasculinity brings a positive side. In that way, this research will add insight into hypermasculinity in a positive realm.

2. Literature Review

Through a film, people can learn and get benefits to be applied or not applied in everyday life. Research on hypermasculinity in films has been carried out by several researchers including the first entitled "Hypermasculinities of Teenagers as Seen in Good Kids Movie" (Baiti, 2018). The results of this study indicate that hypermasculinity is reflected by the characters in the film with several actions including consuming alcohol, partying, using drugs, committing crimes, and sexual behavior. Even so, the study does not use 3D animated films where the audience are directed to children and families.

Furthermore, the second previous research entitled "The Hypermasculinity As Seen in the Main Character in Rambo: Last Blood Movie" (Nababan & Nurmaily, 2021). The results of this study indicate that the character of Rambo shows hypermasculinity in the dialogue, scene, and actions sections. Even so, this study does not review the hypermasculinity side of 3D animated films. Next, the third previous research entitled "Agents of Global Armament: Analyzing Masculinity and Militarism in " Captain America " and the Marvel Cinematic Universe " (Lout, 2017). The results of this study indicate that the character of Captain America shows the side of hypermasculinity and militarism through propaganda. Even so, the side of hypermasculinity in this study is not explored in 3D animated films but in ordinary films that use CGI editing effects.

Based on previous studies on hypermasculinity in literary works in the form of films above, there is a research gap, namely, there has been no research on hypermasculinity in 3D literary films with family themes aimed at children's audiences. Therefore, this study aims to reveal how the formation of the main character and the forms of the hypermasculine side are reflected in the main character in the 3D animated film entitled *The Croods*.

3. Research Method

This study used descriptive qualitative research method. The research method with a descriptive approach is considered to be used because it can provide a complete explanation and is easy to understand scientifically (Doyle et al., 2020; Jeong-Hee, 2016; Nassaji, 2015). The data of this research were taken from a 3D animated film entitled *The Croods*. The animated film is considered to be the data source because the film contains hypermasculinity in its main character named "Grug".

The research data consisted of two categories. The first data, the primary data sourced from the video and transcript of the 3D animated film entitled *The Croods*. Video and transcripts were used for master data because they provided clear data to collect and analyze (Craig et al., 2021). Regarding the secondary data, websites that review the film are also considered to be used (Hasley & Gregg, 2010). The websites can be used to find more

data sources as supporting data. Data were collected by watching the film carefully and reading the transcript and looking for information related to the film through various websites. The data from this study were analyzed through four stages, namely data collection, data reduction, data display, and conclusion (Miles et al., 2014). After the data were collected, the data obtained were then reduced according to the hypermasculinity theory used to analyze the film. Then after the research data were reduced, the data were then presented in a more organized form so that it is easier to understand for further conclusions to be drawn as a result of this research.

4. Results and Discussion

The results of this study indicate that hypermasculinity is seen in the main character who is protective, caring, responsible, strong, brave, and stubborn. This finding is reflected in the dialogues, actions, and fashion that occur in the film.

4.1 Characteristics

Hypermasculinity is very visible shown by the main character of the film called *The Croods* named Grug. Grug's traits include being protective. More than that, the protective nature shown by Grug is more towards being overprotective. This is shown by the many prohibitions and rules that are made for his family. This makes his family think that anything new is a bad thing. Even so, this overprotective nature is done to keep his family from harm.

In addition to being overprotective, Grug also shows a very excessive caring attitude. One example is that he cares so much about his family that his family sometimes feels burdened by it. Other traits are responsible, strong, and courage. Like the previous traits carried out in excess, Grug is also very responsible, strong, and courageous. He is very strong and brave to fight and oppose anything that stands in his way. These things become a hypermasculine attitude because he wants to show the figure of a man who is the leader of the family excessively.

The last one is excessive stubbornness. Grug always feels right and never wrong because he is the leader of his family and is fully responsible for the family. He is very strong and his excessive stubbornness puts his family in danger. All these exaggerated attitudes show that Grug who wants to appear more masculine aka hypermasculine.

4.2 Dialogues

Apart from the traits shown by Grug, hypermasculinity is also seen in the dialogue spoken by Grug. This can be seen in the screenshot of one of the following dialogues:

Figure 1. Dialogue showing hypermasculinity

> Grug: "*We don't need a brain. We use this. The brain is for weaky*"

Grug's words show his arrogance because he believes that human life does not need a brain of reason and mind. Brains are only for the weak. Grug shows excessive dominance with his strength. He argues that only strength is needed by humans to survive. With this dialogue, Grug shows the hypermasculinity that exists in him. He is a masculine figure and shows excessive masculinity.

4.3 Actions

The film character named "Grug" also shows hypermasculinity in his actions. Not only the nature and words, but the action of Grug also looks very hypermasculine. One of them appears when he goes out at night to look for his daughter named Eep where Grug must fight danger and face big predators. He does not flinch and dares to fight it. This action shows excessive courage because he does not care about his safety. He dares to fight anything and anyone for the sake of his family. This makes him look hypermasculine.

Figure 2. Action showing hypermasculinity

The courage that "Grug" has, shows that he is a masculine figure. However, he shows an overly masculine side by being too daring to take the risk of dealing with a large predator that could kill him. In other words, the action can be considered something hypermasculine.

4.4 Fashion

The next side of hypermasculinity is seen in the fashion used by Grug. This can be seen when Grug wears a snake as a belt. Even without wearing it, Grug is considered masculine by his family, but due to his jealousy of other characters who use animals as belts, Grug decides to use a snake belt.

Figure 3. Snake Belt showing hypermasculinity

Snakes are dangerous animals because they can spread the deadly poison. In addition, other types of snakes, even though they do not have poison, can attack using the coiling technique so that they can make someone suffer to death. This does not scare Grug because he considers dangerous things fun. This makes his dress style something showing his hypermasculine side.

The results of this study have answered two research questions about how the main character in *The Croods* film named "Grug" is formed and how hypermasculinity is reflected in the main character. The results of this study enrich the theory of hypermasculinity, especially in literary works of 3D animated films. "Grug" in the film is formed with traits that already show a masculine side where he is the head of the family who is protective, caring, responsible, strong, brave, and stubborn. But this is not enough. Therefore, he behaves excessively so that he becomes a figure who is more than masculine, namely hypermasculine.

Furthermore, the side of hypermasculinity that exists in him is also seen in his dialogue, action, and dress style. Even so, with the side of hypermasculinity that is on him, it becomes something positive at the end of the story when he can save his family. The results of this study add to the findings of previous studies where hypermasculinity always leads to something negative, while the results of this study reveal that hypermasculinity can lead to something positive.

5. Conclusion

The film is a literary work that can provide many life lessons. There are many types of films, one of which is 3D animated films. One of the 3D animation films that contain the values of life is a film called *The Croods* where the main character named "Grug" reflects the existence of hypermasculinity. The hypermasculinity that appears in the main character can be seen in nature, dialogue, action, and fashion. Hypermasculinity tends to be considered negative while in the film, hypermasculinity brings a positive impact on life, both for oneself and for the family and the environment. This research is limited to the theory of hypermasculinity which is applied in 3D animated films. Therefore, it is recommended for future researchers to be able to conduct research related to hypermasculinity theory in other types of films or other literary works such as songs, advertisements, poetries, novels, or speeches.

Acknowledgments

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IMPROVING STUDENTS' SPEAKING SKILL
THROUGH ENGLISH MOVIE

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Abstract

This study was aimed at finding out whether or not English movie can improve students' speaking skills. This study was conducted by using Classroom Action Research. The population and the sample were the first grade students of AMIK Medicom in 2022/2023 academic year. This research applied quantitative and qualitative methods. The results showed improvements. The students' scores improved from cycle 1 to cycle 2. In pre-test, the mean score was 33.52. In the first cycle, meeting 1 the mean score was 37.35, in meeting 2, 42.64 and meeting 3, 52.64. In the second cycle, meeting 1 the mean score was 64,41, in meeting 2, 80 and meeting 3, 91.17. The improvements were seen in the percentage of the student's achievement in speaking by using English movie; in pre-test, none of the students got 75 points. In the first cycle, in meeting 1, and meeting 2, there was also no student who got 75 points, but in meeting 3 there was 23,52% (8 students) got 75 points. This means there was an improvement of about 23.52%. In the second cycle, in meeting 1 there was 29.41% (10 students) got 75 points, it means that there was an improvement of about 5.89%. In meeting 2 there was 79.41% (27 students) got 75 points, which means that there was an improvement of about 50%. It means that English movie helped the students in speaking, listing supporting points, and making a simple outline to write events, places, or objects related to the topic.

Keywords: *classroom action research; English movie; improvement speaking skill*

1. Introduction

English is an International Language, serving as a lingua franca. English is a language, which is spoken, learnt and understood in countries whose mother language is not English. In Indonesia, students of college usually have difficulties in learning English, especially in speaking. There are still many students in Indonesia who are unable to speak English, although in theory they can master English. One of the factors of the interference is the presence of fear and lack of confidence.

In studying English, there are some skills that have to be mastered by the students, namely listening, reading, speaking and writing. In this case, the researcher chose speaking to be investigated. Speaking is a person's ability to share information verbally according to the context used. In speaking teaching, especially in Indonesia, especially at college, lecturers still use oral conversations and explanations that make the atmosphere of

learning monotonous and less attractive. In addition, this system also misses the development of technology.

2. Literature Review
2.1 Speaking Skill

Speaking is one of the basic skills in English subjects that must be mastered by students, because speaking is very important in communicating. Speaking skill is a productive skill that cannot be separated from other skills, especially listening skill. When someone speaks, he/she must be able to issue a significant sentence. In everyday conversation, we may find several things new when doing conversations. Speaking skill also has a close relationship with vocabulary, because when we talk we will definitely issue appropriate words.

According to Nunan (1999), speaking is a person's activities to be able to express things based on existing circumstances, or can be said to be an activity to report behavior, or to express ideas briefly and clearly. In addition, according to Tarigan (1990), speaking is a way to communicate in everyday life, which means that speaking greatly affects a person's social life.

Fulcher (2003) states that speaking is an ability obtained from the results of socializing when communicating. Furthermore, Linse (2005) states that speaking is one of the important skills in the development of young students' progress. Speaking is an important part of learning English as a second language. Without speaking skill, a conversation will not be able to occur correctly (Kayi, 2012). Darmuki, Andayani, Nurkamto, and Saddhono (2018) argue that speaking is a skill that must be learned by students, due to the great use of speaking in the implementation of communication for various purposes. When students have good speaking skills, they will be able to express desires, ideas, and share their knowledge to others.

Wallace and Larsen (1978) state that speaking is a skill that needs full attention from the speakers. Thus, when students can pay attention to what they say, other people will be able to accept the meaning of what they say. Larsen-Freeman (2000) states that speaking is one of the complex skills and is more difficult than other skills. But in practice, speaking happens naturally. Based on some of the opinions above, the researcher can conclude that speaking is a person's ability to express his/her opinions, ideas, thoughts, and knowledge in an interaction to others orally. In teaching speaking in the field of education, speaking will enable students to speak English when they are in the school environment and outside of school.

2.2 English Movie

Movies can be referred to as motion picture, or more commonly called as film. According to Arsyad (2002), movie is a series of images that live and can be played. A movie can be played using technology tools, such as TV and also a big screen in the cinema. Movies can be used to teach in class. Teachers or educators can use short movie to shorten time, and can also ask students to watch certain movies as reference to improve their vocabulary and their reference to be able to speak in English. By using movie, the learning situation will be fun and students can learn while looking at the things that attract their attention.

Movie is one form of visual communication, in which there are images moving or called video, and also contains story that can arouse tastes and the attention of the audience (Summer and Della, 2005). Through English movie, students can receive information and be able to entertain themselves with the stories in the movie. Thus, a movie can be used to improve students' speaking skills. By watching English movie, students can see directly how the native speakers (the actors and actresses) in speaking using English as their mother tongue. In addition, the situation of learning with friends while watching movie will make them interested and can enjoy the learning process.

Kalean (2013) says that teaching English by using movie, especially for foreign learners is a good strategy. English movie can help students improve their abilities by identifying the way the actors or actresses speak in the movie. Asnawir & Usman (2002) claim that there are several kinds of movie, such as documentary movie, episodic movie, provocation movie, animation movie, fictional movie, and experimental movie.

1. **Documentary movie**

Documentary movie is a kind of movie that contains reality and facts. In a documentary movie, there is no fictitious story that is made to dramatize the scene throughout the film. It means that documentary movie is used to represent the reality and re-display the facts of life events made more structured in the duration of the movie.

2. **Episodic movie**

Episodic movie is a kind of movie that contains a series of videos. It means that episodic movie does not end in one part. It is divided into several parts of sequences, or can be said that episodic movie has its own short edition in every sequence.

3. **Provocation movie**

Provocation movie is a kind of movie that contains message or lesson, and may contain social analysis. Provocation movie can be used in the classroom to stimulate students in making discussion.

4. **Animation movie**

Animation movie is a kind of movie, which is different than others. Animation movie is a movie that comes from several pictures processed in such a way then becomes moving pictures in order to tell stories.

5. **Fictional movie**

Fiction movie is a kind of movie that comes from an essay or beyond real events. Fictional movie usually has two characters, protagonist and antagonist. In addition, fictional movie also has scenes that have been designed from the beginning of the making. Unlike the documentary movie that does not accentuate the element of entertainment; fictional movie tends to be a means of entertainment.

6. **Experimental movie**

Experimental movie or commonly referred to as experimental cinema is a method of making movie that re-evaluates cinematic conventions. In addition, this type of movie also explores non-narrative forms and as alternatives in being traditional narrative.

The purpose of experimental movie itself is to realize a personal vision of an artist or to promote interest in new technology. This kind of movie is usually made independently and does not work in the film industry

3. Research Method

This study applied quantitative and qualitative method. The quantitative data were taken from the mean of the students in taking speaking test. The qualitative data were taken from questionnaire sheet. This research was conducted in one class of exactly 30 students. It was accomplished in two cycles. Every cycle consisted of four stages of action research. They were planning, acting, observing and reflecting. The first cycle including Pre-test was conducted in four meetings. The second cycle was conducted in three meetings altogether. The students were given writing tests at the end of each cycle.

4. Results and Discussion

4.1 The Quantitative Data

The Quantitative data were taken from the result of speaking tests which was carried out into cycles. The improvement of students' achievement in speaking through teaching English movie can be seen from the mean of the students from the Pre-test, Cycle I and Cycle II as follows.

NO	Students' Initial	Pre Test	Cycle 1			Cycle 2		
			1	2	3	1	2	3
1	FR	30	30	40	50	60	70	80
2	HY	40	40	40	50	60	80	90
3	OL	40	50	50	75	80	90	100
4	MN	20	20	30	40	60	80	90
5	KI	30	40	40	75	80	90	100
6	LI	30	30	30	40	50	70	80
7	GH	40	40	50	60	70	80	90
8	UI	50	60	60	75	80	90	100
9	HI	30	40	50	75	80	90	100
10	KI	20	20	30	40	50	70	80
11	OU	30	40	40	50	60	80	90
12	RF	30	30	40	50	60	80	90
13	ER	40	50	50	60	80	90	100
14	WE	40	40	40	50	60	80	90
15	TI	40	40	50	60	70	80	90
16	UH	20	20	30	40	60	80	90
17	KP	30	30	30	40	50	70	80
18	TR	40	50	50	60	70	80	90
19	FI	30	30	30	40	50	70	90
20	SA	40	40	40	50	60	80	90
21	PI	50	60	60	75	80	90	100
22	EW	40	40	50	75	80	80	90
23	TU	30	30	40	50	70	80	90
24	RE	40	40	40	50	60	80	90

25	SA	20	30	40	50	60	80	100
26	US	40	40	40	75	80	80	90
27	IR	40	40	40	50	60	80	100
28	AR	20	20	30	40	50	70	90
29	YI	40	40	50	75	80	80	90
30	PL	30	30	40	50	60	80	90
Total Number (Σx)		1020	1110	1250	1550	1910	2400	2740
Means ($\bar{x}$)		34	37	41.66	51.66	63.66	80	91.33

Table 1. The Score Result from the First Meeting until the Seventh Meeting

Test	Students' score got 75 points	Percentage
Pre-test	0	0%
First Cycle	8	26,6%
Second Cycle	30	100%

Table 2. The students Score from the First until Last Meeting

4.2 The Qualitative Data

The Qualitative data were taken from the result of questioner sheet.

4.2.1 Questioner Sheet

From the questioner which was done in the last meeting, it was found that most of the students were difficult in speaking before they knew English movie technique and after the lecturer used English movie in speaking class, the students were very easy in speaking. The scores of the questioner sheet are presented below.
(A) Very easy (B) Easy (C) Difficult

No.	Questions	A	B	C	Number	Word
1.	Before you are taught by using English movie, what do you think about speaking?	0	5	25	30	Difficult
2.	Before you know about English movie, what do you think about speaking?	0	7	23	30	Difficult
3.	After you know about English movie, what do you think about speaking?	16	14	0	30	Very Easy
4.	After you know English movie, how do you make speaking?	20	10	0	30	Very easy
5.	What do you think of English movie in speaking?	27	3	0	30	Very easy

Table 3. Questioner Sheet

4.3 The Analysis of the Quantitative Data

Seven meetings were conducted in this research and one of them was for the Pre-test. The researcher gave speaking tests in each meeting. It was decided to take the result of test in the third meeting as the sample of the students speaking tests in the first cycle and the second cycle was taken from the seventh meeting. From the beginning of first cycle until the end of second cycle of this research, students' speaking scored improved.

NO	Students' Initial	Pre Test	Cycle I	Cycle II	The Improvement of Students' score
1	FR	30	50	80	30
2	HY	40	50	90	40
3	OL	40	75	100	25
4	MN	20	40	90	50
5	KI	30	75	100	25
6	LI	30	40	80	40
7	GH	40	60	90	30
8	UI	50	75	100	25
9	HI	30	75	100	25
10	KI	20	40	80	40
11	OU	30	50	90	40
12	RF	30	50	90	40
13	ER	40	60	100	40
14	WE	40	50	90	40
15	TI	40	60	90	30
16	UH	20	40	90	50
17	KP	30	40	80	40
18	TR	40	60	90	30
19	FI	30	40	90	50
20	SA	40	50	90	40
21	PI	50	75	100	25
22	EW	40	75	90	15
23	TU	30	50	90	40
24	RE	40	50	90	40
25	SA	20	50	100	50
26	US	40	75	90	15
27	IR	40	50	100	50
28	AR	20	40	90	50
29	YI	40	75	90	15
30	PL	30	50	90	40
Total Number (Σx)		1020	1550	2740	
Means ($\bar{x}$)		34	51.66	91.33	

Table 4. Student Score during Conducting the Research

1. The highest and the lowest scores of the first cycle were 75 and 40 points.
2. The highest and the lowest scores of the second cycle were 100 and 80 points.
3. The total score of the first cycle was 1550 and in the second cycle 2740; so, the total score of the second cycle was higher than the first cycle.

The improvement the students' score in speaking through English movie could be seen from the mean of the students's score during the research; the researcher applied the following formula.

$$\bar{x} = \frac{\Sigma x}{N}$$

Where :

$\bar{x}$ = Class mean score
Σx = Total score
N = The total number of student

In Pre-test, the total score of the students was 1020 and the number of the students was 30, so the mean was:

$$\bar{x} = \frac{1020}{30} = 34$$

In test of the cycle 1, the total score of the students was 1550 and the number of the students was 30, so the mean was:

$$\bar{x} = \frac{1550}{30} = 51,66$$

In test of the cycle 2, the total score of the students was 2740 and the number of the students was 30, so the mean was:

$$\bar{x} = \frac{2740}{30} = 91,33$$

The mean of the students' score in the cycle 2 was the highest, so it could be said that the students' speaking through English movie increased from 34 to 91,33. The number of master students was calculated by applying the following formula.

$$P = \frac{R}{T} x100\%$$

Where: P = Percentage of student getting score 75
R = Number of student getting score 75
T = The total number of student taking the test
P1 = the percentage of the students who got point 75 to 100 in Pre-test
P2 = the percentage of the students who got point 75 to 100 in cycle 1
P3 = the percentage of the students who got point 75 to 100 in cycle 2

The percentage of the improvement of students' writing descriptive paragraph could be seen as follows:

$$P1 = \frac{0}{30} x100\% = 0\%$$

$$P2 = \frac{8}{30} x100\% = 26,6\%$$

$$P3 = \frac{30}{30} x100\% = 100\%$$

The result showed the improvement of the students score from the Pre-test to second cycle. The pre-test got 0%, no one of the students got 75 point. The first cycle was 26,6% (eight students) who got 75 points; it means there was an improvement about 26,6%.

In the second cycle there was 100% (thirty students) who got 75 points the improvement was 73,4%. It can be concluded that English movie could improve students' speaking ability.

5. Conclusion

English movie is a good strategy to be used in teaching speaking skill. As Nunan (in Zumam and Fujiono, 2020) state that one of the indicators of successful teaching of speaking is the students can speak English. It means that the lecturer must be able to ensure that the students understand about speaking and are able to speak after following the learning process. Thus, based on research, the researcher finds that the application of learning strategy by utilizing English movie can improve students' abilities in speaking. Therefore, the researcher suggests the lecturers or educators to use this technology- based media in teaching speaking to the students. The researcher also advises the students to use their technology tools, such as smartphone, laptop, computer, and so on, in accessing English movies in order to help them to improve their vocabulary and their knowledge in English.

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EFFECT OF MAKASSAR CULTURE ON THE AGE GROUP TO RESPONSE COMPLIMENT IN ENGLISH

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Abstract

Exploring the cultural pragmatic speech of the Makassar people of various ages and genders is a popular trend in current pragmatic research. However, most of the previous studies have only obtained data from speakers of different genders and ages and have not addressed the cultural influences that influence them. Therefore, the purpose of this study is to fill in the gaps of previous research by showing that the dominant culture greatly influences verbal actions in response to praise from people living in Makassar, children, adolescents and adults. Three instruments are used in this descriptive research: observations, surveys and interviews with 15 adults, 15 youth and 15 children. The results show that Makassar culture influences the proportion of compliments used by Makassar people. 87% of female responses received praise in adulthood, 13% avoid praise, and 82% of female responses receive praise and 18% avoid praise in adolescence. In adulthood, 60% of their responses are praise, 40% avoid praise, 80% of men respond to praise, 20% reject praise, and 100% of boys accept praise.

Keyword: *compliment response; culture; pragmatic; speech act*

1. Introduction

Humans cannot survive without the ability to communicate. Speaking, on the other hand, is a complex behavior that requires both linguistic and pragmatic competence and is influenced by sociocultural norms and constraints. Humans constantly choose their language use based on the situation and the interlocutor, according to some implicit cultural rules. As a result, there are various types of behaviors seen in speech acts, such as apologies, requests, complaints, invitations, and compliments, based on various factors. Meanwhile, the principle of politeness governs human speech and behavior, with greetings, thanks, friendly address terms, and expressions of concern and admiration.

Contrary, conversing with others is a social activity. Individuals learn the skills required for everyday social interactions based on their membership in a specific community (Natsir et al., 2020). The structure of a conversation contains almost all automatic patterns, which are referred to as adjacency pairs. They always have a first and second part produced by different speakers. Generally, the first part, which contains the request or offer, is made with the expectation that the second part will be accepted. Acceptance is more likely structured than rejection. Preferences refer to these structural possibilities. The term refers

to a socially defined structural pattern rather than an individual's psychological or emotional desires. The second part is divided into preferred and disliked social actions by the preference structure. A structurally expected next action is preferred, while a structurally unexpected next action is disliked. To date, the same conversational analysts (e.g. Levinson, 1983; Davidson, 1984; Pomerantz, 1978) have found a systematic interactional preference for affiliated actions such as invitations, offers, and judgments.

Pomerantz (1978) discovered that praise causes confusion for those who receive it in a study of praise responses in spoken English. When responding to compliments, the recipient must choose between two opposing preferences. People, on the one hand, tend to (a) avoid self-praise, while on the other hand, they tend to (b) accept or agree with praise. According to Herbert (1990, 1989), American speakers demonstrate great ingenuity in avoiding the acceptance of simple compliments. With his New Zealand data, Holmes (1996 a) identified 12 strategies and classified them into three broad types: Accept, Reject, and Deflect/Evade. According to his findings, accept is the most preferred response type (61% of all responses).

Several studies on praise response strategies in Japanese have discovered that content and context influence how much respondents prefer to avoid self-praise (i.e. disagreeing with praise). The examination of praise responses on ability, achievement, appearance, personality, and sense of belonging allows for a more nuanced examination of the relationship between variations in praise content and praise response strategies used by native Japanese and English speakers. It is fascinating to see how response patterns differ greatly across cultures. Acceptance rates in non-Western languages are much lower than in English-speaking communities (Nugroho, 2020). According to Daikuhara (1986), the most common responses to praise in Japanese are "that is, that is" (No, No) or "*sonna koto nai*" (that is not true). The use of No, no in response is unique to native Japanese speakers because the qualities praised are rarely rejected by American English speakers. However, according to Wolfson (1983), such disagreements, when they occur, are usually limited to interactions between intimates.

Another study of praise found that it is a structured speech act that reflects cultural and social values (Manes, 1983). To date, most studies have focused on praise in some forms of English; however, little empirical research has been conducted on praise and praise responses in other languages, such as Chinese. Several researchers have investigated Chinese praise reactions. Shih (1986) conducted research comparing how praise functions in English and Chinese. Praise behavior is fairly consistent across languages, with the exception that the item being praised may differ slightly depending on what is highly valued in the culture. Concerning Praise Response, however, there are significant differences between China and America. In his study, he classified praise responses in Chinese into three categories: (1) rejection, (2) acceptance, and (3) compromise. The rejection type is the most common of the three types of compliment responses in Chinese, followed by the compromising type, and finally by the acceptance type. Each type is further subdivided into more and less polite types. Furthermore, sex choices are influenced by a variety of social factors such as gender, age, level of intimacy, and social context. Teens, for example, prefer their peers' blunt and humorous compliment responses. Shih contends that modesty is a great virtue for the Chinese and that the essence of modesty is most clearly reflected in responses to praise.

Previous research has found that native speakers of Japanese, Chinese, American, and English respond differently to compliments depending on their social context and

culture. As the researchers conduct research on the speech acts of young adolescents in Makassar, this study can be compared to previous studies. This study focuses on social status praise, as well as giving and responding to compliments that are deemed important enough to cause gender differences among speakers. The researchers investigate the praise response strategies of young adolescents in Makassar based on their gender and level of education as a specification. Issues such as those mentioned in the preceding section pose some unique challenges for this study.

2. Literary Review
1. Speech Act Theory

Austin is a popular researcher in the field of speech act studies. He claims that on any given occasion, an utterance will be performed by three related acts (Levinson, 2003:236):
a. Locutionary act: utterance of a sentence with specific meaning and reference.
b. Illocutionary act: the making of a statement, offer, promise, or the like while uttering a sentence through the conventional force associated with it.
c. Perlocutionary act: the act of causing effects on the audience by uttering sentences, such as effects unique to the circumstances of utterance.

Locutionary act is easy to understand. This is the fundamental act of speech, and it results in meaningless linguistic expressions. (1) *It is too hot.* This meaningful linguistic expression was invented by someone. However, in real life, people do not just make random remarks. They usually do it with a specific purpose involved in the illocutionary act. This is achieved through the communicative power of an utterance, as shown in Example (1). It could be a simple statement, a request to close a door, an explanation for someone to do something, or it could be used for other purposes.

Austin divides speech acts into two categories: implicit performative and explicit performative (Levinson, 2003:238). The latter are classified into five types: sentencing, assertiveness, commissiveness, expository, and behavioral. Praise is a type of behavior that is used to express one's feelings about something or someone. Searle developed Austin's theory of speech acts over the course of several years. Based on their structure, he divides them into two categories: direct and indirect speech acts. Example (2) illustrates them below.
A. *Give back my money!*
B. *I want to use my money.*

Here, a and b have the same function but a is more direct than b. In other words, the indirect speech act is usually more polite than the direct speech act.

Based on the function of the utterance, Searle classifies the speech acts into 5 types (Levinson, 1983:240):
a. Representatives: used to state certain facts (such as the statement, concluding).
b. Directives: used to persuade someone to do something (for example, order, command, request, and suggestion).
c. Comissive: used to make a commitment to do something (such as the promise, threat).
d. Declarations: used to alter the way or state of things (such as the declaring, notice.)
e. Expressive: used to communicate feelings and emotions.

(For example, an apology or a compliment)

Compliments are part of the expressive speech acts. There is a link between speakers' and hearers' psychological states and their facial expressions. This concept is explained further in the following section.

2. Face and politeness

All speech acts cannot exist without faces and politeness, and usually they seek or threaten faces. Consequently, it is necessary to discuss facial theory and politeness.

Politeness is usually an expression of concern for the feelings of others, both linguistically and non-linguistically, used to show respect for the person being spoken to. Brown and Levinson (1978:66) make the most profound statement about politeness. Courtesy, they argue, is "something that is emotionally instilled, which can be lost, maintained, or enhanced, and which must always be considered in interactions." They claim that people need certain desires related to modesty.

This type of desire is known as facial needs. *(3) Your clothes are very beautiful!* , Example (3) to a female is a positive face act which can build a close relationship between the speaker and the hearer. Since clothes are a part of a person's appearance, between the speaker and the hearer, it is indirectly praises the hearer for looking good.

3. Compliments
a. The definition of Compliments

Compliments have three meanings: they are phrases that indicate admiration for someone or something; they are comments that show that we trust others and have a positive impression of them; and they are utterances that express praise or good wishes *(Longman Dictionary of Contemporary English, 2008)*

Praise is defined similarly in the free dictionary; it might be a declaration of praise, appreciation, or congratulations; it can be formal acts of courtesy, or respect; or it can be well wishes. Then from thesaurus in the free dictionary (2008), compliments can mean expressions of approval and commendation or excessive or insincere praises.

Several researchers have proposed various definitions of praise and the most well-known and widely accepted is the one proposed by Holmes (2001): A complement is a speaking act in which someone other than the speaker, generally the person being addressed, is expressly or implicitly praised for some 'kindness' (possessions, features, skills, etc.) that is regarded positive by the speaker and listener.

Several principles can be derived from the four definitions above: first, polite speech acts; second, it can be direct or indirect, which means it can have an explicit form that people can tell the difference quickly, or it can have a vague structure that people still take as a compliment, and last, it is handed to someone else rather than the speaker.

b. The functions of Compliments

From the functions of the compliment, according to some previous researches, it can be seen that there are 6 types:

1. To admire or approve of someone's work/appearance/taste (Herbert, 1990). Example (4) can help to understand it. I really like your coat. This compliment simply compliments the speaker's admiration for the speaker's appearance.
2. To create/confirm/maintain cohesion (Wolfson, 1989). When a stranger enters a group and makes the utterance such as in Example (4), it can also be viewed as a technique of

establishing a new friendly relationship in the group.

3. To substitute greetings/gratitude/apologies/congratulations (Wolfson, 1989). When two friends meet, one of them says something like Example (5): how nice you are today, this utterance serves the same purpose as the greeting "how are you?"

4. To soften potentially humiliating actions such as apologies, requests, and criticism (Wolfson, 1983). If the speaker offends the listener, he could utilize a compliment to change the subject and soothe the hostile mood.

5. To initiate and maintain a discussion (conversation technique) (Wolfson, 1983). If the interlocutors are strangers, they can start their chats with praises to get the topic started. Example (6) explains it perfectly. Hello, your English is excellent; when did you start learning it?

6. To encourage desired conduct (Manes, 1983). It is common in everyday life. As an example, consider the following: What lovely ear rings you have! What store did you get these from?

These two phrases express not just the speaker's enthusiasm, but also his ardent desire to purchase the identical ones. Compliments have distinct meanings and uses in different settings. They are typically employed as a courtesy approach to make others feel at ease and to prolong the conversation.

c. Syntactic Patterns and Lexical Item of Compliment and Compliment Responses

Adapting Manes (1983) and Wolfson's (1983) classification, the researchers categorize the sample data into 8 syntactic patterns and an example for each types is given below. :

1. NP (BE) (INT) ADJ
   Ex ; (Your T-Shirt is very good, Daeng)
2. (PRON/NP) LOOK ADJ
   Ex :(You look pretty)
3. (INT) ADJ
   Ex :(very wise)
4. NP/PRON V (ED) (INT) ADV
   Ex :(You're dressed very nicely today, sister)
5. NP/PRON V (INT) ADV
   Ex : (You are very attentive in the class)
6. NP/PRON V NP
   Ex : (You have such new beautiful hair)
7. NP/ PRON (INT) V (NP) REALLY + LIKE/LOVE+ NP
   Ex : (I admire your smile very much)
8. PRON BE (INT) ADJ NP
   Ex : (You have a good new car)

Herbert's (1990) classification of compliment responses, divided our data into 12 types, and some responses are based on the empirical data.

1. APPRECIATION TOKEN. A verbal or nonverbal acceptance of a compliment, acceptance not being semantically fitted to the specification of the compliment, e.g.
   A : This bag is gorgeous
   B : (smile)
2. COMMENT ACCEPTANCE. The addressee accepts the complimentary force by means of a response semantically fitted to the compliment, e.g.

A :The new dress, isn't it?

B : Right

3. PRAISE UPGRADE. The addressee accepts the compliment and asserts that the compliment force is insufficient, e.g.

   A : I feel you are whitening

   B : I am always white

4. COMMENT HISTORY. The addressee, although agreeing with the complimentary force, does not accept the praise personally; rather, he/she impersonalizes the complimentary force by giving (may be irrelevant) impersonal details, e.g.

   A : The shoes looks good on you

   B : I bought them two days ago

5. REASSIGNMENT. The addressee agrees with the compliment, but the complimentary force is transferred to the third person or to the object of compliment, e.g.

   A : Hey, you are wearing a new sweater. It looks nice

   B : This is the second time I have worn it, it is not new anymore.

6. RETURN. The praise is shifted to the addresser / complementor, e.g.

   A : You look like a wise person

   B : You have a good mind, too

7. SCALE DOWN. The force of the compliment is minimized or scaled down by the addressee, e.g.

   A : This is your house? So Clean!

   B : It's ok

8. QUESTION. The addressee might wont an expansion or repetition of the original compliment or question on the sincerity of the compliment, e.g.

   A: I admire your personality very much

   B : Really?

9. DISAGREEMENT. The addressee directly disagrees with addresser's assertion, e.g.

   A: You seem to have become slimmer

   B: You must be joking

10. QUALIFICATION. The addressee may choose not to accept the full complimentary force offered by qualifying that praise, usually by employing, "but" and "yet", e.g.

    A: It is very pretty and suits you

    B: I also think it is not bad. But it is not the same as what I thought originally

11. NO ACKNOWLEDGMENT. The addresses gives no indication of having heard the compliment; that is, he/she employs the conversational turn to do something other than respond to the compliment offered, e.g.

    A: You look like Korean actor wearing the pair of eye glasses

    B: You are good- sighted, aren't you? Why don't you get a pair for yourself?

12. REQUEST INTERPRETATION. The addressee interprets the compliment as a request rather than a simple compliment.

    A: This indicates that our business is terrific

    B: Stop to flatter me again, what on earth are you attempting to do?

4. Categories of Gender

      Humans can be split into two groups based on biological elements. If individuals are classified as men or girls, it is based on biological sex, which is determined by their sex organs and genes. When using gender to separate humans, however, people can use a psychological

and cultural term that involves the subjective feelings of maleness and femaleness. Gender also refers to society's assessment of behavior as masculine or feminine (Basow, 1992: 2; Barker & Dariusz, 2001:48; Yule, 2006:222). Many facets of the distinctions between men's and women's voices have been researched. From the biological aspects, because women and men have some differences in the physical vocal tract, the voice of women is different from men. For example, on the pitch, women usually speak with a high pitch because of short and thin vocal folds while men speak at a low pitch (Graddol & Swann, 1989:15).

There are still considerable disparities in the social element of voice between men and women. According to Spender, men typically use low-pitched voices due to both their anatomy and their desire to use low-pitched voices (Graddol & Swann, 1989: 18). For women, speaking in a high-pitched voice is considered a joke that would harm their image. Men perceive low-pitched voices to be more confident and dominant than high-pitched sounds. Men are typically the most powerful people in society. They are the center of society and have dominance, whereas women are typically in the submissive category.

Although some gender equality has been achieved in many fields, including academia, economics, and politics, the impact of traditional attitudes and objective gender distinctions continues. Some absolute differences in speech acts between men and women have been discovered after extensive research:
a. Women are more socially engaged, cooperative, and constructive than men;
b. Women are more silent than men in public, so they are a muted group;
c. Women ask more questions than men in speech pattern;
d. Women are interrupted more than men;
e. Women have different lexical choices and frequency than men;
f. Women use more polite behaviors than men, such as compliments, apologies, minimal responses, and tag questions.

5. Feature Of Compliments Based on Mixed Genders

In terms of compliments, numerous linguists have conducted extensive research on this dependence on gender. Some contrasts in their viewpoints have been investigated:
a. Women certainly use compliments on each other more than men on each other;
b. Women are more likely to receive compliments than men. This means that compliments may be aware of the risk of discomfiting men with an FTA;
c. Women complement each other on appearance more than on any other topic, whereas compliments on possessions are used more frequently between males;
d. Compliments tend to focus on skills or performance as solidarity signals for males, while compliments reinforce appearance as solidarity signals for females;
e. Women and men interpret compliments differently. Women appear to use compliments to build, maintain, and improve relationships, whereas men appear to use compliments to encourage or provide feedback. (Wolfson, 1983; Manes, 1983; Holmes, 1983)

Many linguists offer explanations for these phenomena: (1) In terms of personality, women prefer relationships and participation in talks, whereas men seek independence and hierarchy. (2) In terms of socialization, women and men have diverse early experiences. Women are more cooperative and closer in interactions, whereas men are more competitive and control-oriented. (3) In terms of power and social standing, men are typically the dominant members of society, and they are the center of attention in public, regardless of

their position in the economy, region, or politics. Men are perceived to be more powerful than women; hence they are more competitive (Holmes, 1996: 7; Holmes, 2001: 157; Lazar, 2005: 3).

3. Research Method

The research method used by the researchers is mixed methods, qualitative and quantitative methods. Therefore, the researchers used this method to collect and analyze the data suitable with the purpose of this research to get the strategies used by the people of Makassar based on the age level to respond to compliments. The researchers used observation sheet to know how the context can influences the respond of the compliment in interaction to others and the types of compliments they use. Interview was used in this research to know the strategies used by male and female in compliment response. The researchers used semi structure interviews with a specific set of questions to be asked. The number of questions for interview was 15 questions, but it was developed based on the research questions. Questionnaires were distributed to the participants. The three instruments above were used to support the validity of the data (Mac and Ghaill in Agung, 2010). The procedures of collecting data in this research consist of observation, interview and questionnaire.

The first thing that the researcher did in analyzing the data was to analyze the data obtained from the observation and interview. The second one was to analyze questionnaire data or the answers from respondents. The researchers used different procedures to analyze data gathered from different instruments. For observation and interview, the researchers uses some steps based on Miles and Huberman (in Sugiyono, 2008:340).

4. Results and Discussion
a. The Tendencies of Compliment Response Used by Age Group of Makassarese.

Topic	Female								
	Elder			Teenager			Young		
	Ac	Av	Rj	Ac	Av	Rj	Ac	Av	Rj
Achievement	√			√			√		
Characteristic	√			√			√		
Belonging	√			√			√		
Appearance	√			√			√		
Ability		√			√		√		

Table 1. The tendencies of compliment response used by Makassar Female

Topic	Male								
	Elder			Teenager			Young		
	Ac	Av	Rj	Ac	Av	Rj	Ac	Av	Rj
Achievement	√					√	√		
Characteristic	√			√			√		
Belonging	√			√			√		
Appearance		√		√			√		
Ability		√		√			√		

Table 2. The tendencies of compliment response used by Makassar Male
Note: Ac: Acceptance, Av: Avoidance, Rj: Rejection

According to the findings of this study, group speakers utilized three types of responses: acceptance, avoidance, and rejection. It verifies Holmes and Burger (1988) classification of compliment responses based on semantic formula. It suggests that compliment answers should be interpreted considering the context in which they are used. There are some discoveries that astound the researchers, such as the explanation and classification of complement replies from both. By using their distinct reactions, for example, the data from female responses typically accept, while male responses mostly avoid the compliment. For instance, the response *"bah", 'pastimi', 'kamma memang'* have been represented by the faces. It seems that the meaning of language cannot be determined only from its structure; it is important to pay attention towards the context of use. Related to the similarities and the differences, some findings show that the strategies of compliment response are used by the speakers as the strategy in persuading or expressing their attitude. It covers how Makassar people tend to use acceptance to show their respect and simplicity, and also Americans tend to use acceptance. Lastly, Americans and Makassarese have different ways to show their responses; Indonesians tend to be implicit, while Americans are more explicit

b. The Influence of Culture in American And Makassar

Linguists have confirmed that language as a communication tool genetically exists only in humans. Humans are capable of forming the symbol or name in order to tag each fact, whereas the animals are not able to do it all. Language lives in the community and is used by its members to communicate. The survival of a language is strongly influenced by the dynamics of the speakers. In other word, the existing culture around that language will participate to determine the face of that language.

Makassar people domicile in Makassar regency, south Sulawesi province. In this study, the researchers discuss at least '5 pasang' (the message). Those messages become a basis of Sirik, which we know as Sirik na Pacce , life philosophy of Makassarese. In the culture of Bugis *Paseng* has been inherited from time to time. It can be categorized as a type of testament. *Paseng* is a term used in Bugis culture, consisting of 5 messages:

1. *Ada tongeng* (to say the right thing)
2. *Lempuk* (to be honest)
3. *Getteng* (to be stick to to beliefs and norms)
4. *Sipakatau* (to respect others)
5. *Mappesona ridewata seuwae* (to be submissive to the authority of God, the Almighty)

Those who do not implement the messages in the daily life are stated as *'kurang siri'* (less of self-esteem) and named 'rapang-rapang tau' (marionettes). Some characteristics of their attitude are:

a. *Eja tommi na doang* (an act undertaken without thinking long).
b. *Pa'bambangan na tolo* (attitude blindly done because of emotion or stubbornness. This may cause an embarrassing consequence or called *nipakasiriq).*
c. *Kualleanga tallanga natoallia* (not to give up).
d. *Punna tena siri'nu paniaki paccenu* (honor and a sense of humanity are to be preserved).

Based on the above descriptions, we could identify the compliments usually used by the Makassar people.

Compliment	Response
1. *Tas gammara enne anunnu e* (you have a beautiful bag) 2. *Baji memang tongki katte* (you are a good guy) 3. *Lompona ballata'* (your house is big) 4. *Rampingta sede'* (you look slim)	- *Alhamdulillah, ka tas beru riballi* (Alhamdulillah, this is a new bag I have bought) - *Alhamdulillah, sipa'sipa baji memang antu kuboya ya* (alhamdulillah, I was looking for a good attitude) - Alhamdulillah. - Alhamdulillah

The examples of responses above are followed by the five messages already explained; it is *Mappesona ridewata seuwae* (to be submissive to the authority of God, the Almighty). The word 'Alhamdulillah' indicates that Makassar people respect and accept the compliments. Makassar people also hold on the other messages or '*paseng*' in their activities. It is *Ada tongeng na mallempuk* which means someone must be honest.

Compliment	Responses
- *Tambah kebo'ki antu kucini* (you look more bright) - *Tas Gammara anne anunnu* (your bag is beautiful)	- *Ammake ka ba'ra racikang* (I used mix powder) - *Gammaraka nucini, ka ammakeka ba'ra racikang* (I look beautiful because I use mix powder) - *Iye, ero' tongko malli mako* (yes, if you want, you can buy it) - *Iyo. Anu gammara ka anu ka'jala.* (yes, it is beautiful because it is expensive)

Through those responses, the researchers see that Makassar people apply the *pasang ada tongeng na malempuk.* They respond to the compliments based on the things existing in reality; so there is no fake utterances. *Getteng* or to be stick to the beliefs and norms also appear in the data.

Compliment	Responses
- *Baji memang tongki katte*. (you are a good guy)	- *kamma memang tongi rupa tawwa, salingki-sibantu-bantu.* (so indeed as human beings we have to help one another) - *iye, ka paraikatte sipakatau* (yes, we have to respect each other) - *sisambe-sambe memang tawwa sitolong-tolong* (humans exchange help)

Another characteristic found is the motto of *Eja tommi na doang* (an act undertaken without thinking long) *and Pa'bambangan na tolo* (blind attitude owing to emotion or stubbornness), illustrated below.

Compliment	Responses
- *tas gammara anne anunnu* (your bag is beautiful)	- *patootoai ane* (annoying)
	- *nasusaiko cika?* (have you a problem?)
- *tambah kebo'ki antu tawwa* (you have a brighter skin)	- *pa'cininu ji antu* (this is only your vision)
- *lompona balata* (your house is big)	- *dari pada tena* (than there is no one)
- *tambah rampingki sede..* (you are slimmer)	- *daripada kau kodi tanja'nu* (compared to you, your face is ugly)

5. Conclusion

The primary goal of this study is to identify praise reactions from people of all ages; adult female, adolescent, and children. The compliments and the responses given by Makassar people are in general based on the inherited messages. These messages constitute the foundation of Sirik, which we know as Sirik na Pacce, the Makassar people's life philosophy: Paseng means "to be honest," "getteng" (to stick to nomrs), "sipakatau" (to respect others), and "mappesona ridewata seuwae" in Bugis (to be submissive to God, the Almighty) Those who do not heed these signals will be labeled as 'less siri' (low self-esteem) and given the moniker 'rapang-rapang tau' (doll). Based on the research results, it is seen that the praise response method adopted by women is to receive praise with the impact of the sipakatau culture, in which Bugis-Makassar women are nurtured in a culture rich in mutual respect. Some of the patterns in this study are reflected in prior studies of native speakers' verbal acts of appreciation, while others appear to be unique observations that have not been recorded in previous researches.

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TRANSITION SIGNALS IN HEADLINE NEWS

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Abstract

This study aimed to analyze the types of transition signals in headline news and the reasons for using transition signals in writing. This study applied a descriptive qualitative design. The sources of the data were three headline news taken from Antaranews.com entitled *"Indonesia urges ASEAN, China to help maintain regional stability,"* the jakartapost.com entitled *"Myanmar to dominate ASEAN agenda, but little progress expected"*, and 9News.com entitled *"Russian President Vladimir Putin won't attend upcoming G20 summit in Bali"* published on November 11th, 2022. The technique of data collection was documentation and the procedures in the the data analysis were 1) reading the headline news, 2) finding the transition signal in headline news, 3) underlining the transition signals in headlines news, 4) classifying the transition signals, 5) counting the total frequencies of transition signals, and 6) finding the reasons of using transition signals in writing. The results showed that the types of transition signals found in the headline news were to indicate addition, time, sample, distinction, and cause and effect, and the most widely used was to indicate addition in each headline news. Moreover, the reasons for using transition signals in headline news were 1) to make the movement of the paragraphs in the text logical and smooth, 2) to strengthen the internal cohesion and coherence in a text, 3) to show the relationship between the parts of sentences in a paragraph or between paragraphs, and 4) to provide valuable signals to the reader about the relationship between parts of the text.

1. Introduction

Writing is a complex process that consists of some activities such as setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing , then revising and editing (Hedge, 2000). Moreover, it is an important part, a reflective exertion that requires enough time to suppose the specific content, dissect, and sect, and to classify any background knowledge. Brown (2004) explains that writing is the most complicated and delicate skill in language skills. It is because there are several rules that have to be learned by scholars similar to spelling, alphabet and punctuation, consonance and association of ideas. Furthermore, a coherent paragraph flows easily from beginning to end by using nouns and pronouns constantly throughout a paragraph, using

transition signals to show connections among ideas, and setting ideas into some kind of logical order, similar to logical division (Oshima and Hogue,2007)**.**

Furthermore, transition signals are used in the writing to make coherence in the paragraph. Vincent (1984) defines transition signals as the bridge to link the ideas and make the ideas hold together between sentences. Besides that, transition signals are the words and phrases that show the relationship between one sentence or clause and to another speeding up the reader's understanding and tying together ideas before the reader has a chance to forget them. On the other hand, McMurrey (1983) mentions that transition signals glue pieces of theparagraph fit together into a solid and create a smooth connection between paragraphs. Moreover, Sherma, Slawson, Whitton, and Wiemelt(2010) classify the types of transition signals such as sequence and addition, time, comparison, distinction, samples, conclusions or summaries, concession, cause and effect, generalization, paraphrase, and a point or idea.

In relation to the previous studies, Ampa, Akib, and Sari (2019) found that the total of transitional signals used by the students in writing was 203 transitional signals and the most widely used transitional signal was transitional signals for introducing time order and sequence while the highest percentage of accuracy was transitional signals for providing examples. Moreover, Tampubolon (2019) figured out that transition signals used in short stories were indicating time, comparison, additional idea, and contrast and the dominant transition signal used is the transition signal indicating an additional idea. Then, Khaghaninejad, Eslami, Yadollahi, and Jafari (2021) stated that transitional signals were employed by the writers with different degrees of occurrence. Besides that, Walková (2020) describes that genres partly influence the frequency of transition markers in a text.

Moreover, Mahendra and Dewi (2017) mention that transition signals play an important role in academic writing, and the variety used in the journal articles provides learners with more options to link their ideas sentence to sentence, and even paragraph to paragraph. Then, Utami and Mahendra (2021) found that the total number of transition signals used by the students in their community service report was 303, classified into eight types of transition signals, and introduced sequence and logically order ideas were mostly used by the students in their community service report. Furthermore, Gardner and Han (2018) explain that the frequency of using transition markers depends on the vastnessof ideas across a genre and the length of the text in a genre.

Besides, Banjarnahor and Narius (2019) found that the students had mistakes in putting transition signals in a paragraph or essay and writing sentences using the transition given, and combining the sentences by adding transitions. Then, Ariyanti (2021) figures out that most students are successful to use the most transition signals based on the type of essay; they help EFL students in conveying cohesive and coherent ideas in their essays, and they make the ideas in their essays flow smoothly. Based on the description above, therefore, the writer would like to analyze the types of transition signals used in headline news from online news namely Antaranews.com, thejakartapost.com, and 9News.

2. Literature Review
2.1 Transition Signals

Transition signals are words linking one sentence—or paragraph—to another and almost every sentence, therefore, is transitional; coherence writing may be a constant transition process (Stott, 1991).Moreover, they are words and phrases that connect the

thought in one sentence with the idea in another sentence and show the relationship between them (Oshima and Hogue, 2007). Moreover, transition markers are mainly conjunctions and adverbial phrases which help readers interpret pragmatic connections between steps in an argument (Hyland, 2005). Furthermore, good writing requires using enough transitional signals to form the relationships among the ideas clearly (Oshima and Hogue, 2007).

Moreover, they are named sentence openers and usually at the start of a sentence or paragraph to relate it to the one preceding it and they can also come within sentences to connect one idea to another within a sentence (Hyland and Anderson, 2013). Then, Lynch and Anderson (2013) classified the sentence openers into six types that supported their function: for addition, showing contrast, showing cause and effect, positive condition, negative condition, and providing time order or listing.

2.2 The Types of Transition Signals

Sherma, Slawson, Whitton, and Wiemelt (2010) indicated eleven types of transition words and expressions in the following:

1. Sequence and addition such as subsequently, again, also, and, and also, besides, eventually, ultimately, further, likewise, in addition, initially, likewise, next, or, nor, previously, subsequently, then, too.
2. Time such as latterly, as soon as, at first, ahead, ahead, ultimately, first, first of all, formerly, directly, in time, in turn, subsequently, next, now, previously, soon, simultaneously
3. Cmparison such as likewise, similarly, in comparison
4. Distinction such as although, but, again, despite, indeed, still, in distinction, rather, nevertheless, nor, nonetheless, on the negative, rather, still, whereas, and yet.
5. Samples such as for illustration, for case, for instance, vicelike, particularly, specifically, analogous as, thus, to demonstrate, and illustrate
6. Conclusions or summaries namely as a result, as stated ahead, curtly, consequently, ultimately, hence, in brief, in conclusion, in other words, in sum, in summary, therefore, thus, to conclude, and to epitomize.
7. Concession such as admittedly, certainly, naturally, and of course
8. Cause and effect namely as a result, because, accordingly, for, for this reason, hence, else, since, so, thus, and therefore
9. Generalize such as usual, generally, in general, naturally, and generally
10. Paraphrase such as in brief, in substance, in other words, in short, vicelike
11. And a point or idea such as absolutely, after all, always, clearly, surely, emphatically, extremely, ever, in fact, in particular, indeed, naturally, no way, obviously, appreciatively, unexpectedly, incontrovertibly, and without mistrustfulness

2.3 The Reasons for Using Transition Signals

Stott (1991) mentioned about the reasons for using transition signals in writing such as:
1. To make the movement of the paragraphs in the text logical and smooth.
2. To strengthen the internal cohesion and coherence in a text.
3. To show the relationship between the parts of sentences in a paragraph or between paragraphs.

4. To provide valuable signals to the reader about the relationship between parts of the text.

2.4 Headline News

Crystal (1987) states that a headline is a form of discourse specific to written press and it is undoubtedly one of the most creative areas of journalistic writings and has some aspects comparable to poetry. Moreover, it is set in size and style of the type which is different from the running text; it consists of one or more decks and it is typographically different from one another (Mardh, 1980). Besides that, it is the short title above the news reports arranged in a way that can reveal fast the social, cultural, economic, and political issues unfolding in a society at any given time (Ogunsiji, 1989).

Furthermore, Van Dijk (1988) attributes a cataphoric and informative function to headlines by defining their essential function as that of summarizing the content of the article they precede. Besides that, it functions as a negotiator between the story and the reader (Dor, 2003). Gattani (2005) then explains that it has the macro function to be informative, indicative, and eye-catching. Meanwhile, Dor (2003) mentions it functions in the micro function that being informative is to summarize, indicative is to highlight and enable selection, and eye-catching is to attract the readers' attention.

3. Research Method

3.1 Research Design

This study applied the descriptive qualitative method which described an inquiry process of understanding a social or human problem, based on building a complex, holistic forms with words (Creswell, 2007). The writer used the descriptive qualitative design to describe the types of transition signals and the reasons for using transition signals in headline news taken from Antaranews.com, thejakartapost.com, and 9News.com.

3.2 Sources of the data

The sources of the data in this study were three headline news taken from Antaranews.com entitled *"Indonesia urges ASEAN, China to help maintain regional stability"*, thejakartapost.com entitled *"Myanmar to dominate ASEAN agenda, but 'little progress expected"*, and 9News.com entitled *"Russian President Vladimir Putin won't attend upcoming G20 summit in Bali"* published on November 11th, 2022.

3.3 The Data

The data of this study were the sentences consisted of the transition signals taken from Antaranews.com entitled *"Indonesia urges ASEAN, China to help maintain regional stability"*, thejakartapost.com entitled *"Myanmar to dominate ASEAN agenda, but 'little progress expected"*, and 9News.com entitled *"Russian President Vladimir Putin won't attend upcoming G20 summit in Bali"* published on November 11th, 2022.

3.3 The Technique of Data Collection

This study used document analysis as the instrument of the technique of data collection, and the documents were three headline news taken from Antaranews.com entitled *"Indonesia urges ASEAN, China to help maintain regional stability"*, thejakartapost.com entitled *"Myanmar to dominate ASEAN agenda, but 'little progress*

expected", and 9News.com entitled *"Russian President Vladimir Putin won't attend upcoming G20 summit in Bali"* published on November 11th, 2022.

3.4 The Technique of Data analysis
The procedures in the technique of data analysis in this study were as follows:
1. to read the headlines news
2. to find the transition signals
3. to underline the transition signals
4. to classify the transition signals
5. to count the total number of transition signals
6. to describe the types of transition signals

4. Results and Discussion
4.1. Data analysis
The data were taken from sources of the data such as headline news from Antaranews.com entitled *Indonesia urges ASEAN, China to help maintain regional stability*, thejakartapost.com entitled *Myanmar to dominate ASEAN agenda, but 'little progress expected'*, and 9News.com entitled *Russian President Vladimir Putin won't attend upcoming G20 summit in Bali* published on November 11th, 2022.

a) Title: *"Indonesia urges ASEAN, China to help maintain regional stability"*
Antaranews.com
Friday, November 11th, 2022

Indonesia urges ASEAN, China to help maintain regional stability
Jakarta (ANTARA) - President Joko Widodo (Jokowi) has urged ASEAN *and* China, as comprehensive *and* strategic partners, to cooperate on maintaining regional stability by ensuring that the impact of global crises does not spread to the region. He delivered the remarks in his opening speech at the 25th ASEAN-China Summit at Sokha Hotel in Phnom Penh, Cambodia, on Friday. "The *first* thing that we have to tackle is food security. With a population of more than two billion, ensuring food availability *and* accessibility is a formidable task for ASEAN *and* China. Regional food security is a main priority," he said, according to a written statement received in Jakarta. The region is still susceptible to disruptions of food supplies, he said. *For instance*, ASEAN, which is one of the biggest wheat *and* soybean consumers in the world, has spent at least US$61 billion on importing food, he pointed out." I see China has great capacity (to) strengthen food security strategy. We must cooperate in securing supply chains *and* stabilizing food prices. I hope ASEAN *and* China will collaborate on ensuring food reserves *and* the food emergency mechanism in the region, developing food production in the region, *and* investing in agricultural innovations," Widodo said. He *also* stressed the importance of maintaining regional financial stability given that the threat of recession poses a great common challenge. *Therefore*, both sides should respond to the difficult situation by fostering cooperation. "Policy coordination is important. Through policy synergy, we can ensure the most effective step to prevent recession *and* get early warning *and* liquidity support," he explained. He *further* highlighted the significance of encouraging peace *and* maintaining regional stability. As a large country in the region, China must take responsibility for creating a conducive situation. This can be achieved by building

strategic confidence _and_ respecting international law, including the United Nations Convention on the Law of the Sea (UNCLOS) 1982."The two matters must serve as our reference for managing rivalry in the region _and_ resolving the South China Sea issue. If we build this, we will be able to create the Indo-Pacific as an epicenter of growth," Widodo stressed.

Data 1:
President Joko Widodo (Jokowi) has urged ASEAN _and_ China, as comprehensive _and_ strategic partners, to cooperate on maintaining regional stability by ensuring that theimpact of global crises does not spread to the region.
Data 1 used the word "_and_" as a transition signal of indicating an additionto connecting two equal statements.

Data 2:
The _first_ thing that we have to tackle is food security.
Data 2 used the word "_first_" as a transition signal of indicating the time.

Data 3:
For instance, ASEAN, which is one of the biggest wheat and soybean consumers in the world, has spent at least US$61 billion on importing food, he pointed out.
Data 3 used the word "_For instance_" as a transition signal of indicating the samples.

Data 4:
Therefore, both sides should respond to the difficult situation by fostering cooperation.
Data 4 used the word "_Therefore_" as a transition signal of indicating the cause and effect.

Data 5:
He _further_ highlighted the significance of encouraging peace and maintaining regional stability.
Data 5 used the word "_further_" as a transition signal of indicating the addition.

Data 6:
He _also_ stressed the importance of maintaining regional financial stability given that the threat of recession poses a great common challenge.
Data 6 used the word "_also_" as a transition signal of indicating the addition.

b) Title: _Myanmar to dominate ASEAN agenda, but 'little progress expected'_
    thejakartapost.com
    November 11th, 2022

Myanmar's escalating violence _and_ political gridlock are expected to dominate an ASEAN leaders' summit on Friday, as increasingly frustrated members of the regional bloc struggle to get the country's junta to comply with an agreed peace plan. Members of the Association of Southeast Asian Nations (ASEAN) have blamed Myanmar's military rulers for failing to implement the peace plan agreed jointly _last_ year, which includes ending hostilities

and allowing access for a special envoy *and* aid. Political, social *and* economic chaos have gripped Myanmar since the military overthrew an elected government led by Aung San Suu Kyi last year, led a deadly crackdown on dissidents *and* unraveled years of reform in the erstwhile fledgling democracy. ASEAN, which has barred junta leaders from its meetings since *last* year, repeated *last* week its commitment to the so-called five-point peace consensus, *but* some members have urged a stronger stance. The foreign ministry of Malaysia, which has by far been the most critical of the junta, said it would be "calling for a more decisive stance by ASEAN" at this week's meeting.

Indonesia's foreign minister *last* week said the junta, not ASEAN, was squarely responsible for a lack of progress on the peace plan *and* those recommendations would be made to leaders *this* week on strengthening its implementation. Members such as Singapore *and* the Philippines have simply urged dialogue *and* compliance with the peace plan. The junta has blamed a lack of progress on the pandemic *and* obstruction from armed resistance movements that it calls terrorists. James Crabtree, Executive Director of the International Institute for Strategic Studies-Asia, said ASEAN was struggling to cope with internal divisions over Myanmar *and* other issues. "Whether it is Cambodia as chair *now or* Indonesia *next* year those divisions aren't going to go away, *and* that is likely to continue to limit the bloc's ability to pressure the junta in Myanmar *or* respond smartly to rising great power competition," he said. 'Little Progress Expected' The bloc, which has a long-standing tradition of non-interference in members' sovereign affairs, has ruled out Western-style sanctions against Myanmar *or* expelling it from the 10-member group, even as it condemns increasingly violent actions by the junta such as the recent executions of democracy activists *and* an air strike that killed 50 civilians.

One Western diplomat who will attend the meeting said that, while the bloc may try to make the Myanmar peace plan more action-oriented, "little progress is expected". Cambodian Prime Minister *and* current ASEAN chair Hun Sen has repeatedly made overtures to Myanmar's generals in the hope of getting them to cooperate. The efforts have produce "limited achievement", acknowledged Kao Kim Hourn, a senior Cambodian government official *and* advisor to Hun Sen. *But* he added: "At the end of the day, without ASEAN intervention, Myanmar could be far worse." World leaders who have condemned *and*sanctioned the junta, including US President Joe Biden, will be in attendance, as will friendlier nations to Myanmar such as Russia *and* China, represented by Foreign Minister Sergei Lavrov *and* Premier Li Keqiang respectively. Officials expect this week's summit to be a difficult one, with discussions *also* expected to include the war in Ukraine *and* regional tensions over the South China Sea, Taiwan *and* North Korea.

Data 7:
Myanmar's escalating violence *and* political gridlock are expected to dominate an ASEAN leaders' summit on Friday, as increasingly frustrated members of the regional bloc struggle to get the country's junta to comply with an agreed peace plan.
Data 7 used the word "*and*" as a transition signal of indicating an addition to connecting two equal statements.

Data 8:
Officials expect this week's summit to be a difficult one, with discussions *also* expected to include the war in Ukraine and regional tensions over the South China Sea, Taiwan, and North Korea.
Data 8 used the word "*also*" as a transition signal of indicating the addition

Data 9:
Members of the Association of Southeast Asian Nations (ASEAN) have blamed Myanmar's military rulers for failing to implement the peace plan agreed jointly *last* year, which includes ending hostilities and allowing access for a special envoy and aid.
Data 9 used the word "*last*" as a transition signal of indicating the time

Data 10:
"Whether it is Cambodia as chair now or Indonesia *next* year those divisions aren't going to go away, and that is likely to continue to limit the bloc's ability to pressure the junta in Myanmar or respond smartly to rising great power competition," he said
Data 10 used the word "next" as a transition signal of indicating the time

Data 11:
ASEAN, which has barred junta leaders from its meetings since last year, repeated last week its commitment to the so-called five-point peace consensus, <u>but</u> some members have urged a stronger stance.
Data 11 used the word "but" as a transition signal of indicating the distinction

c) Title: *Russian President Vladimir Putin won't attend upcoming G20 summit in Bali*
9News.com
Nov 11th, 2022

Russian President Vladimir Putin will not attend the Group of 20 summit in Indonesia <u>*next*</u> week, officials from Russia <u>*and*</u> Indonesia said, avoiding a possible confrontation with western allies over his war in Ukraine. Luhut Binsar Pandjaitan, the chief of support for G20 events, said Putin's decision not to come was "the best for all of us". Australian Prime Minister Anthony Albanese, US President Joe Biden, Chinese President Xi Jinping <u>*and*</u> other world leaders are to attend the two-day summit that starts on Tuesday.

Picture 1. Russian President Vladimir Putin

Russian President Vladimir Putin won't be going to Bali. (Sergei Karpukhin, Sputnik, Kremlin Pool Photo via AP) (AP) The summit would have been the first time Biden _and_ Putin were together at a gathering since Russia invaded Ukraine in February. Indonesian President Joko Widodo is hosting the event on the island of Bali. "It has been officially informed that Russia's President Vladimir Putin will not attend the G20 summit, _and_ will be represented by a high-level official, _and_ this has been discussed by President Joko Widodo _and_ Putin in previous telephone conversations," Pandjaitan said after meeting security officials in Denpasar, the capital of Bali. "Whatever happens with Russia's decision, it is for our common good _and_ the best for all of us," added Pandjaitan, who is _also_ the coordinating minister of maritime affairs _and_ investment.

Russian Foreign Ministry _and_ Kremlin spokesperson Dmitry Peskov confirmed on Thursday that Foreign Minister Sergey Lavrov would the delegation instead of Putin. He did not give a reason. In March, Russia's ambassador to Indonesia Lyudmila Vorobieva had said Putin "wants to go" to the summit. That prompted _then_-prime minister Scott Morrison to voice concerns about sitting around the table with the Russian leader, saying it would be a "step too far" amid the ongoing invasion. Albanese had already committed to attending the summit, prioritising diplomatic relations with Indonesia, a country more than 270 million people. "I'm focused on sitting with President Widodo, not sitting with President Putin," he said. "It is in Australia's interest to have good relations with our Indonesian friends."

Albanese said he would, however, be keen to meet with the Chinese president, after years of strained relations between the countries. "I've made it very clear that dialogue is a good thing. _And so_ if a meeting is arranged with Xi, _then_ that would be a positive thing," Albanese said on Thursday. "We are organising a range of meetings, _bu_t they haven't been finalised_and_ locked in at this point in time." Pandjaitan did not know why Putin decided not to come _but_ said "maybe it's _because_ President Putin is busy at home, _and_ we _also_ have to respect that". Pandjaitan said the same reason might be keeping Ukrainian President Volodymyr Zelenskyy at home as well.

Widodo earlier this year travelled to Kyiv _and_ Moscow in an effort to get the two leaders to sit down in Bali _and_ make peace. The revelation of Putin's decision not to attend the summit came as Russian forces in Ukraine suffered significant setbacks. Russia's military said it will withdraw from Kherson, which is the only Ukrainian regional capital it captured since the beginning of the invasion _and_ a gateway to the Russian-occupied Crimean Peninsula. Russia's announced retreat from Kherson along with a potential stalemate in fighting over the winter could provide both countries an opportunity to negotiate peace, Army General Mark Milley, chairman of the US Joint Chiefs of Staff, said on Wednesday. He said as many as 40,000 Ukrainian civilians _and_ "well over" 100,000 Russian soldiers had been killed _or_ wounded in the war, _now_ in its ninth month. Same thing probably on the Ukrainian side," Milley added.

The G20 is the biggest of three summits being held in South-East Asia this week _and_ _next_, _and_ it remains unclear if Lavrov will represent Russia at all of them. The Association of Southeast Asian Nations summit began on Thursday in Phnom Penh, Cambodia, followed by the G20 _and then_ the Asia Pacific Economic Cooperation summit in Bangkok, Thailand. Biden had ruled out meeting with Putin if he had attended the summit _and_ said the only conversation he could have possibly had with the Russian leader would be to discuss a deal to free Americans imprisoned in Russia. Biden administration officials said they had been

coordinating with global counterparts to isolate Putin if he had decided to participate either in person _or_ virtually. They have discussed boycotts _or_ other displays of condemnation.

Data 12:
Russian President Vladimir Putin will not attend the Group of 20summits in Indonesia next week, officials from Russia _and_ Indonesia said, avoiding a possible confrontation with western allies over his war in Ukraine.
Data 12 used the word "_and_" as a transition signal of indicating an addition to connecting two equal statements

Data 13:
Pandjaitan did not know why Putin decided not to come but said "maybe it's _because_ President Putin is busy at home, and we also have to respect that".
Data 13 used the word "_because_" as a transition signal of indicating cause and effect

Data 14:
"I've made it very clear that dialogue is a good thing. And _so_ if a meeting is arranged with Xi, then that would be a positive thing," Albanese said on Thursday.
Data 14 used the word "_so_" as a transition signal of indicating cause and effect

Data 15:
The Association of Southeast Asian Nations summit began on Thursday in Phnom Penh, Cambodia, followed by the G20 and _then_ the Asia Pacific Economic Cooperation summit in Bangkok, Thailand.
Data 15 used the word "_then_" as a transition signal of indicating addition

Data 16:
"Whatever happens with Russia's decision, it is for our common good and the best for all of us," added Pandjaitan, who is _also_ the coordinating minister of maritime affairs and investment.
Data 16 used the word "_also_" as a transition signal of indicating addition

Data 17:
The G20 is the biggest of three summits being held in South-East Asia this week and _next_, and it remains unclear if Lavrov will represent Russia at all of them.
Data 17 used the word "_next_" as a transition signal of indicating time

Data 18:
He said as many as 40,000 Ukrainian civilians and "well over" 100,000 Russian soldiers had been killed or wounded in the war, _now_ in its ninth month.
Data 18 used the word "_next_" as a transition signal of indicating time

Data 19:
Putin if he had decided to participate either in person _or_virtually.
Data 19 used the word "_or_" as a transition signal of indicating addition

Data 20:

We are organising a range of meetings, <u>*but*</u> they haven't been finalised and locked in at this point in time."

Data 20 used the word "*but*" as a transition signal of indicating distinction

4.2 Results
4.2.1 The Types of Transition Signals

Based on the data analysis, the total number of transition signals in headline news taken from the Antaranews.com entitled *Indonesia urges ASEAN, China to help maintain regional stability* can be tabulated in the following:

No	Title		Indonesia urges ASEAN, China to help maintain regional stability (Antaranews.compublished on November 11th, 2022)	
	Types of Transition signals		Frequency	Percentage
1	Addition	and	14	75
		further	1	5
		also	1	5
2	Time	first	1	5
3	Sample	for instance	1	5
4	cause and effect	therefore	1	5
	Total		19	100

Table 1. The Types of Transition Signals

Based on table 1, the frequency of transition signals in the headline news from Antaranews.com entitled *"Indonesia urges ASEAN, China to help maintain regional stability"* was 19 that consisted of the types of transition signals that show addition were *and* (14 or 75%), *further*(1 or 5%), *also* (1 or 5%), to show time was *first* (1 or 5%), to indicate sample was *for instance* (1 or 5%), and to show cause and effect was *therefore* (1 or 5%).The most widely used was to indicate addition with 16 or 85%.

Moreover, the total number of transition signals in the thejakartapost.com headline news entitled "*Myanmar to dominate ASEAN agenda, but 'little progress expected"* can be tabulated in the following:

No	Title		Myanmar to dominate ASEAN agenda, but 'little progress expected'(thejakartapost.compublished on November 11th, 2022)	
	Types of Transition signals		Frequencies	Percentage
1	Addition	and	18	58
		Also	1	3
		Or	3	10
2	Time	Last	5	16
		next	1	3
		Now	1	3
3	distinction	But	2	7
	Total		31	100

Table 2. The Types of Transition Signals

Based on table 2, the frequencies of transition signals in the headline news from thejakartapost.com entitled *Myanmar to dominate ASEAN agenda, but 'little progress expected'* were 31 of the types of transition signals that show addition were *and* (18 or 58%), *also* (1 or 3%), *o*r (3 or 10%), to show time were *last* (5 or 16%), *next* (1 or 3%), *now* (1 or 3%), and to indicate distinction *was but* (2 or 7%). The most widely used was indicating addition with 22 or 71%. Furthermore, the total number of transition signals in the 9News.comheadline news entitled *Russian President Vladimir Putin won't attend upcoming G20 summit in Bali* can be tabulated in the following:

No	Title		Russian President Vladimir Putin won't attend upcoming G20 summit in Bali (9News.com published on November 11th, 2022)	
	Types of Transition signals		Frequencies	Percentage
1	Addition	and	20	57
		then	3	8
		also	2	6
		or	3	8
2	cause and effect	because	1	3
		So	1	3

Table 3. The Types of Transition Signals

No	Title		Russian President Vladimir Putin won't attend upcoming G20 summit in Bali (9News.com published on November 11th, 2022)	
	Types of Transition signals		Frequencies	Percentage
3	Time	next	2	6
		now	1	3
4	Distinction	but	2	6
	Total		35	100

Table 4. The Types of Transition Signals (continued)

Based on table 4, the frequencies of transition signals in the headline news from 9News.com entitled *"Russian President Vladimir Putin won't attend upcoming G20 summit in Bali"* were 35 of the types of transition signals that show addition such as *and* (20 or 57%),*then* (3 or 8%), *also* (2 or 6%), and *or* (3 or 8%), to indicate cause and effect such as *because* (1 or 3%), and *so*(1 or 3%), to show time such as *next* (2 or 6%), and *now*(1 or 3%), and to show distinction such as *but* (2 or 6%).The most widely used was to indicate addition with 28 or 81%.

4.2.2 The Reasons of Using Transition Signals in Writing

Stott (1991) mentioned about the reasons of using transition signals in writing such as:
1. To make the movement of the paragraphs in the text logical and smooth.
2. To strengthen the internal cohesion and coherence in a text.

3. To show the relationship between the parts of sentences in a paragraph or between paragraphs
4. To provide valuable signals to the reader about the relationship between parts of the text.

Data 21:
For instance, ASEAN, which is one of the biggest wheat *and* soybean consumers in the world, has spent at least US$61 billion on importing food, he pointed out.
Data 21 used the word "*for instance*" to show the relationship between the parts of sentences in a paragraph or between paragraphs.

Data 22:
Therefore, both sides should respond to the difficult situation by fostering cooperation.
Data 22 used the word "*therefore*" to show the relationship between the parts of sentences in a paragraph or between paragraphs.

Data 23:
Widodo earlier this year travelled to Kyiv *and* Moscow in an effort to get the two leaders to sit down in Bali *and* make peace.
Data 23 used the word "*and*" to show the relationship between the parts of sentences in a paragraph or between paragraphs

4.3 Discussions
4.3.1 Types of Transition Signals
Based on the findings, the types of transition signals found in the headline news were to indicate addition, time, sample, distinction, and cause and effect, and the most widely used was to indicate addition in each headline news. This finding is related to the classification of transition signals by Sherma, Slawson, Whitton, and Wiemelt (2010). Moreover, the transition signals that show addition are frequently used in the sentences since they linktwo equal sentences or compound sentences (Frank, 1972). Furthermore, Knapp and Watkins (2005) describe that in compound sentences there are two or more clauses that are coordinated or linked in such a way as to give each equal status as a statement and they often share the same subject.

4.3.2 The Reasons of Using Transition Signals in Writing
Stott (1991) mentions about the reasons of using transition signals in writing such as:
1. To make the movement of the paragraphs in the text logical and smooth.
2. To strengthen the internal cohesion and coherence in a text.
3. To show the relationship between the parts of sentences in a paragraph or between paragraphs.
4. To provide valuable signals to the reader about the relationship between parts of the text.

5. Conclusion
In conclusion, the types of transition signals found in the headline news were to indicate addition, time, sample, distinction, and cause and effect, and the most widely used was to indicate addition in each headline news. Moreover, the reasons for using transition signals in headline news were 1) to make the movement of the paragraphs in the text logical

and smooth, 2) to strengthen the internal cohesion and coherence in a text, 3) to show the relationship between the parts of sentences in a paragraph or between paragraphs, and 4) to provide valuable signals to the reader about the relationship between parts of the text.

Furthermore, it is suggested to the writers of headline news to use more transition signals in their writings in terms of making the movement of the paragraphs in the text logical and smooth, strengthening the internal cohesion and coherence in a text, showing the relationship between the parts of sentences in a paragraph or between paragraphs, and providing valuable signals to the reader about the relationship between parts of the text. Moreover, it is also suggested to further researchers to conduct the researches about the use of transition signals in broader studies in the future.

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MEANING FIELD THEORY IN CELEBGRAM ENDORSEMENT PRODUCT CAPTIONS OF IKA PURPITASARI

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Abstract

Manufacturers of a product definitely want their products to be bought and used by the public. Everything is done by the marketing department of the product, including online marketing through social media. It is considered more effective and efficient. In Indonesia, the development of the online world continues to grow rapidly until now. Many online social media are used by Indonesian people, one of which is Instagram. Instagram is one of the favorite social media, sometimes termed celebgram or celebrities instagram. Celebrities are chosen by product manufacturers to boost sales of their products in society. Celebgram with a fairly large number of followers are considered capable of becoming an online marketing agent. In this study, the researcher analyzes the caption of the endorsement of photo product from a celebrity named Ika Purpitasari. When analyzing the captions, the researcher uses the field of meaning theory derives from the semantic discipline. The photo captions analyzed by the researcher are those that contain endorsement products in the field of womanhood, such as women's fashion, women's beauty, and women's accessories. The research method is descriptive analysis using the data collection techniques of documentation. The results of this study show that the field of meaning theory can be used outside of spoken language, namely when analyzing the captions in the photos of the celebgram.

1. Introduction

The current pandemic period encourages everyone to do creative and positive things, considering that many have been affected by the pandemic. This also happens to several manufacturers of various products. These producers are competing to find ways to increase the sales of their products in the community, especially during the pandemic. One of the effective and efficient ways is to market or advertise their products in the realm of online social media is Instagram. To further maximize product marketing, they 'hire' marketing agents who are already well-known in the community, namely celebrities. Nowadays, many celebrities use Instagram as an expression of sharing activities with the public. Of course, the following of this celebrity is fairly large. This situation is an excellent opportunity for producers. They ask the celebrities to advertise their products to the public. This is where the term Instagram celebrity or celebgram comes from.

One of the celebrities known to the public is Ika Purpitasari. Ika is known by the public when she stars in a soap opera on a private television station in Indonesia. Her acting that amazes the community, makes her have a special impression in the hearts of her fans. In this study, the researcher focuses on analyzing the captions of Ika Purpitasari's photos that contain endorsement products related to womanhood, such as women's fashion, women's beauty, and women's accessories. There are two photos of women's fashion products, two photos of women's beauty, and two photos of women's accessories. The researcher also includes photos from the account of the manufacturer who endorses the product. Below, the researcher writes a complete biodata of the celebgram Ika Purpitasari (Pertiwi, 2022):

Biodata:

Name	: Ika Puspitasari
Age	: 22 Years
Origin	: Wonogiri
Education	: *Sekolah Tinggi Multi Media* (MMTC) Yogyakarta
Current degree	: S.I.Kom
Occupation	: Actress, model, presenter, host, Wonogiri Tourism Ambassador

Career:

This beautiful multitalented girl from Wonogiri was once a winner in the 2016 Wonogiri Tourism Ambassador event. Besides being good at acting, she also has other talents as a model, host and presenter. The beautiful girl Wonogiri who plays Lastri in the soap opera Dewi Rindu has participated in the 2021 *Sinemart Mencari Bakat* (SMB) talent search event. Not only has she succeeded in acting and entertainment, she has also studied at *Sekolah Tinggi Multi Media* (MMTC) in Yogyakarta. She successfully completed the study within the period of 3 years and 8 months with a very satisfactory predicate or *cumlaude*.

Television Series:

Month and Year	Title	Role
January 2021	*Dewi Rindu*	Lastri
December 2021	*Buku Harian Seorang Istri*	Ika Argantha

Table 1: Television Series of Ika Purpitsari

The purpose of this study is to find out the benefits of meaning field theory when analyzing photo captions of Ika Purpitasari's celebgram endorsement products. This shows that linguistics can be used when analyzing problems outside of spoken language. Then, the new value of this research is to utilize semantic science, namely the field of meaning to analyze a problem outside of spoken language, namely analyzing photo captions for endorsement products specifically related to womanhood from a celebgram named Ika Purpitasari.

2. Literature Review

This study cites several references from Indonesian and English language journals regarding semantics, meaning fields, advertising, and social media. The research cited below also provides inspiration for the researcher when conducting this research. First, research on the use of advertising language in public places and its implications for adolescents has been

studied by Triyuni, Fadhila, and Putri (2018). The title of their research is *Teenager's Perception toward Language Use in Public Place Advertisement*. Then, the results of their research are as follows. The language used can be understood by all audiences, especially teenagers. Regarding the use of language, 70% agree and this shows that the perception of teenagers on the use of simple and targeted language is very large. Regarding the nature of advertisement, teenagers agree that advertisement is persuasive (80%). From these two points of perception, it can be summarized that the advertisement also functions as a reminder. So, advertisements that are liked by young people are advertisements that are easy to remember.

The second research is a case study of language in a play by Harold Pinter. The full title of this research is *Dysfunctional Semantic Role of Language in Literary Texts: A Case Study on Harold Pinter's Mountain Language.* The result of this study shows that there is a huge similarity among the works of the modern playwrights; especially the works that belong to Theatre of the Absurd; due to the WWI and WWII. Moreover, this work function as a clear clue and proof that the function of language changes from one that is productive to something that cannot help the contributors; in other words, language becomes futile just like the human beings in the modern age (Saeed, & Muhammed, 2019). This study explains that the use of language in semantics can change from everyday spoken language to spoken language of drama performances.

Third, research on metalanguage semantics that examines emotional verbs in Angkola-Mandailing language with the full title *Emotional Verbs in Angkola-Mandailing Language: A Natural Semantic Metalanguage Approach.* The results of this study show that in Angkola-Mandailing language there are 15 elements of emotional verb related to 'anger'. The words are paraphrased and applied to determine the final meanings of the words so that there is no ambiguity in the meaning. Ambiguity, if not clarified either verbally or in actions, could also cause problems as most of the problems in human life derive from the wrong uses of words (Lubis, & Mulyadi, 2020). So, in the Angkola-Mandailing language there are 15 elements of verbs related to anger that are often used by the speakers.

The fourth research is a research on the meaning field in a private television program. This research was done by Nita (2017) entitled *Medan Makna dalam Acara Modern Moms Trans7.* The results of the research show that there are various terms used in the discussions of woman activities: names of clothes, sewing tools, sewing techniques, kitchen components, body parts, types of plants, matching techniques. planting, names of vegetables, agriculture, nutrition names, color names, dairy products, wood processing, water tourism, pregnancy, learning activities, names of sports, learning methods, guitar musical instruments, types of science, science, playgroup schools, fish habitat , benefits of carrots, Sundanese culture, names of clogs, types of puppets, farming activities, and so on. So, the corpus of meaning field data that Nita managed to collect is a meaning field related to the activities of housewives.

The fifth research is about natural semantic metalanguage research researched by Sembiring, and Mulyadi (2016). The title of their research is Peralatan Dapur dalam Bahasa Karo Kajian Metabahasa Semantik Alami. The results of the study reveal that kitchen utensils in Karo are divided into three categories, namely kitchen utensils used to store, serve, and store food and beverages. The three categories are formed by elements of the original meaning SOMETHING, BECAUSE, SOMEONE, BEING, WANT, and DOING. In essence, this

corpus of kitchen utensils in the Karo language has its own term, according to its use when used.

The sixth research is about research on semiotic studies from Roland Barthes' semiotic theory. The title of this research is *Peran Perempuan Masa Kini pada Iklan Televisi (Kajian Semiotika Roland Barthes).* The results of the analysis of this study are that the description of the role of women in the television advertisement above is clearly different from the image of advertisements in the past which made women as complementary creatures who were often exposed to the beauty of their bodies and appearances, while in today's advertisements many convey the role of women who are tough, as can be seen from several aspects. Data on advertisements in television media that have been found by the researcher include seasoning advertisements that make the role of a woman who works as a housewife and conducts an online business still carries out her main task of being a housewife who has the obligation to cook for the family. Furthermore, the role of women is seen in the *Ponds* advertisement, a teenage girl wearing a hijab who wants to become a boxer. If we go back to past advertisements, beauty products have never reviewed the other side of women who have an equal role with men (Lutfiyah, & Kinanti, 2020).

The seventh research on political advertising discourse analysis research conducted by Prihatin, and Dawudi (2019). This research is entitled *Analisis Wacana Iklan Politik Pemilihan Presiden dan Wakil Presiden Indonesia 2019.* The result of the analysis is that the cohesion markers found in the advertisement for the Jokowi-Ma'ruf candidate pair are anaphora and substitution, while the cohesion markers found in the advertisement for the Prabowo-Sandi candidate pair are cataphora and repetition. The coherence markers found in the advertisements for the Jokowi-Ma'uf candidate pair are successive relationships and explanation or identification relationships, while the coherence markers found in the advertisements for the Prabowo-Sandi candidate pairs are parallelism relationships and background-inferential relationships. From this, it can be said that the two political discourses produced by the two pairs of candidates promoted by the Indonesian Working Coalition and the Just and Prosperous Coalition are good discourses. It can be read, that discourse theory in language can be a tool to analyze the content of an advertisement.

The eighth study entitled *Penggunaan Sosial Media sebagai Bahan Ajar Written Language Skills Berbasis Curah Pendapat.* The results of the analysis of this study are learning with social media materials and brainstorming methods in English education classes are able to overcome student problems so far, namely lack of creativity and interaction in the classroom. The development of colorful and eye-catching teaching materials is also able to increase student interest in learning to continue reading and answer assignments given up to 87% (Suswati, Putri, & Nuran, 2018). Social media and appropriate learning models are able to improve students' writing skills.

The researcher cites several studies from the journal above on the grounds that this research contains novelty in terms of the corpus of research data. Then, the reason other researchers cite the research above is to further strengthen the information for future researchers who will conduct similar research using a more varied corpus of data.

3. Research Method

The method in this study uses qualitative descriptive analysis, using the help of data collection techniques in the form of library and documentation techniques. The documentation technique downloads photos from Ika Purpitasari's Instagram account which

has product endorsements as the main reference and photos from the endorsement product of Instagram account as a companion reference. This research was conducted with the following steps.

1) The researcher determined and first sorted out photos with endorsement products from the celebgram of Ika Purpitasari;
2) After finding the caption for the endorsement product that was considered suitable, then researcher began to analyze;
3) The suitability category for this photo is based on the purpose of this study, namely analyzing the captions for endorsement products derived from women's fashion, women's beauty, and women's accessories products; and
4) Then, the researcher carried out the analysis of the photo using the meaning field theory from Chaer as the main reference.

The meaning field theory according to Chaer (2015) is a set of lexical elements whose meanings are interconnected, because they describe part of the field of culture or reality in a particular universe. Furthermore, according to Chaer, The word semantics in Indonesian comes from the Greek *sema* which means 'sign' or 'symbol' (Chaer, 2015: 2). Then, according to the researcher, semantic understanding is the explicit meaning issued by humans, both verbally and in writing. Referring to this, ideally analyzing semantic problems, not only oral analysis, but also written analysis can be carried out. In the end, the meaning field theory can be useful for analyzing the meaning field contained in the caption for Ika Purpitasari's celebgram endorsement product which comes from her personal Instagram account. This proves that the discipline of semantics can be used to solve problems outside the spoken language field, by utilizing information technology in the form of a social media platform that is already widely known by the public, namely Instagram.

The solution of this research is to provide enlightenment when other researchers will analyze a field of meaning outside of spoken language. The collected meaning field data corpus can increase the knowledge of researcher and publics, especially in terms of adding vocabulary in certain fields, which not everyone will know if not researched and analyzed.

4. Results and Discussion

The results and discussion of this research are to analyze the relevance of the meaning field with the product caption of the Ika Purpitasari celebgram endorsement product. Data were obtained from Ika Purpitasari's Instagram account (@ika_1id) as many as 12 photos with endorsement product captions, added by photo Instagam account of Ika Purpitasari, one photo.
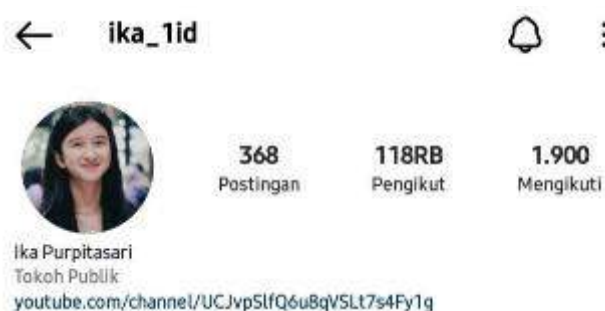

Figure 1. Instagam Account of Ika Purpitasari

In addition, literature analysis becomes supporting data to find the relevance between the field of meaning and the caption of the celebgram endorsement product. From this analysis, it is found that there is relevance between the meaning field theory and the content of the captions for celebgram endorsement products seen from the vocabulary and language elements used in the captions of the photos. The meaning field has a relationship with the caption of the endorsement product that comes from the caption of the photo of the celebgram Ika Purpitasari. Below, the researcher presenta the results of the analysis of endorsement product captions from Ika Purpitasari's celebgram photo. The researcher groups the results based on the subsection of the endorsed product.

4.1 Women's Fashion

In this section, there are two photo captions of endorsed products from the celebgram of Ika Purpitasari and two photos from endorsed producer accounts. The caption on the photo in the form of figure 2 is "*Selamat menikmati hawa malam minggu* (symbol). *Dah gausah ragu lagi masalah* sweater. *Nah yg aku pakai ini* 'pocky' *si* pocket sweater, *aku pilih warna* burgundy *yg caem bgt dibadan* (symbol). *Disini kalian bisa pilih beragam* model sweater *dan nggak cuma* sweater *aja lho. Pokoknya banyak pilihan (simbol) Langsung wae, apa yang anda butuhkan* @windaolshop.id *sediakan* (emoticon)".

Figure 2. Ika Purpitasari when Introducing
@windaolshop.id Sweater Product

Figure 3. Instagram Account of @windaolshop.id

The caption on figure 2 above means that the celebgram is introducing the @windaolshop.id endorsement product. The field of meaning related to women's fashion in this photo caption is "*Dah gausah ragu lagi masalah* sweater. *Nah yg aku pakai ini* 'pocky' *si* pocket sweater, *aku pilih warna* burgundy *yg caem bgt dibadan* (symbol)". Furthermore, the meaning field is sweater; pocket sweater; *warna* burgundy.

The caption on the photo in the form of figure 4 is "Love what you're got and remember what you had. YOLO* Salatiga Fashion Food Festival 2017. Wardrobe; @lptbususanbudihardjo_official @lptbususanbudihardjo Credits; @de_sastroo @muji_yono_b #salatiga #catwalk #modeling #fashionmodel #salatigacarnival #salatigafashionfoodfestival".

Figure 4. Ika Purpitasari when Introducing
@lptbususanbudihardjo Wardrobe Product

Figure 5. Instagram Account of @lptbususanbudihardjo

The caption on figure 4 above means that the celebgram is introducing the @lptbususanbudihardjo endorsement product. The field of meaning related to women's fashion in this photo caption is "Salatiga Fashion Food Festival 2017; Wardrobe; @lptbususanbudihardjo_official @lptbususanbudihardjo; Credits; @de_sastroo @muji_yono_b; #salatiga; #catwalk; #modeling; #fashionmodel; #salatigacarnival; #salatigafashionfoodfestival". Furthermore, the meaning field is wardrobe; catwalk.

4.2 Women's Beauty

In this section, there are two photo captions of endorsed products from the celebgramof Ika Purpitasari and two photos from endorsed producer accounts. The caption on the photo in the form of figure 6 is "*Mana nih yang* skin type *nya* oily/acne prone? *Kita saman kok* (emoticon). *Sedikit cerita yg kualami kemarin, waktu itu ika sempet berjerawat parah setelah pulang dr luar kota, apalagi kulit ika sensitif, debu/polusi, makanan, pola hidup, bahkan bahan* makeup/skincare *ga cocok aja bisa memicu langsung adanya jerawat. Nah, yaudah aku ga bingung2 lagi solusiku cuma ke* @theskinbars *karena aku udh yakin dan percaya banget klinik kecantikan yg paling ampuh dan paling terjamin tuh disini. Kalo ga percaya temen2 bisa liat foto* real before after *ika ya.* Btw *ika* treatment glow & brightening facial *dan* glow skin bundling *mumpung ada PROMO* (emoticon). *Ga boong emang bagus bgt! Dan lagi ada banyak promo, salah satunya* treatment GLOW & BRIGTHENING FACIAL *(ada 9* step*) Cuma 149.500,00 kalau daatang berdua lohhh* (symbol) *demi apa temen2 harus banger cobain* treatment *disiniiii* (emoticon)".

Figure 6. Ika Purpitasari when Introducing @theskinbars Product

Figure 7. Instagram Account of @theskinbars

The caption on figure 6 above means that the celebgram is introducing the @theskinbars endorsement product. The field of meaning related to women's beauty in this photo caption is "*Mana nih yang* skin type *nya* oily/acne prone; *bahkan bahan* makeup/skincare *ga cocok aja bisa memicu langsung adanya jerawat; karena aku udh yakin dan percaya banget klinik kecantikan yg paling ampuh dan paling terjamin tuh disini*; Btw *ika* treatment glow & brightening facial *dan* glow skin bundling". Furthermore, the meaning field is skin type; oily/acne prone; makeup/skincare; *klinik kecantikan*; treatment glow & brightening facial; glow skin bundling.

The caption on the photo in the form of figure 8 is "*Diserbu pertanyaan* haircare *teros ni lastri* (emoticon) *Lastri sekarang cuma pake* shampoo *spesial minyak kemiri dan* aloe vera. *jujur! gausah di apa2in langsung* auto *lembut, berkilau dan tebel. Serius cobain* @kelayahairtreatment #kelayahairtreatmentshampo (picture)".

Figure 8. Ika Purpitasari when Introducing
@kelayahairtreatment Product

Figure 9. Instagram account of @kelayahairtreatment

The caption on figure 8 above means that the celebgram is introducing the @kelayahairtreatment endorsement product. The field of meaning related to women's beauty in this photo caption is "*Diserbu pertanyaan* haircare *teros*; *pake* shampoo *spesial minyak kemiri dan* aloe vera. Furthermore, the meaning field is haircare; shampoo; *minyak kemiri*; aloe vera.

4.3 Women's Accessories

In this section, there are two photo captions of endorsed products from the celebgram of Ika Purpitasari and two photos from endorsed producer accounts. The caption on the photo in the form of figure 10 is "*Bukan pose* rexona (emoticon). *suka bgt pake* @kacamata_vascka frame *ini* casual *dan cocok di semua bentuk muka* (emoticon) (btw *ini dikasih lensa* photobrown *ya*)".

Figure 10. Ika Purpitasari when Introducing
@kacamata_vascka Product

Figure 11. Instagram Account of @kacamata_vascka

The caption on figure 10 above means that the celebgram is introducing the @kacamata_vascka endorsement product. The field of meaning related to women's accessories in this photo caption is "frame *ini* casual; *semua bentuk muka*; *dikasih lensa* photobrown. Furthermore, the meaning field is frame; casual; *bentuk muka*; *lensa*; photobrown.

The caption on the photo in the form of figure 12 is "*Beli nasi padang ke Ekuador, sepatu lebaran? Beli aja di* @handarustore (emoticon). *Sepatu* fashion *korea* import *seratus ribuan ga bikin kantong jebol, dijamin awet!* (emoticon)".

Figure 12. Ika Purpitasari when Introducing
@handarustore Product

Figure 13. Instagram Account of @handarustore

The caption on figure 10 above means that the celebgram is introducing the @handarustore endorsement product. The field of meaning related to women's accessories in this photo caption is "*sepatu lebaran?*; *Sepatu* fashion *korea* import; *seratus ribuan*; *dijamin awet!*. Furthermore, the meaning field is *sepatu*; import; *seratus ribuan*; *awet*.

5. Conclusion

The conclusion of this study states that the results of the analysis of Ika Purpitasari's endorsement product captions related to women's fashion two photos, women's beauty two photos, and women's accessories two photos can be analyzed using the meaning field theory. The meaning field of caption found is related to the world of womanhood. These words, phrases, clauses, or captions can be seen in explanation above. There is no ivory that is not cracked, as well as this research is still far from being perfect. The researcher invites other researchers to develop similar research by taking more corpus of caption data from celebgrams that are specifically related to endorsement products that are of interest to the public, especially young generations.

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SNOW WHITE AND THE SEVEN DWARFS DRAMA: CONVERSATIONAL IMPLICATURE

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Abstract

Conversational implicature is one of the most important ideas in pragmatics. The importance of conversational implicatures as a means of conveying messages is directly well established. In conducting this research, the researchers used a qualitative descriptive method. This research is qualitative because the data are in the form of words and analyzed based on the setting or natural context. Qualitative research is a type of research in which data are studied naturally without any treatment or intervention by researchers. Related to teaching English, this research helps students to know about figure of speech – how they are expressed in the context of certain situations. Referring to implicature theory, students know that conversation is more than just a series of exchanges; it consists of exchanges ideas according to norms of conversational cooperation, which can be manipulated to create various meanings. The application of conversational implicatures in *Snow White and the Seven Dwarfs* is in the learning process in the classroom between teachers and students. Conversational implicatures in *Snow White and the Seven Dwarfs* can provide several benefits and lessons for all students in learning to speak by increasing students' motivation, interest, and understanding of the learning material.

Keywords: *Conversational implicature; students' motivation; Qualitative*

1. Introduction

At this time many phenomena occur in our daily lives. One of them is the communication. People spend more time communicating than they realize. However, sometimes they do not realize. When we communicate, we reveal something deeper through the words we make. The speech can be in the form of a long sentence or a short sentence. Daulay (2019) argues that the meaning of each utterance depends on listener's interpretation. One speaker may say something, but the two listeners may have different interpretations of the utterance. Understanding how the communication process works is as important as having good communication skills. It often happens that what is meant contains something deeper than what is said (Baker, 2013, et al.) Discourse analysis holds a study how ideology and power relations are expressed in language. Therefore, even if someone says something in short speech, the meaning can go beyond that because every sentence we issue can have a different meaning and according to the perspective of other people.

Conversational implicature is one of the most important ideas in pragmatics (Mey, 2001). The importance of conversational implicatures as a means of conveying messages is directly well established. A has a very useful contribution. It is important to know that it is the speaker who communicates meaning through implicatures and it is the listener who recognizes those meanings communicated through inference. In this study, the researchers used drama as a data source. Drama is a good object for linguistic research especially in the field of education because drama provides language phenomena in its dialogue such as implicature. Drama is the art of dialogue and acting. Drama dialogue has great value in linguistic studies and is also very interesting to analyze. They not only imitate everyday conversations but also make creative arts by using modified sentences.

In this research, the data of the conversational implicatures are taken from the drama of *Snow White and the Seven Dwarfs*. This study is also tied to pragmatics, a branch of linguistics that studies the meaning and structure of language externally, namely how the linguistic unit is used in communication. This is in line with Rahardi (2005: 49) who says that pragmatics is a science that studies the conditions of human language which is basically very much determined by the context that embodies and underlies the language. For Trillo (2012) pragmatics is something relatively new, but at the same time the discipline of linguistics is multifaceted, covering many theoretical aspects and applying approaches to real language and its various interpretations. This is in line with the previous opinion of Wijana & Rohmadi (2010: 3-4) who state that pragmatics is a branch of linguistics that studies the structure of language externally, namely how the linguistic unit is used in communication. Pragmatics is about the construction of meaning and understanding which is the result of the interaction between two sides of the world knowledge: individual world knowledge packaged in lexical items/ concepts in the minds of producers-translators and world knowledge of society present in the actual situational context where the interaction takes place and is internalized by the producer-translator in the communication process (Kecskes, 2013). Pragmatics is the study of the speaker's intentions and as a result, this study is more concerned with the analysis of speech intent than the separate meaning of the words or phrases used in the speech itself (Yule & Widdowson, 1996: 3). According to Tarigan (2009: 30) pragmatics examines specific utterances in special situations and focuses attention on the various ways that constitute various social contexts.

2. Literature Review

From some of these opinions, it can be concluded that pragmatics is a branch of science that studies and examines the meaning conveyed by speakers or writers and interpreted by readers or listeners by looking at the conditions and situations of the context of the delivery. Grice (2002) in his implicature theory has started the concept of maxims. The maxim is an assertion of a principle known as the cooperative principle – a principle that is necessary to account for pragmatic interpretation, saying: "Making your contribution as it is necessary, at the stage in which it occurs, with the aim of being accepted or the direction of the exchange of talks in which you are involved". Grice divides the cooperative principle into four basic conversational maxims (Pasaribu, Daulay, & Nasution, 2022).

1. **Maxim of Quantity**

The maxim of quantity as one of the principles of cooperation is primarily concerned with providing the necessary information and not contributing more informatively than is required. Example:

A: Where is the hospital?
B: Next to the shop.

It can be seen that B's information is quite informative and contributes considerably to A's question about the exact location of the hospital.

2. Maxim of Quality

The Maxim of Quality proposes that the speaker must tell the truth in a conversation to communicate cooperatively, for example:
A: Where is the Eiffel tower located?
B: In Paris

Here, B gives the correct answer which shows the actual facts.

3. Relational Maxims

Relational maxims mean that the utterance must be relevant to the topic being discussed. For example:
A: How about your score Jane?
B: Not too bad

Here, Jane's speech fulfills the maxim of relevance, because the answer is relevant to question.

4. Maxim Manner

Maxim of manner requires that the speaker's speech should be clear and unambiguous, of unclear prolixit. For example:
A: What do you think about the drama?
B: I really like the action of each player. They can play their role to the best of their ability.

Answer B is categorized as maxim of manner; he can answer questions from his partner about drama clearly. From the explanation above, we can conclude that although it is very difficult to obey and use all the cooperative principles and their maxims in saying or writing sentences, the cooperative principle must be followed in order for communication to run more effectively. This explanation is relevant to Cook's assumption that when people follow the cooperative principle, this does not mean that they can consciously and explicitly formulate it themselves. This means that people act as if they know the principles as much as they act as if they know the rules of grammar - although very few people can even begin to formulate them, and no one can formulate them at all. The existence of maxims then allows the occurrence of conversational implicatures (Muslimin, 2015). Conversational implicature allows the speaker to convey meaning beyond what is literally expressed. These maxims in turn can be manipulated to create irony, sarcasm, metaphor, and various inferential meanings.

3. Research Method

This section is designed for beginners to research or for researchers with disabilities experience (Allison, Owen, Rothwell, 2016). In conducting this research, the researchers

used a qualitative descriptive method. This research is qualitative because the data are in the form of words and analyzed based on the setting or natural context. Qualitative research is a type of research in which data is studied naturally without any treatment or intervention by researchers (Punch, 2005). Regarding descriptive research, Allison et al., (2016: 14) state that descriptive research sets out to find accurate and adequate descriptions of activities, objects, processes, and people. The descriptive method applied here deals with verbal descriptions not numerical descriptions. Considering that this research is descriptive-qualitative, it does not use the problem formulation hypothesis as is usually applied in quantitative methods. In order to facilitate the classification and analysis of data, each datum will be coded; 1. Datum number, 2. Character, 3. Figure of speech used, and 4. The page where dialogue can be found in the text of the play.

4. Results and Discussion

4.1 Results

A. Conversational Implicatures Used in the Drama *Snow White and the Seven Dwarfs Snow White and the Seven Dwarfs*

Snow White and the Seven Dwarfs is a 1937 American animated film produced by Walt Disney Productions and released by RKO Radio Pictures. Based on the German fairy tale by the Brothers Grimm This is the first and earliest full-length cel-animated feature film in the Walt Disney Animated series Classics.

The researchers use the drama for the object of the research. Snow White is a princess who lives with her stepmother, a vain and evil queen who is thought to have taken over the kingdom after the death of Snow White's mother and father. Worried that Snow White's beauty exceeds her own, the Queen forces her to work as a kitchen maid and asks Her Magic Mirror every day "who is the most beautiful of all". For several years the mirror always replies that the Queen is beautiful. The Magic Mirror tells the Queen that Snow White is now the most beautiful in the land. The jealous queen orders a reluctant hunter to bring Snow White to forest and kill her. She further demands that the hunter should return Snow White's heart in a silver box as a proof of the deed. The hunter meets Snow White but decides not to hurt her. He cries for forgiveness, revealsing the Queen's plan and then he and urges her to flee into the forest and never return, bringing back the pork liver instead.

By these stories, the researchers get the relevant data for the findings.

NO	Figure of Speech	Abbreviate	Sentence	Situation Context	Speech Data Interpretation
1	Personification	1/QUE/PE/6	For I have a mirror that tells me everything	When Queen Malevolent is in her laboratory and she tells about a magic potion that has been given for centuries and developed using all the demonic powers	The speaker means to say something like a magic mirror that can say whatever she asks
		2/QUE/PE/6	Thank you my precious mirror that never lies	Queen Malevolent asks a mirror who is the most justifiable in the country	The magic mirror always tells the truth honestly

2	Tautology	3/CHA/TA/7	Oh it's too much – I say it's too much!	Lord Chamberlain enters and unknowingly asks the people in the throne room to be quiet as they dance and sing to celebrate Snow White's 18th birthday	Lord Chamberlain pronounces it in tautological way of communicating by using repetition without further explanation
		4/HAN/TA/8	Out of the way, out of the way	There are a lot of noises offstage, but suddenly everyone falls silent and Handy Andy walks in	The above speech can be expressed in other ways such as excuse me, give me a way
3	Sarcasm	5/SA/MAN/7	Oh come on Lord Chamberlain. Don't be such a wet blanket!	There is a conflict between the man and Lord Chamberlain	It is known that the utterances are used for the purpose of sarcasm – a way of communicating that is intended to give harsh criticism to hurt other people's feelings
		6/WOM/SA/7	Don't be such a spoilsport, you old fuddy duddy!	He clarifies that his name is Lord Chamberlain and he is angry with the people calling his name as they pleas, "Wet Blanket".	The phrase could be described that the woman's anger is to stop Lord Chamberlain's constant temper - the phrase is then meant to create sarcasm
		7/MAN3/SA/7	… and then he had to go and marry that dreadful Queen Malevolent	Lord Chamberlain couldn't believe it is Snow White's 18th birthday, he thinks as if it is only yesterday when the King dangles from his knees.	The man's answer, literally, seems irrelevant.
		8/CHA/SA/9	Oh, you are the closest thing to a nincompoop!	Handy Andy says that he he holds a very important position in the castle	Handy Andy believes the Evil Queen says she has an important position in the castle; it as a general factotum

		9/QUE/SA/12	A party to celebrate the birthday of scullery maid!	In this context Dame does it all, Andy, and the choir sing a song together	The Malevolent Queen wants to be the most beautiful woman in the land; she can be very angry with others who say there is a woman more beautiful than her, the Malevolent Queen
		10/HAN/HY/8	I hold very important position in this castle	Handy Andy constantly defies what Lord Chamberlain says or orders	The description is used to tell Lord Chamberlain how much he is saluted because of his important position in the castle
4	Simile	11/CHA/SI/9	...that sounds like a recipe for disaster!	Lord Chamberlain does not agree with the celebration of Snow White's 18th birthday. He knows how angry Queen Malevolent is to find out that her palace is holding a celebration of Snow White's 18th birthday	Lord Chamberlain tries to relate the term "recipe of disaster" to Queen Malevolent's anger when she learns that there are lots of people dancing and singing with lots of food to celebrate Snow White's 18th birthday.
		12/HAN/SI/10	…she looks like a wrinkled up old prune!	Since the morning Snow White does not appear, Handy Andy asks where she is in the morning.	The speaker means to say that Queen Malevolent's face has wrinkled like a prune.
5	Erothesis	13/HAN/ER/10	Will you do that?	Handy Andy gives Snow White a rose as a birthday present	His words are also motivated by their great love for Snow White.
		14/SNO/ER/18	Dame Do it all, would you help me?	Queen Malevolent does not allow her to have a new dress for a long time; she does not think she has anything suitable.	Dame Doitall will help Snow White in every way

| 6 | Symbol | 15/DAM/SY/17 | I always used to be the belle of the ball. | Handy Andy shares these feelings with the Dame, who ends up with sad feeling. | Dame Doitall all considers that he is the primadona of the ball that many people are fighting for. |
| 7 | Metonymy | 16/QUE/MY/30 | I feel a tango coming on! | Princess Rupert does not ask permission to continue the dance and goes out to get some air. | Queen Malevolent uses metonymy to refer to the dance that will be performed |

4.2 Discussion

By looking these findings, the researchers find some conversational implicature, namely:

1. Personification
1/QUE/PE/6 : *For I have a mirror that tells me everything (1)*
a. Situation Context

Monologue from Queen Malevolent takes place in Queen Malevolent Laboratory. When Queen Malevolent is in her laboratory, she tells about a magic potion that has been given for centuries and developed using all the demonic powers. The potion can change anyone who drinks it to stay young. To know her beauty, Queen Malevolent asks the magic mirror.

b. Data Interpretation

The mirror says things that cannot be meant as they are not said literally. A mirror is an inanimate object so it is impossible to say it is deaf. In a literal sense, the utterance is blatantly wrong, so it does not appear to conform to the maxim of quality. To maintain the cooperative principle, sense of purpose statements such as rhetorical speech are used to achieve a deeper sense of meaning. In this context, the speaker means to say something like a magic mirror that can say whatever asked.

2/QUE/PE/6: *Thank you my precious mirror that never lies (2)*
a. Situation Context

Scene one it is spoken by Malevolent Queen and is meant to mirror. The dialogue takes place in the Evil Queen's Laboratory. After drinking the magic potion, Queen Malevolent asks the mirror who is the most justifiable in the country. Then, the mirror replies, "You are the most beautiful in the land."

b. Data Interpretation

A mirror cannot say anything because it is a thing. In this context, the mirror here is a magic mirror. Based on the story, the magic mirror always tells the truth and honestly, the magic mirror never lies. In this context, it does not seem to conform to the maxim of quality.

2. Tautology
3/CHA/TA/7: *Oh it's too much –I say it's too much! (3)*
a. Situation Context

In Lord Chamberlain's scene, he addresses the man.The dialogue takes place in the throne room in the castle. Lord Chamberlain enters and unknowingly asks the people in the throne room to be quiet as they dance and sing to celebrate Snow White's 18th birthday. Cahmberlain, "Wet Blanket". So, the data are Lord Chamberlain's responses to the speech of the man who says not to be a Wet Blanket!

b. Data Interpretation

Expressed in other ways such as "Don't call me as you please, my name is Lord Chamberlain. I just want it not be too overwhelming like that." Instead of saying with more informative way as expressed above, Lord Chamberlain pronounces it in tautological way of communicating like that by using repetition without further explanation. Since expressions are, literally, intrinsically uninformative, the interlocutor assumes that the speaker intends to provide more information than is actually said.

4/HAN/TA/8: *Out of the way, out of the way (4)*
a. Situation Context

In scene two Handy Andy speaks to the people in the throne room. There are a lot of noises off stage, but suddenly everyone falls silent and Handy Andy walks in.

b. Data Description

The above speech can be expressed in other ways such as "excuse me, give me away. I brought a special package". This utterance actually uses the maxim of quantity, so that the information can be received clearly.

3. Sarcasm
5/SA/MAN/7: *Oh come on Lord Chamberlain. Don't be such a wet blanket! (5)*
a. Situation Context

In scene the man speaks to Lord Chamberlain. The dialogue takes place in the throne room. There is a conflict between that man and Lord Chamberlain. The man is uncomfortable with Lord Chamberlain's orders to stop dancing and singing. Then, the man calls Lord Chamberlain an evil call.

b. Data Interpretation

In the above narration, the man does not mention Lord Chamberlain by name because he does not like Lord Chamberlain's orders to stop dancing and singing. Looking at these contradictory statements, it is known that the utterances are used for the purpose of sarcasm – a way of communicating that is intended to give harsh criticism to hurt other people's feelings.

6/WOM/SA/7: *Don't be such a spoilsport, you old fuddy duddy! (6)*
a. Situation Context

In scene two the women speak to Lord Chamberlain. The dialogue takes place in the throne room in the castle. Lord Chamberlain does not accept the given name, "Wet Blanket".

He clarifies that his name is Lord Chamberlain and he is angry at people calling his name as they please, "Wet Blanket". His anger causes the women to be angry with him as well.

b. Data Interpretation

In this context, Lord Chamberlain does not accept his call. Of course, his anger causes him to get angry back at the women. He says that his anger would stop their bullshit. The phrase could describe the women's anger to stop Lord Chamberlain's constant temper - the phrase is then meant to create such sarcasm. That is how the women feel angry with Lord Chamberlain, because they are always angry with people dancing and singing.

7/MAN3/SA/7: *…and then he had to go and marry that dreadful Queen Malevolent (7)*
a. Situation Context
In scene two, there are three people. The dialogue takes place in the throne room in the castle. Lord Chamberlain could not believe it is Snow White's 18th birthday, he thinks as if it is only yesterday when the King dangles from his knees. It is a happy time.

b. Data Interpretation

Responses from the three men are they argue about this situation. In the past, Snow White and her father live happily, until the King marries a prince named the Evil Queen. After the death of the King, she takes over the reign of the entire kingdom and things go from bad to worse. The man's answer, literally, seems irrelevant.

8/CHA/SA/9: *Oh, you are the closest thing to a nincompoop! (8)*
a. Situation Context
In scene two, it is spoken by Lord Chamberlain addressing the people. The dialogue takes place in the throne room in the castle. Handy Andy says that he holds a very important position in the castle. Actually he is Snow White's friend. The data are Handy Andy's responses to Lord Chamberlain's speech saying "The Queen told me when she gave me the job that I would be general factotum!"

b. Data Interpretation

There are utterances that contain implicatures in this data. Lord Chamberlain does not like Andy's statement so he tries to tell people that Handy Andy is an idiot. Handy Andy believes the Evil Queen says he has an important position in the castle; it as a general factotum. Lord Chamberlain thinks it is a stupid thing and tries to find out about people; the utterance is deliberately flouting the maxim of quantity because his information is less informative than needed and also does not contribute enough to the listener. It provides uninformative information to the public.

9/QUE/SA/12: *A party to celebrate the birthday of scullery maid!(9)*
a. Situation Context
In scene two Queen Malevolent speaks to Handy Andy. The dialogue takes place in the throne room in the castle. In this context Dame Doitall, Andy, and the choir sing a song together. Suddenly, Queen Malevolent comes into the throne room and asks what all the noise means. Snow White's nurse explains that the noise is due to SnowWhite's18th birthday celebration.

b. Data Interpretation

The Evil Queen's statement violates the maxim of quality. She gives incorrect information about something. Actually Snow White is a beautiful princess. The researchers assume the reason Queen Malevolent says so because Queen Malevolent does not like Snow White; she could not accept the fact that there is someone prettier than he. Snow White has many things that no one else has; she is the most beautiful woman in this country. Malevolent Queen wants to be the most beautiful woman in the land and she can be very angry with others who say there is a woman more beautiful than she, Malevolent Queen.

10/HAN/HY/8: *I hold very important position in this castle (10)*
a. Situation Context

In scene two, Handy Andy addresses Lord Chamberlain. The dialogue takes place in the throne room in the castle. Handy Andy constantly defies what Lord Chamberlain says or orders. The Lord is angry, and then he comes up to Handy Andy and starts poking him in the chest. Handy Andy leans back and finally kneels down looking at Chamberlain.

b. Data Interpretation

The above statement is Andy's way of not being abused by Lord Chamberlain. It is depicted as if he has a very important position in the castle. The description is used to tell Lord Chamberlain how much he is saluted because of his important position in the castle. Finally, Handy Andy says that he is a factotum.

4. Simile
11/CHA/SI/9: *...that sounds like a recipe or disaster! (11)*
a. Situation Context

Inn scene two, one woman says "Yes, they are back down at the (Local Supermarket) now getting everything we need". At first, Lord Chamberlain does not agree with the celebration of Snow White's 18th birthday. He knows how angry Queen Malevolent is to find out that her palace is holding a celebration of Snow White's 18th birthday.

b. Data Interpretation

Lord Chamberlain's statement willfully violates the maxim of manner; he gives unclear information. Lord Chamberlain's speech does not contain a clear explanation of the term "disaster recipe" because "recipe" can mean many things like food, drink, medicine, etc. In this context he uses "recipe" for "disaster". Lord Chamberlain tries to relate the term "recipe of disaster" to Queen Malevolent's anger when she learns that there are lots of people dancing and singing with lots of food to celebrate Snow White's 18th birthday. Malevolent Queen is akin to a disaster.

12/HAN/SI/10: *...she looks like a wrinkled up old prune! (12)*
a. Situation Context

In scene two It's Handy Andy says to Snow White. The dialogue takes place in the throne room in the castle. Since the morning Snow White does not appear, Handy Andy asks where she is in the morning. Queen Malevolent tells her to clean her bedroom and then Snow White has to fetch water from the well to wash everything.

b. Data Interpretation

From the speech above, it is known that Handy Andy conveys his message in a simile way. The term "wrinkled old prune" implicitly describes Handy Andy's anger and then, Queen Malevolent's face becomes an old prune. The speaker means to say that Queen Malevolent's face has wrinkled like a prune. Andy's statement intentionally violates the maxim of quantity; he provided less informative information. He says something about the Evil Queen but he does not say anything about the Evil Queen.

5. Erothesis
13/HAN/ER/10: *Will you do that?(13)*
a. Situation Context

In scene two, Handy Andy addresses the public. The dialogue takes place in the throne room in the castle. Handy Andy gives Snow White a rose as a birthday present. He notices everyone waiting for their responses.

b. Data Interpretation

By choosing not to give a 'yes' or 'no' answer, the speaker intends to convey an implied message in his utterance. Through an erotic expression that says *Will you do that?* Handy Andy would imply that everyone can do as he says to keep the roses and when someone is going to pick them up they should call Handy Andy. His words are also motivated by their great love for Snow White.

14/SNO/ER/18: *Dame Do it all, would you help me?(14)*
a. Situation Context

In scene three, Snow White talks to Dame Doitall. The dialogue takes place in the corridor in the castle. Snow White wants to prepare herself to celebrate her birthday that night. However, Queen Malevolent does not allow her to have a new dress for a long time; she thinks Snow White has nothing suitable.

b. Data Interpretation

The above erotic expression is used by Snow White to ask Dame Doitall for help. She is Snow White's nurse; she has accompanied Snow White since she is born. Dame Doitall will help Snow White in everyway. For another opinion, Snow White does not need to ask the case. Dame Dotail loves Snow White very much, so she does everything for Snow White as long as she could. Speech spoken in a loving way is usually meant to imply a certain communication effect. This is expressed by using questions that do not require any answers because it is assumed that the recipient will be able to understand the implied message. It can be concluded that there is a violation of the maxim of etiquette, namely "The maxim of etiquette requiring the speaker's speech to be clear.

6. Symbol
15/DAM/SY/17: *I always used to be the belle of the ball.(15)*
a. Situation Context

In scene two the speech by Dame Doitall is intended for Handy Andy. The dialogue takes place in the corridor in the castle. Handy Andy has a dream to be Snow White's partner. But Andy could not take it because he does not dare to go through it. Handy Andy

shares these feelings with Doitall Dame, who ends up with a sad feeling feeling because Snow White is preferred by Prince Rupert.

b. Data Interpretation
Dame Doitall's remarks fully violate Manner's roommate principles. He provides prolixity information. Dame Doitall considers that he is the prima donna of the ball that many people are fighting for. Those words are used to convince Handy Andy that he is no less attractive than Snow White.

7. Metonymy
16/QUE/MY/30: *I feel a tango coming on! (16)*
a. Situation Context
      The party is still going on, Prince Rupert is standing to one side, a bit sad. The Queen tries to get him to dance with her, which she reluctantly does. Princess Rupert does not ask permission to continue the dance and goes out to get some air.

b. Data Interpretation
      Queen Malevolent uses metonymy to refer to the dance that will be performed. As it is well known, metonymy is a figure of speech in which one word or phrase is replaced by another related closely. It can be concluded that there is a violation of the maxim, the manipulation of the maxim gives rise to several figure of speech.

      This research helps students to know about figure of speech in teaching English, especially in the context of a particular situation. Referring to implicature theory, students know that conversation is more than just a series of exchanges, interpreted according to norms of conversational cooperation, which can be manipulated to create various meanings. This knowledge, then, can be transferred to other situations in which students need to make interpretations.

5. Conclusion
      Based on the analysis of conversational implicature in *Snow White and the Seven Dwarfs* drama, the researchers use four basic conversational maxims from Grice. The conversational implicatures in Maxim of Quantity are tautology, sarcasm, and hyperbole. There are three other figurative languages in the Maxim of Quality, namely; personification, hyperbole, sarcasm. In the maxim of relationship, there is only one figurative language, namely eroticism. In the last maxim, Maxim of Manner, there are three figurative languages, namely sarcasm, simile, and eroticism.

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REVEALING THE IMPLICIT MEANING OF LANGUAGE STYLE IN MADURESE PROVERBS

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Abstract

Proverb is categorized as the simplest form of myriad types of folklore. It is used to express the truth based on the traditional saying, which has some implicit meanings. One of the interesting proverbs to be investigated is the Madurese proverb connecting with some crucial life principles. The present study is aimed to reveal the implicit meaning of Madurese proverbs, which have a special meaning on foregrounding values. The study has designed a qualitative method and used the theory of conversational implicature, pioneered by Grice (1989). The analysis and the pragmatics approach are elaborated since the data were gained using the extracted method. The findings show that Madurese proverbs can be categorized as two common types of implicature: generalized conversational implicature and particularized conversational implicature. The results also reveal that those chosen proverbs represented three main Madurese social principles: (i) courage (ii) upholding the honor of moral values, and (iii) upholding self-dignity.

1. Introduction

In the general sense of various forms of folklore, proverbs can be categorized as one of the simplest forms. This can be proven by the number of words, phrases, and sentences contained in a proverb. The formulaic and metaphorical language used in proverbs indicates that traditional utterances have represented the truth in the sense of concrete and simple expressions based on common experiences towards the context. The main structure of proverbs contains a simple sentence with implicit meaning towards the main interpretation. Myriad types of local proverbs arise in different languages and contexts since Indonesia has many races, tribes, and cultural backgrounds. From Sabang to Merauke, many elements of ancestral culture are well preserved, such as Javanese, Sundanese, and Madurese. To Javanese society, the proverb is represented as *paribasan Jawa,* while Sundanese has *peribahasa Sunda* as the general mentioning (Nugraha, 2017). In Madura, the proverbs are commonly used to express a sentence in the form of advice and prohibitions delivered by previous people that, famously, Madurese society named by *parebhasan Madhureh* or *Ca'-oca'an.* Specifically, this present study focuses only on Madurese proverbs that contain different types of Gricean's implicature. Also, the extracted proverbs are selected based on the categorization, which strongly links with some social principles in Madurese society.

In the context of the Madurese people, proverbs are used to represent the principles of life. It is considered the material of valuable lessons to be implemented and practised as

the local wisdom (Effendy et al., 2021). Principally, the basic content of *Ca' Oca'an* (Madurese proverbs) are about the nature of Madurese people, values, behaviors, properties, bearing, nature of work and work ethic, interactions, appearance, worldview, physical environments, social circumstances, and the struggle of Madurese life (Rifai, 2007 as cited in Nugraha, 2017). However, in some cases, the correlation between the proverb and its implicit meaning that contain some life principles is interpreted as a negative stereotype towards the nature of the Madurese people. For that reason, revealing the implicit meaning of Madurese proverbs in correlation with the values of life becomes an interesting grand theme to be investigated.

Apart from those fundamental issues, several researchers also paid attention to conducting their dept-investigation on Madurese proverbs. (Misnadin, 2012) revitalized the Madurese values by reinterpreting Madurese proverbs in the frame of a semiotic view. In this framework, the researcher highlighted three main headings: the values that are needed to be developed and preserved, the values that should be reinterpreted further, and the values that are necessary to be linked with the recent Madurese society to show the positive values of them. Plenty of years later, Nugraha (2017) widens the previous research by engaging the stylistic perspective on Madurese proverbs. The investigation not only scaffolded the frame of language style perse, but it broadened the findings of violent stereotypes on Madurese ethnicity. In its conclusion, the researcher ended the discussion by revealing the meaning of the general perspective of violence itself. Still, it has implied complex inferences such as courage, righteousness, and toughly upholding self-esteem. In terms of conducting the thorough watchfulness of Madurese proverbs, (Fadhilah et al., 2019) also have revealed the symbolization of color elements that appears in Madurese proverbs, which are semantically approached in the holistic discussion. In her research, she has touched on the whole investigation as ethnolinguistically as particular of its relevance. The findings elaborated that the usage of color elements was different from beautifying the language style. Still, it is an expression of language users to show the background culture of the Madurese people. Using those color elements also represented Madurese values such as maintaining self-esteem, avoiding the abuse of power, associating with people, being a humble personality, and keeping striving. While (Efawati & Arifah, 2020) eliminated her curiosity about figurative meaning by finishing the research on Madurese proverbs, which semantically covered the elaboration. Haley's hierarchy in nine metaphors was indicated as properly as the existing result of the research. These findings focusedon figurative language's style and its cultural relationship among them.

The current study highlighted the investigation on Madurese proverbs which is focused on language style as well as the pragmatic view of cultural background and its relevance. No researchers above focused on pragma stylistics analysis by linking those two points to the social principle. Correlating the social principle with its proverbs gives a portrait to be described as necessary to know the representative meaning of the Madurese proverbs and its principle of life. Thus, the researchers formulated the research problems that are questioned as: (i) what are the types of conversational implicature appearing in Madurese proverbs? (ii) how are the types of conversational implicature practiced in Madurese proverbs? (iii) what is the relationship between the implicatures used in the proverbs and the Madurese social principle. Those three research questions will be widening in the discussion section.

2. Literature Review

2.1 Implicature

In connection with the basic principle, a pragmatic view has scaffolded the main contribution towards the related concepts. As the basic framework of pragmatism, it is always provided the thorough elaboration of how people's utterances can be interpreted within the context. In this sense, the interpretation has linked with the terms of cognitive representations which is conceptualized as a general meaning form that can provide the structures of natural language (Culpeper, Jonathan, and Michael Haugh. 2014). Towards this case, the referred meaning is classified as speaker-intended implicatures. Fundamentally, the term of implicature is pioneered by Paul Herbert Grice (1989) which is prominent as Gricean's cooperation and implicatures. To constitute those fundamental concepts, Grice (1989) thoroughly scaffolds the theory of pragmatism which has a strong correlation with the essential observation about the intended meaning of speakers' utterances. In this regard, the basic principle of Gricean's theory of implicatures is divided based on the implicational relation: conversational implicatures and conventional implicatures.

Conversational implicatures are the form of pragmatic inferences that correlates the particular phrases or utterances with their contextual factors. In other words, the theory of conversational implicatures can be observed through the arising conversations which contain the inferred and predictable additional meaning (Yule, 1996); 2008). To correlate the basic principle of conversational implicatures, Grice (1989) branched the terms into two grand focuses: generalized conversational implicature and particularized conversational implicature. Generalized conversational implicature has covered the concepts of implicational relation on the general view which is inferable without reference to a special context. In this case, the process of linking the special knowledge with the uttered conversation is not necessary to be considered.

2.2 Implicit Meaning in Proverbs

In terms of general definition, proverbs become another form of the wise word which uses to advise people implicitly. In other words, proverbs can be defined as a group of words that have a fixed order and contain rules of conduct, advice, principles of life, comparisons, or parables. Proverbs usually used figuratively to describe a particular intention. According to Norrick (1985), there are three fundamental reasons that proverbs should be learned: their part of language, their special role, and their uniqueness. To relate with the first reason, proverbs are part of language which consists of myriad language features are included. In simple instances, proverbs stand at a similar level with idioms, wise words, and simplex words which should be engaged completely in language description. While the second reason why proverbs act a special status is that proverbs are like a unit of form-meaning and complexly have independent occurring units of analysis. Like phrasal idioms, compound words, and morphologically complex meanings, the role of proverbs emerged the distinct meaning between their literal composition and the standardize of its interpretation. Then, the third is their collaboration and unique combination of other properties. The proverbs unite the word chunk and sentence as a complex text then it creates form-meaning units. Besides, proverbs have its special customary meaning since it acts as an inventoried unit relating with a particular language that is standard proverbial interpretation (SPI). The SPI might have concurred with its literal reading of the proverb and it is also counted oppositely.

In connection with these principles, many researchers have revealed the implicit meaning covered in proverbs such as (Toews, 2019) has investigated the proverbs theory of implicature and explicate; (Florence, 2018) has revealed the proverbs in Chinua Achebe's Things Fall Apart; (Al-Janabi, 2020) conducted the study that was focused on English and Iraqi Rural proverbs; (Anjola, 2020) had particularized the thorough elaboration on Yoruba proverbs, and (Hashem, et al., 2021) had recontextualized the Arabic and English proverbs in the frame of pragmatic analysis. To them, proverbs are not only a form of sequence interactions and their reflection of culture, but also represent the cultural record, the style of language use, and constitute myriad aspects of the recontextualization process. However, in a particular condition, the interpretation of proverbs can be changed due to the different contexts of speakers. Proverbs might be modified by the speakers to make a fit context of use. It can be deleted, transferred, and paraphrased to make a redefinition and reframing the particular situation.

3. Research Method

In this present study, the researchers analyzed the research by scaffolding the theory of Implicature from Grice (1989). The data of this research is written text (Toews, 2019). The data were taken from the official Madurese dictionary by Muhtar(2010) entitled *"Kamus Madura- Indonesia Kontemporer".* This official book has been referenced for many chances by researchers whose research spheres are similar. In the process of analyzing the data, the researchers selected appropriate proverbs which are categorized as the proper theme. Also, the researchers highlighted the particular proverbs that are described foregrounding the social principle of Madurese people. To deepen the analysis of related giant themes, the researchers have included the supporting reference from the book *"Madura: Masyarkat, Budaya, Media, dan Politik"* written by Muhtar (Wahyudi, 2015). Thus, this research will be elaborated in the form of a descriptive- qualitative method that emphasizes more on describing the existing phenomenon properly (Sugiyono, 2010). This qualitative description is examined as well as pragmatics and stylistics approach.

4. Results and Discussion

In analyzing the data, the researchers need to translate the proverbs in terms of English since the proverbs are formed in the Madurese language. The data are presented in the form of an extracted sentence as well as the proverb format. Those extracts are formed as follows:

Extract 1
-*Tadha' Apoy Tak Akokos* -
No fire is smokeless

Based on the chunk of this proverb, the terms above have a literal meaning that there is no fire without smoke. Indeed, this utterance describes the correlation between two things which are unseparated. It seems to be impossible to find a fire with no smoke. In terms of general view, this proverb seems to have a similar meaning with "where there's smoke, there's fire" which is referred to in the analogy of "no consequence without a cause". It is also linked with the words that every incident must have a cause. However, in some conditions, these proverbs also refer to the terms of hidden secrets that will be surely revealed. It means that as good as someone keeps secrets, it is still possible to be revealed as well. Figuratively, the word *Apoy* (noun) has a similar initial letter with the word *Akokos*

(verb) that gives the poetic effect so that it is easy to remember and the message delivered can be well received.

<div align="center">

Extract 2

-Jhuko' kènè' kakanna jhuko' rajâ -

<u>Small fish is the food of large fish</u>

</div>

Linguistically, the phrase above suggests something common in general and everyday life. This utterance refers to the condition of social circumstances which have different social status and position. The proverbs uses a small fish as a symbol of small people then a large fish as ruler. In general view, this proverb is commonly used to represent the condition of society that the small people (the poor one) are always under the command of the big people. This proverb is well understood by the readers since it is effortless to be grasped. The readers do not need to recognize the whole background of this utterance since it reveales the general truth of common occurrences. In literal performance, the symbolization of *Jukho'* here is mentioned twice. It indicates that the emphasis of the message has to be delivered properly. The word *Jukho'* (fish) has been represented as the crucial element that should be delivered by the speaker.

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Extract 3

-Langnge'Jhau Bi' Somor -

<u>The Sky lies far away from the well</u>

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The common view of this proverb represents the impossible thing to be reached. It takes a simple understanding of the position between the sky and the well. The symbolization of the highest position of things is presented toward the sky then oppositely, the deepest position of things is represented by the well. It has uttered between two impossible things that can be put together. On the other side, linguistically this proverb represents the common facts of occurrences that the sky is truly in the farthest position from the earth's surface, while the well has been recognized as the deepest position from the surface. It shows the general facts of everyday life that do not require a specific background to be revealed.

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Extract 4

-Tadha' Macan ngakan Budu'na-

<u>No tiger preys on its own cubs</u>

</div>

Generally, this proverb is uttered to describe the strong correlation between parents and their children. The main general sense of this utterance lies in the deep relation of souls. The tiger, in this case, is represented as the parent who has great power to give affection to the children; while the hordes of cubs are described as the group of children who gain affection from their parents. In simple words, this utterance has represented the phenomenon of the statement "no parents do not care for their children". It seems to be a general fact that parents are always as the givers of affection to their children everlasting.

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Extract 5

-Kadhi' Belling Kaojhanan-

<u>Like a (broken) glass in the rain</u>

</div>

On common occurrences, the phenomena of glasses exposed to rain will look clearer, shiny, and clean. In terms of Madurese, this proverb is addressed to someone who cannot be

counseled for something good. People who do not care or ignore advice are likened to broken glass which is exposed to the rain. In the context of Madurese society, this utterance is often used when parents advise children who are difficult to be advised in terms of kindness. Someone difficult to advise is like *beling*. *Beling* is a kind of broken glass material. The intended shards can be broken bottles, plate shards, broken glass, and so forth. *Beling* is symbolized like something broken and it can hurt someone who holds it with no care. The main nature of *beling* is cannot be deformed by water droplets even though it is rainwater.

Extract 6
-***Kabbhina Odang Asongodhan***-
<u>All shrimps must have mustaches</u>

The symbolization of two unseparated things is meant to utter the general facts of something usual. Naturally, it is devoted to disparaging something that the truth is already common. In other words, everyone knows something without explaining it in detailed elaboration. The representation of mustaches, in this case, is something commonly owned by all shrimps. Linguistically, the main meaning of this utterance is no need to be correlated with the particular context of current events. The common sense of this proverb is categorized as a general truth. Everyone knows that all shrimps must have mustaches.

Extract 7
-***Abhântal ombâ', asapo' angèn, apajung langngè'***-
<u>Cushioned by waves, blanketed in the wind, staggered by the sky</u>

The nautical nature of the Madurese people is clearly expressed in this proverb. It can be proven by the symbolization of three main nautical atmospheres: (i)waves, (ii)wind, and (iii) sky. Those three symbols represent the unwavering nature of the Madurese people in the fight against all consequences such as waves used as pillows; the wind is considered a blanket, and the sky is used as an umbrella. In this context, Madurese people have shown the struggle to work hard. Principally, Madurese people have a tenacious and hardworking nature so that various consequences will be faced. Through this utterance, the firmness of the Madurese people can be described by the parable cushioned by waves, cloaked in the wind, and the sky for their everlasting protection from the dangerous weather.

Extract 8
-***Mara Pakoh ngenneng Ka Kajuh***-
<u>Like a nail stuck in wood</u>

In a particular context, this proverb is aimed to represent the people who are firm in the establishment of something. The term *pako* has the general sense of something unbreakable and tough. While the wood (*kajhu*) is a medium to stick those nails. Two tough things that can be put together is symbolized substantial representation. In this case, the meaning of that proverb represent the Madurese people who are firm in the establishment and are not easily swayed by something that undermines its stance. Resolute and stand firm is one of the appropriate representations to Madurese people in connection with this utterance. Stylistically, at the end of each two phrases, the same alliterations of –uh- sounds such as pak*oh* and kaj*uh* are found. For that elaboration, the use of metaphorical aspect suggests making the main message of the proverb transformed properly since it is effortlessly to be remembered.

Extract 9
-Bhu, pa', bhâbhu', ghuru, rato-
Mother, Father, Elders, Teachers, King

In connection with the nature of Madurese culture, this proverb strongly represents the order in compliance. The main meaning of the expression is the obedience and respect of the Madurese hierarchically to the main figures. Madurese must first obey both parents, then to teachers (clerics), and finally to *rato* (formal leaders or commonly called bureaucracy). In the socio-cultural life of the Madurese, there is a standard of reference for compliance with the main figures hierarchical that should have been implemented. As a normative rule that binds every Madurese, violations or at least – neglecting the rule – will get social and cultural sanctions. Of course, the extent to which it is not entirely wrong. Therefore, there needs to be a deeper contemplation to be revealed in the proper context of society.

Extract 10
-Abhântal Syahadat, asapo' Iman, apajung Islam-
Cushioned by *Syahadat*, blanketed by *Iman*, *Islam* as an umbrella

Madurese is well-known as a religious person since the majority of Madurese are Muslim. *syahadat, Islam, and Iman* regarded are their foundations. The proverb attempts to reveal that Madurese people have strong beliefs towards their God. It is proven by this representative of the symbolization of *Syahadat* as their principle of life, while *Iman* and *Islam* are two basic elements that have a similar basic principle as well as *Syahadat*. The word *Abhantal, asapo', and apajhung* represent the basic principle of life in facing obstacles and problems. Those verbal expressions describe the courage of Madurese in upholding their fundamental elements of life. In principle, this proverb has a large relationship with the previous proverb of *abhantal omba' asapo' angen salanjenganga* which has the implicit meaning of Madurese social environment and circumstances.

Extract 11
-Etèmbhâng potè mata, angoan apotèa tolang-
The whites of the bones are better than the whites of the eyes

The basic concept of meaning towards this phenomenal proverb is the value of self-esteem and self-dignity. The icon of bones and eyes symbolize two sides of distinct elements. While the symbolization of white also has different types of white. The white bones represent death which means that the description of people fighting will be ended up to the bones are seen clearly. Then, the white of eyes represents the blind people who cannot function the eyes optimally symbolized as the pudency. Based on this proverb, it indicates that people are better to die than bearing shame. In this regard, Madurese people commonly use this utterance to express their principle of life in upholding self-dignity and self-esteem when other people attempted to interfere particularly with their property, thrones, and women. In connection with the style of this proverb, the word repetition of *pote* indicates the fundamental message that is intended to transform the reader. The repetition plays a role as well as the symbolization towards the color. It means that the symbol of *pote* has a different meaning depends on the context of those tied objects.

Extract 12
Mon lo' bângal acarok jhâ' ngako orèng madhurè
If you do not dare to do *"carok"* never admit to be Madurese

Explicitly, the word *carok* becomes the phenomenal icon that commonly represents as the courage of the Madurese people. In a general sense, *carok* has the negative representative of basic principle towards Madurese society since it describes the violence. The utterance of *mon lok bengal* is one form of challenge for others. While *jha' ngako oreng Madhureh* in the form of emphasizing the ownership of a particular society, group, or ethnicity. Implicitly, this proverb is aimed to express the self-dignity of people who cannot do *carok* will not be part of Madurese. It means that *carok* becomes the fundamental thing to be considered. In this particular case, *carok* represents Madurese culture as a proof that they dare to fight with anyone who disturbs their self-esteem and dignity.

After revealing the literal meaning of Madurese proverbs, the present study is aimed to answer the research questions of what types of implicature emerge in Madurese proverbs which have a strong collaboration with how the implicature is practiced through them. To make a comprehensive investigation, the present study links two research questions to the correlation between the proverbs and their social principle which is formulated as the third research question.

4.1 Types of Conversational Implicature in Madurese Proverb

In connection with the data above, this present study finds two types of Implicature that are categorized as conversational: (i) generalized conversational implicature, and (ii) particularized conversational implicature. Those extracted proverbs contain several appropriate characters which can be categorized as two branches. According to (Black, 2006), conversational implicature emerges from two collaborative backgrounds: language and situation. It means that the similar utterance on distinct chances might not create an implicature, or it takes a different implication. They are raised from the occurrences of the situation and have to be interpreted from the context into account.

The first type of conversational implicature found in this present study is generalized conversational implicature. The generalized conversational implicature was found in some extracted data starting from extract 1, extract 2, extract 3, extract 4, extract 5, and extract 6. In this case, those six extracted data were categorized as a group of proverbs that does not need to link the knowledge to a special context. The appropriate proverbs that are categorized as generalized conversational implicature covered: *tada' apoy tak akokos*, *juko' kene' kakanna juko' raja, langnge' jau bi' somor, tadha' macan ngakan budu'na, kadhi' belling kaojanan,* and *kabbina odhang asongodhan.* Linguistically, those six terms are well-understood without requiring the special context to be referred to. In other words, to make crucial inferences, the special background knowledge and the context of utterance are not necessary to be considered. It is in line with several researchers whose researches have been conducted in a similar sphere.

The second type of conversational implicature is particularized conversational implicature. Principally, the fundamental analysis lies in the specific context towards the background knowledge of the conversation. In connection with the terms of conversation, several experts argue that conversation is positioned an important role in all human interactions since it is categorized as one of the prevalent social activities that are aimed to maintain the development of relationships (Crystal and Davy, 1975). In particularized conversational implicature, the special background knowledge of the context in locally recognized is necessary to be inferred. Based on the existing data, the list of proverbs that are categorized as particularized conversational implicature comprises: extract 7, extract 8, extract 9, extract 10, extract 11, and extract 12 that are comprised: *abantal omba' asapo'*

angen apajung langnge', mara pako ngenneng ka kajhu, Bu pa babhu guru rato, abantal syahadat, asapo' iman apajhung Islam, Etembhang pote mata ango'an pote tolang, and *mon lo' bengal acarok je' ngako oreng Medureh.* Those proverbs need to link with the special context of relevant background knowledge of utterance. Concerning this context, many scholars have found similar result of the research such as Wardah (2018).

4.2 Conversational Implicature Practiced in Madurese Proverbs

In connection with the process of analyzing the data, this study highlights the way conversational implicature is practiced in the Madurese context through the existing proverbs. As examined in the previous elaboration, two categorizations covere the types of conversational implicature: generalized and particularized conversational implicature.

Regarding the generalized conversational implicature practiced in Madurese proverbs, the terms of special context and background knowledge are not crucial to be highlighted. It means that the conveyed information can be briefly transformed. This is linked with the instances of the extract 3 *langnge' jhau bi'somor* means that the position of the sky is far away from the well. In this context, the readers effortlessly understand what is meant by the main implicit meaning of that proverb. In general view, the main description of that proverbs is well-transformed without any particular context needed. Principally, the followed context of the situation that had followed the relevant utterances are not impacted widely. It means that the implied meaning of the utterance is not changed by thorough information. It can stand by itself without some required inferences. This generalized conversational implicature is practiced in Madurese proverbs when the specific background knowledge is not necessary to be considered in those contexts.

In contrast to generalized implicature, particularized conversational implicature is used to reveal several considerations connected with the special background of the context of utterance. In this case, the particularized implicature practiced in Madurese proverbs represente several aspects of cultures, background, society, and language style used. According to Grice, as cited in Sastrosubroto & Ginting (2018), particularized conversational implicature has a strong connection with the maxims and particular context. It means that the reader cannot recognize a certain context without knowing the specific occurrences of the conversation. In Madurese proverbs, several forms of proverbs emerge in line with this regard such as extract 11 *Etembheng pote mata, ango'an pote tolang* that has the meaning "The whites of bones are better than the whites of eyes". In the context of Madurese society, death has a big honor compared to enduring pudency. In this context, the whites of eyes are symbolized as pudency, while the whites of bones are represented as death. Fundamentally, the symbolization of the whites of bones describes something that is closely related to the parable of a person who has done a fight so that the bones in his body are visible (visible white bones; death), while the whites of eyes are linked with the usual condition of eyes. It means that when people have no black pupils and irises, their eyes will not have functioned properly. For that reason, Madurese people analogize the pudency through the white of eyes that cannot see other objects properly (Nugraha, 2017; Fadhilah, 2019). Thus, to make well-interpreted meanings, this issue is required to consider the special background knowledge and specific context of utterance.

4.3 Madurese Social Principles

Apart from the thorough elaboration of proverbs that are commonly found in general chances, some proverbs have emerged in a particular ethnic of people called Madurese. To

make it brief, Madurese is well known as loud, rough, and strong; oud in the sense of stubborn, rude in a high-pitched sense when speaking, and strong in the sense of firmness in the establishment and courage. Many people view violence as one of the most frequent appearances as the general representation of the Madurese icon. It is publicly understood as the real issues of self-esteem, honor, and pudency. Toward these regards, this study has highlighted three fundamental aspects represented by the Madurese people through their ancestral proverbs: (i) courage, (ii) upholding the honor of moral value, and (iii) upholding the self-dignity.

In connection with the courage, in general society gives their assumption towards Madurese people that they are identically represented as courageous people. With this regard, the representation of courage is described through two related proverbs including *Abhantal omba' asapo' angen apajung lange'* (extract 7) and *mara pakoh ngenneng ka kajuh* (extract 8). In the context of Madure people, the phrase of *abhantal omba', asapo' angen*, and *apajung langnge'* represent the courage of surviving their life despite myriad obstacles to be faced. Scholars within their surveys agree that Madurese work like Waves and Wind, relentlessly, tirelessly; no fear to face the waves of life as hot as anything in overseas (because the waves are the pillow), with a high work ethic and tenacity Madurese can always survive life anywhere (Wahyudi, 2015). In certain contexts, Madura people are not just waves covered in wind, but will incarnate into waves and wind itself, and face problems courageously. The symbolization of *omba'*(waves) and *angen* (wind) are two fundamental icons that represent the nautical soul of the Madurese people. In coastal areas, Madurese people can be living as fisherman. With very simple equipment, they dare to sail the seas to find fish (Zainudin, et. al., 1978). While the utterance of *mara pakoh ngenneng ka kajuh* is aimed to represent the firmness, strongly holding the belief. Dare to promise, dare to be responsible is a general interpretation of this proverb. The symbolization of *pakoh* (nails) and *kajuh* (wood) are two icons that have a strong correlation with stuck each other. Thus, the consistency of Madurese people in making a decision needs to be underlined in the representation of this proverb (Nugraha, 2017). Stylistically, the proverb of *pakoh ngenneng ka kajuh* has the aesthetic value and to be recognized. The –uh- sound at the end of each noun word makes it rhymed properly. It is in line with Carter and Simpson , as cited in Mills (2002) that stylistics is purposed to derive the study of language and its style as a refinement of models for language analysis.

The next fundamental aspect as one of the Madurese social principle is upholding the honor of moral values. Ethnically, the majority of Madurese people have strong beliefs in upholding the religion. This indicates that Madura people have a level of hierarchy built in a strong cultural and religious frame. Collaboration between religious and cultural forces are firmly attached to make Madura people uphold the moral value. Those elements are represented through the proverbs *Bhu-Pha' Babhu Ghuru Ratho* (extract 9) and *Abantal Syahadat asapo' Iman apajhung Islam* (extract 10). In the context of *Bhu-Pha' Babhu Ghuru Ratho* the hierarchical elements of honor are represented obviously in the form of order. A hierarchy Madurese obedience to parents, teachers (cleric), and formal or bureaucratic leaders expressed in this proverb indicates the order of a priority. In sense of psycho socio-cultural conditions, Madurese have to obey the four compliance hierarchies (Amrullah, 2015). The compliance must be held tight and there is a longing to be "obeyed" and the only way to be "obeyed" of course must be entered into a hierarchy circle of obedience (Ibid: 9). While the symbolization of nautical elements towards the strong religion is through extract 10 that is presented by *abantal syahadat asapo' iman apajung Islam*. In the context of

Madura circumstances, the majority of Madura people are Moeslem (Zainudin, et al., 1978). Concerning this case, the representation of these icons has a great correlation between religion and the principle of life since life balance becomes the determinant of Madurese society in maintaining relationships with others (Amrullah, 2015). Concerning others, Madura people have a good measurement of shaping behavior in social relations which is represented as *andhap asor* (humble) which implies modesty, respect, and other noble values that people should have (Ibid.: 66). Therefore, Madura has strong noble values that must be upheld in life among others since they emphasize the principle of "having good morals but less in knowledge is better than having a good knowledge but bad in manners".

Apart from those two principles, upholding self-dignity is positioned as a crucial aspect to be considered. It can be proven through two other samples of the Madurese proverb as stated in extract 11 and extract 12. In extract 11, *etembhang pote mata ango'an pote tolang* which refers to the meaning of "it is better to die than bear shame". In this case, Madurese people use the white symbol of the eyes as a representation of shame while the white bones are represented as death. Implicitly, this utterance is quite representative of the nature of Madura people in general in upholding the principle in life that is upholding self-esteem from shame (Nugraha, 2017; Fadhilah, 2019, Ratnasari, 2021). Principally, the utterance of this proverb has a large correlation with the proverb of *mon lo' bengal acarok je' ngakoh oreng Medureh* (extract 12). It is because the fundamental interpretation of dignity is well-presented toward these symbolizations. In general view, *carok* becomes the prominent icon that stands out in representing the nature of Madurese society. The real reason, *Carok* is not arbitrarily done by Madurese without any reason. In a particular group of Madurese, *Carok* is practiced when their self-esteem, self-respect, and pride begin to be abused ((Dharmawan et al., (2018); (Cahyono, 2019); (Rohman et al., 2019); (Ratnasari et al., 2021). Generally, *Carok* is not only done by those related problems but also covers the theft and humiliation. Therefore, Madurese have a strong principle of "it is better to die for fighting rather than living by shame. Everything will be at stake to defend the honor rooted as Madurese self-esteem establishment (Fadhilah, 2019).

5. Conclusion

Based on those thorough elaborations, some fundamental aspects can be highlighted towards inference. Madurese proverbs contain two basic conversational implicatures: generalized and particularized conversational implicature. These two elements covered in extracted Madurese proverbs indicate that not all proverbs can be categorized as an utterance without meaning but rather a meaning that can be understood in general and can be understood specifically. It means that generalized conversational implicature is found when the utterance does not correlate with the specific context of the particular background. In contrast, particularized conversational implicature is applied when the proverbs need to link the background knowledge of the utterance towards the particular context. Moreover, the implementation of those extracted proverbs depends on the different conditions and situations of the context. These regards reveal that those extracted proverbs tend to have both types of implicature rather than other related implicature.

Concerning those related implicatures, the implicit meaning covered towards the extracted proverbs represent some social principles engaged to Madurese society comprising courage, upholding the honor of moral value, upholding the self-dignity, and self-esteem. In certain situations, some people consider these values as negative stereotypes of the nature of violence inherent in Madurese society. In contrast, those social principles were

built long ago since the proverbs were made. Implicitly, those proverbs are used as representatives in certain conditions that describe a certain situation for the Madurese community. Those principles are rooted in social considerations represented towards the proverbs. Thus, those proverbs become a guideline for Madurese people in daily life. Finally, for further researchers who have a similar interest in conducting the research sphere are suggested to widen the research on Madurese cultures, language style used, and other types of implicatures.

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CONSONANT CLUSTERS IN INDONESIAN LOANWORDS

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Abstract

This paper investigates two types of loanwords in Indonesian from a list published by NUSA in 1997 and the online version of *Kamus Besar Bahasa Indonesia (KBBI*, 2019*)*: those of Sanskrit origin, and of European origins. When languages borrow words from one another, they may employ various strategies in dealing with unfamiliar sounds and/or sound combinations. Overall, the study is conducted by means of descriptive qualitative method, having a focus on corpus research. Specifically, this research is concerned with the handling of syllable-initial consonant clusters that is not present in native Indonesian words. The two different patterns dealing with consonant clusters in loanwords are 1) The tendency for consonant cluster preservation in European loanwords; and 2) The tendency to insert a vowel sound to break up consonant clusters in Sanskrit loanwords. It happens due to the differences in the time frame and scope of Sanskrit and European language influences in Indonesia. The results show that onset consonant clusters have become a definite marker of loanwords in Indonesian

1. Introduction

This paper explores loanword phonology in Indonesian. The loanwords are now listed in Kamus Besar Bahasa Indonesia (KBBI, 2019) but they are adapted or taken from foreign languages. The study of loanword is fascinating because different languages have different sound inventories and phonotactic rules. They allow different sound combinations in different positions (Kang, 2011). The voiceless, fricative, dental sound /θ/, for example, is in the sound inventory of English, but not Indonesian. Similarly, English allows more complex consonant clusters – consonant sequences with no interfering vowels - in the syllable final position, as seen in words like *contexts, strengths* and *angsts.* This is not as common in Indonesian.

When languages borrow words from one another, they may employ various strategies in dealing with unfamiliar sounds and/or sound combinations. Various studies on many different languages have been conducted to look into these different strategies. See Scherling (2013) for German and Japanese; Nguyen (2017) for Vietnamese; Khan, Rizvi, & Farooq (2020) for Urdu; Beel & Felder (2013) for Turkish and Endarto (2015) for strategy comparisons between Indonesian and Thai. Loanword adaptation studies specifically in Indonesian can be referred to the works by Supeni & Fauziah (2018), Prasetyani (2020), and among others.

When borrowing a word from English, a language like Indonesian might adapt the /θ/ sound and replace it with the closest available sound: the alveolar plosive /d/. To deal with syllable-final complex consonant clusters, Indonesian might reduce the consonant cluster, giving us *konteks,* instead of the English *contexts.* In this paper, another popular strategy is explored and used to deal with consonant clusters in loanwords, namely vowel epenthesis. It is a strategy that utilizes insertion of a reduced vowel in between consonant sounds to break up the consonant sequence. In non-standard Indonesian, for instance, we often get words like *setres,* or even *seteres,* instead of the standard *stres.* This is an alternative strategy used in lieu of consonant cluster reduction to deal with complex consonant clusters that are uncommon in Indonesian. In fact, vowel epenthesis is one of the most popular strategies used by languages that disallow consonant clusters when adopting foreign words. This is also seen, for example, in languages like Japanese (Yazawa et al., 2015) and in Indo-European languages (Blevins, 2017).

The present study looks at the adaptation of syllable-initial (Onset) consonant clusters – as seen in the *stres* example above – in loanwords adopted into standard Indonesian. Specifically, two types of loanwords are interesting to examine: those of Sanskrit origin, and those of European origin. The former borrowings happened mainly at the height of the Srivijaya empire, while the latter happened much later during the Dutch colonization era and continues today as English becomes the world's lingua franca. In section 2, these respective different periods of word borrowing are briefly highlighted, as well as the scope of these borrowings. In sections 4, the findings are discussed based on data from the KBBI (2019) and NUSA's (Jones, 1984) on Sanskrit Loan-Words in Indonesian list. This paper shows that consonant clusters are dealt with differently in these two different groupings of loanwords.

2. Literature Review
2.1 Sanskrit and European Influence on Indonesian

The Sanskrit language was the first language to ever make a big impact on the languages in Indonesia. There are records that the earliest traders from Kalinga (Eastern India) reached Southeast Asia by 200 BC. By the 7th Century, kingdoms around Sumatra and Java in Indonesia were formed as centers of Buddhist expansion. The biggest and most important of such kingdoms was Srivijaya, centered around the area that is today known as Jambi in Sumatra. In Sanskrit, *sri* means fortunate, prosperous or happy. *Vijaya* means victorious or excellence. The existence of *Srivijaya* itself was relatively unknown until Dutch scholars researched for it in the early 20th century. However, this search for *Srivijaya* led to the findings of many old artifacts from as early as the 7th century, several of which were early Malay inscriptions, still in the form of Old Malay that mostly contain information and praise for the Kings of Srivijaya. Most of these inscriptions were written in the Pallava, Nagari or the Indian-influenced Old Sumatran scripts, but most importantly it showed that Old Malay (4th - 14th C) already had a lot of Sanskrit influence, especially in vocabularies connected to religion and government (Jones, 1984). During this early period until the arrival of Islam and the European colonialists, Sanskrit had practically free reign in influencing the languages in Indonesia and loanwords from Sanskrit that survive in the Indonesian language today are mostly perceived as native Indonesian words by native speakers (Maneechukate, 2014; Wurianto, 2015).

As contact with Sanskrit, then Arabic and the European languages, grew extensively, especially after the Dutch colonization in the 18th century; more loanwords made their way

into the Indonesian vocabulary. Lev-Ari, San Giacomo, & Peperkamp (2014) state that a necessary condition for interlingual influence is the presence of bilingual individuals and by this it is easily understandable why we have such a strong influence of European languages, especially Dutch in Indonesia. Just like the Indian merchants and religious leaders in the Sanskrit era, the European colonial masters also brought with them new concepts and technologies, for which there were no vocabulary words present in the native tongue. However, the Europeans came in much bigger numbers, settled down and intermarried with locals and systematically governed the whole region. Their influence was so extensive, that there are records of a number of considerable Portuguese-creole speaking communities in Indonesia until well after the colonization period was over. The Dutch also established schools and even though Malay was the language of the government, the modern Latin alphabet used to write Indonesian was introduced by the Dutch. As such, it is not surprising that the Indonesian spelling system is strongly influenced by Dutch phonology.

Today, various European languages – mainly English – continues to assert influence on the vocabulary of Indonesian as we progress towards a global world. Unlike Sanskrit that was mainly present in religious and literary texts, the domain of Dutch influence on Indonesian during the colonialism era extended into governance and everyday life. Similarly, English today has a strong presence in new trends and everyday life. As such, it is to be expected that Indonesian would actively adopt many loanwords from both Dutch and English. Comparable effects of social and power relations on the rate and adoption of loanwords are seen on Turkish Bilinguals (Aktürk-Drake, 2017) and in a laboratory experiment with French speakers (Lev-Ari & Peperkamp, 2014).

2.2 Consonant Cluster in Indonesian

Unlike Sanskrit and European languages, Indonesian is a language that tends to heavily favor simple syllable structures. Consonant clusters, in onset or coda positions are disfavored, but with the adoption of many loanwords from many other languages, the restriction on onset consonant clusters seems to be going away. Gathering data from various resources on the Phonology of Indonesian, it seems that there is a general agreement in the literature. There are 11 kinds of syllable structures allowed in Indonesian: (1) Vowel (V) - as in *a-mal* ,(2) VConsonant (C) - as in *ar-ti* , (3) CV - as in *pa-sar*, (4) CVC - as in *pak-sa*, (5) CCV - as in *slo-gan*, (6) CCVC - as in *trak-tor*, (7) CVCC - as in *teks-til*, (8) CCCV - as in *stra-te-gi*, (9) CCCVC - as in *struk-tur*, (10) CCVCC - as in *kom-pleks*, (11) CVCCC - as in *korps*. The syllable structures (6-11) are mostly found in loanwords from other foreign languages and sometimes a schwa /ə/ can be inserted to break up the consonant cluster in the pronunciation. So, *slo-gan* might be pronounced as *selo-gan* in speech, especially by speakers who are less proficient in English.

3. Research Method

In this study, corpus research was conducted by using the online version of the KBBI (2019) and a list of Sanskrit loanwords in Indonesian published by De Casparis (1997) to look for possible consonant clusters in Indonesian, as well as strategies for adapting consonant clusters in Sanskrit loanwords. Overall, the data were analyzed qualitatively to expose the social phenomena (Creswell, 2013) in the use of loan words in Indonesian.

4. Results and Discussion

The following table lists are examples of possible onset consonant clusters in the language, as found in the KBBI (2019).

Consonant cluster	Examples
/pl/	plastik 'plastic'
/bl/	blangko 'empty'
/kl/	klinik 'clinic'
/gl/	global 'global'
/fl/	flamboyan530 'flamboyant'
/sl/	slogan 'slogan'
/pr/	pribadi 'private'
/br/	obral 'sale'
/tr/	tragedi 'tragedy'
/dr/	drama 'drama'
/kr/	kristen 'christian'
/gr/	gram 'gram'
/fr/	fraksi 'fraction'
/sr/	Sriwijaya 'Sriwijaya kingdom'
/ps/	psikologi 'psychology'
/dw/	dwidarma 'double responsibility'
/kw/	kwintal '100 kg'
/sw/	swadaya 'own power'
/sp/	spontan 'spontaneous'
/st/	studio 'studio'
/sk/	skala 'scale'
/sm/	smokel 'smuggling'
/sn/	snobisme 'snobbish'
/spr/	sprei 'bed sheets'

/str/	stres 'stress'
/skr/	skripsi 'thesis'
/skl/	sklerosis 'sclerosis'

Table 1. Possible Consonant Clusters in Indonesian

These consonant clusters exist in the KBBI (2019) online database and are frequently used by native speakers and such vocabulary items are mostly loanwords that originate from the various foreign languages in contact with Indonesian. In fact, such vocabulary items largely come from European languages such as Dutch, and English.

European languages like Portuguese, Spanish, Dutch and English tend to have complex consonant clusters in the syllable (as opposed to Indonesian), yet words borrowed from these languages often (although not always) retain their original complex consonant cluster in the Indonesian language. The followings is an additional small sample of these borrowed words: *brosur* (Du. *brochure*) 'brochure'; *blek* (Du. *blik*) 'tin'; *taplak/tapelak* (Du. *tafellaken*) 'tablecloth'; *aktris* (Du. *actrice*) 'actress' (Jones, 1984). From this we see a clear mix of strategy for dealing with onset consonant clusters for these new set of European vocabulary. In non-standard form, we might get words like *tapelak.*

On the other hand, Sanskrit loanwords show a tendency of schwa /ə/ insertion to break up Onset consonant clusters. Let us now look at a small sampling of Sanskrit loanwords: sastra/*sastera* (Skt. *sastra*) 'literature'; *selesma* (Skt. *slesman)* 'cold'; *cedera* (Skt. *chidra*) 'defect/hurt'; *menteri* (Skt. *mantri*) 'minister'; *tentera* (Skt. tantra) 'army'; *anugerah* (Skt. anugraha) 'blessing.' (Jones, 1984). We can see from this sampling, that there is schwa-epenthesis/insertion in the onset consonant clusters of the loanwords, even though these consonant clusters are all now acceptable in the Indonesian language, as we can see from the table above. For instance, we get the form *menteri,* instead of *mentri,* even though the "tr" consonant cluster is accepted in European loanwords like *tragedi.* Thus, I have to conclude from this that the acceptance of consonant clusters in Indonesian is a fairly recent phenomenon, not present at the time the Sanskrit words were borrowed into Indonesian.

Even more interesting is the fact that Dutch loanwords like *blek* or *brosur* are never written as *belek* or *berosur.* Thus, not only is schwa-insertion not always adopted, sometimes it is even wrong to adopt this rule to break onset consonant clusters for European loanwords. This is very different from Sanskrit loanwords that have onset consonant clusters like *mantra* or *sastra,* which can (albeit more old-fashioned) be written as *mantera* or *sastera* (Jones, 1984; Batais, 2013)*.* From this, we can see that the acceptance of onset consonant clusters in the Indonesian language must be a fairly new "trend". The trend happened after the arrival of the Europeans in the Dutch East Indies. Considering the widespread nature of the Dutch language and the influence of Dutch phonology on the Indonesian Latin alphabet system, it is not surprising that consonant clusters would slowly enter into the Indonesian phonological system.

We can deduce that with the advent of globalization, European languages like English gained even more prestige and as more people are exposed to it in everyday media, schwa-insertion as a way of breaking up consonant clusters became obsolete; and gave way to the "fancier" consonant clusters of the Western tongue. In the official *Tata Bahasa Baku Bahasa Indonesia* (Alwi, Dardjowidjojo, Lapoliwa, Moeliono, 1993) released by the Indonesian ministry of education and culture, it is just briefly mentioned that the consonant clusters

explained in Table 1 are allowable in the Indonesian language. In the latest spelling reform contained in the *Ejaan Yang Disempurnakan (EYD),* compiled by the Ministry of Education and Culture, these loanwords are more explicitly addressed; and there is clearer guidance on how to deal with some of the consonant clusters I have listed in Table 1.

Of course, it cannot be forgettable that even with the Dutch loanwords mentioned here, there have been periods of spelling uncertainties. Older texts have written electricity as "listerik," actress as "akteris," and many more. However, since the influence of European words continues today, with the influx of similar sounding English words, we can understand why there is a move towards adopting the spelling convention that is closest to the original borrowed words. With Sanskrit, however, the situation is very different. After its disappearance, the Kingdom of Srivijaya was forgotten for centuries. Then, after the arrival of Islam, Sanskrit influence was weakened to the point of being negligible. There was never any Sanskrit resurgence, so all Sanskrit borrowings can only stem from one specific era, namely before the 10th century (from the era of Srivijaya). Thus, if we assume that all Sanskrit loanwords with consonant clusters were borrowed into the language with the adoption of schwa-epenthesis, then we would expect that no Sanskrit loanword in the language would contain any consonant cluster. However, as alluded briefly above, we can and do have Sanskrit loanwords with the modern consonant cluster spelling: *sastra* "literature," *cakrawala* "sky". There are also Sanskrit loanwords that have retained the schwa epenthesis and are likely to be stable in their spelling like "cidera," "selesma" and "tentera" (see above for meaning and the original Sanskrit). This presents a really odd dichotomy that is not present in the European loanwords, that are all moving away towards adopting proper consonant clusters.

If Sanskrit loanwords systematically adopted schwa-insertion for consonant clusters, there is no way, by the time consonant clusters became regularly acceptable in Indonesian (which is a recent phenomenon that dates even more recent than the Indonesian independence). There can be a repair mechanism that would "reconstruct" the consonant cluster because by that time, there would have been no more indication that these words are loanwords. At this point, it can be concluded that due to the non-standardized spelling convention, some words might have survived as loanwords in both forms, with and without consonant clusters in different texts, depending on the writer (thus allowing for some sort of "correction" when the schwa-epenthesis variant of European loanwords became obsolete). Daland, Oh, & Kim (2015) and Garley (2014) find that orthography does tend to influence loanword Phonology in Korean and German, respectively, supporting this hypothesis. Also, important to note, is the fact that many Sanskrit words came into Indonesian through Old Javanese, which has a much more complete written history compared to Old Malay. As such, the phonology of Javanese might have also played a role in determining the outcome of the Sanskrit loanword in the Indonesian language today (Supriyadi, 2011).

5. Conclusion

From the preliminary finding, it seems that there are two opposing trends in the expansion of onset consonant clusters in the language. One trend obviously shows some tendency of its "spread," but another trend seems to show some "resistance" to onset consonant clusters. While inconsistencies in loanword adaptation is attested in other languages (Wang, 2022; Mao & Hulden, 2016). Through this work, it is shown that this inconsistency seen in Indonesian can be generally explained by the etymology of the specific loanwords. It would be very interesting to conduct more surveys on this matter to get a

much clearer picture on the issue. It is very interesting to note that from this case of Indonesian onset consonant clusters, we can deduce somehow that the allowable syllable structure in a language can be rather fluid as something foreign; for instance, consonant clusters can make its way into a language by way of loanwords. This research is planned to expand by checking native speaker intuition on these consonant clusters.

As a preliminary, a little test on a friend was performed to check on native speaker's awareness of the different loanwords from different languages. This friend is Indonesian, but she has been studying in the US for a few years and speaks English fluently. Therefore, the test was proceeded to give her a small list consisting of 5 loanwords from English, Dutch and Sanskrit: *infrastruktur* (Eng. infrastructure); *sekring* (Du. *zekering*); *listrik* (Du. *elektrisch)* 'electricity'; *gembira* (Sa. *gembhira*) 'happy'; *pala* (Sa. *phala*) 'nutmeg.' Then, she was asked to identify borrowed words from the list. She immediately pointed out *infrastruktur,* but upon further hint, there is more than one loanword. She proceeded to ponder about the possibility of *sekring* being a borrowed word from Dutch. While we might be tempted to dismiss this as an effect of her familiarity with only English out of the 3 foreign languages. Her reaction of revealing that *gembira* and *pala* were also borrowed words was very interesting. She asked if any Indonesian word is really native if even those two words are borrowed. Despite her unfamiliarity with Dutch, she was ready to accept that *sekring* and *listrik* are both loanwords, but she was unable to reconcile the fact that the other 2 loanwords left from Sanskrit borrowing are actually loanwords. Considering the fact that she knew neither language, the only possible marker that differentiates the two groups of words is the presence of onset consonant clusters in the Dutch loanwords and its absence in the Sanskrit loanwords. This shows that onset consonant clusters are still subconsciously a definite marker of loanwords in Indonesian, and an experiment of this sort in a larger scale might shed some interesting fact on the status of onset consonant clusters in Indonesian.

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POLITENESS STRATEGIES USED BY PEDICAB DRIVERS TO FOREIGN TOURISTS IN MALIOBORO STREET

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Abstract

This study discusses the use of English used by pedicab drivers in the Malioboro tourist area as a means of communication with foreign tourists to portray and improve the quality of English-speaking services in the future. By bringing out the element of politeness in communicating, people can further strengthen their social relations, both can respect each other's self-image. Unique informal learning from direct conversations with foreign tourists produces speech variations in English that are unique and different from standard English rules. This study is a qualitative descriptive study with conversational analysis that aims to describe the linguistic phenomena in the English variation of pedicab drivers on aspects of politeness strategies. Pedicab drivers in tourist locations utilize politeness strategies to create communications when face-threatening acts are unavoidable or deliberate in order to preserve the hearer's positive and negative face. In the interactions between pedicab drivers and international tourists, 15 data on positive politeness strategies and 14 data on negative politeness strategies were identified. The data analysis provided is taken from the representative data for each strategy. The dominant sub-strategy from the positive politeness strategy is "Notice, Attend to H (his Interest, Wants, Needs, Goods)," while the dominant sub-strategy from the negative politeness strategy is "Apologize."

1. Introduction

With the increase in tourist visits in the DIY Province during the end of 2021, a total of 84,000 tourists through the Visiting Jogja application showed that trust in the tourism sector was starting to grow so that it could become a driving force for economic growth in Yogyakarta (Ties, 2021). With the important role of tourism in accordance with Government Regulation of the Republic of Indonesia Number 50 of 2011, the Special Region of Yogyakarta needs to maintain trust and service quality for foreign tourists (Sekretariat JDIH Kemenparekraf, n.d.). The image of Yogyakarta needs to be restored so that it will have an impact on increasing visits as well as increasing the regional economy. All lines, including local residents, will play an important role as the spearhead of service and increase tourist visits in DIY. One of the professions that often interacts with foreign tourists is a pedicab driver in tourist areas.

The pedicab driver, as a traditional mode of transportation, has a unique value and is able to attract enthusiasm and become the leading mode of transportation for tourists. Even though a pedicab driver has a profession that is often considered inferior, if he works professionally and has a broad perspective, he will be able to spearhead tourism services in Yogyakarta after being hit by a drastic decline at the end of the Covid-19 pandemic. In carrying out his role, pedicab drivers indirectly participate in developing tourism in order to be able to maintain and increase the number of tourist visits, which will lead to the provision of economic benefits for the tourism industry and local communities.

Providing satisfactory service to consumers so that they feel interested and happy to visit this tourist attraction is very much needed. This is in line with one of the identifications by Zeithaml, Berry, and Parasuraman (Pratama, 2016) about the characteristics used by consumers (visitors) in evaluating service quality, one of which is assurance (guarantee), which includes politeness. These dimensions of quality affect the expectations of tourists and the reality they receive. The use of politeness is not only superficially interpreted as a "civilized act," but also has a deeper meaning in the linguistic realm that is related to the understanding of culture itself because it relates to the speech of pedicab drivers with foreign tourists. Pedicab drivers who are local people will have different cross-cultural experiences with foreign tourists who come, and this is also closely related to the politeness of the language used. Linguistic politeness is culturally determined. The increase in tourism had a significant impact on the linguistic culture utilized in the region since it produced a situation where both visitors and locals needed to interact with one another (Setyawan & Setiawan, 2022). Obviously, the rules for polite behavior differ from one speech community to another. Politeness has been closely associated with the type of behavior of certain social locations and social groups in English-speaking culture and western culture in general. To be polite means to live within a conventional set of norms of behavior (Pratama, 2016). Due to the various reasons stated above, this research on politeness has never been carried out, and it is very interesting to study with the object of studying the speeches of pedicab drivers against their opponents at various tourist attractions in Yogyakarta. This study aims to examine the use of a pedicab driver's politeness strategy toward foreign tourists.

2. Literature Review

Two philosophers, John Austin and John Searle, developed the theory of speech acts from the basic belief that language is used to perform actions. So, the fundamental understanding focuses on how meaning and action are related to language (Saifudin, 2019). Thus, according to Austin, to say something is to do something, and there is a speech act. Based on the opinions of the experts above, it can be concluded that speech acts are actions that are expressed with meaning or function (intentions and goals) attached to the speech. A speech act is the smallest unit of speech activity (conversation or discourse) that occurs in social interaction. The cooperative principle and the politeness principle provide an explanation of how people use language to communicate their thoughts or to build and sustain relationships with others. Politeness strategies are needed to complement the cooperative principle and overcome the difficulties that arise as a result of the cooperative principle (Setyawan, 2015). The politeness principle clarifies a problem that the cooperation principle is unable to resolve. In other words, politeness compensates for the cooperative principle's shortcomings (Zhang, 2017).

2.1 Face Concept

Brown and Levinson see politeness as related to avoiding conflict. The main theme of Brown and Levinson's theory of politeness is "rationality" and "face", which are shared by all speakers and interlocutors in general. Face here is something that is emotionally poured out, can be lost, maintained, or enhanced, and must be constantly noticed during the act of communication (Fatimah, 2021). Brown and Levinson use two terms for "face," namely, positive and negative face, where both are not associated with good and bad as positive and negative in general. A positive face refers to a self-image that wants what a person does and has, including "values" that are believed, recognized, and appreciated by others. So, a positive attitude is related to each person's desire to be appreciated. Meanwhile, negative face refers to a person's self-image that wants him to be respected by being left free to do what he wants. Therefore, the concept of "face" really needs to be understood so that communication between speakers and speech partners can occur properly. Therefore, in communicating, speakers will try to maintain the "face" image of their interlocutor. According to Brown and Levinson, in the concept of "face," there are various utterances that tend to be unpleasant actions or are called face-threatening acts. Brown and Levinson call this face-threatening act an FTA (Face Threatening Act) (Brown & Levinson, 1987).

2.2 Face Threatening Act

Brown and Levinson's theory states that most speech acts are inherently face threatening, both the face of the speaker and the speech partner (Brown & Levinson, 1987).

2.2.1 Bald on Record Strategy

According to Brown and Levinson, the direct strategy, without further ado, is a strategy of doing FTA to state something clearly (Brown & Levinson, 1987). The main reason for choosing the direct strategy without further ado, according to Brown and Levinson, is because speakers want to do FTA with maximum efficiency. Without further ado, there are two types of sub-strategies in the direct strategy: sub-strategy without minimizing FTA and FTA orientation to save the interlocutor's face, as explained by Brown and Levinson. Here's an example of a no-nonsense direct strategy: "Give me a pen". The utterance above shows that the speaker uses a direct strategy without further ado because he does not care about the face of his interlocutor. In choosing this strategy, FTA is not minimized to save face. Sometimes the bald on record form may be followed by statements such as "please" or "would you like to," which serve to smooth the claim. These are called migratory devices (Yule, 2020).

2.2.2 Positive Politeness Strategy

The positive politeness strategy is a way of doing FTA by saving face or maintaining the positive face of the interlocutor. In doing the FTA, the speaker gives the impression that the speaker has the same desire for the interlocutor to show friendship between them (Brown & Levinson, 1987). Positive politeness has several sub-strategies, which include 15 sub-strategies.

2.2.3 Negative Politeness Strategy

The negative politeness strategy is a strategy to save the speech partner's negative face to maintain the speech partner's freedom of action. In carrying out this strategy, the speaker acknowledges and respects the negative face of his interlocutor. Brown and Levinson divide negative politeness into several sub-strategies which include 10 sub-strategies.

2.2.4 Indirect Strategy (Off Record Strategy)

Indirect strategy is a strategy for doing FTA indirectly by letting the hearer decide how to interpret the speaker's utterance. This strategy is divided into 15 sub-strategies.

3. Research Method

This type of research is descriptive and qualitative because the problem under study is related to describing the strategy and level of politeness in the tourism service language used by tourist pedicab drivers in Yogyakarta. In order to get insight into participants' perceptions of and cooperative techniques for organizing natural forms of social interaction, conversation analysis (CA), a method of social research, examines the sequential organization of discussion in this research. Using video- or audio-recording equipment, CA collects its data on naturally occurring interactions as they occur in real time, which is a particular methodological aspect (Hutchby, 2019). To enable fine-grained examination of the planning, exchanging, and coordination of acts within social contact, recordings are meticulously transcribed. The data sources for this research come from pedicab drivers on Malioboro Street and English-speaking tourists and Indonesian-speaking tourists who receive services from tourist pedicab drivers. The events in this context are a conversation between pedicab drivers and tourists. To describe the politeness strategies of pedicab drivers in using the language of tourism services, the data were analyzed using Brown and Levinson's politeness theory. Data from the event was obtained through recordings of conversations between pedicab drivers and tourists. The structured interview was conducted to support the analysis.

The subjects of this research are pedicab drivers (speakers) and tourists (listeners) in tourism areas in Yogyakarta where politeness strategies are performed by 4 pedicab drivers. The snowball sampling technique was used (Nurdiani, 2014). It started with a pedicab driver that is included in the research criteria. Then based on direct or indirect linkages in a network, the next respondents were found. The sampling process run until sufficient information was obtained and the number of samples was sufficient and accurate to be analyzed in order to draw the research conclusions. The data analysis techniques used in this study: 1) researcher collected data in accordance with research objectives, ; 2) the researcher classified the data findings based on the function of the politeness strategy 3) the researcher conducted simple interview to strengthen the findings 4) the researcher interpreted the data; and 5) the researcher drew conclusions.

4. Results and Discussion

The conversation will use several abbreviations to shorten the discussion. PD stands for pedicab driver and T stands for tourist. The results of the study show several politeness strategies used by pedicab drivers to foreign tourists in Malioboro, Yogyakarta. The following table shows the number of strategies used:

No	Strategy	Sub Strategy	Quantity
1	Positive PS	Notice, attend to H (his interest, wants, needs, goods)	3
		Seek agreement	9
		Avoid disagreement	1
		Presuppose / raise / assert common ground	2
2	Negative PS	Apologize	11
		Question, Hedges	2

Table 1. The data finding of Politeness Strategy Used.

Through data analysis, it was found that the pedicab drivers used various negative and positive politeness strategies. 15 data points on positive politeness strategies and 14 data points on negative politeness strategies were found in the conversations between pedicab drivers and foreign tourists. The sub-strategy of "notice, attend to H (his interest, wants, needs, and goods)" is the dominant sub-strategy of the positive politeness strategy, while "apologize" is the dominant sub-strategy of the negative politeness strategy. The data findings and explanation will be selected from some representative data from each strategy found.

4.1 Positive Politeness Strategy
4.1.1 Strategy 1: Notice, attend to H (his interest, wants, needs, goods)
Datum 1
Context:
The pedicab driver found a male foreign tourist who was walking alone to go to the Yogyakarta palace. The tourist was wearing a hat and leather jacket.
PD   : "What a beautiful hat this is! Where did it come from Mr.?"
T   : "Oh. thanks. I bought it from that mall." (point out to Malioboro Mall)

The conversation indicates that S needs to pay attention to certain aspects of H's condition. It is about the hat which is the tourist' remarkable possessions. It looks as though T would want PD to notice and approve of it. It is a form for a compliment for the positive politeness strategy 1: notice to the tourist goods which is his hat.

4.1.2 Strategy 5: Seek agreement (to find and try to approval by the opponent said)
Datum 2
Context:
The Pedicab driver looks for a topic of conversation after seeing a tourist alone and tries to talk to him.
PD   : "Why are you alone, Mr.?"
T   : "My wife went to Bali yesterday!"
PD   : "To Bali!"
T   : "I missed her already"
PD   : "Oh God, already missed her! Sorry Mr."

This strategy indicates that the discourse is using repetition as a means of eliciting agreement. By repeating some or all of the conversation's words and by employing particles that signify emphatic agreement, the agreement is emphasized. In this strategy, the PD repeats some of the things the opponent said with: "to Bali! and missed her" to show that he agrees and follows whatever the opponent said.

4.1.3 Strategy 6: Avoid disagreement
Datum 3
Context:

When the pedicab driver finished taking a tourist to buy a gift in the form of *Bakpia*, the tourist wanted to treat the pedicab driver at that time.

T   : "come with me! It's on me!"
PD   : "Wah, nice Sir. Interesting. Hope I am free. I want to meet my friend now Sir. Thank you, thank you."

The pedicab driver uses this strategy to evade the tourist's invitation because disagreement is a serious threat to his face. The pedicab driver refused the tourist's invitation by giving other reasons for meeting the PD's friend at that time that could minimize the attack on the tourist's face. The tourist will understand that the PD refused him because of the other important matter. "Wah, nice sir," "interesting," and "interesting" are similar to white lies. The desire to agree or appear to agree with the tourist softens the conflict mechanisms.

4.1.4 Strategy 7: Presuppose / raise / assert common ground
Datum 4
Context:

In this data, the pedicab driver tries to guess something that has the potential to be the subject of conversation. Pedicab drivers also try to offer tourists to buy batik.

PD   : "Love football Mr.? Want to buy football club batik Sir?"
T   : "Thank you for the offer. No, thank you."

The fact that the PD made an attempt to spend time with the T as a sign of friendship or interest in him gives rise to the strategy of resolving an FTA by engaging in a lengthy conversation about irrelevant subjects which is a football topic. By emphasizing his interest in T, PD shows that he is not meeting H merely to make the FTA request. This strategy aims to make a favor request seem more reasonable by talking about hobby and also batik.

Datum 5
Context:

It is on the way to the Yogyakarta Palace. The PD is likely to ask T for buying butik so he can get bonus from the batik owner. The PD try to relate the offer with the previous conversation about the T's wife.

PD   : "I know you love your wife, Mr. You can buy batik …for her. You can find beautiful batik dress,…women dress. right Mr.?"
T   : "Let me think… ha ha ha"

This strategy is used to imply cooperation between PD and T. As a result, PD forces T to collaborate because PD implies or asserts knowledge of T's desires and willingness. This includes making as many FTA offers and requests as possible.

4.2. Negative Politeness Strategy

4.2.1 Apologize

Datum 6

Context:

The conversation takes place on the evening in front of Hamzah Batik (Batik store). The PD offered his service to some random tourist. The PD then met with the T in front of the market door.

PD : "Excuse me. I'm sorry. *Becak*? Want to go to where?"

T : "Can you take me to Grand Zuri Hotel?"

PD : "Yes Mr. Yes Yes"

T : "How much?"

He handles it politely by opening his speech with "excuse me," adding with "I'm sorry," and then making his offer. In order to avoid offending the tourist too much, he asks for forgiveness.

4.2.2 Question, Hedges

Datum 7

Context:

The conversation took place on the way to the hotel. tourists seem to be in a hurry to take a break and think the route will be far because Malioboro Street is a one-way street. The Pedicab driver tried to explain that they could cut their way through the railroad crossing.

T : "It is far. I need to get to the hotel soon."

PD : "Maybe it is not far Mr. I think we can go there. It is near. near. "

The use of the modal adverbial phrase "maybe" is used to show the doubts and ambiguity contained in their statements and as a way of filler for the tourist's previous sentence, "It is far." Meanwhile, politeness and certainty or strong belief are shown by the introductory phrase "I think," which shows negative politeness. The use of hedging is intended as a politeness strategy by reducing the illocutionary power of speech.

4.3 Discussion about the Positive and Negative Politeness Strategy Used

The "seeking agreement" sub-strategy is mostly found in this research result. Seeking agreement, which was done by the PD, was a form of avoiding debate or things that could lead to conflict. The agreement that is sought, both on the part of the speaker and the speech partner, is expected to lead to a good conversation. The PD tends to repeat the "T" statement in several contexts. It is unique. Through the conversations, the PD emphasizes emotional agreement, interest, and surprise in order to obtain an agreement. This demonstrates that the PD understood what was stated accurately and satisfied the listener. In certain instances of the "avoiding disagreement" sub-strategy, the symbolic agreement in

such refusals might be seen as a white lie, another by-product of the need for positive politeness to avoid disagreement. When accepting an invitation, the invitee frequently gives a justification, even though it is untrue, in order to preserve the good reputation or face of the inviter.

A lot of data on negative politeness is found in the "apology strategy." The PD demonstrates their politeness to the T by apologizing. It lessens outer threats. There are several ways for the PD to express their regret or apology. They include stating reasons for entering into an FTA, expressing hesitation, pleading with the other party for forgiveness, and acknowledging the impact. So, it can be said that in English-speaking Javanese, apologizing is almost always done before making a mistake, as in opening a conversation. The interview reveals the reason why it happens. They made it because they did not feel comfortable if they did not say sorry first in the early part of the conversation. Therefore, what Hymes said with the components of his speech, one of which covered the situation, does not seem to apply to the Javanese (Zand-Vakili, Kashani, & Tabandeh, 2012). This is because when Javanese people apologize in English, Javanese culture is carried away, like apologizing at the beginning of a conversation, especially to foreigners. Therefore, it can be said that Javanese culture with all that is attached to it cannot be removed from Javanese people even though they speak English (Hikmah, 2015). The PD tries to provide a sign that the information he conveyed was as far as he knew by "using hedges" in his negative politeness strategy. This is also related to Javanese culture, which tends to express uncertainty as a form of politeness because speakers do not seem arrogant or cocky. Furthermore, the listener's face or the tourist's face is important to the pedicab driver, so the bald on record strategy is not found in the data. The pedicab driver also did not employ the off-record strategy. To avoid losing face, the data for this off-the-record strategy is not found because this strategy relies heavily on pragmatics to convey the intended meaning while retaining the semantic meaning.

5. Conclusion

When face-threatening actions are unavoidable or intended, pedicab drivers in tourist areas use politeness strategies to craft messages in order to save the hearer's positive and negative face. In the interactions between pedicab drivers and foreign tourists, 15 data point on politeness strategies that were used positively and 14 data point on those that were used negatively were found. Attend to H (his interests, wants, needs, and goods) is the primary sub strategy of the positive politeness strategy, whereas "Apologize" is the dominant sub strategy of the negative politeness strategy. The pedicab driver or another person working in the tourism industry can help the tourist feel better about themselves, their interests, or their possessions by being aware of this research finding. These people are most frequently employed in circumstances where a person's positive face needs, or self-worth, must be satisfied. They may emphasize avoiding imposing themselves on the listener. By making an effort to avoid imposition from the speaker, the tourist reduces the likelihood of a face-threat to the hearer.It has a strong connection to Javanese culture—the pedicab driver culture. The reason can be investigated for further research related to the politeness strategy used in the tourism area.

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