

e-ISSN: 2580-9962 p-ISSN: 2580-8672

LANGUAGE LITERACY: JOURNAL OF LINGUISTICS, LITERATURE, AND LANGUAGE TEACHING

VOLUME 7, NUMBER 2

DECEMBER 2023



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Language Literacy is a blind peer-reviewed journal biannually published by the Faculty of Literature, Islamic University of North Sumatra, Medan, Indonesia. Publication is issued in January through June and July through December. Authors are encouraged to submit complete unpublished and original works or research results, which are not under review in any other journals. Manuscripts should follow the style of the journal and are subject to both review and editing. The Scopes of the journal include, but not limited to the following areas: linguistics, literature, and language teaching written in English.

Its first issue was published in December 2017. It has been added to DOAJ since 27 June 2018. It is nationally accredited with Grade 3 (SINTA 3) by the Ministry of Research Technology and Higher Education of Republic Indonesia based on the Decree Number: 148/M/KPT/2020 dated 3 August 2020, which is effective from Volume 3 Number 2, 2019 to Volume 8 Number 1, 2024 (five years).

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Sastra UISU Press

Jl. Sisingamangaraja Teladan Medan 20217

Telp. (061) 7869911, E-mail: language_literacy@sastra.uisu.ac.id

This journal can be obtained by direct sale or subscriptions by contacting the above address.

Publication fee is Rp. 50.000,- per copy and mailing fee extra.

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NATIVE AMERICAN SPIRITUALITY AND NATURAL LANDSCAPE IN N. SCOTT MOMADAY'S POETRY

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Received: 2023-07-10

Accepted: 2023-09-25

Published: 2023-12-29

Abstract

Native Americans are the first people to reside in the United States of America, specifically the northern part of it. One of the famous Native American poets is Scott Momaday. Momaday is a Kiowa Native American poet, storywriter, and novelist. The purpose of this research is to explain traditions, and the significance of natural landscape in Scott Momaday's poetry, focused on words, images and metaphors by means of descriptive qualitative method. The researchers endeavor to apply a concept of Shamanism in Momaday's poetry. Shamanism is an ancient healing tradition, and a way of life. It is a way to connect with nature and all the creations. Every plant for native Americans symbolizes a certain thing, cherries symbolize mercy, and they can heal wounds by the ointment. The data are taken from the poems related to nature and tradition as in *The Earth, Eagle Feather Fan, The Delight Song of Tsoai-Talee, and Angle of Geese*. The results show that natural landscape and traditions are linked to spirituality. For Native Americans, there is no difference between animate and inanimate objects; everything in this life has a soul.

Keywords: *animals; custom; Native Americans; nature; traditions*

1. Introduction

Native Americans are the western half of the world's population, as they live in the north of the United States of America. The first who inhabit the continent were the American Indians, and they were very interested in literature and loved it, as many of their poets emerged, including the poet Scott Momaday (2020), to convey their culture to the world through poetry, plays, and novels. The research argues that Momaday's poetry is filled with native American traditions, values of nature, mythologies, and customs (Berner, 1999: p. 6).

Native Americans are divided into many tribes, and all the tribes have customs, traditions, and a name that indicate these tribes. Among these tribes is the tribe of the poet Scott Momaday, which is called Kiowa. These tribes want to protect their traditions and customs, so they always stay together (Charles, 2007, p. 47).

The researchers try to investigate tradition and nature as depicted in the poetry of Scott Momaday, to explain and show the importance of nature, mythologies, and traditions in Natives. The best example of nature used in poetry is through Native Americans because they pay great attention to nature and some of them worship it.

For them, nature is part of their soul, as they give it a high spiritual value because they see it as a reason for their psychological and physical happiness, as when they want to recover from diseases, they sit in nature, where they feel that nature is life for them, and they see it as a kind woman to them, so they call it "Motherland" (Cohen, 2018: p. 339).

Natives have no religion, as they are pagans, but some of them became Christian when white Americans came to them and spoke to them about religion, they told them that the Christian religion is the right religion because Native Americans did not recognize the existence of the Lord.

Natives are very interested in animals, as we notice that their clothes are made of animal skins and feathers because this thing exists in their culture, in addition to that each animal they have symbolizes a certain thing, for example, a horse for them symbolizes strength because through it they fought the Americans, as the war resulted because of competition for Resources and agricultural lands because the American Indians were continuing to farm and had many crops (Resch, 2005: p. 131).

They deal with the term anthropology, which studies the evolution of man and even his culture, as well as studies myths because they believe very much in myths, especially those that are unique and rare. One of their myths, as conveyed by the Powhatan, is that the story of creation for some of them begins with a rabbit, not a human. They believe that a rabbit is a great figure who can do anything and has the tremendous ability to avail thumping powers (Oberg & Olsen-Harbich, 2022: p. 8).

This research paper is divided into five sections: Section one is an introduction to Native American Traditions and Nature in N. Scott Momaday's Poetry in general. Section two talks about the biography of Scott Momaday as a man and as a writer. Section three is concerned with Native American traditions, which involve their legends, customs, images of animals, and also nature. Section four is dedicated to Momaday's poetry which involves some poems of him. Finally, section five is the conclusion of this research.

Navarre Scott Momaday (1934_) is an American Indian (Trimble, 1973: p. 10). He was born on the 27th of February 1934, specifically in the Kiowa Indian Hospital, which is located in the city of Lawton, southwest Oklahoma, as it is a country in the nation of Kiowa, and he was the only child of his father, who is known as Alfred Morris Momaday (1913 - 1981). Scott Momaday was born between "the great World Wars," this is what he said himself (Lincoln, 2023: p. 240). Scott Momaday is a top-notch poet, artist, novelist, nonfiction writer, editor, essayist, and autobiographer (Cullum, 2004: p. 200).

Momaday lived his first year at his grandparents' home in Kiowa, where he was born and raised. His father also moved to Arizona. His father was a painter, his mother Mayme Natachee (1913 - 1996) wrote children's books, and during Momaday's youth, they taught about reservation, showcasing the traditions of their tribe and even those of the tribes of the Southwest, including the Navajo, Apache, and Pueblo.

Scott Momaday sees himself as a Kiowa, although he is a Cherokee on his mother's side, but also a Kiowa on his father's side. Momaday graduated from the University of New Mexico, earned his MA and Ph.D. in English literature from Stanford University, and now teaches at the University of Arizona. The first woman Momaday married was Gaye Mangold (1959 -1977), but on July 21, 1979, he married Regina Heitzer (1944_). Momaday has four daughters (Velie, 1991: p. 204).

A major theme in Momaday's work is the Kiowa trying to spread the traditions, culture, and beliefs of his tribe and indigenous tribes to the world through his works as well as the human relationship on the ground and the nature of reality (Elsmore, 1993: p. 21). So,

he said that the Indian "ought to educate the white man. We ought to reconstruct our institutions within the dominant society, so that the Indian values are available to the dominant society" (Momaday, 1997, p. 12).

Scott Momaday's most important literary work is the novel *"House Made of Dawn"* (1968). It is the reason he became the first Native American to be awarded the Pulitzer Prize in 1969 (Dennis, Hirschfelder, & Molin, 2022) and through which he opened the door for other American Indians to be recognized by both publishers and critics. Momaday also has a great essay which is "The Man Made of Words" (1997). The famous poet, publisher, and critic Joseph Bruchac (1942_) called him "one of the most important contemporary statements about the American Indian writer" (Cullum, 2004: p.200).

We note that Momaday's poetry has a play on syllables, and this thing became the basis of his poetry after he was influenced by his mentor, Yvor Winters (1900 - 1968), during his graduate studies at Stanford, as he has great influence on the techniques and poetic tools in Momaday's poetry. We find this manipulation in both of his very popular poems, *The Angle of the Geese* (1974) and *The Bear* (2020). These poems are syllabic poems. In each of the four lines, the first and third lines contain five syllables, and the second and fourth lines contain seven syllables (Cullum, 2004, p.200).

Momaday has a multi-ethnic experience because he mixed with many multinationals while he traveled through most parts of the world and met a lot of people (Momaday). He has a vision of the place of Indians in American society, in addition to his great interest in nature and its beauty, as we notice this interest in his works, as he has a complete poem that talks about nature, which is *The Earth* (1959) (Momaday, 1997: p. 11).

He believes that imagining landscapes with the mind's eye is a means of self-knowledge, as he believes that one's idea of one's self is related to nature, because he sees the earth as a repository of heritage from which one can draw strength, and this vision gave strength to his poetic way of looking at things, as he looks at things from an angle, he connects it with nature and the spiritual serenity that an individual can obtain from contemplating nature (Momaday, 1997: p. 13).

He has a theory about language, where he sees it as a tool for cultural survival, as he believes that one word has power in itself, and considers the word to be a sacred thing because it can save a person from trouble if he uses it correctly, and it can also get him in trouble if he uses it wrongly, and we note in his writings, he focuses on the strength of his written language and even his oral language (Brígido-Corachán, 2012,: p. 59).

He encourages people to develop language in a way that elevates it and makes it affects people when reading positively. Momaday says, "We enable ourselves to use language to its highest potential. It enables us to realize a reality beyond the ordinary; it enables us to create and to re-create ourselves in story and literature. It is the possible accomplishment of immortality" (Brígido-Corachán, 2012: p. 67). In the sense that he employs his written language in storytelling to preserve the transmission of the culture of his Kiowa tribe, as his strong language lies in his selection of words that can inspire feelings and be a powerful tool for understanding reality, shaping it, and consolidating what it wants in the minds of readers (Brígido-Corachán, 2012: p. 67).

2. Literature Review

2.1 Native American Traditions

Native Americans are the first people to inhabit the far Pacific Ocean and the continental United States, and they are known as the indigenous people of the country. The

history of indigenous people spans thousands of years, predating the Last Glacial Age, which occurred around 24,000 years ago. As a result, they possess a rich tapestry of customs and traditions (Bellwood, 2022: p.129). Native Americans have many tribes, and each tribe has certain customs and traditions, but some of them are similar in many traditions, including reverence for nature, belief in myths, love of animals, and distinctive clothes (Utter, 2001: p.32).

Native Americans have many traditions, including the clothes that they wear, where they are emphasizing to be in a certain shape, especially from animals, where they use bird feathers to make their hats, and these feathers are often from an eagle. The tribes honor each brave person by putting a new feather to his hat, but each tribe has a hat that distinguishes it, and these hats are not just an ornament, rather it is a symbol of courage, generosity, and even spirituality for them, as they put these hats on top of their heads in religious rituals, as well as these hats symbolize leadership, as in some tribes the leader is the only one who puts a feather hat over his head to indicate his leadership. Native Americans use animal skins to make their clothes, and the tents in which they sleep, and these skins are often made from deer (Sheumaker, 2008: p. 26).

For Native Americans, the horse symbolizes strength, courage, chivalry, and control because its rider is in control, and the bat symbolizes death because its movement occurs at night. The wolf indicates intelligence and leadership, and the turtle indicates acting wisely and always persevering.

Native Americans use bird feathers not only for their hats but for several purposes, as they consider it a repellent of evil spirits and negative energy, as well as they believe that feathers give them luck and happiness, in addition to using it to make fire. Animals for Native Americans were not only for clothes and food, but also their myths about them, where each animal symbolized a certain thing, and even their stories were mostly about animals, where animals appear in their songs, arts, and dances when they perform certain festivals, where they wear some animal masks to attract the attention of viewers at the festival (Sheumaker, 2008, p. 26).

Native Americans are very interested in songs, music, dances, and arts, as they are creative in these things because it is considered an important part of their culture and this is evident in their poetry as it is an oral tradition linked to ethnology in the sense that it is transmitted through generations through spoken communication, that is, through speech. We see a lot of diversity in it, as we find songs for love, death, and war, in addition to a lot of things, but he often focuses on emotion as a large part of it, even in novels and stories.

Native Americans believe in spirituality, and we find them very spiritual, but not like the way we are used to, but rather through nature, where they sanctify nature and some of them worship it. They call her "Mother Nature" because for them she is like a woman who is kind to them in everything (Schmidt & Thom, 1994, p. 120).

Each part of nature represents something for Native Americans, as the flower, despite its smallness, considers it a gift from the earth, containing a spirit that the earth gave it as a gift to it. They consider nature to be the one that gives souls to everything, so we see that some of them worship plants because they come from the earth.

Native Americans take their strength from nature, as nature for them is power and energy, and not only that, but also when they get sick, they do not go to the doctor, but rather they set in nature, because for them it is spiritual and physical healing, and they believe that it prolongs their lives. Plants for Native Americans have a certain symbolism. For

example, the cherry tree symbolizes mercy, purity, and healing, as it provides an ointment to heal wounds.

Carter Curtis Revard (1931 – 2022) is an American poet, writer, and scholar. He also looks at nature as a very sacred and spiritual thing, as he sees the beauty of nature in everything, not only flowers and fruits, but even rocks, and we see this in one of his poems, which is *An Eagle Nation* (1993). The poet wants to praise the unity of nature, explaining that while every snowflake may be unique, "they melt to waterdrops identified / each one with every other." He ends his poem with an exhortation to drink water, such as "sparkling champagne" (Otfinoski, 2010: p. 19):

its snowy bubbles briskly
dancing upon our tongues...
within our heads,
but not with grief,
not with regret, only the knowledge
that we'll have our differences, and may
we thank God for them every day (Otfinoski, 2010, p. 19).

Paula Gunn Allen (1939 – 2008) is a Native American poet, novelist, and literary critic. The poet was like her peers from the Native Americans, where she was very interested in myths and sanctified them, as Native Americans were interested in myths, which convey the goal of living in a positive way and reverence for the land, and their myths were transmitted through the oral tradition, as this was the reason for the development of their skills in rhetoric, and the poet Paula says, (Lowinsky, 2016, p. 195)

"There is a spirit that pervades everything, that is capable of powerful song and radiant movement, and that moves in and out of mind. The colors of this spirit are multitudinous, a glowing, pulsing rainbow. Old Spider Woman is one name of this quintessential spirit" (Lowinsky, 2016: p. 195).

Paula explains to us one of the famous myths, "*The Devil and Grandmother Spider*". As the Cherokee tribe believes that darkness dominated the world until the spider grandmother stole the sun and made light permeate life, in addition to that, they believe that the spider grandmother is the one who saves them from chaos, and we see that the spider grandmother in the Hopi legend is a deity, as her threads connect the north and southeast and west (Lowinsky, 2016: p. 196).

Leslie Marmon Silko (1948_) is a Native American writer. The poet spoke about the belief of Native Americans in the issue of self-transformation, as this thing is common to them, as they believe that the power of humans can be transformed into the power of animals, such as the power of the bear, where the poet said in her poem "**Story from Bear Country**" (1981) (Hassan & Sadek, 2015, p. 65):

The problem is you will never want to return
Their beauty will overcome your memory like winter sun
Melting ice shadows from snow
And you will remain with them locked
forever inside yourself, your eyes will see you
dark, shaggy, and thick (Hassan & Sadek, 2015: p. 65).

The poet Leslie wants to explain the spiritual transformation that some people may go through, as the poem narrates the adoption of three bears by a boy, and that their beauty overcame his memory, as the poet spoke in the poem about bears, where the bears made every effort to transform the boy into their kingdom, and not only the boy, but the bears invite people to join to their world, and some people join their world and leave their families, and even their human souls. The poem states that the people who follow the bears do not wish to return to their human world, as they find the animal world more comfortable and peaceful than their human world (Hassan & Sadek, 2015: p. 65).

Native Americans were interested in agriculture, as agriculture for them is a very important thing, from which they get food, and not only that, but also the relationship of spiritual cultivation for them, as everything for them has a spiritual aspect, so we find them planting many flowers, including sunflowers, in addition to the crops from which they get their food is like beans, squash, and corn, as ethnological studies indicate that Native American women gather food, while men dedicate their time to hunting fish and animals, as hunting is one of their traditions.

One of the habits of Native Americans in marriage is that the man gives continuous gifts to the bride until she agrees to marry him. In addition to that, they have a habit, which is that if the man's wife dies, the family of his wife who died gives him another girl from the family. In many tribes, the widow often marries her husband's brother, and also in many tribes, the exchange between wives was a natural matter, as when someone liked someone's wife, they exchanged wives, and in some tribes, brothers shared wives.

3. Research Method

The preparation of this paper has entailed close reading and a hybrid approach to critical accurate analysis of Scott Momaday's poetry. This research is a descriptive qualitative study that aims to describe words, images and metaphors used to express traditions and natural landscape. The main data is collected from Scott Momaday's *Earth keeper: reflections on the American land*. By means of in-depth analysis of selected poems of Momaday's poetry, we can see the value of Native American traditions and natural landscape playing a very important role in Momaday's poetry to establish and embed native roots to their lands once through animals or lands. Natives try to survive by attaching themselves to their lands firmly.

4. Results and Discussion

As we have mentioned before, Native Americans have many traditions, including that they take great care of their clothes and are keen to have special and attention-grabbing shapes, because they say that clothes are one of the means of transmitting their culture. Spirituality is in everything they have, especially nature, because it gives them inner peace, and they say that nature has a great spirit and power that flows through everything in life, such as snow, flowers, and winds. They believe so much in legends and pass them on orally through the generations. They love animals very much and revere them because, for them, each animal symbolizes something. In this section, the researcher is going to discuss these matters that we talked about practically in the poems of the poet Scott Momaday (Resch, 2005, p. 131).

Our poet Scott Momaday talks about many and varied topics in his poems, especially in that he uses animals that are unique to them, nature with all its aesthetics and spirituality, and the traditions of Native Americans. (Elsmore, 1993, p. 58).

The task of the research is to study certain poems, such as "The Earth" (1959) is one of Scott Momaday's famous poems. In this poem, the poet talks about love, but not love in terms of relationships with people, but relationships with places. The poet wants to implant a certain idea in our minds, which is the deep imagination, as he mainly teaches imagination to allow the person to interact with the natural landscapes because we will not be alone as long as we are connected with nature and interact with it.

The poet talks about the land and its relationship with a man and motivates people to think about the land and imagine it, to search for its history, and to have a spiritual and moral sense towards it, as the poet says that Native Americans have a strange imaginative sense, and this sense is determined by the person's cultural and ethnic experience. The poet insists on the existence of a spiritual and moral relationship that Native Americans hold towards the land and that they are convinced that the land is vital and that there are moral duties related to man and the landscape. The poet says that the earth restores us to our humanity and that Native Americans need now more than ever to imagine everything related to the sky and the earth.

The poet says that we should think and focus on everything on the earth, and not only see them with a normal vision, but rather see them, feel them, and realize them with all our senses, even if we see them over and over again. The poet explains that he adores the earth very much, sanctifies it, and wants people to sanctify it as well, as it is the main source of inner peace and positive energy, which whenever they lack, they return by sitting in the green nature. Therefore, the poet says, people should delve deeper into nature with all its small details, including flowers, trees, and grass.

We notice in this stanza that there is a simple sense of Sufism, as Sufism is a practice that some people follow to reach a high degree of faith and to be closer to God. Sufism has stages, and one of these stages is that a person purifies his soul, and we find this with our poet and Native Americans, who purify their soul, not through worship, but through nature and the earth when they sit in it and meditate on the creatures and search for everything on the earth and love it, as that Native Americans have a great curiosity about everything on the earth:

Once in his life, a man ought to concentrate his mind upon
the remembered earth, I believe. He ought to give himself up
to a particular landscape in his experience, to look at it from
as many angles as he can, to wonder about it,
to dwell upon it (Vizenor, 1993: p. 53).

The poet says that a person must imagine the details of nature accurately, as he must imagine that he is touching the earth and landscapes with his hands and sensing them, and imagines the sounds that come from nature, such as the sound of wind, air, trees when moved by the wind, and even the sounds of creatures such as the chirping of birds in the morning and the sounds of animals in the morning. And that our day does not pass as an ordinary day, but we must focus on everything that passes in the day, and the simplest thing is the glow of noon and all the colors of dawn and dusk when they change colors to move from one state to another with the change of time. All of them are simple and ordinary things for us, but the poet sees them as things of beauty and his holiness are great, and wants us to see them like him:

He ought to imagine that he touches it with his hands at
every season and listens to the sounds that are made upon it.

He ought to imagine the creatures there and all the faintest
motions of the wind. He ought to recollect the glare of noon
And all the colors of the dawn and dusk (Lincoln, 2007: p. 36).

In these lines, the poet wants to make clear that the earth is the place where we lived and was raised in it when we were young, playing with each other in large groups, and when we grew up and parted when each person went to make his future, all that was on the earth, as he describes it as the great spirit and that it is an integral part of us. It is what gives us security. Momaday connects earth with the mother, as Native Americans, as we mentioned earlier, say that the earth and nature is a kind woman to us for what she gives us many things and they call it "motherland" where they say that it is true that we have a biological mother, but our real mother is the earth (Schmidt & Thom, 1994, p. 120).

The poet says that we adhere to our national identity and our traditions and wants to reflect the culture of his tribe Kiowa through the use of land and nature and convey it in a written form through this poem and likens it to Bristlecone because this tree is known and perennial and this tree symbolizes Native Americans for longevity and the continuation of resistance to all difficult circumstances. For his tribe to be known to all, and for it to continue generation after generation like this, it should be well known. He talks about the land of his homeland, Oklahoma, as it is called "red land" because its soil has a red color, so they were called "Red Indians":

For we are held by more than the force of gravity to the earth.
It is the entity from which we are sprung, and that into which
we are dissolved in time. The blood of the whole human race
is invested in it. We are moored there, rooted as surely, as deeply
as are the ancient redwoods and bristlecone (Trimble, 1973, p. 37).

The poem *Eagle Feather Fan* (1969) is one of Scott Momaday's poems that is considered evidence for traditions. The poet talks about the importance of animals and says, while holding the eagle in his hands, that this beautiful bird is the source of my strength, because Native Americans consider the eagle a leader, as they use its feathers in their sacred celebrations, as its feathers are an important part of their clothes because it symbolizes for their wisdom, strength, and authority, in addition to its feathers. By using it for healing, because the legend they have says that the eagle feathers have a high healing power to treat diseases, and this is called Shamanism.

Shamanism is a spiritual and supernatural tradition followed by some people, the most prominent of whom are Native Americans, to heal the sick in a primitive way through spirituality. Its principle also states that images of animals are conjured as if they were entrusted with the task of sending messages from humans to the gods. Shamanism is one of the methods of Native Americans in expelling evil spirits and they also use it to bring good luck (Winkelman, 2010, p. 3).

The poet says that the eagle is strong, because of its relationship with God, as Momaday and Native Americans believe that the eagle is a mediator between God, humans, heaven, and earth. Eagle feathers are very beautiful, and as we know that Native Americans are very interested in aesthetic things, so they carry them when they dance, in addition to believing that the eagle will carry prayers through its feathers from people to God:

The eagle is my power
And my fan is an eagle.

It is strong and beautiful.
In my hand. And it is real (Bruchac, 1983: p. 162).

In this stanza, the poet talks about the traditional parties that Native Americans perform. He says that every afternoon they sing and dance. When they dance, they carry a fan of an eagle's wings in their hands, and they spin in their dance like an eagle spin in the sky. The poet says that when I dance, I feel that my hands are swaying in the air as if I am flying just like an eagle when it flies and sways in the sky. They call this dance the eagle dance and consider it a sacred dance for them, in addition to their use of drums because it is considered among their traditions at parties:

My hand veers into the thin air
Of the summits. All morning
It scuds on the cold currents;
All afternoon it circles
To the singing, to the drums (Bruchac, 1983: p. 162).

The poem *The Delight Song of Tsoai-Talee* (1992) is one of Scott Momaday's most spontaneous lyric poems. In the title of the poem, we see the name of Tsoai-Talee, which means "rock-tree boy", and this name was given to Momaday when he was very young, no more than a year old, by an old man close to his father called Pohd-lohk (1863 _ 1939). This man gave Momaday the name when they took him to a place very sacred to the traditions of Momaday tribe called Devils Tower, and his tribe called this place "rock-tree", and because of this, the man gave him this name. From the title of the poem, we conclude that this poem belongs to the traditions of our poet Momaday and his distinctive tribe (Momaday, 2020, p. 105).

In this poem, the poet uses the pronoun (I) and the auxiliary verb (am) because he wants to show how much he loves himself, his upbringing, and his tribe and is very proud of them. He says in his poem how distinguished he is from others because of the traditions of his tribe and his distinguished family, as he tries to consolidate his origins in our minds and compares himself to several things through his poem, including the roar of the rain, where the rain falls abundantly, and it has a beautiful voice when it falls, so he associates it with himself, as the poet has a beautiful voice when reading poems that affect the heart of the listener.

Likewise, he compares himself to snow when we see its luster in the winter, as there are many snow crumbs, but we rarely find crumbs of snow that shine and are attractive to our eyes when we see them. They are rare, and I am among those rare, so we see him using pictures of picturesque nature because of his love for them and to make us contemplate them.

We also see another analogy, which is the reflection of the moon in the lake, so the poet wants to make it clear that my image and the image of my tribe will not be erased from the world, as it is everywhere, even if some want to erase it, you will find it reflected in pictures, magazines, and everything that is distinguished and known.

The other analogy is with the four colors of flame, which is yellow because it symbolizes creativity and intelligence, and our poet is creative in what he does to highlight himself and his intelligence, and we see his intelligence through his interviews and even through his works. The red color symbolizes courage, strength, and passion, as Momaday is a person who loves everyone, especially his family. The blue color symbolizes imagination and

spirituality, as the poet always encourages us to imagine nature, and because he is a spiritual person, he deliberately used the symbolism of this color. Finally, the violet color symbolizes self-respect and inner peace, because our poet respects himself a lot and has a great inner peace that he derives from nature:

I am the roaring of the rain
I am the glitter on the crust of the snow
I am the long track of the moon in a lake
I am a flame of four colors (Lown & Steinbergh, 1996: p. 15).

The poet begins by likening himself to a dazzling animal for himself and for all Native American tribes, which is the deer, so he says that he is like a deer when it stands far away in the first darkness of the night after sunset. Momaday chose this animal for its symbolism to them, as it symbolizes hunting, honor, strength, and longevity, and because our poet was very interested in hunting, so he chose this animal. Some Native Americans believe that the deer is a messenger from God to them, so they sanctify it and put it as their emblem, and this is what we call "Totemism".

A totemism is every entity that plays the role of an emblem or symbol for a particular tribe, and they sanctify it because they consider it the protector. It is a belief system that enhances our aesthetic and religious feelings, or it is the mystical relationship with a spiritual being, whether this object is a plant or an animal. This term was launched by the Anglo-Irish teacher, translator, and priest James Long (1793-1822) (Cometan, 2019: p. 51).

The poet likens himself to a field of woody shrubs, namely sumac, which he chose precisely because its colors become bright in the fall. He was not content with it but also chose pomme blanche, these are two French words that mean white apples. He wants to say that the happier a person is, the more colorful the world becomes for him.

The poet here recalls the geese and that its symbolism is self-esteem and loftiness, as the poet wants to say that I will remain tall as long as I live. Momaday also wrote a complete poem entitled *Angle of Geese* (1974), and we will analyze some of this poem as well in our research. We notice that the poet frequently invokes this title in his poems and novels because they refer to nature since ancient times.

We see the poet using the wolf animal in his poem, as the poet compares it to himself with persistence and determination, because the wolf is a very strong animal, especially when it is hungry. It does anything to get its food, meaning that it insists on doing whatever it wants. The poet is trying to tell us, through that image, to do what we can to get what we wish for, as I did by conveying the traditions of my tribe through novels, poems, and whatsoever:

I am a deer standing away in the dusk
I am a field of sumac and pomme blanche
I am an angle of geese in the winter sky
I am the hunger of a young wolf
I am the whole dream of these things (Lown & Steinbergh, 1996, p. 15).

In this stanza, the poet wants us to be alive. What he means is that we stand in a good relationship with the earth, because he has a great spiritual relationship with the earth, and he sees its beauty reflected through his calmness and his control over his anger, and this mental clarity he derived from it. This type of poetry is an expression of the deep connection

between man, earth, spirituality, and beauty. The poet emphasizes what he has said by repeating lines in this stanza, this a process called "Refrain":

see, I am alive, I am alive
I stand in good relation to the Gods
I stand in good relation to the earth
I stand in good relation to everything that is beautiful...
You see, I am alive, I am alive (Lown & Steinbergh, 1996, p. 15).

The poem *Angle of Geese* (1974) was written by Momaday, because of his memory of the death of one of his close friends, and also because of his experience going hunting when the goose fell into his arms. We see the poet in this stanza defending his tribe and saying that it is a civilized tribe, and not as some claim by saying that Native Americans are neither civilized nor educated. Here the poet says that he witnessed upon the death of his close friend that the culture of his tribe in grief is very deep and cannot be described in words. And I am more traditional than some of those white Americans who want to distort the image of grief among Native Americans and accuse them of barbaric things such as tearing clothes, cutting hair, etc. Where he says:

Custom intervenes;
We are civil, something more:
more than language means,
The mute presence mulls and marks (Velie, 1991: p. 299).

The poet explains the story of the goose in this stanza, saying that when he was young, he went with his father and his father's friends hunting on the first day of November, and they hunted geese by the river, as his father's friends used to do. The hunters agreed to shoot all of them at the same time, and indeed they did when they saw the geese flying in the sky, but only one goose fell. Scott Momaday picked up this goose that had died and Momaday kept looking at the sky to see the rest of the geese flying, he says that this goose has a family and ancestors as well as I have, so that moment when he watches the geese and thinks for him it was longer as if it were an hour:

And one November
It was longer in the watch,
As if forever,
Of the huge ancestral goose (Velie, 1991: p. 299).

He wanted to make it clear in his poem that this goose that died is a symbol of nature, and he recalled through it the importance of the goose for Native Americans, as it symbolizes sincere love emanating from the depths of the heart. The geese fly in groups in the sky and the poet relates them to his ancestors and his tribe, how they stand shoulder to shoulder with each other, love each other, and help each other, as they work in groups, just like geese that fly in groups in the sky.

In this stanza, the poet talks about his grief for his childhood friend and describes his feelings to us. He says that everything after his separation has become the same, that even the bright colors in life have become pale for him, and that he is pained by the expression of this sadness. He says that it has become a mere margin of comfort after his separation and before he overcomes the shock of his death (Lincoln, 2007, p. 299):

So much symmetry!
Like the pale angle of time
And eternity.
The great shape labored and fell (Velie, 1991: p. 299).

Momaday continues to talk about his childhood friend in the last stanza, saying that he left behind all the high hopes and big dreams that he had, but on the other hand, he got rid of the harm that might have befallen him at a young age. Momaday was remembering his friend that he had a firm view, meaning a look of determination to fulfill his future wishes and that he was fully prepared to achieve them. His friend had no long life because he was still young, but nature preferred to contain him in her arms and take him into the far darkness, which is the grave, for him to return to his mother of origin, which is the earth.

5. Conclusions

It is noticed through research that our poet Scott Momaday frequently uses images related to the land and traditions in his poems, because he wants to strengthen country's attachment to his homeland, so that he wants his people to remember this thing. The traditions of Native Americans and especially his tribe should not be erased from people's memory. The sense of connection between the earth and Native Americans is spiritually linked where they consider the earth is the source of inner peace. This is clearly demonstrated when he says: I stand in good relation to the earth/ I stand in good relation to everything that is beautiful. Notably, animals have many symbols, just as the eagle symbolizes strength, and the horse symbolizes self-confidence. The article concluded that everything in life for Native Americans has a soul, and for them, there is no difference between anything having a soul and humans. Native Americans are interested in animals to give praise to those animals that once upon a time, they united with the native people where they say we are all one, they have a sense of oneness. As we have seen in his famous poem, "*Angle of Geese*" the poet is identified with deer, goose and wolf. The heavily use of these animals give sense of power, wisdom, leadership and the sense of equality between humans and animals for Native Americans.

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EFL SUCCESSFUL LEARNERS' PERCEPTION ON THE USE OF COGNITIVE STRATEGIES IN SPEAKING PERFORMANCE

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Received: 2023-07-25

Accepted: 2023-12-11

Published: 2023-12-29

Abstract

EFL learners adopt various strategies to speak effectively. Cognitive learning strategies assist them to speak easily and comfortably. The aim of this research was to explore the most frequently used cognitive strategies which were employed by the successful learners of the Department of English, Jagannath University, Dhaka, Bangladesh, in their speaking class. In this study, a mixed-methods approach was used to collect the data. The subjects of this research were eighteen (six males and nine females) successful learners. Oxford's (1990) SILL ("Strategy Inventory for Language Learning") questionnaire was employed to collect the data. The interview provided answers to the questions, which was helpful to comprehend the learners' perceptions better and to validate the quantitative data. The completed questionnaires were collected and analyzed descriptively. The result showed that the most frequently used cognitive strategy which the successful learners employed to develop their speaking skills was "I say or write new English words several times" (60%). The next most frequently used strategy was a cognitive strategy "I watch English language TV shows spoken in English or go to movies spoken in English" (46.66%). This was followed by the cognitive strategies "I practice the sounds of English" (40%) and "I find the meaning of an English word by dividing it into parts that I understand" (40%). The data will assist learners, teachers and researchers for the improvement of future teaching-learning processes.

Keywords: *cognitive strategies; success; speaking performance*

1. Introduction

EFL learners adopt various strategies to speak effectively. Cognitive learning strategies assist them to speak easily and comfortably. It is necessary for the language teachers to explore the perceptions of the learners concerning their use of cognitive strategies in speaking performance.

Language learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990: 8). According to Biggs (1988), the objective of cognitive strategies is deep processing and language use. O'Malley and Chamot (1987) maintain that "the cognitive strategies, in which the learners interact with the material to be learned by manipulating in mentally (as making mental images or elaborating on previous

acquired concepts or skill) or physically (as in grouping items to be learned in meaning categories, or taking note on important information to be remembered)". According to Brown (2007), "Cognitive strategies are more limited to specific learning tasks, and they involve more direct manipulation of the learning material itself". Oxford (1990) defines cognitive strategies as strategies employed to make others understood and to produce the language, such as "practicing; receiving and sending messages; analyzing and reasoning; creating structure for input and output". Cognitive strategies are the mental strategies which make learners become autonomous, confident, and proficient speakers.

In order to solve problems of learning, good learners utilize their cognitive faculties. Norah and Daniel (2021) define good language learners as highly motivated who enjoy learning a language. According to McDonough and Shaw, "Success is thought to be based on such factors as checking one's performance in a language, being willing to guess and to 'take risks' with both comprehension and production, seeking out opportunities to practice, developing efficient memorizing strategies, and many others" (2003:56).

2. Literature Review

Speaking is a productive skill. Nation and Newton (2009) maintain that speaking is "a part of work and academic study may include presenting reports or presenting a viewpoint on a particular topic." Channey (1998) states that speaking is a procedure which imparts meaning by employing "verbal and non-verbal symbols" in different situations. Eslami (*n.d.*) found in their study that all cognitive learning strategies were effective, but "Semantic Mapping Strategy and Analyzing the Lexical Items Strategy" contributed most to the students' vocabulary learning. The strategy of dictionary use did not contribute significantly to this research.

Researchers have conducted numerous research to determine the students' perceptions of using cognitive strategies in learning speaking. Alang (2017) showed that cognitive strategies have positive effect on the learners' speaking performance. The students use the following cognitive strategies: "practising, receiving and sending, analyzing and reasoning strategy, and creating structure for input and output." The research conducted by Duanyai et al. (2013) showed that the students' capability to speak English increased at 0.05. The cognitive strategies namely repeating, practicing with sound, recombining, and practicing naturally help teachers to assist the students to develop their speaking skills.

Rahmawati, Akib, & Ilmiah (2021) found in their study that for the development of their speaking performance, almost all students employed cognitive strategies. This also makes them confident. Luqman (2020) conducted a study and the findings indicated that 58.04 % students employed cognitive strategies, and 70 % students practiced to improve their speaking skills. The t-test showed that in speaking, cognitive strategies have a positive impact.

The preference of the cognitive strategies of the high-achiever students of Jagannath University, Dhaka, Bangladesh, has yet to be explored. The result of this study will positively contribute to the development of speaking skills. This might help English teachers to interact with their students while they teach in the classroom, especially in teaching speaking skills.

By knowing these strategies, the students can apply cognitive strategies to enhance their speaking learning process.

The study investigated the following research question: Which cognitive strategies do successful learners of the Department of English, Jagannath University, Dhaka, Bangladesh, employ more frequently to develop their speaking performance?

3. Research Method

3.1 Research Design

The aim of this research was to explore the most frequently used cognitive strategies which were employed by the successful learners of the Department of English, Jagannath University, Dhaka, Bangladesh. In this study, the researcher used a mixed-methods approach to collect the data. A questionnaire was administered and a semi-structured interview was conducted.

3.2 Population

The subjects of this research were eighteen (six males and nine females) successful learners. The criteria of the successful learners were determined by their last semester speaking final examination test scores (above 80%). The research was held in the speaking class.

3.3 Instruments

Oxford's (1990) SILL ("Strategy Inventory for Language Learning") questionnaire was used to collect the data. The researcher distributed the questionnaire among the students in the classroom. She also conducted the interview, which provided answers to the questions. It was helpful to comprehend the learners' perceptions better and to validate the quantitative data. Six students participated in the semi-structured and informal in-depth interview on use of cognitive strategies which the researcher transcribed.

3.4 Data Analysis

The completed questionnaires were collected and analyzed descriptively. The interview data were analyzed by the qualitative procedure.

4. Results and Discussion

4.1 Results

According to the result of the questionnaire, the researcher analyzed that data to find out the most frequently used cognitive strategies.

No.	Cognitive Strategies	1	2	3	4	5
1.	"I say or write new English words several times."	3	0	1	2	9
2.	"I try to talk like native English speakers."	2	0	3	8	2
3.	"I practice the sounds of English."	2	1	1	5	6
4.	"I use the English words I know in different ways."	4	3	1	4	3
5.	"I start conversations in English."	3	0	6	2	4
6.	"I watch English language TV shows spoken in English or go to movies spoken in English."	1	0	5	2	7

7.	"I try to find patterns in English."	5	0	5	0	5
8.	"I find the meaning of an English word by dividing it into parts that I understand."	2	0	4	3	6

Table 1. Cognitive Strategies used by the successful learners to develop their speaking skills

1= "Never or almost never true of me"

2= "Usually not true of me"

3= "Somewhat true of me"

4= "Usually true of me"

5= "Always or almost always true of me"

Table 1 shows the cognitive strategies used by the successful learners. It was found that the most frequently used cognitive strategy which the successful learners employed to develop their speaking skills was "I say or write new English words several times" (60%). The next most frequently used strategy was a cognitive strategy "I watch English language TV shows spoken in English or go to movies spoken in English" (46.66%). This was followed by the cognitive strategies "I practice the sounds of English" (40%) and "I find the meaning of an English word by dividing it into parts that I understand" (40%).

Qualitative Results

The data of the questionnaire was supported by the interview. The quantitative data revealed that the successful learners used specific cognitive strategies more frequently to improve their speaking performance. The most frequently used cognitive strategy was "I say or write new English words several times." During the interview, their expressions were similar.

"Saying or writing continuously helps to keep in memory." (Successful learner 3)

"Repeating several times I can get fluency both in speaking and writing." (Successful learner 1)

"I often write down new English words in my dairy, because it helps to memories and remember for a long time." (Successful learner 6)

The second preferred cognitive strategy was "I watch English language TV shows spoken in English or go to movies spoken in English." The respondents opined in the following way:

"Actually, I love to watch movies. Even English movies' actors' pronunciation, their dress up, get up attracted me very much. In fact English series are really wonderful. For this reason, I watch English language TV shows and movies as much as possible." (Successful learner 5)

"I watch English language TV shows spoken in English or go to movies spoken in SL to speak like a native speaker." (Successful learner 4)

“Yes, I love to do it because it enriches my knowledge of second language.”
(Successful learner 2)

The next preferred cognitive strategies were “I practice the sounds of English” and “I find the meaning of an English word by dividing it into parts that I understand.” 40% of students always or almost always practice the sounds of English. The learners expressed their opinions in the following way:

“When I converse with my friends and teachers, I try to pronounce standard English.” (Successful learner 5)

Another preferred cognitive strategy was “I find the meaning of an English word by dividing it into parts that I understand.” 40% of students always or almost always used this strategy. They opined in the following way:

“It helps me to internalize the word meaning.” (Successful learner 1)

“According to me, this statement is really helpful for me because from my childhood I follow the dividing parts. Actually find the meaning of an SL word by dividing it into parts is really so much necessary for me.”
(Successful learner 3)

“It is a very easy way to learn.” (Successful learner 5)

“It helps me to internalize the word formation.” (Successful learner 6)

The findings of the interview showed that the successful learners preferred these cognitive strategies in achieving speaking proficiency.

4.2 Discussion

Based on the data obtained from the SILL questionnaire, it was found that the most frequently used cognitive strategy was “I say or write new English words several times” (60%). The next most frequently used strategy was cognitive strategy “I watch English language TV shows spoken in English or go to movies spoken in English” (46.66%). This was followed by the cognitive strategies “I practice the sounds of English” (40%) and “I find the meaning of an English word by dividing it into parts that I understand” (40%).

In practising speaking, the successful learners applied the strategy of repetition most frequently. 60% of learners always or almost always preferred cognitive strategy no. 1: “I say or write new English words several times”. Since English is a foreign language, these learners tried to remember a word by uttering the word several times as the word became ingrained in their minds. Whenever they need that specific word during speaking, they can easily recall that very word.

The second most frequently used strategy was cognitive strategy no. 6: “I watch English language TV shows spoken in English or go to movies spoken in English”. 46.66% of good learners opined that they always or almost always used this strategy. Since learners had little opportunity to interact with native speakers, this procedure helped them to listen to the native speakers’ utterances. The learners developed their speaking expertise through

continuous listening input (TV shows, movies), which enhanced their power of comprehension.

40% of high achievers always or almost always practised the sounds of English (cognitive strategy no. 3: "I practice the sounds of English") to develop their speaking proficiency. To learn accurate pronunciation, learners relied on online audio resources. Class teachers assisted in this case. When the teachers pronounced the words accurately, learners imitated and practised easily.

Cognitive strategy no. 8: "I find the meaning of an English word by dividing it into parts that I understand" was always or almost always employed by 40% of proficient learners who took preparation to speak accurately and fluently. They analyzed the parts of an English word to explore its meaning.

Cognitive strategy no. 2: "I try to talk like native English speakers". 26.22 % of high achievers chose cognitive strategy no. 4: "I use the English words I know in different ways" as "Usually true of me". 40% of learners opted for cognitive strategy no. 5: "I start conversations in English" as "Somewhat true of me". 33.3% of students chose cognitive strategy no. 7: "I try to find patterns in English" as "Somewhat true of me".

The interview sessions complemented the quantitative data. The proficient learners have become aware of their use of cognitive strategies.

The findings and discussion presented the kinds of cognitive strategies and their impact on the students' performance. The finding of this research is congruent with Sahar Ahmet (2012) who found that the good learners used cognitive strategies frequently in reading comprehension. Furthermore, this is consistent with the finding obtained by research done by Duanyai et al. (2013), who showed that cognitive strategies are essential for the development of English speaking skills.

5. Conclusion

Based on the findings of this study, it can be concluded that in this study, the successful learners most frequently used the following cognitive strategies: "I say or write new English words several times", "I watch English language TV shows spoken in English or go to movies spoken in English", "I practice the sounds of English" and "I find the meaning of an English word by dividing it into parts that I understand". The data will assist learners, teachers and researchers in improving of future teaching-learning processes. Learners will be more aware of their use of specific cognitive strategies and be autonomous learners. Teachers will be more aware of the curriculum to include appropriate cognitive strategies. The researchers will also be able to explore new horizons of research on the basis of these findings.

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LOOKING AT THE MODEL OF "PERSONAL BRANDING" OF PROPHET YUSUF 'ALAIHISSALAM IN THE QUR'AN BASED ON PETER MONTOYA'S PERSPECTIVE: SEMANTIC ANALYSIS STUDY

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Received: 2023-09-11

Accepted: 2023-11-30

Published: 2023-12-29

Abstract

Highlighting one's own strengths to the general public both directly and indirectly is often termed personal branding. This term is used to build people's positive perception of personal merit. This has been done by the Prophets, one of which is Prophet Yusuf 'alaihissalam as the verses in Surat Yusuf. The purpose of this study is to find out the personal branding model according to Peter Montoya's theory conducted by Prophet Yusuf 'alaihissalam based on Yusuf Verse. Research with this type of qualitative is in the form of library research using content analysis in the form of *Surat Yusuf* in the Qur'an then analyzed descriptively to obtain conclusions. The results of this study show that Prophet Yusuf 'alaihissalam brands himself as a dream taker, and a person who is good at keeping again knowledgeable. To strengthen his personal branding, Allah the Exalted shows many advantages including having a handsome face, justifying the results of his supervision, and making people rank in the Egyptian state at that time. The branding carried out by Prophet Yusuf himself and by Allah through His *kalam* shows according to Peter Montoya's personal branding principles, specialization, leadership, personality, distinctiveness, visibility, unity, persistence, and goodwill.

Keywords: *distinctiveness; goodwill; leadership; persistence; personality; visibility*

1. Introduction

Showing one's superiority to others is sometimes considered arrogant; whereas, every human being has characteristics that distinguish the person from others, one of which is to be easily recognized (Afrilia, 2018). These characteristics do not rule out the possibility to show the advantages possessed or the potential to develop themselves. Currently, highlighting one's strengths is found in many of them, one of which is on social media (Franzia, 2018). Social media can record a person's track to find out the quality of a person (Rahmah, 2021). As a good human being, it is not appropriate to be prejudiced against other people's posts. Just like when someone uploads several medals or certificates of appreciation for achievements obtained through their social media accounts, this could be a strategy for personal branding. Even when applying for a job or scholarship, the interviewer

will ask about his strengths. This is important to convey because it will be a consideration of acceptance or rejection of a person according to the advantages he shows.

Personal branding is done to instill a person's positive point of view towards the general audience (Mandira & Yulia Carey, 2023), can be done directly or indirectly. As one of the 'Nusantara scholars familiarly called Gus Baha' states that expressing signs or pamphlets that read for example "dentist" are important. It can be concluded that the existence of pamphlets is a form of personal branding. In the current era, social media can be used to develop themselves so that it is easy to get a job or scholarship (Nani, Ahluwalia, & Novita, 2021).

In fact, the term personal branding is a reconstruction of self-actualization and has been applied by previous people, including the apostles. The apostle is a messenger given revelation by Allah, the Exalted and is obliged to convey it to his people (2020, العجبي). Doing personal branding for the Apostles is a common thing, considering the task is quite heavy. One of the Apostles and Prophets whose complete story is immortalized in one verse is the one of Prophet Yusuf 'alaihissalam (Zulhelmi, 2022).

Peter Montoya is an author of "*The Personal Branding Phenomenon*," "*The Brand Called You*," and he is the publisher of Personal Branding magazine. He regularly appears as a personal branding commentator on CNN, MSNBC and Fox News. He is an expert in the field of designers, writers, and speakers at workshop seminars (Montoya, 2005). The book entitled *The Personal Branding Phenomenon* contains knowledge about personal branding, the concept of building personal branding, and tips on how to build personal branding (Peter, 2002).

The purpose of this study is to find out how the personal branding model is in accordance with Montoya theories carried out by the Prophet Yusuf 'alaihissalam based on verses in *Surat Yusuf*. The researchers chooses *Surat Yusuf* because of the uniqueness of this verse, which is a surah with a full story that tells the story of Prophet Yusuf 'alaihissalam in full without being repeated in other *surahs* (Pratama, 2017).

Previous research related to this research has been widely conducted. Among them is research on Laudiya Chintya Bella's personal branding through Instagram (Soraya, 2017). The research shows that Laudya Cynthia Bella forms personal branding through features on the Instagram account and used 8 Peter Montoya personal branding concepts. Then a research is conducted by Oryza Devi Salam on personal branding analysis on Instagram by Digital Natives (tech-savvy generation) (Salam, 2020). The study shows that personal branding carried out by digital natives needs to pay attention to eight concepts of personal branding from Peter Montoya's perspective. Research with the object of Yusuf's has been carried out by Ahmad Bahrul Hikam researching the education of children's spiritual intelligence in the family in accordance with Yusuf Verse (Hikam, 2020).

Based on previous studies conducted by the researchers, there has been no research on personal branding with the object of Prophet Yusuf 'alaihissalam according to the verses of the Qur'an in *Surat Yusuf*. For this reason, this research is expected to be able to contribute knowledge about personal branding carried out by Prophet Yusuf 'alaihissalam, and becomes an example, especially for current and future generations, how to build a good personal brand, without bringing down or harming other parties.

2. Literature Review

Branding comes from the word brand, in English it means brand, name, term (Setiana, 2018). Branding does not only apply to a product or place, but also applies to someone (Arjuna, 2019). Personal branding can be interpreted as a process that will make uniqueness in oneself such as skills and personality as advantages that can be highlighted (Srihasnita & Dharmasetiawan, 2018). Personal branding in Indonesia is sometimes used by politicians to show their strengths through campaigns to attract sympathetic people (Romadhan, 2018). It can be concluded, personal branding is how someone shows his strengths both in terms of attitude, ability and skills so that the interlocutor or audiences have a positive view of him.

Peter Montoya in his book *The Personal Branding Phenomenon* writes eight main concepts in personal branding (Peter, 2002), namely:

1. Specialization
Brand focus or what is the most highlighted thing about a person.
2. Leadership
The ability to be a leader or have more leadership spirit so that it deserves to be called a figure who has more advantages than others.
3. Personality
A brand must be built with a good personality
4. Distinctiveness
To be attractive, the brand that is built must have differences with other brands that tend to be the same.
5. Visibility
In building personal branding one must have high consistency and ability to continue to fight despite many obstacles.
6. Unity
A person brands himself in line with prevailing ethics and morals.
7. Persistence
The brand owned is able to adjust to the needs of the times, meaning it continues to grow in terms of quality.
8. Goodwill
The results of branding that is carried out continuously will produce a good name for someone in the future.

3. Research Method

This research is a type of descriptive qualitative research. Data sources in this study consist of primary and secondary data. Primary data are in the forms of the Qur'an, Surat Yusuf, and Peter Montoya's book *Personal Branding Phenomena*. The secondary sources are interpretations, books, articles, other journals related to this discussion. The data are obtained through the content analysis method, namely in the Qur'an Surat Yusuf. The researchers use descriptive analysis techniques, where the data are in the form of verses that have been collected and presented descriptively using semantic analysis and then correlated with Peter Montoya's personal branding theory and conclusions are obtained.

4. Results and Discussion

4.1 Correlation of the story of Prophet Yusuf in the Qur'an with Peter Montoya's personal branding

Prophet Yusuf is the son of Prophet Ya'qub 'alaihissalam (Pratama, 2017). He was born in 1745 BC in the Faddan area under Babylonian rule (Cahyani, 2020). Before the birth of Prophet Yusuf, the Faddan area experienced a long drought. The birth of Prophet Yusuf seemed to bring blessings, namely rain (Khairu, 2015). He was a prophet endowed with a beautiful face with a great intellect. His story is immortalized in the Qur'an which can be used as a lesson for anyone who reads and adheres to it. Included in the is an implied story of how Prophet Yusuf 'alaihissalam has done personal branding so that his name is fragrant until now among Muslims. Here are some data presentations about the personal branding of the prophet Yusuf 'alaihissalam in accordance with the verses in Surat Yusuf:

1. Good-looking face

In his story in the Qur'an, the handsome face of the prophet Yusuf 'alaihissalam actually invites the negative side of the king's wife, Zulaikha. Besides Zulaiha, the love of people who see actually leads to disaster. This is in accordance with the interpretation of Ath Thabari, that Yusuf forbids the two young men who are imprisoned with him to love him. Yusuf does not want his good looks to cause disaster. As Yusuf states to two young men in prison, *"By God, no one loves me, but his love leads to disaster. My aunt, my father, my friend's wife, all love me. But all his love became a disaster for me (Ath-Thabari, 2007)"*.

His good looks make the king's wife named Zulaikha want to invite Yusuf to commit adultery. As Yusuf verse 23 says:

ورأودته التي هو في بيتها عن نفسه وغلقت الأبواب وقالت هيت لك ۖ قال معاذ الله صلى إنه ربي أحسن مثواي صلى

In the above verse, it can be seen that Zulaikha's invitation is not accepted by Yusuf 'alaihissalam. His good looks do not diminish his faith in Allah the Almighty. This shows that the personal branding built by prophet Yusuf 'alaihissalam is not just a personal image, but with a firm stance or truth value that he holds. This is according to the passage of the verse

إنه ربي أحسن مثواي...

"...My Lord has treated me well."

As Ath Thabari's interpretation of the passage suggests, Allah has given Yusuf a good position, glorified, and trusts him, so that Yusuf does not want to betray Him (Ath-Thabari, 2007). In that verse, the author finds that Prophet Yusuf 'alaihissalam rejects Zulaikha's invitation on the basis of faith, and feels it is inappropriate to do such a heinous thing while Allah the Almighty has given good deeds to Yusuf 'alaihissalam. This passage shows the implied personal branding done by the prophet Yusuf 'alaihissalam to the King's wife. Prophet Yusuf 'alaihissalam shows that he has a good personality, obedience to his God.

2. Ability to realize dreams

The ability to interpret the dreams of Prophet Yusuf 'alaihissalam has been immortalized in the Qur'an, as Yusuf Verse 36, when the prophet Yusuf is in prison with two young men. The two men are servants of the King of Egypt (Ath-Thabari, 2007). The first young man serves as a drink waiter named Nabwu, the second one specialized in serving the

king's food named Mujlits (محمد, 2008). The reason is, the two young men tell Yusuf their different dreams, so that Yusuf would fulfill the dreams. It is based on a narration that when the Prophet Yusuf goes to prison and is asked about his work, he replies "*I am a dream taker*" (عطية, 2001). Then the two young men tell him their dreams. The first young man dreams of squeezing wine. Another young man dream of carrying bread over his head, but part of it is eaten by birds.

To prove Yusuf's claim to be the author of a dream, the two young men say according to Verse 36

نبئنا بتأويله....

The answer to the dream interpretation is mentioned in Verse 41 of Yusuf. The young man, who dreams of squeezing wine would later become the king's drinking presenter; while the young man who dreams of carrying bread on his head and some of it is eaten by birds, would die on the cross and his head eaten by birds. In Verse 42, the Prophet Yusuf 'alaihisslaam then asks one of the young men who would later survive and become the king's servant:

اذكرني عند ربك....

The interpretation of this passage is for the young man to tell his king about the condition of Yusuf who is imprisoned in a state of innocence. In that way, Yusuf hopes to be free from prison soon. But because Satan makes the young man forget, Yusuf remains imprisoned for several more years (Ath-Thabari, 2007). Until finally the king has a dream and this is shown in Yusuf Verse of 43.

The king said (to the leading men of his people), "truly I dreamed of seeing seven fat heifers eaten by seven thin heifers and seven green (wheat) and seven dry ones'. O eminent men, 'explain to me the ta'bir of my dream if you can make it a dream."

Ibn Abi Hatim in his *tafsir* explains the king's anxiety towards his dream. The thing that worries the king is that he sees seven fat cows eaten by seven thin cows, seven green and dry grains. Then the king gathers the country's leading men such as fortune tellers, and weavers to interpret his dreams (الرازي, n.d).

Their answer is seen in Verse 44:

They replied, '(They) are empty dreams and sometimes we don't know the ta'bir of those dreams."

Knowing this, the young man who has been imprisoned with Yusuf remembers Yusuf's ability to interpret dreams, and asks the king for permission to take Yusuf to interpret his dreams. With the permission of Allah the Exalted, Yusuf is able to interpret the king's dream as seen in Yusuf Verse of 47:

Yusuf said, "you may plant seven years as usual; then what you reap, let it be bullied except for a little for you to eat."

In the story of the ability to interpret dreams above, the author finds the side of the prophet Yusuf in branding himself as a dream writer. After fulfilling the dream of the two

young men in prison and proving its truth, Prophet Yusuf is entrusted by the king of Egypt and by the power of Allah Almighty, Prophet Yusuf's devotion to the king's dream comes true.

3. A man of rank in his country

After Yusuf is proven innocent, he becomes the king's confidant and has a seat in the Egyptian state at that time. As Yusuf Verse of 54 says:

وقال الملك ائتوني به أستخلصه لنفسي صلى فلما كلمه قال إنك اليوم لدينا مكين أمين
And the king said, 'Bring Yusuf to me, that I may choose him as a man close to me'. So when the king had a conversation with him, he said 'verily you will from this day on become a man of high position again trusted by our side'."

The interpretation of the verse is that when the king finishes a conversation with Yusuf and learns of his innocence in imprisonment, the king is sympathetic to Yusuf. The king makes Yusuf a person of high position and freedom to occupy any position in the government of the Egyptian state (Ath-Thabari, 2007). Based on the interpretation of the verse, the researchers find that prophet Yusuf 'alaihissalam has succeeded in personal branding as someone who is trustworthy not treacherous behind the king; he is also intelligent because he is able to fulfill the dreams. Because of his intelligence and honest nature, Yusuf is trusted by the king of Egypt and given a high position.

In Verse 55, Yusuf brands himself as intelligent and trustworthy.

قال اجعلني على خزائن الأرض صلى إني حفيظ عليم
Yusuf said, 'Make me treasurer of the state (Egypt); verily I am a man of guarding, again of obedience.'"

Abu Ja'far interprets the Verse to mean that Yusuf would take care of something that the king asks him to keep, and Yusuf also has sufficient knowledge of what he should take care of. Yusuf's request to the king to make him treasurer is based on Yusuf's experience on this subject. He is able to maintain things with good calculations, and has good language skills (Ath-Thabari, 2007). Being a treasurer at that time is a very important position in the country, and worthy of the position in line with the position of the king (Andriono, 2018).

After looking at the context of the storyline, the researchers find that the personal branding of prophet Yusuf in the Qur'an is in accordance with the principles of leadership. In Hamka's opinion, the leadership or position obtained by Prophet Yusuf is proactive, because the position obtained is not because of his father's great name, or the help of others (Arifin, 2016). The position is obtained by prophet Yusuf 'alaihissalam because of his intelligence and persistence in seeking the pleasure of Allah *ta'ala*.

4.2 Personal Branding Concept

By the permission of Allah, the Exalted, Prophet Yusuf's persistence pays off, namely reuniting with his family. The brothers who has wronged him repents to God and Yusuf forgives his brothers' improper behavior. Getting to this stage, of course, cannot be separated from the principle of personal branding carried out by prophet Yusuf 'alaihissalam. Based on the exposure of the data above, the author finds the concept possessed by Prophet Yusuf 'alaihissalam so that he succeeds in branding himself as a

successful dream taker and state treasurer. From the concept of personal branding of prophet Yusuf *'alaihissalam* the author synchronizes this with the theory of eight concepts of personal branding of Peter Montoya:

1. Specialization

To build a self-branding, specialization is needed, which is something highlighted by prophet Yusuf *'alaihissalam*. As it is known in Yusuf Verse, that he has a handsome face and is loved by his father Ya'qub *'alaihisslam*, compared to his other brothers (Aisyah, 2021). This leads to the malice of his brothers and finally decide to remove prophet Yusuf *'alaihissalam* from his family. In addition, prophet Yusuf is also an expert in interpreting dreams. The ability to interpret dreams is an advantage given by Allah the Exalted directly, as He says in Yusuf Verse of 21:

ولنعلمه من تأويل الأحاديث

"and that We teach him ta'bir dream."

He shows the ability to win dreams when he is in prison and is asked what his job is. He replies that his job is to interpret dreams. Then the truth of his abilities is proved in the dreams of the two young men in prison, and the dream of the Egyptian king.

2. Leadership

Personal branding in Verse of 55, makes prophet Yusuf *'alaihissalam* known for his leadership.

قال اجعلني على خزائن الأرض ج إني حفيظ عليم

He (Yusuf) said, "ake me treasurer of the land (Egypt); for verily I am a man of guard and knowledge." (Q.S Yusuf: 55)

The position of Prophet Yusuf as treasurer of the Egyptian state at that time, is an important and influential position (Irawan, 2019). The words of Prophet Yusuf in Verse 55 of Yusuf Verse, reflect his worthiness as a leader, namely having the authority to regulate the circulation of state finances by deploying his subordinates and being fully responsible for his duties. To strengthen the personal branding of Prophet Yusuf as a leader, a study states that Prophet Yusuf has a good personality when carrying out his mandate; he is able to master the problems that are or will be faced, and has high motivation (Arifin, 2016). One of them is evidenced by the ability of Prophet Yusuf to prepare food barns in Egypt to face famine, so that no people go hungry when famine comes.

3. Personality

The personality of prophet Yusuf *'alaihissalam* in the Qur'an can be seen in several verses, including in Yusuf Verse of 22,

"And when he was old enough, we gave him wisdom and knowledge. Thus we reward those who do good."

The verse interprets Prophet Yusuf as a good man before Allah the Almighty, so by His grace, Prophet Yusuf is given reason and knowledge.

In addition, the personality of Prophet Yusuf *'alaihissalam* is also reflected in the passage of Yusuf Verse 23 when Yusuf is invited to sleep with Zulaikha

Yusuf said, 'I take refuge in God, so my master has treated me well.'" In that verse, the author finds that prophet Yusuf 'alaihissalam has a good personality, namely piety to Allah (avoiding His prohibitions), and being trustful (not betraying the king behind his back).

4. Difference

The story of Prophet Yusuf 'alaihissalam presented in Surat Yusuf is *ahsanul qashas* or the best story in the Qur'an. This is in accordance with Verse 3 of Yusuf's Verse.

We lack the best stories for you....

"We tell you (Muhammad) the best story"

Narrated *asbabun nuzul* this verse is that the companions ask the messenger of Allah to tell a story about the previous people, then the story of Prophet Yusuf 'alaihissalam comes down as the best story (Shihab, 2002). This makes a difference between the popularity of Prophet Yusuf 'alaihissalam and the story of the previous people. Allah the Almighty presents his story perfectly in one verse, one of which is that it is easy for the reader to remember and to learn lessons from each plot of the story.

5. Visibility or Consistency

Prophet Yusuf continues to call upon him to recognize God even though he is in prison. Prophet Yusuf calls on the two young men who are in prison with him to renounce worshipping various gods. Based on one history, one of these young men is a polytheist (Ath-Thabari, 2007). Prophet Yusuf's attitude is a form of personal branding as the Prophet continues to invite people who are lost to remember Allah the Almighty. In addition, the visible form of personal branding of Prophet Yusuf 'alaihissalam as a dream taker is clear.

6. Unity

Although Prophet Yusuf 'alaihissalam has a charming appearance and liked by many women, he still pays attention to the moral and ethical values that prevail when being invited to sleep with the King's wife. This concept of personal branding is reflected in Verse 23 of Yusuf Verse.

قال معاذ الله صلى إنه ربي أحسن مثواي صلى

Yusuf said, 'I take refuge in Allah, indeed my Lord has treated me well'.

This verse is a form of rejection of Prophet Yusuf when invited to sleep by Zulaiha, the wife of the King of Egypt. This is reflected in the actions of Prophet Yusuf paying attention to moral values as a Servant, so he has to obey His commands and stay away from His prohibitions. The author finds the concept of unity between the attitude of the Prophet Yusuf and his personal branding.

7. Persistence

Personal branding will continue to develop in line with the trend of the times. At a time when the King of Egypt needs a dream interpreter, Prophet Yusuf is able to do so and managed to brand himself so that he eventually becomes the king's confidant and gains a high position in the country. Then when the country experiences a long famine, Prophet Yusuf with his position as treasurer is able to overcome the country's food security so that

there is no famine in Egypt. These two things indicate that the prophet Yusuf has applied the concept of constancy in building personal branding as a prophet as well as a state treasurer.

8. Goodwill

A good personal branding process will produce something positive that can be felt by many people as well. After personal branding is carried out by Prophet Yusuf, the positive results are clearly reflected in the verses of the Qur'an including Yusuf Verse of 54:

And the king said, 'Bring Yusuf to me, that I may choose him as a man close to me'. So when the king had a conversation with him, he said 'verily you will from this day on become a man of high position again trusted by our side'."

Being close to the king and having the freedom to choose the desired position is not necessarily a free radiance. This is the result of good personal branding done by Prophet Yusuf. First, the Prophet Yusuf is able to fulfill the dream of the King of Egypt, though the dream has been considered empty. Then after prophet Yusuf is further traced by the authorities, prophet Yusuf is proven innocent of the past events with the king's wife. This is reflected in Verse 52 of Yusuf:

ذلك ليعلم أني لم أخنه بالغيب وأن الله لا يهدي كيد الخائنين
(Yusuf said), 'such is so that he (Al Aziz) may know that verily I did not betray him behind his back, and that Allah does not favor the deceit of the treacherous.'

This is what makes Prophet Yusuf gain the trust of the king, being a person close to him and having a high position as treasurer of the state at that time. During the time Yusuf has a good plan to face a long famine. He mobilizes the people for mass production of wheat and good food stock management. (Mukti, 2019).

Owing to the famine, every family comes to the palace to ask for food, including the family of Prophet Yusuf 'alaihissalam who formerly tyrannizes him (Zakaria & Nordin, 2021). Here, Prophet Yusuf is able to reunite with his family after years of separation; his brothers who have wronged him have repented to Allah and are forgiven by Prophet Yusuf 'alaihissalam.

5. Conclusion

The term personal branding which has recently been often used among the public has actually existed for a long time and is even enshrined in the Qur'an. Yusuf Verse interprets how Prophet Yusuf 'alaihissalam brands himself as a Prophet who has a handsome face but still believes in Allah the Almighty. The ability to interpret dreams, and his intelligence give him a high position as treasurer of the State of Egypt at that time. The most prominent verse on how the Prophet Yusuf brands himself before the king is Verse 55;

قال اجعلني على خزائن الأرض ٥٥ إني حفيظ عليم
He (Yusuf) said, 'Make me treasurer of the land (Egypt); for verily I am a man of guard and knowledge'" (Q.S Yusuf: 55).

In the process of branding himself, Prophet Yusuf 'alaihissalam is in line with Peter Montoya's personal branding concepts, (1) specialization, being a handsome man and able to interpret dreams, (2) leadership, this is proven in time of famine; he makes a good food stock management for the country, (3) personality, being is pious wherever he is, and walking in the right path, (4) difference, the story of Yusuf is considered the best story in the Qur'an, (5) visibility, in matters of religion, seen in time of being imprisoned, (6) Unity, in matters of personality, paying attention to the ethical and moral values; he rejects the tempting invitation from the queen, (7) constancy, proven to conduct the duties of a treasure in a good way, (8) forgiving, proven to forgive his family members.

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THE NATURALNESS IN THE TRANSLATION OF *GUARDIANS OF GA'HOOLE: THE CAPTURE* NOVEL BY KATHRYN LASKY

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Received: 2023-02-22

Accepted: 2023-06-16

Published: 2023-12-29

Abstract

A research about translation is highly observed because people nowadays are interested in the meaning of the foreign language. In this research, the researcher wants to find out naturalness form in the translation and how much the translation sounds natural to the target reader. The researcher uses English and Indonesian version of *Guardians of Ga'Hoole: The Capture* novel by Kathryn Lasky to obtain the data. The researcher limits the data into the first 3 chapters of the novel. The method that the researcher uses to analyze the data is a qualitative descriptive method which covers the analysis of the source text and the target text. The researcher hopes this research can be useful for people who study translation, especially in the field of naturalness and people who conduct research about naturalness as their additional reference. There are 20 data of naturalness found in the novel and the most data found are sentences amounted to 13 data, then phrase amounted to 4, word 2 data, and the last is clause 1 data. The quality of the naturalness found in the novel is highly natural, 11 data of highly natural and 9 of natural.

Keywords: *naturalness; naturalness quality; translation*

1. Introduction

Translation is the act of transferring meaning from one language into another language. Translation is important for us, because through translation we will be able to understand the meaning of a word from other languages. According to Bassnett (2002), translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted. According to Hendrawati (2017), translation is the process of transferring message or meaning from source language to target language. Translating a source text may not be an easy task if the translators do not know many of the dictions of it. Translating a source text is also difficult if the translators do not know the sentence structure of the source text and the target text. Sometimes, when the translators do a mistake in translating the source text, the readers or other people will be misunderstood in receiving the message of the text. To avoid those events, the translators must master the sentence structure and the dictions of the source text and the target text.

In translating a text, the translators must pay attention to every single word contained in it. If the translators lose even only one word, the meaning and message of the

text will not be conveyed to the readers. The translators must increase their skill in translating texts, so they will be able to translate texts easily. Also, translators must correct themselves if there are mistakes in their translation, so they can improve their skills too. The translators who are able to correct themselves can avoid making mistakes and makes their translation better and more natural.

On this occasion, the researcher wants to analyze the naturalness of *Guardians of Ga'Hoole: The Capture* novel. This novel was written by Kathryn Lasky in 2003, then translated into Indonesian and published in 2010. The researcher wants to find out about naturalness in the form of words, clauses, phrases, and sentences in the target text, also the quality of its translation. Actually, this novel consists of some books that are continued to the next books, but the researcher only takes the first 3 chapters of the first book to be analyzed. Naturalness is the quality of being natural and is not influenced by other aspects. According to Nida in Malmkjaer & Windle (2011), naturalness is in contrast, a translation which attempts to produce a dynamic rather than a formal equivalent in which the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message, will aim at complete naturalness of expression. Larson (1998) states that the reason to test the translation is to make sure that the translation sounds natural. Translators must do naturalness checking by comparing the source text and the target text, also asking people to read their translation or to read it by themselves. The researcher chooses this topic because there are many data of naturalness that are interesting to be analyzed inside the novel. From the naturalness that the researcher analyzes, people know the way to find naturalness data in a text and the form of naturalness. This research is important to be carried out because the researcher thinks that there are still few analyses of naturalness. The researcher also thinks that the book that she uses is seldomly analyzed by other people, especially in Indonesia, so she analyzes them. She wants to prove that although the book that she chooses are kind of kids' novel, there are many analysis that can be conducted through them. The researcher hopes this research will be useful for the readers, especially students of translation or other people who want to increase their knowledge about translation.

2. Literature Review

2.1 Previous Studies

Naturalness is one of the important aspects in translating text. If the translator does not translate it properly, then the result will be awkward. The first literature review about naturalness was conducted by Nur Hasanah Safei and Kisman Salija (2018) entitled *The Naturalness and Accuracy of English Short Story Translation into Indonesian*. They analyzed the naturalness of English short story translation into Indonesian. They also investigated the accuracy of its translation. Safei and Salija used Nida and Taber's theory which stated translating means reproducing in the receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style. They also used the theory of accuracy by Larson which explained that the accuracy test could be done by working on the four methods, such as comparing the translation result with the source text, comparing it once more, making sure that the information of the target text is same as in the source text, and making another comparison of the source text and the target text. Their research method was a descriptive qualitative method that applied to the second-year students of MTsN 1 Makassar in the academic year 2017/2018. The technique that researchers used was the purposive sampling technique by taking one class from twelve

classes. The class that they chose was class VIII-11 which consisted of 40 students. From those students, the researchers collected the data by giving a text entitled *The Proud Lion* that had to be translated and interviewing the students. Their research result showed that 30 students gained scores between 7-8 which means “almost completely successful” in the naturalness and accuracy of the translation, while 10 students gained scores between 5-6 which means “adequate” in the same analysis. This was caused by the wrong dictions and the lack of the meaning that they translated so their translation became unnatural, sounded weird, and inaccurate for the readers.

The second literature review was conducted by Siti Aisyah and Dwi Harjanti (2020) with the title *Naturalness of Translation in J.K. Rowling’s Novel Harry Potter and the Half Blood Prince into Indonesian*. Aisyah and Harjanti analyzed the naturalness of the English novel *Harry Potter and the Half Blood Prince* into Indonesian version. They used Newmark’s theory which stated “translation is natural when it uses common structure or grammar, idioms and words that meets the situation”. They also used a table to measure the criteria for assessing the translation. The table was obtained from Larson with the scale, level, and each criterion. The research method that they used was descriptive qualitative method. They collected the data by a technique named documentation technique which was done by reading the sentences in the source text and in the target text. Then, they chose some of the sentences that contained naturalness point. After that, they compared the data into Indonesian translation and analyzed them using naturalness theory. Their data were taken from *Harry Potter and the Half Blood Prince* novel English version and Indonesian version. Their research result showed that there were four levels of naturalness found in the Indonesian version, such as highly natural were on top of the translation in the amount of 78,1% (171 data), natural in the amount of 15,1% (33 data), less natural in the amount of 5,9% (13 data), and the last is unnatural in the amount of 0,9% (2 data).

2.2 Theory of Naturalness

In this research, the researcher wants to analyze the naturalness in the translation of the first novel of *Guardians of Ga’ Hoole: The Capture*. The researcher uses both English version and Indonesian version as the object of the research. This research applies the theory by Nida’s theory in Malmkjaer & Windle (2011) which stated “In contrast, a translation which attempts to produce a dynamic rather than a formal equivalent in which the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message, will aim at complete naturalness of expression”. Jayantini (2018) also said that “... naturalization is considered as absorption in the Indonesian term establishment guideline, ...”. Wulandari (2018) said “The nature of translation is transferring message from one language called source language into another language or also called as target language. It is not only to transfer meaning, but it also must transfer the message as natural as in source language. The result of translation must be accurate, acceptable and readable in target language.”

Beside those theories, the researcher also uses Larson’s table scale to measure the naturalness of the Indonesian version of *Guardians of Ga’ Hoole: The Capture* novel. The following table is taken from Dewi et.al. (2016) adapted from Larson (1998):

Scale	Level	Criteria
4	Highly Natural	Making sense and can be read naturally (written in ordinary language, common grammar, inserted with the proper idioms and words)

3	Natural	Correct meaning, using appropriate idioms and words, but there are some error in structures.
2	Less Natural	Making sense with minimum unnatural words, grammar, phrase and idiom.
1	Unnatural	Unnatural form, with awkward language, ungrammatical structure, and inappropriate word.

3. Research Method

This research uses a qualitative descriptive method covering the analysis of source text and the target text. The analysis of source text and target text can also be in a form of comparing the source text and the translated text. The source text in this research is English and the target text is Indonesian. In comparing the English source text and the Indonesian target text, the research belongs to the descriptive-analytical study that will employ the descriptive method of exposing the data in line with the topic, namely *Analysis of the Naturalness in the Target Text*. Qualitative method is a procedure or the way to collect and analyze data in the form of words or sentences that can be seen through the habits, acts, or writings of the people. According to Bogdan and Taylor (1975), qualitative method is a procedure of research that produces descriptive data in the form of written or oral words of people and behavior that can be observed. Nawawi (1995) suggests, "A descriptive research is a procedure of problem-solving by describing the subject or the object of the study based on the visible facts." Qualitative method is a method used to analyze something deeply. The purpose of the researcher to use a qualitative method because, with this method, the researcher can describe and explain naturalness in detail to the readers. Therefore, the researcher considers qualitative descriptive method appropriate to analyze and describe data on naturalness contained in *Guardians of Ga'Hoole: The Capture* novel.

The researcher uses *Guardians of Ga'Hoole: The Capture* novel to be analyzed. The researcher uses the first 3 chapters of English version and Indonesian version of the novel. *Guardians of Ga'Hoole: The Capture* is chosen because there are many data of naturalness inside. The storyline of the novel is also interesting to read, so the researcher uses this novel.

4. Result and Discussion

The result shows that there are 20 data of naturalness in the first 3 chapters of the novel *Guardians of Ga'Hoole: The Capture*. There are 20 data of naturalness found in the novel and most of them are in the form of sentence in the amount of 13 data, then phrase in the amount of 4 data, word in the amount of 2 data, and the last is clause in the amount 1 of data. Based on the naturalness scale, there are 11 data of highly natural and 9 data of natural.

Data 1

Source Text	Target Text
So right now Soren was completely alone. (Lasky, Kathryn. <i>Guardians of Ga'Hoole</i> , 2003, p. 16)	Jadi saat ini Soren benar-benar sendiri. (Dewi Wulansari. <i>Guardians of Ga'Hoole</i> , 2010, p. 29)

The word ... **completely** ... in the original text is translated into ... **benar-benar** ... in the target text. If the part of the sentence is translated literally then the translation becomes ... **sama sekali** ... which sound unnatural. That is why the translator has translated that part of the sentence into ... **benar-benar** The form of the translation is a word, same as in the source text. So, the translation is highly natural.

Data 2

Source Text	Target Text
Are you well? Did you break anything? (Lasky, Kathryn. <i>Guardians of Ga'Hoole</i> , 2003, p. 17)	<i>Apakah kau baik-baik saja? Apakah ada yang patah?</i> (T. Dewi Wulansari. <i>Guardians of Ga'Hoole</i> , 2010, p. 31)

Did you break anything? in the original text is translated into **Apakah ada yang patah?** If the sentence is translated literally then the translation becomes **Apa kau memecahkan sesuatu?** which sounds awkward. That is why the translator has translated that part of the sentence into **Apakah ada yang patah?** The form of the source text is interrogative sentence and the form in the target text is also interrogative sentence, but there are some shifts in meaning in the translation although the meaning of the source text is natural and clear. Those shifts in the target text are the word ... **you** ... is not translated in the target text and the form of the target text is not exactly the same as in the source text. So, the translation in the source text is natural.

Data 3

Source Text	Target Text
It was an identical voice. (Lasky, Kathryn. <i>Guardians of Ga'Hoole</i> , 2003, p. 39)	Suaranya sama. (T. Dewi Wulansari. <i>Guardians of Ga'Hoole</i> , 2010, p. 62)

It was an identical voice. in the original text is translated into **Suaranya sama.** If the sentence is translated literally then the translation becomes **Itu adalah sebuah sama suara.** which sounds unnatural in the target text. That is why the translator has translated the sentence into **Suaranya sama.** The form of the source text is a sentence and the form of the target text is also a sentence. However, there is a shifting meaning in the target text that makes the form of the source text and the target text is not the same. The shifting meaning is the words **it**, **was**, and **an** are not translated in the target text, but it makes the translation sounds natural in the target text. So, the translation in the target text is highly natural.

Data 4

Source text	Target Text
It seemed to Soren that as soon as Eglantine ate her first insect she never stopped eating. (Lasky, Kathryn. <i>Guardians of Ga'Hoole</i> , 2003, p. 8)	Soren merasa bahwa Eglantine seperti tidak pernah berhenti makan. (T. Dewi Wulansari. <i>Guardians of Ga'Hoole</i> , 2010, p. 18)

It seemed to Soren that... in the original text is translated into **Soren merasa bahwa...** If the sentence is translated literally then the translation becomes **Itu terlihat untuk Soren bahwa...** which sounds strange and unnatural. That is why the translator has translated the sentence into **Soren merasa bahwa...** . The form of the source text is a clause and the form of the target text is a clause too, but there is a shifting meaning in the target text. The shifting words are **it** and **to** which are not translated in the target text since it is unnecessary to be translated. The meaning of the target text becomes natural although there are some words that are omitted. The translation in the target text sounds highly natural even though there are some words that are not translated by the translator.

Data 5

Source Text	Target Text
It did indeed seem a wonder. (Lasky, Kathryn. <i>Guardians of Ga'Hoole</i> , 2003, p. 2)	Memang peristiwa tersebut tampak mengagumkan. (T. Dewi Wulansari. <i>Guardians of Ga'Hoole</i> , 2010, p. 10)

It did indeed seem a wonder. in the original text is translated into **Memang peristiwa tersebut tampak mengagumkan.** If the sentence is translated literally then the translation becomes *Itu memang terlihat sebuah keajaiban.* which sounds very unnatural and awkward in the target text. That is why the translator has translated the sentence into **Memang peristiwa tersebut tampak mengagumkan.** The form of the source text is a sentence and the form of the target text is a sentence also. Although both of the forms are the same, there are some words placed differently on the target text to make the meaning sounds natural. Those words are **indeed** and **seem**. Beside different placement, there is an additional word **peristiwa** in the target text to make the meaning more natural. Although there are many changes in the target text, it sounds natural and it can be categorized as highly natural in the target text.

5. Conclusion

Based on the result of the analysis of the data, the researcher finds 20 data of naturalness in the first 3 chapters of the novel. Those data are in the form of sentences, phrases, words, and clause. The researcher finds that most of the translations are highly natural even though some of the translations are natural. The researcher uses qualitative descriptive method to analyze the data of naturalness in the novel. The researcher also uses a table to measure the naturalness in the translation of the novel. The result of the analysis shows that the form of the naturalness is sentence in the number of 13 data, phrase 4 data, word 2 data, and clause 1 data. The scale of naturalness shows that 11 data are highly natural and 9 data are natural.

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PHRASAL VERBS IN RICK RIORDAN'S NOVEL *THE HAMMER OF THOR*: A SYNTACTIC ANALYSIS

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Received: 2022-09-09

Accepted: 2023-06-10

Published: 2023-12-29

Abstract

The study about syntax is quite significant because some people may write sentences yet they have no idea the proper structure of grammar. In this study, the writer focuses on syntax which has something to do with phrasal verbs discussed in tree diagram. This study uses *The Hammer of Thor* novel by Rick Riordan as the data source. The objective of the study is to find out kinds of phrasal verbs in *The Hammer of Thor* novel and the meaning of those phrasal verbs. This study used qualitative method. There are 33 phrasal verbs found in the novel as the source of data. Those particles which form the phrasal verbs are *out, up, for, down, about, back, on, off, into, away, through, from, and over*. Based on the data found, the phrasal verbs are different from verb phrases in written form. Furthermore, the tree diagram gives more understanding how phrasal verbs are formed and how to use them syntactically.

Keywords: *linguistics; phrasal verbs; syntax; tree diagram*

1. Introduction

Language is one of the most important aspects in human life, because in daily activities people cannot avoid using language. They communicate each other by using language. Language is also one of tools of communication. According to Hornby (2010), language is the system of communication in speech and writing used by people of a particular country or area. Language is a natural communication tool for people and it is important for them in their daily life. Wijaya and Helmy (2019) also state that language is a system as communication tools built from the customs that are closely related to the place are located. Chomsky (2017) also said, "Language is meaning with sound (or some other externalization, or none); and the concept is richly significant." English is an international language surely has its own structures. The structure is used in classifying the categories and patterns of each word which is formed by phrases, clauses, and sentences. Language is very wide to study. There are types of linguistics such as phonetics, phonology, morphology, semantics, pragmatics, sociolinguistics, and syntax. Everaert (2017) stated, "Language is structured at all levels: phonology (sound structure), morphology (word structure), semantics (meaning structure), and syntax (phrase structure). Syntax is a branch of linguistics which studies about patterning words into phrases, clauses, and sentences." According to Adger & Svenonius (2015), syntax is the cognitive capacity of human beings that allows us to connect linguistic meaning with linguistic form. Robert & Valin (2001) also states that syntax can thus be given the following characterization, taken from Matthews

(1982: 1); the term 'syntax' is from the Ancient Greek *syntaxis*, a verbal noun which literally means 'arrangement' or 'setting out together'. Syntax is the study of the principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has as its goal the construction of a grammar that can be viewed as a device of some sort for producing the sentences of the language under analysis (Chomsky, 2002). According to Council (2016), syntactic categories such as noun and verb into which newly learned words can be assimilated and knowledge of how these categories can be combined into phrases and sentences. Some studies used syntactic analysis to study sentences and their elements (Agajie, 2020a; Agajie, 2020b; Yasmin, Indrawati, and Rahayuni, 2017).

This study discusses the use of phrasal verbs in *The Hammer of Thor* novel. The objective is to analyze phrasal verb because it is interesting to study. In addition, phrasal verb will have different meanings from the natural words. According to Gairns & Redman (2011), phrasal verbs are combinations of words consisting of an adverb or preposition, and some are composed of an adverb plus a preposition. From the statement above, this study tells that phrasal verb is a phrase that consists of verb, adverb and preposition formed to be a phrase. According to Lu & Sun (2017), a phrasal verb is a construction that consists of a verb and an adverbial particle or a morphologically invariable preposition and functions as a single unit lexically and syntactically. Moreover, Lingga (2006) said, "Phrasal verbs is a group of words that has a special meaning in form of phrase there are verb + preposition or verb + adverb or verb + adverb + preposition."

It is done in attempt to give understanding and development of language in literature, especially how to use phrasal verbs properly and how to know phrasal verbs syntactically. Moreover, it is important to know how phrasal verbs are formed. It will affect the language use either in written text or spoken way. The language itself is as a medium of the study to learn such context related to linguistics. Many studies include news articles as their objects of observation (Indarti, 2020; Msuya, 2020; Olugbenga, 2020; Ziyayeva, 2020). The writer provides more explanation of phrasal verbs by giving the tree diagram in order to be more explicitly described.

2. Literature Review

Language is a system of communication which is largely employed by humans to persuade, convince, criticize, inform and influence from one to another either by written or spoken language. It is said that humans have disparate methods to utter their intention or to convey their feelings through a language; therefore, the way humans communicate to deliver information and aim lead to the distinction of the way animals do. It can be said that language has become the basic and essential need for humans to live together as the relation between humans is connected by language (Medina & Saraswati, 2021). The scope of linguistics covers many essential disciplines in producing language. As mentioned beforehand, there are phonology, morphology, semantics, and syntax.

Medina and Saraswati (2021) state that by specifying the meaning into more comprehensive elaboration, this would ease the readers or listeners to understand what aim a speaker or writer intends to present, and how the selective utterance could represent a writer or a speaker's true feeling. This study is mainly focused on analyzing phrasal verbs in semantic perspectives. When humans express their feelings, or give opinion and thought, sometimes, there are specific purposes or intention implied behind the language used, and they are often implicit. It means that not all words and utterance reflect the interpretation

exactly in the dictionaries. Distinguishing types of meaning can be done carefully to fit them into the total composite effect of linguistic communication (Leech as cited by Medina & Saraswati, 2021).

According to the study, it was found different implied meanings and phrasal verbs types in the commencement speech. Regarding the implied meaning, most phrasal verbs are from affective meaning that reflect the true feeling from the speaker and give impact to the listeners, as in this speech Hillary Clinton mostly criticized the government and showed her disappointment and displeasure of the presidential election in 2017. There are 5 of basic meaning types which were used: literal, connotative, affective, social, and thematic. Meanwhile, to figure out what phrasal verbs types produced by Hillary Clinton, the writer used Celce-Murcia and Larsen-Freeman's theory consisting of literal phrasal verbs, aspectual phrasal verbs, and idiomatic phrasal verbs. There are 40 phrasal verbs with the percentage number of 100%, consisting of 10 conceptual, 4 connotative, 16 affective, 7 social, and 3 thematic. It is clear that the most dominant implied meaning of phrasal verbs used by Hillary Clinton was affective since most of her aims were to express her true feeling, anger, displeasure, respect and friendliness where these points could give impact to the audiences. On the other hand, the writer also examined closely the types of phrasal verbs produced by Hillary Clinton in her commencement speech. The writer used the theory from Larsen-Freeman and Celce-Murcia who categorized phrasal verbs into three different categories which are literal phrasal verb, aspectual phrasal verb, and idiomatic phrasal verb. The numbers of data analyzed are similar with the implied meanings which are 40 phrasal verbs with the percentage number of 100%, comprising 17 literal phrasal verbs, 10 aspectual phrasal verbs, and 13 idiomatic phrasal verbs.

3. Research Method

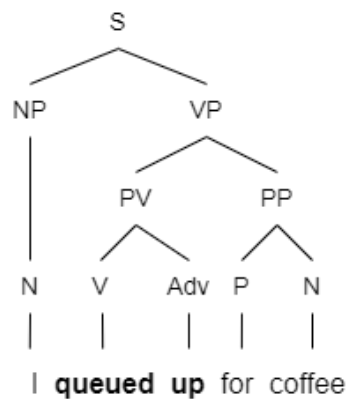
This study used qualitative descriptive method. According to Thomas, Riggs, and Stothart (2013), a qualitative descriptive design is a method considered useful for exploring phenomena which are shared by groups or individuals, in order to discover the meaning and patterns. Qualitative research which produces descriptive data, word or speech and behavior can be observed by the subject itself. In addition, qualitative research begins with assumptions, a worldview, the possible of theoretical lens, and the study of research problems inquiring into the meaning of individual or groups ascribed to a social or human problem (Creswell, Hanson, and Clark: 2007).

The data of this study were taken from *The Hammer of Thor* novel. The techniques of collecting data were conducted by several steps, from reading the novel as the data source to describing the data into tree diagram.

4. Result and Discussion

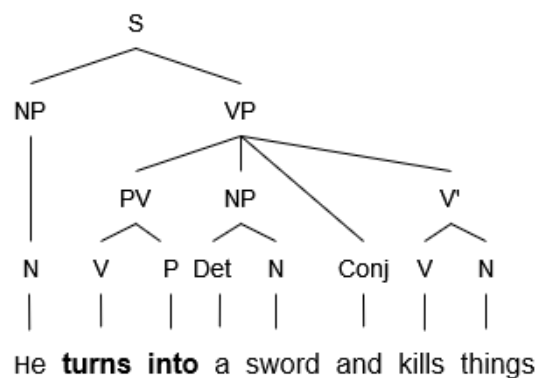
The results show that there are 33 English phrasal verbs taken from the novel of *The Hammer of Thor* from the first 3 chapters. Based on typically of phrasal verbs, there are only two selected types of phrasal verbs; transitive phrasal verbs and intransitive phrasal verbs. The writer finds 21 transitive phrasal verbs and 12 intransitive phrasal verbs.

All together, the writer finds 33 data of English phrasal verbs in the novel of *The Hammer of Thor* by Rick Riordan. The writer analyzes the data by using tree diagram and explains them syntactically. Next, the writer finds the meaning of each phrasal verb. In addition, phrasal verb has many meanings and cannot be translated word by word.



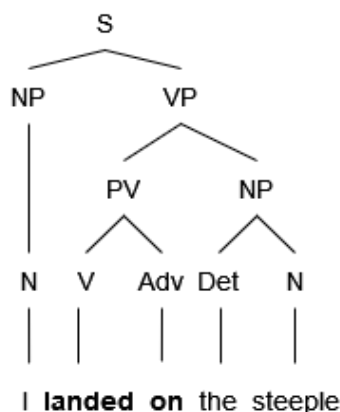
Data 1:

Syntactically, the phrasal verb **queued up** which comes from the phrase queue up consists of two words formed by a verb **queue** and an adverb **up**. These words are categorized as a phrasal verb since it is built from a verb as well as adverb combined to create a new meaning. It belongs to intransitive phrasal verb because it does not have a direct object followed. Semantically, the phrase **queue up** consists of the verb **queue** which means *to wait in a line of people, vehicles, etc.* (Oxford Advanced Learner's Dictionary, Oxford University Press, 2015), and the adverb **up** means *towards or in a higher position* (Oxford Advanced Learner's Dictionary, Oxford University Press, 2015). Therefore, the phrasal verb **queued up** has different meanings. It is to be remembered or recorded in a particular way (Cambridge Dictionary, Cambridge University Press, 2019).



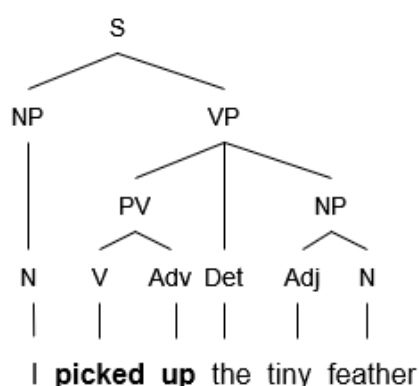
Data 2:

The focus on data 2 is also the phrasal verb which is the first verb of the sentence. The phrasal verb **turns into** which comes from the phrase turn into consists of two words formed by a verb **turn** and a preposition **into**. These words are categorized as a phrasal verb since it is built from a verb and a preposition combined together to create a new meaning. It is a transitive phrasal verb because it has a direct object *a sword* which follows. Semantically, the phrase **turn into** consists of the verb **turn** which means *to move or make something move around a central point*. (Oxford Advanced Learner's Dictionary, Oxford University Press, 2015), and the preposition **into** which means *to a position in or inside something* (Oxford Advanced Learner's Dictionary, Oxford University Press, 2015). Therefore, the phrasal verb **turns into** has its own meaning different from being translated word by word.



Data 3:

The tree diagram above shows that the phrasal verb **landed on** which comes from the phrase land on consists of two words formed by a verb **land** and a preposition **on**. These words are classified as a phrasal verb because it is formed from a verb and a preposition that join one another to create a new meaning. It is a transitive phrasal verb because it has a direct object *the steeple* which follows. Semantically, the phrase **land on** consists of the verb **land** which means *to come down through the air onto the ground or another surface*. (Oxford Advanced Learner's Dictionary, Oxford University Press, 2015), and the preposition **on** which means *in or into a position covering, touching or forming part of a surface* (Oxford Advanced Learner's Dictionary, Oxford University Press, 2015). Therefore, the phrasal verb **landed on** has its own meaning.



Data 4:

Syntactically, the phrasal verb **picked up** which comes from the phrase pick up consists of two words formed by a verb **pick** and an adverb **up**. These words are categorized as a phrasal verb since it is built from a verb as well as an adverb to create a new meaning. It is a transitive phrasal verb because it has a direct object *the tiny feather* which follows. Semantically, the phrase **pick up** consists of the verb **pick** which means *to choose somebody/something from a group of people or things* (Oxford Advanced Learner's Dictionary, Oxford University Press, 2015), and the adverb **up** which means *towards or in a higher position* (Oxford Advanced Learner's Dictionary, Oxford University Press, 2015). Therefore, the phrasal verb **pick up** has its own meaning.

5. Conclusion

Based on the results of the data analysis, there are 33 English phrasal verbs found in the novel as the data source. Those particles which form the phrasal verbs are *out, up, for,*

down, about, back, on, off, into, away, through, from, and over. There are two categories syntactically selected as the main objective, transitive phrasal verb and intransitive phrasal verb. While transitive phrasal verb has a direct object, intransitive phrasal verb does not have a direct object. Those data of phrasal verbs are analyzed by using tree diagram to show how those phrasal verbs are formed and they are explained by defining the meaning of those phrasal verbs. The writer finds 21 transitive phrasal verbs and 12 intransitive phrasal verbs in the novel. The data also show that the difference between phrasal verb and verb phrase in the written form.

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"HOW DO THE BROCHURES SPEAK?" SYSTEMIC FUNCTIONAL LINGUISTICS ANALYSIS IN ONLINE PARENTING BROCHURES

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Received: 2023-07-12

Accepted: 2023-09-25

Published: 2023-12-29

Abstract

Online brochures are one of the preferred choices in describing the advertisement's worth of many linguistic features. 'Parenting' strategies are one of the topics which are discussed in the online brochures. We can find the quotes and problem-solving about 'parenting' spread in cyberspace. Online parenting brochures are made by a personal or community to share that importance. The clause in parenting brochures discourse has a semantic meaning of its speech function. The language of the brochures was examined by using Halliday's theory of Systemic Functional Linguistics (SFL), then it was found that the language in the brochures was formulated interpersonally. The meanings of the clause are developed in any interactive features in exchanging the giving and demanding move of speech function. This research was conducted qualitatively by analyzing 48 clauses in the brochures. It was found that the most commonly used linguistic clause in the brochures was the statement (71%) as a way of giving information to the readers. Then the rest was the command (29%) for the parents or the childminder to be applied in nurturing the children. Besides, multimodal strategies were also used to make the brochures more eye-catching. The semiotics modes used in the brochures were supported by the meaning making of the discourse. The readers were also invited to comprehend the urgent situation of the topic discussed.

Keywords: *interpersonal meaning; multimodal; online parenting brochures; systemic functional linguistic*

1. Introduction

A brochure can be distributed in various ways to share the meaning with others. Not only the design of the brochure that has been delivered, but the brochure also contains linguistic features that will be interesting to be observed. What we can get from the brochure is not only about what topic and description to be said but also about how the message should be said (Santos & Mukminin, 2022). Online brochures are easily accessible and significant nowadays as a communication tool. Many organizations and businesses use brochures as a promotion tool that can be one of the strategies in marketing (Soegotto & Istiqomah, 2019). Non-profit brochures are often found on the internet. They appear as one of the expressions of social community or individuals that care about the situation in the

world. In this research, the writers discuss the selected brochures focused on 'Parenting'. It is one of the special topics to be discussed since most of the time the parents need to consult and have a big talk about nurturing their children at home. So many theories from the expert and also the suggestion from the parenting activist are spread on the online wall in the form of brochures. It is delivered both in long and short kind of messages. There are many cases that should be solved in parenting that would be the nice theme in the parenting such as the language acquisition step of a child (O'Grady, 2005), the child social coordination process (Hoff & Marilyn, 2007), different character, responses, and emotions of a child (Strayer & William, 2004), and the crucial elements in educating a child (Alexander & Sandahl, 2016). All these kinds of essential topic will have distinctive ways when written on the brochures. The interpersonal language strategies when expressing persuasiveness in the brochures will give a significant impact to make the reader aware of the situation of the discourse.

2. Literature Review

In the rules of language, a sentence begins from several words which come from a group of syllables that will form a series of sentences or words that must be continued and coherent by the context of the situation (Kasni, Asrofil, & Asfar, 2022). The situation will be different in what topic we are talking about in the sentence that we can call a clause. The clause as a sentence of course has a specific meaning by the problems it comes from and for whom it will be spoken. The relation between the speaker and listener or reader of a text is interpersonal communication. In this research, the interpersonal meaning found in the brochure is analyzed by using the theory of SFL (Systemic Functional Linguistics: Halliday & Matthiessen (2014)) which would be understood by the readers.

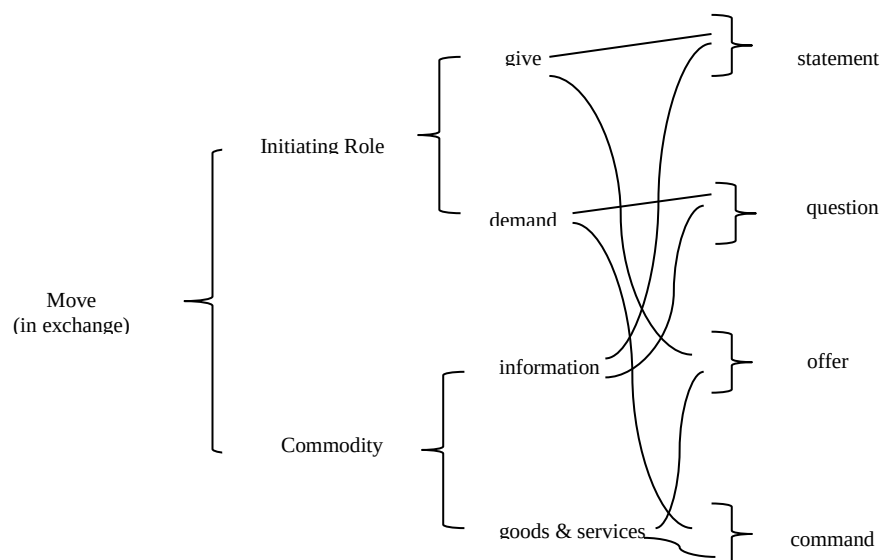


Figure 1. The semantic system of speech function
(Adapted from Halliday & Matthiessen: 2014)

People are producing text in speaking and writing. When the text is produced, we can understand the function of the text according to the context. In the semantic system, speech function is one of the important sides that should be understood to comprehend the meaning of the text. In the context of a brochure, the text of course is designed in specific

purposes to gain the meaning-making by the community or individual making it. The trade that happens in the course among the participants of the course is related to the work of language especially in interpersonal exchange (Syafitri, 2022).

Besides the interpersonal theory in SFL, it is also important to find the multimodal aspect in the design of the text. The multimodal form in the image can be in positive or negative responses in support, participation, and active roles, or rejection, hostility, and hatred (Kasni, Asrofil, & Asfar, 2022). It is also important since Multimodal discourse takes into account the fact that many scholars pay attention to the analysis of the verbal side and only a few try to find the meaning of the non-verbal (Luca, 2020). Without nonverbal languages, our understanding of language (text) will be limited therefore understanding of language (text) should be in "multimodality" as well as to make the complexity of a language become clear (Asfar & Surianti, 2022).

3. Research Method

The research is conducted qualitatively by collecting data, presenting data, analyzing the data, and drawing a conclusion. It is a descriptive qualitative research that explains the experiences from the written or spoken words. This research explores the characteristics of a phenomenon from the text of the brochures. Besides, this research also uses a literature study for discovering theoretical references that are relevant to the problem found. The data are collected, investigated, and described in order to make the clarification of the data which can be more than words (Creswell, 2014). The data are taken from five online brochures about parenting from many sources on the internet. After the data are analyzed, they are described based on the linguistic features used in the brochures. It is needed to take the goal of the brochure aims which is to provide information to the public (Yusuf, 2022). Descriptive phenomenology is a way to identify the particular description of the brochures verbally or visually.

4. Results and Discussion

There are five brochures that are related to how to be parents and how to face the children from the online parenting brochures that become the data in this research. The pictures below show that the style of the writing is quite similar which is in the points or in a kind of quotes. The descriptions in the text of the discourse show that they are empowered by a theory of how the readers can engage and interpret the text.





4.1. Linguistics Features

Interpersonally the clauses are grouped based on the speech function in the process of making meaning. It is important since language is the constituent structure that makes sense and functions in context (Halliday & Matthiessen, 2014). Giving or demanding goods & services or information is put in the table below:

Commodity exchanged

Role in exchange	Information
(i) giving	'statement' 1. You are worthy of all good things in life. 2. You are a wonderful listener. 3. You have kindness in your heart. 4. You are the light of my life. 5. You have no limits on what you can accomplish. 6. You are truly amazing. 7. You have a unique imagination that allows you to see things other cannot. 8. You care for others deeply. 9. You make my heart so happy when you ____ (fill in action) 10. You handled that situation very bravely. 11. You are born to do great things. 12. I am proud to call you my child. 13. You are a fast learner at ____ (fill in task) 14. I love how generous you are to others, even when it is difficult. 15. I love hearing your voice. 16. I will always believe in you. 17. I can't imagine my life without you. 18. I enjoy hearing your thoughts. 19. You make others smile.

	20. I will always be there for you. 21. You solve problems creatively. 22. No one controls who you are but you. 23. You encourage me to keep learning new things along with you. 24. Your hugs make my heart happy. 25. I love you to the moon and back. 26. We are thankful God gave us you. 27. Happiness is a choice and you choose it every day. 28. I am proud of who you are. 29. You are and always will be beautiful/handsome. 30. Most parenting today is dysfunctional. 31. The reason is that most parents today still see their child as something that 'belongs' to them. 32. They see their child rather like a ball of clay to mould into what they would like the child to become, which is really often about their own best interests rather than the child's.
Role in exchange	goods-&-services
(ii) demanding	'command' 1. Make sure they are not hungry 2. Take them out of the house; even if they're in pyjamas. 3. Involve them in what you are doing 4. If the weather's good, take them outdoors. 5. Have a small new toy on hand or rotate toys to keep them feeling new. 6. Call on old friend of yours. 7. Do a sensory activity. 8. Become a detective; decipher what calms your child. 9. You change the mood for them. 10. Come down to their level and talk to them. 11. Always do what is right, no matter the consequences. 12. Don't worry that children never listen to you. 13. Worry that they are always watching you. 14. To be in your children's memories tomorrow, you have to be in their lives today.

In this kind of text, only two kinds of speech function are found as a form of language features in the parenting brochures, those are statements and commands. On the other side, question and offer are not found. The question demands information and the offer gives goods or service. These two kinds of speech action of course have a special role in the exchanging process of a language. The statement and command on the other hand, also have a more powerful judgment that can be more strict to be followed by the parents. It can be, because of these reasons, we rarely find the kind of speech function.

In the mood element of the clauses we can see that English is very rich of the grammatical variation. It is expressed typically by the structure in the discourse. It is found

that the subject and finite operator are found as the part of a verbal group. The finite element can show the kind of the tenses or modality.

You	are	Worthy of all good things in life.
You	have no	Limits on what you can accomplish.
I	am	Proud of who you are.
Subject	Finite	Residue
Mood		

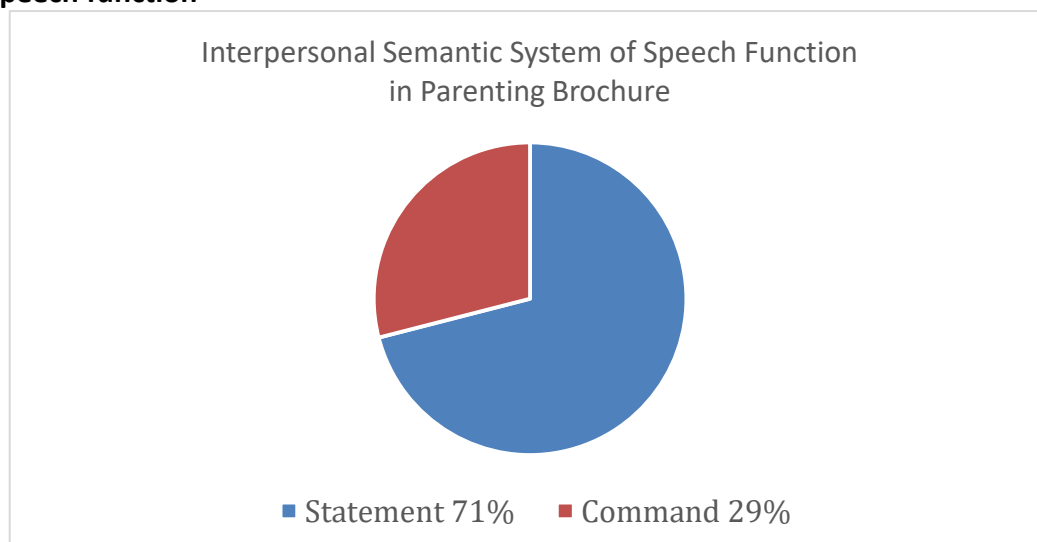
The tense or modality used is related to its temporal operators. When the message of the text is to act and say something to the child by the parents, it is normally and suggested to use the present tense and positive polarity. In other case, when the parents are suggested by the clause in the discourse it can be formed in the negative polarity to make the parents feel that there is something incorrect.

Polarity	Present	Operators
Positive	- You are the light of my life. - I am proud to call you my child. - Most parenting today is dysfunctional.	Are, am, is.
Negative	- Make sure they are not hungry - Don't worry that children never listen to you	Are not, don't.

The brochures are also enriched by Modal operators, those are can, will, and have to. It also fulfills the class of the low, medium, and high classes. This kind of modal is used to interact with the children and build the self-confidence of the child after facing his/her mom or dad.

	Low	Medium	High
Positive	What you <u>can</u> accomplish	I <u>will</u> always believe in you.	You <u>have to</u> be in their lives today
Negative	I <u>can't</u> imagine my life without you.	-	-

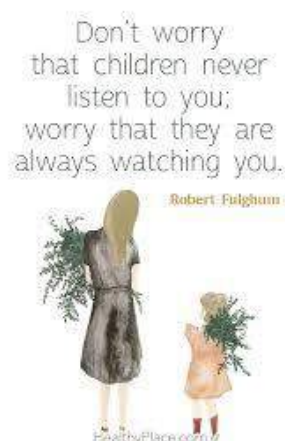
4.2 Speech function



The verbal process happens in the statement as one of the fundamental role in speech function (a) giving and (b) demanding (Halliday & Matthiessen, 2014). This is seen from the percentage that in the interpersonal analysis of the brochure in the parenting theme, it is found that the statement clauses are very dominant in the text (71%). It shows how the clause takes the function to share the information for the reader. In the clause as an exchange of the statement as the representation, the speaker (who is making the information by individual or community to the text) does not only want to share the clauses by himself/herself but, he/she is also requiring the responses of the reader. In this case, the response can be the same argument or the following action by the explanation in the text. Furthermore, the information is given through the verbal form by carrying out a command (29%) that the reader can refuse to answer or provide the good or service demanded. It shows that this two kinds of speech functions are supporting the persuasiveness of the brochures as anon-profit text but a humanitarian appeal. Both of these Interpersonal Semantic System of Speech Functions could be inferred from the verbal process and should not be misinterpreted because this is important for the parental role towards the children.

4.3 Multimodal

It is crucial not only to designate the speech function as the primary focus of the study but also to delve into the significance of multimodality as a supported framework within the realm of semiotic meanings. It is intended to qualify the description of the multimodal that will need to be conscious of the meaning-making process (Kress and Van Leeuwen, 2010). We can compare the brochures with the other media as a discourse that articulates the modes other than speech or writing. In the multimodal articulation of the picture in the brochure, it is seen that it has two forms that is forms of aesthetics and forms of practice. To complete the understanding of speech function, multimodal analysis will help us to maintain the meaning by exploring the meaning of the visual terms that is used in the brochures. We can see from the brochures below:



Let us look now in more details that both of the brochures show that the pictures are a kind of social action in semiotics. We can see that the pictures are transformative actions of individuals. The first picture shows that there is a mother with her daughter standing together, how the picture tells us that the mother is giving the example and the daughter follows what to do. It is a kind of social action that is related to the statement in the

brochures that implies we should worry that the children will always watch what we are doing as a parent. Then, the second picture also indirectly tells the readers to see what the effect is as a center point in the brochure for the children. The pointed fingers picture refers to the parents that are authoritative to the child which can make them sad or depressed while the children also have the right to say or do something happily with the parent's guidance.

Besides, the coloring of the pictures does not show a sharp contrast. The picture has a white background with a smooth color of the individuals in. It seems that the picture maker wants to show a simple example of the real-life parenting issues that usually happen between parents and children. The focus is not on the pictures like the profit brochures that need to make the picture to be more eye-catching by color. What is important here is the picture is saying something to the audience even if there is no explanation followed. The image, on the particular point of view, can be in the form of positive responses in support, participation, active roles, and other positive actions (Kasni, 2022). The brochure comes to provide information to the public (Yusuf, 2022) to be an interesting topic focused on the written information about the signs in language.

5. Conclusion

Brochures play a crucial role in information exchange, particularly in the digital era, where numerous individuals, organizations, and institutions utilize them to disseminate information. The way in giving information by using picture through brochures is needed to make the information become effective and attractive just in one click. The clauses sharing in brochures show that the meaning making process as the interpersonal strategies is mostly dominated in statement. The statement is used as the representation of a clause, as an exchange communication to deliver the information (Halliday & Matthiessen, 2014). Besides, the use of pronoun is also analyzed in the discourse of parenting brochures and it is seen that 'you' is used frequently in addressing the parents as a reader and 'I' when the brochures gives the tricks for the parents in saying something to their children. The meaning which is formed in the brochures is not put in random. All of the clauses are put together by the pictures to build the understanding of the readers. Affirmative sentences are considerate to stress the message.

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PERSON DEIXIS USED IN *THE PURSUIT OF HAPPYNESS* MOVIE

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Received: 2023-11-20

Accepted: 2023-11-30

Published: 2023-12-29

Abstract

Deixis plays a crucial role in language by pointing or referring to specific people, places, or times. The study specifically focuses on personal deixis, which is essential for effective communication in daily conversations, as it helps avoiding misunderstandings regarding references made by the speaker. The objective of this study is to analyze the types of deixis present in the movie *The Pursuit of Happyness*. This research employs a descriptive qualitative analysis methodology. The collected data for analysis adheres to thematic analysis, a qualitative approach centered on recognizing, scrutinizing, and interpreting data. The findings of this research reveal numerous instances of deixis in the movie. Among the 898 instances of personal deixis identified, singular first-person deixis accounts for 180 occurrences, plural first-person deixis 107 instances, singular second-person deixis 375, singular third-person deixis 195, and plural third-person deixis 33. This study contributes to the understanding of deixis in movie discourse and provides insights into the pragmatic use of language in the movie. It enhances our knowledge of how deixis functions within a specific cinematic context and highlights the significance of personal deixis in shaping effective communication. The findings can be valuable for linguistic analysis, film studies, and contribute to the broader understanding of deixis in various forms of media.

Keywords: *deixis; person plural; person singular; pronoun*

1. Introduction

Deixis is a linguistic term that explains the relationship between language and context in which events occur in a particular language. The complete meaning of a language process can be easily understood if the underlying language conditions are known, such as who, where and when the language process takes place. If those are not known well, misunderstandings between the speaker and the hearer or the text and its reader may occur, or the meaning understood will be different from the actual meaning. This understanding is very dependent on the relationship between the word and its references or contexts. Context plays a vital role for human in comprehending the meaning behind language expressions. Therefore, in order to avoid confusion or misunderstanding when referring to subject or other elements within a context, it is important to familiarize oneself with deixis.

People would not realize the fact that they find deixis in their daily conversation. 'Deixis' is a technical term derived from the Greek word "pointing" through language (Yule, 1996:9). There are such markers that take certain components of their meaning from the

situation of the utterance in which it is employed to explore the speaker's message. According to Yule (1996: 9), these markers are known as deictic expressions and are also sometimes referred to as indexical expressions. The word "deictic expressions" refers to the relationship among geography, people, and time. Deictic does not derive from English; rather, it derives from the Greek term "deiknynai", which means "to show." They also have a similar connotation to "Deixis," which is used in pragmatics and linguistics to simply refer to a word. They also have a similar connotation to the term "Deixis," which is used in pragmatics and linguistics to refer to a word expression and a process that is understood to rely on the utterance context itself.

According to Levinson (1983), deixis is an essential topic of research in pragmatics, semantics, and linguistics since it reveals the link between reflected language and context. A deictic expression is a word or phrase that relates to the time, place, or circumstance in which a speaker is speaking (for example, this, that, these, those, now, then, here). Deixis is expressed in English using personal pronouns, demonstratives, adverbs, and tense. Deixis arises when contextual information is required to grasp the meaning of individual words and phrases in an utterance. Deictic words and phrases require context to provide meaning. According to Levinson (1983), contextual information is knowledge about the speaker, recipient, time, and place of an event.

Deixis can be divided into five major categories: person, spatial, temporal, discourse, and social deixis. Yule (1996) defines person deixis as a three-part division indicated by pronouns for first person (I), second person (you), and third person (he, she, it). In face-to-face contacts, the people to whom I and you refer are constantly changing as the interactants switch roles during the conversation. According to Levinson, spatial or place deixis refers to the specification of places relative to anchorage points in a speech event. The importance of locational specifications in general can be assessed by the fact that there appear to be two primary ways of referring to objects: describing or identifying them or locating them. The third type of deixis indicates temporal implications such as now and then. Temporal deixis is similar to all facets of deixis in that it makes final reference to participant-role. As a first approximation, it can be defined as "the time when the speaker produces the utterance containing now." Levinson states that discourse deixis focuses on the employment of terms inside a given speech to refer to some portion of the discourse that covers that utterance. A number of alternative ways in which an utterance indicates its relationship to a surrounding text can be included in this category. For example, utterance-initial appears to indicate that the utterance contains it and is addressed to one or more steps back rather than the immediately preceding discourse. He further explains that social deixis refers to the aspects of linguistic structure that incorporate participants' social identities, social affiliations, or the relationships between one of them and the persons or entities signified. There are other facets of language usage that include these relationships, but they are only applicable to the topic at hand if they are grammaticalized. Pronouns and titles of address are two examples (Levinson, 1983).

2. Literature Review

Deixis is crucial in conveying emotions and amplifying the impact of specific scenes. Failure to comprehend deixis may limit our ability to engage emotionally with the characters. Furthermore, deixis contributes to narrative coherence by leading us through transitions and connecting various scenes. Without deixis, the narrative may appear fragmented or disjointed, making it difficult to follow the plot and piece together the events. As a result,

understanding the deictic terms employed in the film is critical to completely comprehending the plot and appreciating its intended meaning.

The phenomenon of deixis has been dealt with by a number of scholars and linguists from various approaches and perspectives in different languages and genres. Many researchers have analyzed deixis in a lot of kinds of texts, such as, speech, newspapers' articles, song lyrics, novels, teachers' talks, students' talks, and other area of language expressions. Syafryadin et al. (2021) investigated the deixis types and reference types in Jakarta Post. They found that all types of dexis were found in Jakarta Post, person, spatial, time, discourse and social: in detail, 300 words of person deixis, 140 Spatial deixis, 90 time deixis, 30 social and 15 discouse deixis. The dominant type was person deixis. They also found that the dominant reference was anaphoric reference, and concluded that most of authors in Jakarta Post used person deixis and anaphoric reference to give clear information about the written text. Vrika et al. (2022) found some kinds of the deictic expression in the "Advantage #4: Meaningful engagement" text in The Jakarta Post E-PAPER. The person deixis that was involved were "us, Indonesian students, it, the students, your malnourished children, you, themselves, them". The time deixis was "in 1998, last year, evening". The place deixis that was involved in this text were "there, high school, the school, university, Trisakti University, Hotel Indonesia traffic circle, and the Presidential Palace". Discourse deixis that was involved in this text was "there, it, and that", and also the social deixis that was involved was "the president".

Saputra et al. (2022) found three types of personal deixis in the film *Transformer: Revenge of the Fallen* based on the utterances performed by the characters; they were first-person deixis, I, we, us, me, our, I'm, second-person deixis, you, your, third-person deixis, they, it, he, them. Alkhawaldeh (2022) found that those three deictic types were relatively common in the language of the respective corpus with the personal type being predominant; deictically pointing to different referents whose interpretation was sensitive to the context in which they occurred. As an affectively powerful tool in the corpus, the preachers utilized deixis to serve a wide variety of functions on the discourse and pragmatic levels. In the corpus, deictic expressions worked as a discourse strategy to persuade the listeners by drawing their attention and engaging them in the message of the sermon and to signal and organize the flow of information in the ongoing discourse. They also served to enhance togetherness, intimacy, and politeness between the preachers and their audience. This study was hoped to present a good basis for further linguistic investigation of deixis in other languages and religions to illuminate how deictics worked in sermonic discourse.

Saffah and Al-Hindawi (2021) tried to present a thorough review of the topic in question from a pragmatic perspective, enhancing its different categories, functions, and shedding some light on its relation to the phenomenon of indexicality. They attempts to bridge the gap in the literature through answering: What were the categories of deixis? What was the role of context in interpreting deixis? And what was the relation between deixis and indexicality? Their survey eventually revealed that deixis had to do with the context and the speaker's communicative intention. Hidayati, et al. (2022) discovered deixis and error analysis in student writing. There were kind deixis of stories in narrative text that students wrote like temporal deixis, person deixis, spatial deixis, social deixis, and deixis discourse. For the error analysis there were ommission, addition, misinformation and misordering. Puteri et al. (2022) found that there were 117 deixis terms found in the World Travel Magazine article, divided into five types of deixis found in that article, including 40 terms of personal deixis, 21 terms of time deixis, 1 term of place deixis, 51

terms of discourse deixis and 4 terms of social deixis. Panggabean and Khatimah (2022) found that there were five types of deixis found in the novel *The Kite Runner* by Khaled Hosseini, those were: person deixis, place deixis, time deixis, discourse deixis, and social deixis.

The current study intends to analyze the deixis categories in the movie *The Pursuit of Happyness*, with a particular emphasis on personal deixis. It relates to how characters in the movie utilize words to refer to themselves or others. Understanding how characters connect, develop relationships, and transmit meaning through language would be aided by analyzing deixis in the movie. It elucidates the interactions, contextual allusions, and underlying messages transmitted. Deixis analysis also shows complexities in conversation, improves understanding of character motivations, and reveals the director's movie choices. Overall, it increases appreciation and comprehension of the dialogue and characters in the movie. Deixis is vital to research since it can be used to reference and strengthen the readers' understanding of the movie.

3. Research Method

Descriptive qualitative research was utilized as a way to describe the findings of this study as they were discovered without any alteration. Because language studies are classified as social science, this phenomenon typically employs qualitative as an approach to investigate broad issues. As a result, because the data for this study came from the text of a movie that was not statistically examined, the descriptive qualitative design was adopted. The data were the written text or movie script of Gabrielle Muccino's movie *The Pursuit of Happyness*, which was first published in 2006 and was acquired via documentary techniques. Thematic analysis was used to analyze the data. Thematic analysis is a qualitative data analysis that focuses on identifying, analyzing, and interpreting data. In general, thematic analysis consists of six steps. The first step is familiarization, which requires a researcher to be familiar with the data from the script. The second is that coding which is required to identify the deixis in the movie. The third step, producing themes, requires the researcher to select a topic which deals with deixis types. The fourth step, establishing and naming themes, is critical for labeling. The fifth stage, writing up, is critical to complete since it is here that the researcher writes the deixis analysis that was detected and classed in *the Pursuit of Happyness* movie (Heigham and Crocker, 2009).

4. Results and Discussion

4.1 Results

In *The Pursuit of Happyness* movie directed by Gabrielle Muccino, there were 898 person deixis found. These data were analyzed using Levinson's theory (1983) as shown in the following.

Types of Person Deixis		Pronouns	Frequency
First Person	Singular	I	159
		my	13
		me	8
		myself	2
	Plural	we	86
		our	16
		us	6

Second Person	Singular	you	322
		your	50
		yourself	4
Third Person	Singular	he	14
		him	25
		his	59
		she	6
		her	22
		it	73
	Plural	they	11
		them	21
themselves		1	
Total			898

Table 1. Person Deixis Occurrence in *The Pursuit of Happyness* Movie

Those data can be analyzed as follows:

a. First Person Singular: *I, my*

Christopher: *"I think I should make a list!"*

Mr. Gardner: *What do you mean?*

Mr. Gardner: *For my birthday gifts?*

Christopher: *Yeah.*

In the short dialogue, there is a pronoun *I* which is a deictic term as it depends on the context and refers to the specific individual who is speaking (Christopher). It represents the speaker's personal perspective and involvement in the action being discussed. There is also other pronoun *my* which refers to Gardner's birthday gifts being discussed. Personal deixis in this conversation is used to establish the perspective and ownership of certain actions and objects. The pronouns *I* and *my* contribute to understanding the specific individuals involved and their relation to the discussed topics.

Mr. Charlie: *I got painters coming in.*

Mr. Gardner: *All right, look. I need more time.*

Mr. Charlie: *No*

Mr. Gardner: *"Alright, I will paint it myself."*

The personal deixis in the above conversation is the pronoun *I*, which refers to Mr. Charlie, indicating that he is the one who has painters coming in. The interpretation of *I* depends on the identity of the speaker. In the short conversation, there is also a pronoun *myself* which is a reflexive pronoun and also falls under personal deixis. It emphasizes that the speaker intends to perform the action of painting without external assistance. The inclusion of *myself* highlights the speaker's personal involvement and autonomy in the task.

b. First person plural: *we*

Christopher: *Can we go to the park today, after?*

Mr. Gardner: *How you doing in here, man?*

Mr. Gardner: *Okay.*

Mr. Gardner: *No, I gotta go to Oakland.*

The pronoun *we* is a personal deixis that refers to the speaker who is more than one individual. *We* signifies a group that includes the speaker. The specific referent of *we* depends on the context and the identities of the individuals involved. The personal deixis aspect here is the inclusion of the speaker as part of the group planning to go to the park (based on the context *we* refers to Mr. Gardner and Christopher).

Linda: *Just sell what's in your contract.*

Linda: *Get us out of that business.*

Mr. Gardner: *Linda, that is what I am trying to do.*

The pronoun *us* is a personal deixis term that refers to the speaker and one or more individuals. *Us* signifies a group that includes the speaker. The specific referents of *us* based on the context and the identities of the individuals involved are Linda's family. The personal deixis aspect here is the inclusion of the speaker and others in the request to be taken out of the business. In this sentence, the deixis revolves around the speaker's perspective, his desire for action (get), the inclusion of himself and others (*us*), and the specific business they want to be removed from (*that business*). By analyzing these deictic terms, it gains insights into Linda's intention and her request for Mr. Gardner to take action to remove them from a specific business.

c. Second Person singular

Mr. Johnson: *"You have done a fantastic job. Chris, I mean that. Take care of yourself."*

Mr. Gardner: *Yes, Mr. Johnson.*

In the conversation, the pronoun *you* is a personal deixis that refers to the person being addressed. In this case, it refers to Chris, the person being spoken to. It reflects the speaker's direct address to the individual. The reflexive pronoun *yourself* refers to Chris Gardner, the sentence *take care of yourself* is an instruction or advice given to Chris. It signifies the speaker's concern for Chris' well-being and emphasizes the importance of self-care.

In this dialogue, the deixis revolves around the direct address to Chris, the recognition of his accomplishments, the evaluation of his work, the use of his name, and the concern for his well-being. By analyzing these deictic terms, it gains insights into the speaker's appreciation of Chris's work and their sincere advice for his self-care.

Christopher: *Hoss Cartwright on Bonanza*

Mr. Gardner: *"How do you know Bonanza."*

Christopher: *"We watch it at Mrs. Chu's."*

Mr. Gardner: *You watch Bonanza at daycare?*

Christopher: *Yeah.*

The word *you* is a personal deixis term that refers to Christopher (the person being addressed). In this context, it reflects the speaker's direct address to the individual (Christopher). The use of *you* creates a direct and specific reference to the person being spoken to, indicating that the speaker (Mr. Gardner) is addressing him directly. The pronoun concerned establishes a personal connection between the speaker and the person being addressed. It serves as a linguistic tool to establish a communicative relationship between the speaker and the addressee. In the sentence *You watch Bonanza at daycare?* the personal

deixis *you* is used in the sentence to refer to the person being addressed. It indicates the person who is speaking to or referring to. The interpretation of *you* depends on the context of the conversation and the identity of the person being addressed (Christopher).

d. Third person singular

Mr. Twistle: *Hello? Chris?*

Mr. Gardner: *Go ahead. I have one.*

Mr. Twistle: *Write this number down so you can call my secretary, Janice.*

Jay Twistle: *"She can give you all the specifics."*

She, in the conversation above, is a personal deixis that refers to Janice, a specific female. It indicates that there is someone talked in the conversation who possesses the information being referred to. The personal deixis aspect here is the speaker's reference to a particular person who has the knowledge. In this dialogue, the deixis revolves around the speaker's reference to a specific person (*she*) who has the information about the phone number based on movie, the ability of that person to provide the specifics, the direct address to the addressee (*you*/Mr. Gardner), and the emphasis on detailed information.

Mr. Gardner: *"It is not a time machine."*

Christopher: *The guy said it was a time machine.*

Mr. Gardner: *It's not a time machine. He was wrong.*

Christopher: *What guy?*

The pronoun *it*, in the sentence *It is not a time machine*, is a personal deixis that refers to an object or thing. In this context, *it* refers to something that has been mentioned before or is known within the conversation. The deixis aspect here is the speaker's reference to a specific object, *a time machine*. The noun phrase *a time machine* refers to a device or mechanism that allows for time travel. It represents a specific concept or idea known within the context of the movie.

In *The guy said it was a time machine*, the pronoun *it* is a personal deixis that refers to an object or thing. In this context, *it* refers to something that has been mentioned or is known within the conversation. The deixis aspect here is the speaker's reference to a 'portable bone scanner'. In the recent paragraph, the demonstrative deixis with *it* is used to refer to a previously mentioned or understood object or concept, implying that the referred thing is not a time machine (it is portable bone scanner).

The personal deixis with *he* is used to refer to a specific person who was wrong in some aspect that talking about 'bone scanner is a time machine'. The understanding of these deixis relies on the context of the conversation and the shared knowledge between the speaker and the listener.

e. Third person plural

Mr. Gardner: *But I need it back for Monday.*

Stockbroker: *Feed the meter*

Mr. Gardner: *They all looked so damn happy to me.*

Mr. Gardner: *Why couldn't I look like that?*

In the statement 'They all looked so damn happy to me', there is a third personal plural deixis. The third personal plural deixis that is found in the text above is *They*. This type

of personal deixis refers to the ‘Stockbroker’ that is not in the text of sentences above but that was found in context of the movie *The Pursuit of Happyness*.

4.2 Discussion

The investigation of person deixis in the movie *The Pursuit of Happyness* directed by Gabrielle Muccino revealed 898 personal pronouns which can be classified as several types of deixis, including first person singular: *I, my, me, myself*, and first-person plural: *we, our, us*, second person singular: *you, your, yourself*, and third person singular: *he, him, his, she, her, it*, and third-person plural: *they, them, themselves*. The first-person singular deixis occurred 182 times, the first-person plural deixis occurred 108 times, the second person singular deixis occurred 378 times, the third person singular deixis occurred 199 times, and the third person plural deixis occurred 33 times. The frequency of presence of person deixis revealed that the second-person singular and third-person singular were the most prevalent, respectively. This means that the person deixis that is most dominantly used in the film has a point of view that refers to a person or group of people addressed by the writer or speaker. The second-person deixis refers to a person or people that a speaker or writer is addressing. A second-person pronoun does not refer to the speaker/writer themselves nor does it refer to other people that a speaker/writer is not directly addressing. The person deixis concerned are commonly used to give another person or people commands, directions, or advice. Usually, someone is talking to/texting/calling/ emailing a person directly when he/she does any of these things.

The study provides more detailed information compared to several previous studies, which did not provide information on the frequency of deixis occurrences, such as Ramasari (2020) who found that the person pronoun deixis was most frequently used (existed); second person deixis, third person deixis, possessive personal plural person deixis, and reflective personal person deixis were used as references to participant roles of referents to describe the speaker, the addressee and referent that are neither speaker nor addressee in written forms. However, this research does not provide information about the frequency of use; likewise, Vrika et al. (2022) who found that the person deixis that was involved were *us, Indonesian students, it, the students, your malnourished children, you, themselves, them*. On other hand Saputra (2022) provided more information about person deixis, finding 40 data indicated as person deixis form. There were three forms of person deixis that were found in the film entitled *Transformer: Revenge of The Fallen*. First was first-person deixis. The data that showed first-person deixis in this movie were *I, we, me, I'm, our, us*. Second, second-person deixis form which was *you, your*. Lastly, the third-person deixis form included *it, he, they, them*. The details of person deixis found in previous research are much lesser than the number found in this study, which explains the frequency details of each type of person deixis existed.

The study adds to our understanding of deixis in movie discourse and provides insights on the pragmatic use of language in the movie *The Pursuit of Happiness*. It expands understanding of how deixis works in a specific cinematic setting and emphasizes the importance of personal deixis in building effective communication. The findings have the potential to be useful for linguistic analysis, film studies, and contributing to a broader understanding of deixis in many types of media.

5. Conclusion

After carrying out analysis and discussion, the researcher conclude that all types of person deixis in the form of first-person pronouns, second-person pronouns and third-person pronouns are found in the movie *The Pursuit of Happyness* directed by Gabrielle Muccino. However, there is one type that is not found, namely the second person plural *you*. First person deixis is used to express the perspective and involvement of the speaker in a conversation. It involves the use of pronouns like *I, me, my, myself, we, our, and us* which directly refer to the speaker or a group that includes the speaker. Second person deixis is a linguistic phenomenon that involves using language to directly address the listener or a group of listeners in a conversation. It employs pronouns such as *you, your, and yourself* to establish a direct and intimate connection between the speaker and the listener. Third person deixis is a linguistic phenomenon in which language refers to someone or something indirectly, as if they are not directly involved in the conversation. It uses pronouns such as *he, him, his, she, her, it, they, them and themselves*, to talk about individuals or objects without addressing them directly.

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ANALYSIS OF NEEDS FOR A DIGITAL AUTOMATED SHORT ESSAY SCORING (ASES) BASED ASSESSMENT MODEL IN ENGLISH LEARNING IN VOCATIONAL SECONDARY SCHOOLS

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Received: 2023-11-11

Accepted: 2023-12-03

Published: 2023-12-29

Abstract

The aim of this research is to look at the needs analysis of the digital-based assessment model Automated Short Essay Scoring (ASES) in English language learning in Vocational High Schools. This research is a research and development (R&D) research carried out in the Computer Network Technology Department at SMK Negeri 1 Percut Sei Tuan. This research is included in mixed methods research with the assessment development model used, namely the Borg and Gall model which consists of ten stages,: needs analysis, development plan, initial product development, initial test or one-on-one test, initial product revision, field test, product revision, field implementation test (operational test), revising the final product, and implementation in the field. This research focuses on the first step of all the steps in developing the Borg and Gall model above, namely needs analysis activities. The results of this research show that the implementation of digital assessment models needs to be carried out in English language learning. The use of ASES digital-based assessment media is an urgent need for assessment to be implemented to take into account the knowledge, skills, dispositions and attitudes needed to equip students to keep up with the increasingly changing digital world. Furthermore, identification of the development of the ASES digital-based assessment model in English language learning at Vocational High Schools was carried out by conducting FGDs with teachers and students of SMK Negeri 1 Percut Sei Tuan resulting in an agreement that in learning English students need to be equipped with digital skills.

Keywords: *ASES; assessment model; English language learning*

1. Introduction

In a learning activity carried out by a teacher, there are three main abilities required, namely the ability to plan material and teaching and learning activities, the ability to carry out and manage teaching and learning activities, and assessing student learning outcomes. In other words, a teacher must carry out preparation, learning management and assessment. Without ignoring the preparation stages and learning activities, it is important

to carry out assessment activities where teachers obtain information about students' abilities which is important for teachers to make improvements for subsequent learning activities (Cangung, et al., 2022).

Assessment is one of the most important components of learning. Assessment plays a role in informing learning by providing students with information that addresses the gap between their current and desired learning outcomes (Bulut, et al., 2019). Assessment can be done in various forms of questions. However, in general teachers use an answer matching pattern, namely multiple choice. As technology develops, various test technologies have emerged that can match student answers in forms other than multiple choice by utilizing the role of artificial intelligence. With this artificial intelligence, student answers in the form of essays become more accurate and reliable to avoid human error in checking student answers.

The application of technology has become mandatory in recent years in the educational process both during and after the pandemic. Apart from students being able to enjoy this application method, teachers can also make it easier to apply this technology. The existence of technology will be very useful in improving the quality of learning (Hizer, et al., 2017). As time goes by, many types of assessment models have emerged. One of them is a digital-based assessment model. Digital-based assessment provides convenience for teachers and students in the form of ease in assessing the quality of student work and following up on student assessment results (Wijayanti, et al., 2023).

However, digital-based learning and assessments are generally used in assessing student assignments; teachers often find that the assignments given by students are the same as each other. This is what is experienced by English teachers who teach at SMK Negeri 1 Percut Sei Tuan. Teachers found that many students' test results or assignments were similar among students, which made teachers need more time to assess students' assignments or tests. To help English teachers, a digital-based assessment model is needed that can assist teachers in assessing student assignments and tests and also encourage students to be wise and intelligent in using technology. The digital-based assessment model in question is the Automated Short Essay Scoring (ASES) assessment model. It is believed that the presence of a digital-based assessment model can encourage students to complete their assignments and tests more accurately, quickly and precisely. This assessment model can be used to provide essay answer corrections automatically, quickly, easily, effectively and efficiently (Susilawati & Khaira, 2023).

2. Literature Review

2.1 Digital Assessment Model ASES

ASES is part of the Automated Essay Scoring (AES) assessment models developed by Page (in Dikli, 2006) which is the development of a computer-based assessment model (Computer Assisted Assessment). One of the AES models is the ASES model developed by Pribadi, Utomo, and Mulwinda (2018).

The ASES model concentrates on assessments that use computer-based digital technology by assessing students' essay answers, which include checking writing style, grammar, essay coherence and assessing students' short answers. ASES is a computer-based assessment system that automatically assigns grades to the answers given by students (Ke and Ng, 2019).

Digital-based assessment Automated Short Essay Scoring (ASES) is "a digital-based assessment system that automatically assesses student work or assignments by considering appropriate features" (Ramesh & Sanampudi, 2022). Several decades ago, the basis for applying ASES in the field and educational institutions already emerged. However, its widespread and comprehensive implementation has not yet occurred (Machicao, 2019). The main goal of implementing ASES in educational fields and institutions is to reduce the time, costs, and other resources required for assessment and eliminate reliability problems associated with manual assessments carried out by teachers (Lim et al., 2021).

ASES is one way to improve the quality and guarantee the quality of student assignments (Susilawati, 2022). Tshibalo (2007) notes that computer-assisted assessment enables assessment; direct feedback, recording student grades, and analyzing student performance for processing by computers, thereby reducing the workload of educators. However, despite the advantages of digital-based assessment models, especially essays, also known as automated short essay assessment (ASES), this assessment has not been implemented widely and optimally (Machicao, 2019).

The ASES assessment model is able to work well and can function flexibly and be used anytime and anywhere so that it is more flexible, efficient and accurate in assessing students' answers. The safety of using the ASES assessment model as a digital assessment model is beyond doubt. With the involvement of technology in the use of the ASES assessment model, we will be able to build a future of digital assessment models that are more accurate, reliable, practical and economical.

2.2 English Language Learning in Vocational High Schools

The English language learning system in vocational high schools (SMK) usually includes aspects of speaking, listening, reading and writing skills with a focus on the context of a particular job or industry. Relevant English language learning for vocational schools can involve communicative, contextual or task-based approaches. However, it is also important to consider aspects such as the integration of technology in learning English in the digital era.

English is one of the appropriate and appropriate subjects for implementing digital-based learning because student learning outcomes have not achieved the expected results even though English is one of the subjects that students have studied since entering elementary school and the teaching and learning activities only focus on textbooks (Nasution, Siddik, and Manurung, 2021).

In using technology in the classroom, teachers have a main role in the teaching and learning process to integrate English language lessons with technology (Indirani & Wirza, 2020). Even though teachers have an optimistic view of the use of technology in the classroom and are aware of the benefits of technology, in reality there are still many teachers who are not willing to use technology in the learning process in their classrooms (Gilakjani et al., 2015). The process of integrating technology in classroom learning is generally still described at a moderate or low average level (Player-Koro, 2012). This indicates that teachers' perceptions or views regarding the use of technology in learning are still limited, which causes technology integration to be not optimal. In English language learning, assessment plays an important role in measuring learning achievement. Integration between technological processes and assessment processes will help teachers to more easily

make corrections and assessments of student learning outcomes and improve the quality of their assignments (Susilawati, et al. 2022)

3. Research Method

This research is a type of research and development (R&D) research carried out in the Computer Network Technology Department at SMK Negeri 1 Percut Sei Tuan. This research is included in mixed methods research with the assessment development model used, namely Gall and Borg (2003) model which consists of ten stages, namely: (1) needs analysis, (2) development plan, (3) initial product development, (4) initial test or one-on-one test, (5) initial product revision, (6) field test, (7) product revision, (8) field implementation test (operational test), (9) revising the final product, and (10) implementation in the field. This research focuses on the first step of all the steps in developing the Borg and Gall (2003) model above, namely needs analysis activities. This needs analysis activity was carried out with two steps of research activities, namely: (1) initial observation activities, searching for factual data on the implementation of the assessment model in English language learning which has been implemented in the Computer Technology Department at SMK Negeri 1 Percut Sei Tuan, (2) identification of development needs ASES digital technology-based assessment model in English language learning which has been implemented in the Computer Technology Department of SMK Negeri 1 Percut Sei Tuan.

4. Results and Discussion

4.1 Initial Observation Activities Search for Factual Data on Implementation of Assessment Models in English Language Learning at Vocational School

English language learning at vocational schools aims to ensure that students have the ability to master basic English knowledge and skills to support the achievement of skills program competencies. Learning English at the vocational school level aims to communicate both verbally and in writing at an intermediate level. In the end, it maximally supports the competency of the student's specific area of expertise. Students are expected to be able to communicate expertise and expertise products in the form of goods and services, to interested parties.

Carrying out a needs analysis on the development of the ASES digital-based assessment model in English language learning begins with carrying out the following activities: initial observation, search for factual data, implementation of the assessment model in English language learning which has been implemented in the Computer Technology Department at SMK Negeri 1 Percut Sei Tuan . Before carrying out initial observations, first determine (1) initial activities, (2) prepare a schedule and (3) determine the research stages. Determining the schedule and determining the research stages so that the activities carried out are structured and in accordance with the time scheduled at the beginning of the research preparation. After determining the schedule and determining the research stages, this research continued with literature study activities. The research activities continued with initial observation activities regarding searching for factual data regarding the actual implementation of the assessment model which had been carried out by English teachers in the Computer Network Technology Department at SMK Negeri 1 Percut Sei Tuan.

The results of initial observations searching for factual data on the implementation of the assessment model that has been implemented in English language learning in the Network Computer Technology Department as a first step in developing the ASES digital technology-based assessment model in the Network Computer Technology Department were carried out on teachers who teach English in the Network Computer Technology Department show that:

- (1) Based on the pre-assessment aspect carried out in the implementation of assessments carried out in English language learning in the Department of Computer Network Technology so far, it shows that the teachers have written down the completeness of the preparation of the assessment grid including: subject identity, indicators, subject matter, question item number, question weight, answer key, time allocation for completing the question items in the learning outcomes assessment they have carried out;
- (2) Based on the completeness of the preparation of question items so far, all teachers in English indicate that the teachers have written the subject identity, indicators, course material, CPL, question item number, question weight, answer key, and time allocation for completing the items. question,
- (3) Based on the assessment of student assignments and tests using digital assessment models so far, it shows that teachers have not used digital assessment models,
- (4) Based on the English teachers who have provided information to students about the schedule for implementing learning outcomes assessments, it shows that the teachers have provided information to students about the schedule for implementing learning outcomes assessments.

Several notes were input from initial observation activities to search for factual data on the implementation of assessment models that have been implemented in English language learning in the Department of Computer Network Technology. Seen from the pre-assessment aspect, it can be concluded that digital assessment models need to be implemented in English language learning. This is important to do because digital technology has now become an inseparable part of our lives. Digital assessment in English learning saves teachers a lot of time in assessing student assignments and tests.

Based on the aspect of assessment activities in English language learning, the sub-aspects of assessment material that have been implemented so far in the Department of Computer Network Technology show that:

- (1) The English teachers who have demonstrated competency in the assessment items that have been carried out so far, all English teachers in the Department of Computer Technology stated that they have demonstrated competency in the assessment items in implementing the learning outcome test assessments that they have carried out so far,
- (2) The English teachers who have linked assessment items with knowledge relevant to digital developments in the implementation of learning outcomes assessments so far, all English teachers in the Computer Technology Department stated that they have linked assessment items with knowledge relevant to digital developments,
- (3) The English teachers who include students in higher level thinking, all English teachers in the Computer Technology Department stated that they have included students in higher level thinking,

- (4) The the assessment activities that measure students' abilities with the learning materials that have been provided, all English teachers in the Computer Technology Department stated that they measure students' abilities with the learning materials that have been provided.

Referring to initial observations searching for factual data on the implementation of the assessment model that has been implemented in English learning in the Department of Network Computer Technology, seen from the aspect of assessment activities, on average all teachers in the Department of Network Computer Technology have written assessment material related to the competency of the assessment items. , linking assessment items with knowledge relevant to digital development, and higher level thinking

Examining aspects of assessment activities, in the sub-aspect of the assessment strategy approach that has been implemented so far in English learning in the Computer Network Technology Department, it can be seen that on average English teachers have not used an assessment model that is able to detect similarities in students' answers and use an easy assessment model. provides scores automatically. Looking at the factual data on the implementation of the assessment model that has been implemented in English language learning in the Department of Computer Network Technology, it can be seen that it is necessary to develop an assessment strategy approach that is relevant to current developments.

The use of media in assessment activities is important. Looking at the aspect of assessment activities, in the sub-aspect of the use of assessment media that has been implemented so far in English language learning in the Computer Network Technology Department, it can be seen that new teachers use digital media effectively and efficiently in the assessment process.

Examining the factual data on the use of media in assessment activities that have been carried out in English learning in the Computer Network Technology Department, it can be seen that English teachers in the Computer Technology Department need to utilize digital assessment media. The use of digital assessment media is an urgent need for assessment to be implemented to take into account the knowledge, skills, dispositions and attitudes needed to equip students to keep up with the increasingly changing digital world. Assessment using digital technology must be used as an innovation in assessment practices in English language learning in the Computer Technology Department of SMK Negeri 1 Percut Sei Tuan.

Based on the results of initial observations searching for factual data on the implementation of the assessment model that has been implemented in English learning in the Department of Computer Network Technology in the aspect of assessment activities, especially in sub-assessments that trigger and maintain student involvement, teachers found that English in the Department of Computer Technology has grown active participation of students in completing the assessment of learning outcomes given to them, showing an open attitude towards student responses, fostering student enthusiasm, fostering student joy in completing answers, and fostering student enthusiasm in completing answers. Meanwhile, seen from the aspect of the readiness of teachers and students in using digital technology, in general it can be said to be ready. This can be seen from the fact that they have learning equipment that supports the internet, even all teachers and students have

computers and laptops. Likewise, when they are at school, there are computers connected to the internet that they can use while they are at school.

4.2 Identification of the Development of the Digital Based Assessment ASES Model in English Language Learning in Vocational High Schools

Based on factual data on the implementation of the assessment model in English language learning which has been implemented in the Computer Network Engineering Department of SMK Negeri 1 Percut Sei Tuan, this research activity was continued by identifying the need for developing an assessment model based on ASES digital technology. This activity was carried out by conducting an FGD with teachers and students of SMK Negeri 1 Percut Sei Tuan. This FGD resulted in an agreement that in learning English students need to be equipped with digital skills by implementing the ASES digital-based assessment model. In such English learning activities, students carry out independent assessments on digital integration in learning. In implementing the curriculum used by English teachers in the Department of Computer Technology which integrates digital skills, teachers need to use the ASES digital learning assessment model, both through activities that will be carried out through pre-tests, quizzes, post-tests and other assessments so that teachers must be able to use digital resources in every lesson he does. English teachers must be digitally competent, work using digital thinking, and must be design thinkers in finding solutions.

With digitalization in English learning, including digitalization in using the ASES assessment model, English teachers' difficulties in assessing student answers can be overcome. So far, English learning in the Computer Technology Department has resulted in the completion of the assessment process being very slow and inefficient because teachers check the quality of assignments and tests manually, which can be done quickly and efficiently with the existence of a digital-based assessment model. With digital-based assessments in English learning, students' creativity and quality can increase through the results of their assignments and tests which have a positive impact on students.

5. Conclusion

Based on the research findings, it is concluded that during the initial observation activity focused on gathering factual data about the implementation of assessment models in English language learning at Vocational Schools, it became evident that integrating digital assessment models into English language instruction is necessary. This integration is essential due to the ubiquitous nature of digital technology in our lives. Digital assessment in English learning saves teachers a lot of time in assessing student assignments and tests. Examining aspects of assessment activities, in the sub-aspect of the assessment strategy approach that has been implemented so far in English learning in the Computer Network Technology Department, it can be seen that on average English teachers have not used an assessment model that is able to detect similarities in students' answers and use an easy assessment model. provides scores automatically. The use of ASES digital-based assessment media is an urgent need for assessment to be implemented to take into account the knowledge, skills, dispositions and attitudes needed to equip students to keep up with the increasingly changing digital world. Assessment using ASES digital technology must be used as an innovation in assessment practices in English language learning in the Computer Technology Department of SMK Negeri 1 Percut Sei Tuan.

Identification of the development of the ASES digital-based assessment model in English language learning at Vocational High Schools was carried out by conducting FGDs with teachers and students of SMK Negeri 1 Percut Sei Tuan. This FGD resulted in an agreement that in learning English students need to be equipped with digital skills. In implementing the curriculum used by English teachers in the Computer Technology Department which integrates digital skills, teachers need to use the ASES digital learning assessment model, both through activities that will be carried out through pre-tests, quizzes, post-tests and other assessments so that teachers must be able to use resources of digital power in every learning activity.

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EFFECTS OF LANGUAGE USE THROUGH AN INTEGRATED SKILLS INTERVENTION ON ENGLISH LANGUAGE LEARNERS' SPEAKING SKILLS: A FOCUS ON VOCABULARY AND GRAMMAR

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Received: 2023-11-04

Accepted: 2023-12-07

Published: 2023-12-29

Abstract

This study examines the effects of language use through a thorough skills intervention on students' general level of speaking skills, focusing on vocabulary and grammar. A quasi-experimental investigation was conducted to fulfill the research objective. The total number of participants was selected by systematic random sampling and divided into control and experimental groups. During the 2022 academic year, 92 *Shambu* High School of 10th grade students participated in the study. Tests with oral questions were given before and after the intervention and the results were evaluated using SPSS. Independent samples t-test results showed that there was no significant difference between the pretest scores of the two groups on the oral presentation samples, either in general speaking ability or in the use of grammar and vocabulary. However, the general spoken language abilities of the two groups and their consumption of vocabulary and grammatical elements differed significantly in the post-test. According to the paired sample t-test, the experimental group improved their basic speaking skills more than the control group. Therefore, it can be argued that teaching English through an integrated skills intervention had a better impact on students' speaking abilities than a more conventional method of teaching speaking skills. The study found that integrated skill strategies should be used in EFL lecture sessions to help students develop their interpersonal skills.

Keywords: *grammar; integrated skills; language use; speaking; vocabulary*

1. Introduction

The integrated skills approach to education is built on the social constructivist hypothesis, which asserts that engaging in constructive criticism and conversation with others can improve teaching and learning (Vygotsky, 1978). An integrated skills approach to education is generally seen as a strategy for working together on basic skills in order to achieve desired outcomes and develop one's own knowledge and talents as well as the knowledge and talents of others (Sarantakos, 2012). In addition, it gives them the chance to practice their language

while supporting the development of their critical thinking, problem solving, communication and adaptation skills as well as their commitment to lifelong learning.

The integrated skill style of teaching has been used in language training since the 1970s, when communicative language teaching became popular. It is considered an extension of CLT because it encourages student involvement and is student-centered, just like CLT. An integrated skills approach to teaching language lessons was then used in the classrooms by instructors who used the four basic skills of speaking, reading, listening and writing (Widdowson, 1978).

Linguist, Oxford (2001), emphasizes the importance of integrated skills in foreign/second language teaching and learning. He explains that the way integrated skills are used in interaction acts both as an opportunity to use the target language and as a source of clear feedback (output). In other words, interaction creates a favorable environment by facilitating language acquisition and the growth of students' language skills. According to Richards and Rodgers (2001), an integrated skills intervention is essential to foreign/second language teaching.

2. Literature Review

Interpersonal competence is a key language ability that is important for both academic success and everyday social life. Students will not be successful in their studies, which will have an impact on their life outside of school, if they do not use adequate language skills when speaking and completing the various tasks on their projects. According to Seow (2002), interpersonal competence is necessary for students to succeed in school and in life. Consequently, interpersonal competence is an important component of the English for English curriculum (Zahida, 2007). As other researchers have stated, interpersonal competence is a difficult task that makes it impossible to create a clear and well-understood ideal organization. According to Raimes (1983), they are complex and difficult to learn because they require the development of current concepts, the use of diverse ideas, the transmission of appropriate and comprehensible messages, the use of appropriate fluency, the transfer of audience information, and the organization of information.

Being able to use language well, which can be taught through training or education, provides a number of educational benefits, such as promoting cooperative learning and providing students with a variety of learning methods (Byrne, 1988). Thus, students can also apply meaningful sentences or sentences and terminology that they have learned, understand the control of linguistics, opportunities to receive and interact through new words and sentence patterns (Raimes, 1983). It is very important to discuss these details with both English teachers and students to make speaking lessons fun and relevant.

Using an isolated skills approach to language use, according to Selinker (1986), students cannot think about different ideas in their work. This is because it prevents active learning, peer reward and help. Despite attempts to use an integrated approach to speaking skills in EFL lessons, teachers have not been able to properly implement the integrated foundations of learning skills such as independence, interaction and responsibility. As a result, students rely only on their own abilities to complete tasks (Selinker, 1986).

In the early 1978s, interest in this method of teaching was sparked by Widdowson's work, which argued that teaching students with integrated skills increased their learning compared to teaching students with isolated talents. Language specialists began to investigate

the effectiveness of an integrated approach to teaching in the context of oral communication after considering its positive effects in other subjects. Skehan (1996), a pioneer in this field, found that students produced greater oral communication skills when using their integrated skills than when they used their isolated talents.

Teachers have long provided students with integrated skills to perform specific tasks. Engaging students in integrated skills learning helps them achieve good knowledge outcomes, develop a sense of interest, improve general skills such as communication and project management, and reduce long periods of silence (Oxford, 2001). With effective management, an integrated approach to skills l

3. Research Method

3.1 Design

A quasi-experimental study was used to determine whether teaching speaking skills through an integrated skills intervention improves students' speaking skills or not. This type of experiment was done because it greatly reduced the unimportant elements. It allows, for example, the organization of language courses with intact teachers and a group of students who fulfill the same duties, as a result of which students are not randomly divided into controlled and experimental groups. The applicants for the experiment were 92 students of the 10th grade of the academic year 2022 at *Shambu High School*.

3.2 Data Collection Tool – Speaking Test

To achieve its goals, the study used quantitative data, mainly test results, pre- and post-oral speaking tests were made available. A certain circumstance arose and 45 minutes were set aside for discussion. The required language skills were as follows: As the researchers describe, the primary test of speaking skills is a continuum, from the least spontaneous and most monitored to the most spontaneous, unmonitored and demanding (Brown, 2010). These include (1) imitative speaking tests include assessment of perception and production. This is acceptable pronunciation and understanding. (2) Intensive speaking tests are concerned with testing the understanding of a narrow range of grammatical, semantic or phonological relations. This type of test includes: intelligible pronunciation, natural and correct intonation, minimal hesitation when speaking, correct L2 to TL translations of words, phrases or sentences, completion of a dialogue focusing on speech acts and grammar. (3) Responsive speaking tests assess conversations with limited comprehension where short and simple questions are required to be asked and answered. (4) Interactive speaking tests: speaking longer sentences and more complex than the sensitive speaking test, short conversations, role plays and discussions. (5) Extensive oral tests include oral presentations, presentations and translations of longer texts written in L2 into TL (English) are included here.

The required test scores in the pre-test and post-test speaking tests were well outside of 100%. Both the general and specific instructions given in the headings and subsections clearly explained what would be taken into account when evaluating their tests. A pre-intervention test was used as an aid and to ensure comparability of group scores. A post-test was used to determine if there were any changes after the intervention. Two 10th grade English language teachers who were instructed in the scoring criteria and whose ratings had confirmed interrater reliability reviewed and scored the tests (0.710).

3.3 Marking Scale

The evaluations were evaluated using an analytical scoring approach, as the aim of the study was to see not only overall speaking skills, but also the characteristics of speaking skills from vocabulary and grammar, which focus on the content, organization or structures, acceptability, meaning and address of the message. He was inspired by a test of English for educational purposes (Brown, 2010). Constructing labeling principles less arbitrary and specific, unifying and escaping, zero measures are part of adaptation. In other words, numbers are used instead of words such as some, low and often, and zero marks are given for grammar and vocabulary.

3.4 Training Material

There are different sections in the material. The first part presents the manual, the teaching promise form and the assigned phase of the training. The second part talks about supporting speaking skills with different skills. These allow participants to familiarize themselves with the strategy before using it. To support the speaking exercises in the textbook, speaking skills tasks, which mainly included oral presentations, were created and used during the experiment, for both control and experimental groups. The activities were mostly based on the Year 10 English textbook, as they allow students to practice speaking skills in depth. The focus of the exercises was oral presentations in the classroom. While the experimental group mastered the tasks using a strategy that encourages the use of spoken language with integrated abilities, the control group was taught with a traditional approach that encourages speaking independently, i.e. without the use of integrated skills.

3.5 Procedures

When the teaching materials for the pre-post testing and recording scales were first developed, counselors and peers reviewed them. Second, an ethical review was conducted once the subjects were selected. Third, when the pretest was administered, the Shapiro-Wilk test was used to determine whether the pre- and posttests were normally distributed (0.56, 0.092, 0.295, and 0.405 > 0.05). The posttest was then administered, scored, and its results compared with the results during the pretest.

4. Results and Discussion

4.1 Results

Independent samples t-tests were conducted for both overall speaking skills and their individual parts to test the previously stated hypotheses. A paired samples t-test was also calculated to determine how treatment affected speaking skills.

	Control			Experimental			D/f	t-value	p-value	Sign
Test	N	X	S.D	N	X	S.D				
Pre	46	8.33	2.668	47	8.83	2.493	90	-1.597	.121	Not Sign
Post	46	10.33	2.895	47	12.83	2.902	90	-0.619	.039	Sign

Table 1. Independent T-Test of Oral Speaking Performance

Although there was a mean change of 0.50 between the groups in the pretest, the table shows that there is no statistical difference between them (p, 0.121 > 0.05) due to the t-test.

This shows that before mediation; the speaking skills of the groups were more or less comparable. The t-test results revealed a significant change between the control and experimental groups ($p, 0.039, 0.05$) and the post-test mean difference between the groups is 2.50 as shown in the table. This means that integrated skills treatment for speaking skills has an overall more positive effect on students' speaking skills than conventional strategies for teaching speaking skills.

Group	Pre			Post			D/f	t-value	P-value
	N	X	S.D	N	X	S.D			
Control	46	8.32	2.667	8.82	8.82	2.95	45	-5.21	0.093
Experimental	46	11.50	2.42	13.71	13.71	2.72	45	-5.94	0.002

Table 2. Paired T-Test of Speaking Performance

Although the mean scores indicate that the experimental group improved by 3.32 points on the posttest, which is better than the pretest, the statistics in the table indicate the opposite. As a result, the experimental group showed a significant difference ($T=(46)=4.894, p = 0.000, p < 0.05$). However, the mean score after the control group increased by only 0.50. This shows that there was no difference in the pre- and t-scores of the control group ($t=-5.341, p=0.093, p > 0.05$).

Speaking Components		Control			Experimental			D/f	t-value	p-value
		N	X	S.D	N	X	S.D			
Content	Before	23	2.06	0.63	23	3.05	0.73	90	-3.473	0.33
	After	23	2.02	0.69	23	6.7	0.77	90	-3.443	0.034
Organization	Before	23	3.61	1.32	23	3.86	2.45	90	-0.909	0.43
	After	23	3.54	1.42	23	7.49	2.55	90	0.597	0.038
Acceptable	Before	23	2.03	0.45	23	3.09	0.39	90	-2.576	0.28
	After	23	2.25	0.41	23	7.28	0.49	90	-0.502	0.000
Meaningful	Before	23	1.62	0.43	23	2.99	0.56	90	-2.262	0.36
	After	23	1.72	0.34	23	6.89	0.57	90	-0.684	0.033
Address message	Before	23	1.81	0.51	23	2.83	0.61	90	0.22	0.42
	After	23	1.92	0.37	23	5.94	0.55	90	-2.031	0.024

Table 3. Independent Tests on Samples for Speaking Elements

The table shows that before therapy there was no statistically significant difference between the scores of the groups in any of the speaking components ($p > 0.05$). The control and experimental groups were on the same page in terms of content ($p = 0.33 > 0.05$), organization ($p, 0.43 > 0.05$), acceptance ($p, 0.28 > 0.05$), meaningfulness ($p, 0.36 > 0.05$) and address message ($p, 0.42 > 0.05$). The experimental and control groups differed significantly in all speech-related metrics after the interventions ($p = 0.034, 0.038, 0.000, 0.033$ and $0.024 > 0.05$). Thus, it can be concluded that learning to speak through integrated skills instruction has a stronger impact on the development of language elements such as vocabulary and grammar in accordance with acceptable, meaningful, message-oriented oral communication than traditional speaking skills instruction.

Speaking Components	Group	Pre			Post			D/f	t-value	p-value
		N	X	S.D	N	X	S.D			
Content	Control	23	2.69	0.83	23	3.05	0.78	22	-2.30	0.24
	Experimental	23	3.05	0.73	23	6.6	0.77	22	-3.41	0.003
Organization	Control	23	3.6	2.25	23	4.69	2.64	22	-5.21	0.33
	Experimental	23	3.80	2.45	23	7.49	2.55	22	-3.25	0.005
Acceptable	Control	23	2.96	0.52	23	3.23	0.45	22	-2.46	0.33
	Experimental	23	3.09	0.39	23	7.28	0.49	22	-1.00	0.044
Meaningful	Control	23	2.82	0.66	23	2.99	0.67	22	-1.45	0.27
	Experimental	23	2.99	0.56	23	6.87	0.58	22	-0.81	0.058
Address message	Control	23	2.85	0.48	23	2.83	0.52	22	0.59	0.76
	Experimental	23	2.83	0.60	23	5.94	0.55	22	-3.44	0.038

Table 4. Paired Samples T-Test for Speaking Skills Components

The results of the paired sample t-test in the table show that the experimental groups improved significantly in all areas, 0.05, organization ($t = -3.25$, $p = 0.005$, $p < 0.05$), acceptability ($t = -1.00$, $p = 0.04$, $p < 0.05$), meaningfulness ($t = -0.81$, $p = 0.05$) and address message ($t = -2.33$, $p = 0.0029$, $p < 0.05$). On the contrary, the control groups showed no improvement in the area of content ($t = -2.30$, $p = 0.13 > 0.05$), organization ($t = 5.21$, $p = 0.22 > 0.05$), acceptability ($t = 2.46$, $p = 0.22 > 0.05$) meaningfulness ($t = 1.45$, $p = 0.16 > 0.05$) and address message ($t = -3.44$, $p = 0.038$, $p < 0.05$). This may be the result of teaching by the teacher. There was no instruction that included integrated skills.

4.2 Discussion

The main objective of this experimental training was to find out how integrated skills training in speaking skills improved students' ability to give oral presentations. Independent samples pre-test revealed no significant differences between control and experimental groups in either general language use or spoken components. Independent samples post-test results showed that there were important changes between the experimental and control groups in terms of both general speaking and its sub-performances. This suggests that learning to speak through the integration of other skills is preferable to learning to speak through the traditional method. The finding thus disproves the computational theory. Al-Faoury's (2012) report, which found that speaking with integrated abilities had a large overall impact, is consistent with this conclusion.

According to the paired sample t-test results, the experimental groups dramatically improved their overall language performance. After the intervention, it can be concluded that the overall effectiveness of the students in using the language. After the intervention, it can be stated that the speaking skills of the students improved overall due to better vocabulary and grammar. This supports the findings of Alnooh (2015) who found that speaking using complex skills affects students' speaking components in EFL speaking classes because the control group failed to improve vocabulary and grammar. These results show that in EFL speaking lessons, language skills affect students' language use, especially vocabulary and grammar.

5. Conclusion

Independent samples t-test results showed that the improvement of students' speaking skills in the pre-test was not significantly different between the experimental and control groups. In contrast, the experimental and control groups differed significantly in the posttest in improving students' speaking skills, specifically their vocabulary and grammar. So the null hypothesis is accepted. A paired sample t-test also revealed statistically significant changes in students' speaking abilities in the experimental groups after the intervention, especially in terms of vocabulary and grammar. It would be useful to use speaking skills through integrated skills in EFL lessons when focusing on vocabulary and grammar, although it generally has a greater impact on students' speaking activities.

Acknowledgements

The researchers would like to acknowledge Miss. Zewditu Beyene, & (Mr. Asfaw Mosisa & Mr. Tesfaye) the English teachers, and students of Shambu Secondary School for their cooperation and willingness to provide the necessary data for the success of this research.

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UNCOVERING USA PRESIDENTIAL DEBATE GENRE

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Received: 2023-11-07

Accepted: 2023-12-07

Published: 2023-12-29

Abstract

Presidential debate (PD) draws the most attention compared to other political discourses as the candidates present their profile and proposals using rhetorical communicative strategy to convince voter candidates and defeat their adversaries. However, the generic structure of PD is seldomly being the perspective of linguistics studies. The paper aims at scrutinizing the genre of USA Presidential debate using the genre analysis framework proposed by Swales and Bhatia. Thus, the study employs two parts of genre analysis: move, and strategies analysis. The present study finds that there are six moves of USA PD namely greetings-informing the debate format, introducing the topic, thesis, argumentation, and closure. The communicative purpose of the moves is persuading the American voters in the election day. The finding implies pivotal stages of PD to construct political discourse. This study is expected to contribute to EFL teaching and learning especially in teaching genre exposition integrated in four English skills.

Keywords: *genre analysis; generic structure; move; USA presidential debate*

1. Introduction

Presidential debate (PD) is one of political agendas held within presidential election event of a democratic country. PD is a major campaign agenda in modern election which has received people's attention and has impact on democratic process (Keum & Cho, 2021). As stated by Wicaksono et al. (2018), in PD, candidates convey their vision and mission to their voter candidates. In other words, PD facilitates presidential candidates to fight in knowledge regarding to their proposals if they were elected (Parvaresh, 2018). It can be said that PD is a "display window" for voters to decide which candidates can convince them more on proposal they present. United States of America (USA) is a democratic country who had been holding PD for sixteen times. The live-televised USA PD is the most awaited political debate by many people around the world as people can perceive USA presidential candidate especially in foreign policy. In 2020, United States of America (USA) had Presidential Election as the noble agenda. At this moment, the USA Presidential Election was held in the middle of COVID-19 pandemic. Thus, some adjustments regarding to the health and safety protocols were prioritized. Accordingly, the debate format was filthy different from other USA PDs in America's history. There were two couples of presidential candidates in 2020, the first were President Donald Trump (incumbent) and Mike Pence from Republic Party and the second were the Former President Biden and Kamala Harris from Democrat Party.

PD of any country has become one of most interesting political discourses to be studied by some scholars in applied linguistics. PD has been examined through the perspective of linguistic meta discourse sub-category hedges and boosters (Jalilifar & Alavi-Nia, 2012; Kusumawati et al., 2021; Surtikanti et al., 2022), Critical Discourse Analysis (Elhambakhsh & Jalalian, 2015; Sartika, 2021), Pragmatics (Sibarani & Marlina, 2018; Kasenda, 2018), Systemic Functional Linguistics (Wicaksono et al., 2018; Kousser & Tranter, 2018), and many more. However, as far as the researcher's knowledge, there are few scholars who are interested in portraying PD in the perspective of genre. Setiyadi & Setyandari (2018) and Wicaksono et al. (2018) examined the genre of governor candidate debates in Indonesia. However, they focused on the figurative language and discourse markers uttered by the candidates. Based on Setiyadi and Setyandari (2018) the findings revealed that the genre used in the debate of Governor candidate in Central Java 2018 was macro genre of discussion, while the macro genre consisting of some micro genre such as description, exposition (argumentation and hortatory), explanations, recount, and procedures. They also found that the social function of each genre corresponded to its genre. Meanwhile, based on Wicaksono et al. (2018) research, the structure of the debate of Governor Candidate in Jakarta 2018 consists of three segments namely opening, main, and closing segment. According to them, the opening segment facilitates the candidates to expose vision and missions; the content segment enables the candidates to give response from another candidates' argument; and the closing segment is the segment where the candidates state their closing statement. Despite some scholars have revealed genre and schematic structure of political debate; however, applied linguistics scholars do not examine yet the schematic structure of presidential debate especially the USA presidential debate. Different value and culture of a country brings different phase of social process. (Santosa et al., 2021) defines social process as the manifestation of values and cultural norms. The value and cultural norms in social process are realized through the procedure or structure of a verbal social process. It can be said that the value and cultural norms of PD in the context of USA might be different from other countries. The verbal social culture is also called as genre.

The term "genre" is well-known in western culture, especially in French, as a piece cut of wood. The meaning of the term variously develops in some fields particularly in applied linguistics field. For instance, in literature field, genre refers to kinds of text such as poem, novel, drama, and so on (Santosa et al., 2021). Meanwhile, genre in rhetorical field is used to differentiate kind of discourse such as persuasive, expression, argumentation, etc. (ibid.). Some applied linguistics researchers have defined genre in various ways. According to Swales (1990), genre is a recognizable communicative event defined by a set of communicative purposes identified and mutually understood by members of the professional or academic community in which it occurs on a regular basis. It means that genre is a group of particular communicative purposes in a discourse community. Swales (1990) puts genre in a context of situation where a discourse community exists. The genre in a discourse community is determined by context of situation, content, and communicative purpose of a discourse. Bhatia (1993, 2008) broadens Swales' term by including the psychological, specifically cognitive, level of genre construction. According to Bhatia, while there are a number of other factors that influence the nature and construction of a genre, such as content, form, intended audience, medium, or channel, it is primarily defined by the communicative purpose that it is intended to fulfill. It can be said that Bhatia argues that the genre is shaped and structured by the shared set of communicative goals. Meanwhile,

Martin (1992) and Imtihani (2010) view genre as a goal-oriented social process which is achieved in stages. The stages of social process are achieved through the sequence of social activities by a discourse community. Martin calls the stages of a social process as schematic structures.

Based on some definitions of genre, it can be said that genre realizes value and cultural norms of a society and it has particular function and goal-oriented. Since every genre has its function and purpose, thus, every genre also has different schematic structures. This point can be an interesting point for applied linguistics researchers to take genre as a domain or perspective of their research. Language can be realized through certain genre viewed from its communicative purpose. Besides, the manifestation of particular form of language in different communicative purpose could reveal language pattern used by certain community discourse. The present article attempts to fill the gap of the absence of genre analysis of USA PD so that other researchers who are interested to study USA PD can use it for their research. Thus, the study focuses on the schematic structure of USA PD of 2020.

2. Literature Review

The study of genre was started in 1980s when some applied linguistic scholars took into account on the social and cultural aspects of linguistics rather than on the surface description of language. The development of genre analysis has grown rapidly. In addition, theoretical perspectives on genre analysis include English for Specific Purposes (ESP), Systemic Functional Linguistics (SFL), and Critical Genre Analysis. Analyzing genre entails investigating the other specific field of study construct, interpreting, and using the genre to achieve community goals, as well as why they write them in the manner that they do (Bhatia, 2002,2008; Bhatia & Nodoushan, 2015). Additionally, genre analysis provides an analytic method for observing the repeated communicative functions found in genres as well as the linguistic exponents of these functions (Liu, 2012; Cao & Guo, 2015). Thus, genre analysis is an observation of a certain discourse of specific field of study to find out communicative goals and functions. In so doing, non-linguistic criteria are typically used as the basis for identification and classification in genre analysis (Lieungnapar et al., 2017; Suwarni, 2021).

Swales' approach (1990) of genre analysis has been popularly used by genre analyzers as the framework of the research. Swales' genre-based rhetorical approach to text description is concerned with identifying the rhetorical or move structure of a genre and relating it to its communicative purpose while acknowledging the social context in which it occurs (Agbaglo et al., 2021). According to Swales, a genre is organized primarily by obligatory moves and lexico-grammatical features. A move is a sub-rhetorical unit in genre analysis that serves a coherent communicative function (Swales, 2004). Swales calls the moves as CARS Model which has objective to scrutinize particular purpose within the text. Thus, the overall purpose of the genre can be identified through each move which contributes in some ways. The sequence and frequency of moves must also be considered when analyzing moves or schematic structure. Devitt (2015) argues that move is logic maneuver applied by communicators which plays important role in the unified functional meaning of (a) sentence(s) in written and spoken discourse.

Bhatia's genre model (1993) involves the cognitive structure of moves and strategies which they realize the communication purpose of a genre. Both Bhatia (1993) and Swales (1990) agree that move realizes function of the discourse and its sequence helps achieve the communicative purpose. According to Bhatia (1993) each move consists of a number of strategies which are used to achieve the purpose of the move. In addition, to achieve communicative purpose of the discourse, speaker may have a choice to apply particular strategies considering the context and situation of the occasion, the nature of the topic, and the audience (Al-Saaidi, S.K.Z.Al-Shaibani, 2015). PD is one of political discourse which has communicative purpose to persuade hearers with the elaboration of rhetorical speech. To achieve the purpose, the participants of PD have to employ some steps or move and strategies. In agreement with Swales (1990) and Bhatia (1993), the researchers apply the model of genre analysis under the analysis of move and strategies which perform specific communicative purposes.

3. Research Method

Descriptive qualitative is employed in this study. It elaborates the natural phenomenon without doing experiment (Creswell & Poth, 2018). The research design is case study of content analysis. The source of the data is a recorded PD video retrieved from NBC YouTube Channel (NBC News, 2020; NBC News, 2020a) in March 2021. NBC is one of official media broadcasts of Presidential Debate. The researchers also used the PD transcript derived from the official website of Commission of Presidential. The PD 2020 being analyzed is the presidential debate session involving the moderators, Chris Wallace for round 1 and Kristen Walker for round 2, Donald J. Trump as the presidential candidate from Republic party, and Joe Biden as the presidential candidate from Democratic party.

In order to reveal the genre analysis, the researchers apply the Swales (1990) and Bhatia (1993) model of genre analysis to highlight the moves and strategies of the debate transcript. The rationale of choosing the framework is still relevant to analyze genre of both written and spoken text.

Debate Transcript	Move	Strategy
Round 1 and Round 2	M1.	S1.

Table 1. Move Analysis from Swales (1990) and Bhatia (1993)

The researchers analyze the two rounds of PD of 2020 transcript to investigate the move of the text. As Bhatia (1993) states that move reveals the communicative purpose of the texts, while strategy consists of some ways to achieve the communicative purpose. Those principles are used to analyze the genre of the debate transcripts. As stated by Kristina et al. (2017) discourse patterning or moves are identified using inferences based on text content and linguistic cues. The meanings are realized linguistically through formulaic expressions, specific lexical items, and cohesive markers. Furthermore, the moves are investigated in terms of positioning, obligatory, optional, and iterative order.

4. Results and Discussion

Year of 2020 became a splendid political year of USA. The two presidential candidates, Donald J. Trump and Joe Biden, defeated each other to win the election. As one of political campaign agenda, the presidential candidates are required to participate in the

presidential debate. The Commission of Presidential Debate (CPD) planned to have three rounds of Presidential Debates. The first PD of USA was held on September 29, 2020 in Cleveland Ohio. It was moderated by Chris Wallace. The second round of debate was scheduled on October 15 but it was canceled due to Trump's diagnosis of Covid-19. The final debate was held on October 22, 2020 moderated by Kristen Welker. Thus, 2020 has the fewest PD in America's history since 1996.

CPD announced that the debate format was altered. This is because 2020 PD was held under COVID-19 Pandemic where some health concerns should be taken into account. According to CPD (CPD, 2020) each round of the debate lasted for 90 minutes. Each round was divided into six segments of approximately 15 minutes. Moderator opened each segment of PD with a question, after which each candidate had opportunity to respond it in two minutes. US PD is the manifestation of value and culture of freedom to speak. Each move of PD's text realizes the goal of the discourse. The analysis of move and strategy could reveal the communicative purpose of PD.

4.1 Move 1

The first move of US PD of 2020 is greetings. In this move, the moderator greets, welcomes, and introduces him/herself and also the presidential candidates to audiences. In greeting the audiences, the moderator selects dictions related to time when the debate occurs and uses performative verb, "welcome". Table 2 shows the examples of greetings move from PD round 1 and round 2.

Round 1	Round 2	Move	Strategy
Moderator: <i>"Good evening from the Health Education Campus of Case Western Reserve University and the Cleveland Clinic. I'm Chris Wallace of Fox News and I welcome you to the first of the 2020 presidential debates between President Donald J. Trump and former Vice President Joe Biden..."</i>	Moderator: <i>Good evening from Belmont University in Nashville, Tennessee. I'm Kristen Welker of NBC News and I welcome you to the final 2020 presidential debate between President Donald J. Trump and former Vice President Joe Biden..."</i>	1. Greetings	- Salutation - Introducing the place of the debate - Welcoming audience - Introducing the presidential candidates - Introducing the host of PD

Table 2. Linguistics realization of move 1

As shown in table 2, both moderators open the debate using "Good evening" form. Moradi (2017) categorizes "good evening" in the affirmation forms. Since the debate was held in the evening, the grammatical form of "good evening" is suitable to greet the audiences. In the respect of greeting move, Dewi & Harmawan (2023) state that this move is designed to formally announce the beginning of the program to audiences. Moreover,

greetings are able to engage good relationship between the host and viewers (Amoakohene, 2015).

4.2 Move 2

In this move, the moderator explains the debate format. Thus, the purpose of this move is to tell the presidential candidates and also the audiences of particular rules during the debate. The moderator uses declarative clauses to inform the rules of the debate. Moreover, US PD of 2020 has new format due to COVID-19 pandemic. Therefore, the moderator has to inform it to all of the audiences. The realization of this move is shown in table 3.

Round 1	Round 2	Move	Strategy
Moderator: <i>The Commission has designed the format, six roughly 15-minute segments with two-minute answers from each candidate to the first question, then open discussion for the rest of each segment. Both campaigns have agreed to these rules..."</i>	Moderator: <i>It is conducted under health and safety protocols designed by the commission's health security advisor. The audience here in the hall has promised to remain silent. No cheers, boos or other interruptions except right now, as we welcome to the stage former Vice President Joe Biden and President Donald J. Trump. start."</i>	2. Informing the debate format	- Introducing the designer of the debate format - Explaining the debate format in details

Table 3. Linguistics realization of move 2

Moderator of a debate event has a responsibility to guide the flow of the debate with particular defined rules (Vitolo & Foley, 2016). In other words, it is mandatory for the moderator to deliver the rules in the beginning of the debate to inform both candidates and audiences. Thus, the information contains all participants of PD such as audiences and candidates.

4.3 Move 3

After announcing the debate format, the moderator starts the debate by delivering the first topic of the debate. In US PD of 2020, there are seven topics in round 1 and six topics in round 2. The topics are supreme court, COVID-19, climate change, race in America, economy, leadership, national security, and candidates' track record. This move aims at preparing the candidates to be ready to respond using their arguments. The realization of move 3 is shown in table 4 below.

Round 1	Round 2	Move	Strategy
Moderator: <i>Gentlemen, a lot of people have been waiting for this night, so</i>	Moderator: <i>And we will begin with the fight against the coronavirus.</i>	3. Introducing topic	- Delivering the topic - Addressing the

<i>let's get going. Our first subject is the Supreme Court. .."</i>	<i>President Trump, the first question is for you. The country is heading into a dangerous new phase."</i>		question - Delivering the case - Delivering the question
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Table 4. Linguistics realization of move 3

In this move, the moderator announces the topic of the debate. First, he/she addresses the question for one of the presidential candidates to respond it first. The, he/she gives the contextual case before giving the question. After that, the question is delivered followed by the response duration. This move marks the beginning of PD.

4.4 Move 4. Thesis

This is the move which presidential candidates should respond the question from moderator. The presidential candidates has two minutes to answer the question uninterrupted. In this move, the presidential candidates convey their ideas, vision, and mission persuasively in order to get people's attention and win the election. Table 5 shows the linguistics realization of move thesis.

Round 1	Round 2	Move	Strategy
Trump: <i>"Thank you very much, Chris. I will tell you very simply. We won the election. Elections have consequences. We have the Senate, we have the White House, and we have a phenomenal nominee respected by all..."</i>	Trump: <i>"So, as you know, 2.2 million people, modeled out, were expected to die. We closed up the greatest economy in the world in order to fight this horrible disease that came from China..."</i>	4. Thesis	- Elaborating the case - Delivering the contextual examples - Stating the stance

Table 5. Linguistics realization of move 4

The purpose of PD as political discourse is to persuade and change people's mind. The final goal is to win the election. Thus, PD discourse has the same communicative purpose with exposition genre (Djatkika, 2014; Wicaksono et al., 2018). According to Santosa et al., (2021) exposition genre has three structures namely thesis, argumentation, and recommendation. In respect to thesis move, it presents the speaker/writer's point of view and stance of a certain topic (Swales, 1990). In other words, thesis move enables the presidential candidates to convey their thoughts and programs regarding to the topic being discussed. The candidates use persuasive dictions to make people in line with his ideology.

4.5 Move 5

After elaborating candidate's thoughts in thesis move, the next PD stage is open discussion. This stage is called Argumentation Move. The purpose of this move is to convince the audiences which candidate has the best ideas, vision, and mission. In this move, the

presidential candidates argue and defeat each other using rhetorical languages completing with undebatable proof. The linguistics realization of the move can be seen in table 6.

Round 1	Round 2	Move	Strategy
TRUMP: <i>There aren't a hundred million people with pre-existing conditions. As far as a say is concerned, the people already had their say. Okay, Justice Ginsburg said very powerfully, very strongly, at some point 10 years ago or so, she said a President and the Senate is elected for a period of time,</i> BIDEN: <i>He's elected to the next election.</i> TRUMP: <i>During that period of time, during that period of time, we have an opening. I'm not elected for three years. I'm elected for four years. Joe, the hundred million people is totally wrong.</i> BIDEN: <i>That's simply not true.</i>	BIDEN: <i>Make sure it's totally transparent. Have the scientific world see it, know it, look at it, go through all the processes.</i> TRUMP: <i>I don't think we're going to have a dark winter at all. We're opening up our country.</i> BIDEN: <i>My responses is, he is xenophobic but not because he shut down access from China. And he did it late, after 40 countries had already done that. In addition to that, what he did, he made sure that we had 44 people that were in there, in China, trying to get to Wuhan to determine what exactly the source was. What did the President say in January?</i>	5. Argumentation	- Arguing opponent's statement - Stating opponent's track record - Stating candidate's stance

Table 6. Linguistics realization of move 5

According to Swales (1990), argumentation section is the significant part to support thesis. Thus, the candidates have to provide their statement details information or data to highlight their stance in thesis. The purpose of this move is to convince the audiences (Issa & Abbas, 2022). As US PD of 2020 has six to 7 topics, the next moves are the same as move 3 introducing topic-move 4 thesis- and move 5 argumentation. Those moves are repeated until the last topic of the debate.

4.6 Move 6

The last move of US PD of 2020 is closure. This move is done by the moderator as his/her role as the facilitator of the debate. As the beginning part of the debate indicates the first impression to audiences, the closure move is also important.

Round 1	Round 2	Move	Strategy
Moderator: <i>... to be continued in</i>	Moderator: <i>Alright. I want to thank</i>	6. Closure	- Thanking all parties

<i>more debates as we go on. President Trump, Vice President Biden, it's been an interesting hour and a half. I want to thank you both for participating in the first of three debates that you have agreed to engage in. We want to thank Case Western Reserve University and the Cleveland Clinic for hosting this event. The next debate, sponsored by the Commission on Presidential Debates, will be one week from tomorrow, October 7th, at the University of Utah in Salt Lake City. The two Vice-Presidential nominees, Vice President Mike Pence and Senator Kamala Harris will debate at 9:00 PM Eastern that night. We hope you watch. Until then, thank you, and good night.</i>	<i>you both for a very robust hour and a half, a fantastic debate. Really appreciate it. President Trump, former Vice President Joe Biden. Thank you to Belmont University for hosting us tonight and most importantly, thank you to those watching tonight. Election Day is November 3rd. Don't forget to vote. Thank you everyone and have a great night.</i>		- Informing next agenda - Leave taking
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Table 7. Linguistics realization of move 6

In this move, the moderator thanks to all parties involved in PD. Besides, he/she conveys the next agenda of the election to the audiences. It can be said that this move has purpose to end the debate event and delivering leave taking.

5. Conclusion

The aim of the study is to find out the schematic structure of US presidential debate of 2020. The finding of the study reveals that US PD of 2020 has six main moves, and some of them are realized by strategies. The six moves are (1) greetings, (2) informing the debate format, (3) introducing the topic, (4) thesis, (5) argumentation, and (6) closure. Those moves indicate the communicative purpose of US PD that is to persuade the American voters in the election day. The study has implications for linguistics scholars on political discourse whereas the genre analysis study is rather inadequate. Thus, this study could fill the gap of genre analysis especially for presidential debate. Given , the present study merely focuses on the

genre analysis of US PD; it triggers for further research in PD as political discourse. Further studies can explore more about linguistics realization such as pragmatics, sociolinguistics, critical discourse analysis, and etc. with the perspective on genre. Moreover, future study can also analyze PD genre using different approaches such as Systemic Functional Linguistics and so on.

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ANALYSING PRESUPPOSITION: A STUDY ON PRESIDENT AKUFO-ADDO'S STATE OF THE NATION ADDRESS (SONA), 2022

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Received: 2023-09-25

Accepted: 2023-12-14

Published: 2023-12-29

Abstract

Presupposition can be said to be an assumption of a speaker prior to making an utterance or an implied claim of an utterance. Using qualitative method, the researchers examined various language structures that give rise to presuppositions. This was pursued by exploring the State of the Nation Address (SONA) delivered by President Akufo-Addo of Ghana on 30th March 2022. The analysis of the SONA, as the data of the study, revealed the utilization of a number of presupposition triggers – such as possessive construction, “one” construction, definite noun phrase, adverbial clause, relative clause, “even” construction, iteratives, change of state verbs, and factive verbs or phrases – under the existential, structural and lexical presuppositions. The article thus opines that the enactment of presuppositions, through the identified forms, affords the President the opportunity to disseminate his message with a higher degree of veracity on the conditions and happenings of the Ghanaian state.

Keywords: *presupposition; presupposition triggers; sona; speech; utterance*

1. Introduction

Presidential speeches or addresses constitute important data to be studied in varied disciplines in the humanities and social sciences. They have been used, by various presidents, as a powerful tool of communication for nation building, governance and national development. These special messages are presented in various forms to meet specific demands of the political leadership of a president. For example, they can be used to outline and develop the president's vision and direction of commitment in the form of investiture speeches; to give a report at the end of the president's tenure in office in the form of farewell speeches; to inspire hope and a sense of direction in the form of crisis speeches; to explain various measures taken by government in the form of policy speeches; and to give a regular account of the stewardship of the president in the form of state of the nation addresses.

In most countries, state of the nation addresses (SONAs) are considered integral in state governance, in order to ensure accountability on the part of the executive president and his/her government. With this in mind, SONA is made a constitutional provision or a requirement by law in such countries. In Ghana, for example, Article 67 of the 1992 Constitution stipulates that “the President shall, at the beginning of each session of

Parliament and before dissolution of Parliament, deliver to Parliament a message on the state of the nation". Consequently, Ghanaian presidents are enjoined by law to give reports on the conditions and happenings of the Ghanaian state to the representatives of the people, and by extension to the people. Considering the stature of SONAs in national development, Ghanaians calmly anticipate their presentation and discuss the expected thematic areas to be presented, especially in the media landscape.

In view of the foregoing background, the present study analyses presupposition in the state of the nation address (SONA) delivered by His Excellency, the President of the Republic of Ghana, Nana Addo Dankwa Akufo-Addo, on 30th March, 2022 on the floor of the 8th Parliament of the 4th Republic. As presuppositions are not explicitly stated but implied out of what is stated (Reah, 2002), this study is set out to identify some mechanisms, structures or forms that enact them in a communicative piece of national importance such as the SONA, and suggest some functions.

2. Literature Review

Presupposition emerged as a concept from the German philosopher and logician, Gottlob Frege, in 1892 (Khaleel, 2010). It was studied in the field of language philosophy and introduced later into the field of linguistics (Liang & Liu, 2016). Since its emergence, presupposition has been widely viewed in ordinary language as an assumption, as Saeed (1997) for example explains; that to presuppose simply means to assume. Yule (1996) expands this position by positing that, it is the assumption of the speaker before making an utterance. It is also seen as a language property that is used in the enactment of the formation and molding of various ideologies of an audience (Liang & Liu, 2016). Zare (2012) opines that the utilization of presupposition triggers can influence the audience's interpretation of events and may cause some biases. This makes the study of presupposition an interesting venture in the area of language use.

Saeed (1997: 102-106) presents two main approaches of presupposition in linguistics: the truth value and the interactional. The truth value approach characterizes or defines sentences by their "truth relations"; that is, their certainty of being factual. The interactional approach, on the other hand, puts sentences in the domain of communication between individuals; that is, sentences occur as a result of interactions. Accordingly, the truth value approach and the interactional approach are, respectively, described as semantic presupposition and pragmatic presupposition (Leech, 1981).

The literature – e.g., Alcarza (1999), Simons (2003), and Stalnaker (1974) – makes it abundantly clear that presupposition is very sensitive to context and that it should be studied from a pragmatic perspective or approach. For Stalnaker (1974; 1998), in particular, presupposition is fundamentally pragmatic and, concurring with this; Alcarza (1999) observes that presupposition demands a certain common ground of understanding between the speaker and the listener in order to realize the full import of what is stated. Therefore, presupposition in this sense can be analysed from the speaker's viewpoint as a way of packaging an utterance and from the listener's viewpoint as an inference or implied meaning of what the speaker has stated (Saeed, 1997).

The concept of presupposition has been studied in varied areas of language use, such as journalistic writings (Bonyadi & Samuel, 2011; Gyimah Manu, 2020; Gyimah Manu et al., 2022; Khaleel, 2010; Yingfang, 2007) and speeches or addresses (Abdulabbas, 2020; Al-Smaiheeyn & Latiff, 2018; Ampong, 2011; Liang & Liu, 2016). Liang & Liu (2016) examine presupposition triggers in Hilary Clinton's first speech at a political rally, bringing out how

they are used to push her political agenda. Al-Smaihiyeen and Latiff (2018) focus on how lexical presupposition is employed in some speeches by the King of Jordan, His Royal Majesty Abdullah II (bin Al Hussein). They explicate how lexical items are used to reveal the King's intentions and ideas on some political issues in Europe and the world. Abdulabbas (2020) also analyses how the concept of presupposition is evidenced in some selected speeches of President Donald Trump. He notes that the concept is used to showcase the President's knowledge of the socio-politics of America and the American people. Ampong (2011) also employs presupposition as a tool to analyse the unsaid in John Jerry Rawlings' (a former President of the Republic of Ghana) 2010 speech at the national congress of the National Democratic Congress (NDC), a leading political party in Ghana. The present study unravels various linguistic mechanisms that are used to convey some claims, in an unstated manner, in the SONA by President Akufo-Addo, during, arguably, one of the difficult times of the Ghanaian state, in its recovery from the effects of the COVID-19 pandemic.

3. Research Method

As stated above, the data for the present study are the SONA delivered by President Akufo-Addo in March 2022. The present study adopted a qualitative approach in order to achieve the overarching aim of the study. The researchers watched the audio-visual format of the SONA to have a general understanding of it. Furthermore, the text format was read alongside the audio-visual to get a fuller acquaintance to it. With these, the researchers were conversant to start the identification of the linguistic forms that enacted presuppositions in the data.

The text of the data was printed and read in several short blocks to identify the said elements. The researchers examined the data by looking out for the presupposition triggers identified in the works of Yule (1996), Khaleel (2010), and Bonyadi and Samuel (2011). The triggers that were identified were typed out with their associative presupposed meanings, and grouped under the three main types of presupposition (i.e., existential, lexical and structural) given in Khaleel's (2010) model of presuppositional analysis.

4. Results and Discussion

The analysis of the President's SONA reveals some linguistic units and structures that give rise to what Yule (1996: 27) and Saeed (1997: 106) respectively term "potential presupposition" and "presupposition triggers". These linguistic elements are put under the three broad forms of presupposition – existential, structural, and lexical – as exemplified in Khaleel (2010). For the analysis, "presupposes" is marked by ">>" as convention demands and the part of the construction that is principally triggering the presupposition put in italics.

4.1 Existential Presupposition

With existential presupposition, speakers assume the existence of an entity named in an utterance. Consider, for example, "Mary's brother bought three horses" (Yule, 1996: 25). This sentence presupposes that there is someone called Mary and that she has a brother who has bought three horses. The speaker therefore assumes the existence of Mary and her brother. For Yule (1996) and Khaleel (2010), presupposition of existence forms the basis of presupposition. In our analysis of the SONA, it becomes evident that the President uses possessive constructions, definite descriptions and "one" constructions to presuppose the existence of entities so named.

4.1.1 Possessive Constructions

Possessive constructions are phrases that indicate ownership of an entity (the possessed) to another (the possessor). The use of possessive constructions, normally, triggers the assumption of the existence of who/what is named in their linguistic environment (Yule, 1996). The analysis of the SONA reveals the dominant use of "our" by the President to disseminate the sense of collective ownership of the entities named by the President to his listeners; i.e., the parliamentarians and the entire people of Ghana, as exemplified with some examples in (1) – (5) below:

1. We had to learn some very hard lessons, and *our belief in the need for self-sufficiency* was reinforced when vaccine nationalism was played out blatantly by the rich and powerful countries >> We [Ghanaians] have a belief in the need for self-sufficiency.
2. Mr. Speaker, thirty percent (30%) of *our wheat flour and fertilizer imports* come from Russia >> We [Ghanaians] have imports of wheat flour and fertilizer.
3. *Our national iconic automobile brand*, the Kantanka brand produced by Kantanka Automobile Company Ltd. >> We [Ghanaians] have an iconic automobile brand.
4. If ever the support of all citizens was required to make something work, it is in the battle to end illegal mining, and restore *our lands and water bodies* to health>> We [Ghanaians] have lands and water bodies.
5. We should use *our Chairmanship and membership of ECOWAS, our membership of the African Union, our membership of the Commonwealth, our membership of La Francophonie, and our position as a non-permanent member of the UN Security Council* to advance these goals >> We [Ghanaians] have chairmanship and membership at ECOWAS, memberships at the African Union, Commonwealth, La Francophonie and non-permanent membership at the UN Security Council.

(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

In the examples above, the President relates the ownership of the items listed to all Ghanaians and this may resultantly arouse the senses of unity, oneness and collective responsibility amongst the leadership of the country and the citizenry. This may invariably create some level of congeniality in the President's message to his audience, the Ghanaian people. In some other instances in the data, the use of "our" directs the portrayal of collectiveness amongst the President and his government, as the following from the data (6 – 8) shows.

6. We were on course, and *our performance* between 2017 and the beginning of 2020 demonstrates we were making rapid progress >> We [the NPP government] have been having a progressive performance.
7. Mr. Speaker, we have kept to *our promise*, and kept the lights on in spite of worldwide upheavals in the energy sector, and in spite of the huge legacy debts we inherited >> We [the NPP government] had a promise.
8. We are on course to achieve *our ambition of universal access to electricity by the end of my term as the President of this country* >>We

[the NPP government] have the ambition of universal access to electricity by the end of the President's tenure.
(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

The use of the *apostrophe* /s/ ('s) to denote possession is also seen in the data, as the examples in (9) – (10) demonstrate. In this case, the listener may take the presupposing parts as true as the existence of the entities in them is guaranteed.

9. Mr. Speaker, as part of *Government's "Water for All" programme*, several water systems have been initiated and are at various stages of completion >> Government has a "Water for All" programme.
10. Mr. Speaker, *Government's commitment* to constructing a modern railway network in our country is gradually bearing fruit >> Government has a commitment to construct a modern railway network in Ghana.

(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

4.1.2 "One" Construction

This is so named because it is a structured cluster of words preceded by "one" (Gyimah Manu, 2020), specifically 'one + of + a definite description' (e.g. one + of + the dangers of having law enforcement officers involving in such anomalies). It presupposes the existence of other forms of the item, object, or phenomenon being talked about. Some specific examples from the President's SONA are given in (11) – (13) below:

11. ... we recorded average annual GDP growth rates of 7%, making us *one of the fastest growing economies in the world* >> There are other fastest growing economies in the world we can be compared to.
12. Not many people outside the cocoa industry will realise the significance of the introduction of this little bit of technology, but it brings to an end *one of the main sources of distrust between cocoa farmers and officialdom* >> There are other main sources of distrust between cocoa farmers and officialdom.
13. Mr. Speaker, potentially, *one of the most decisive interventions of the 2022 budget* has been the YouStart Programme, which has been established to encourage the development of entrepreneurship amongst the youth >> There are other most decisive interventions of the 2022 budget.

(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

From (11) – (13), it can be seen that the President strives to portray a degree of veracity of information with the use of the "one" construction. That is, advertently, its presupposed meaning also acknowledges the truth of the existence of another form of the noun element in the construction. One realizes the extent to which the "one" construction imputes veracity when they are omitted in some cases. For instance, consider its omission in (11) to read as in (14) below:

14. ... we recorded average annual GDP growth rates of 7%, making us the fastest growing economy in the world.

(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

It is evident that, unlike (11), (14) presupposes only one “fastest growing economy in the world” and this may cause some level of doubt in the minds of the audience. In other words, (14) may not strongly avow the correctness that the President may want to communicate to the populace. However, the “one” construction affords the President the opportunity to make his point as true, through the assumption of other correct forms.

4.1.3 Definite Noun Phrase/Descriptions

The definite noun phrase (NP) may be considered to be a structured string of words with a noun head and preceded by definite determiner, “the”. This phrase, as exemplified in the data (15) – (20), also presupposes the existence of the noun element, particularly the head, in the group of words. The definite NP asserts the truth value of the propositions presupposed and the listeners are made to accept their meanings as true. Examples are presented below:

15. ...we were in the midst of a lockdown in *the main metropolitan centres* of our country >> We have main metropolitan centres.
16. *The big and established economies* of the world have been knocked off their planned trajectory >> We have big and established economies
17. *The difficulties of the time* notwithstanding, we intend to continue to grow this economy and bring prosperity >> We have difficulties.
18. *The initial phase for the construction of nine (9) TVET campuses* will commence next month >> There are phases in the construction of the TVET campuses.
19. This is a remarkable initiative that cushions the income of the Ghanaian cocoa farmer, *the backbone of our economy* >> Our country has a backbone [the Ghanaian cocoa farmer].
20. *The construction of the twenty-two kilometre section of the Western Railway Line, ...* >> The Western Railway Line has twenty-two kilometre section.

(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

4.2 Structural Presupposition

According to Yule (1996), there are certain sentence structures that are normally analysed and assumed to be true. He adds that “we might say that speakers can use such structures to treat information as presupposed (i.e., assumed to be true) and hence to be accepted as true by the listener” (p. 28). For instance, with the wh-interrogative construction, “What did he eat?”, the presupposition is that “He ate/he has eaten”. Other linguistic structures that assume their part to be true in the data are adverbial clause, relative clause, wh-construction, “even” construction, parenthetical construction, and counterfactive conditionals (Bonyadi & Samuel, 2011; Khaleel, 2010).

4.2.1 Adverbial Clause

An adverbial clause is a dependent clause that serves the purpose of being an adverbial modifier of the verb in the independent clause to which it (the adverbial clause) is attached. Just like any other adverb, they possess some freedom in their positioning as they are mostly placed at the initial or final positions of a sentence (Biber et al., 1999). Subordinate clauses that function as stated above can give rise to presupposition. The adverbial clause of the sentence, “She wrote the book *when she lived in Boston*”

presupposes that “She lived in Boston” (Khaleel, 2010: 534). Consider these examples culled from the data.

21. *When some amongst us are raising questions about the certainties on which we are building the state*, it is not surprising that worries about the stability of the government would become cause for heightened tension in the nation >> Some amongst us are raising questions about the certainties on which we are building the state.
 22. Back in March 2020 *when the first cases of COVID hit our country*, we and the rest of the world were in uncharted territory >> The first cases of COVID hit our country.
 23. We had to learn some very hard lessons, and our belief in the need for self-sufficiency was reinforced *when vaccine nationalism was played out blatantly by the rich and powerful countries* >> Vaccine nationalism was played out blatantly by the rich and powerful countries.
 24. Some, including a few in this Honourable House, went as far as to accuse the government of trying to kill Ghanaian children *when we introduced the controlled school re-openings* >> We introduced the controlled school re-openings.
 25. Mr. Speaker, I recall, with nostalgia, the end of year 2019, just before the onset of COVID, *when the world came to Ghana in that “December to Remember”* and we were the place to be >> The world came to Ghana in that “December to Remember”.
 26. Work is also ongoing on the construction of a huge barracks complex at Kwabenya, to replace the one adjacent to the DVLA at 37, *where the conditions of living are poor* >> The conditions of living are poor.
- (SONA by President Akufo-Addo, Ghana, 30th March, 2022)

As noted earlier, the adverbial clause functions as a modifier of the main verb in the main clause to which it is attached. Therefore, as could be observed from (21) – (26), the presupposed meaning that is gleaned from the adverbial clause is naturally carried unto the main proposition, the independent clause, as true of it (the independent clause).

4.2.2 Relative Clause

The relative clause is a dependent clause that functions as a post-modifier of an antecedent NP. Examples of such subordinate clauses presupposing in (27) – (30) are represented below:

27. Mr. Speaker, I hope you will forgive me if I begin by asking Members of the House to join me to salute the management, technical and playing teams of the Black Stars, *who, against the odds, beat the Super Eagles of Nigeria in Abuja yesterday* >> The Black Stars beat the Super Eagles of Nigeria in Abuja yesterday.
28. The Creative Arts Senior High School, in Kwadaso, *whose construction is currently seventy percent (70%) complete*, will serve as a beacon for many young and talented people >> The construction of the Creative Arts Senior High School, in Kwadaso, is currently seventy (70%) complete.

29. In addition, five (5) medium scale state-of-the-art agro-processing Common-User Facilities (CUFs) have been established with direct support from Government and are owned by various groups of farmers, *whose farming operations had previously been undermined through lack of processing facilities* >> The farming operations of various groups of farmers had been previously undermined through the lack of processing facilities.
30. Mr. Speaker, work is progressing on the coastal protection programme of Government, *whose aim is to improve the resilience of the country's coastline against tidal wave erosion*, whilst protecting lives, livelihoods and properties of the people living along the coast >> The aim of the coastal protection programme of Government is to improve the resilience of the country's coastline against tidal wave erosion.
(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

As seen in the examples, these clauses project some claims, which are seen as facts, or as if as facts, about their antecedents on the part of the audience.

4.2.3 Wh-Construction

This is a group of words that are preceded by a wh-word that is capable of interrogating. As noted by scholars such as Yule (1996), Biber et. al. (1999) and Khaleel (2010), such cluster of words may presuppose in their usage. Examples from our data are given in (31) – (33) below.

31. Maybe some of us have forgotten *what the experts were predicting at the time* >> The experts were making some predictions at the time.
32. ... we work hard to reclaim *what we lost to the COVID years* >> We lost something to the COVID years.
33. Mr. Speaker, I have spoken on other occasions about the digitization of port operations or *what we all now call the paperless port* >> We now call something [programme or project] the paperless port
(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

The presupposed meanings, from the wh-constructions given above, are claims that are implied, by the audience, to be true at the time the utterance is made. Specifically, the audience may be more inclined to be convinced and consequently accept the presupposed statement as accurate.

4.2.4 "Even" Construction

This construction is so named because it is a group of words that is introduced by the word, "even" (Bonyadi & Samuel, 2011). The use of "even" in groups of words may trigger presupposition, as found from the data below:

34. The Ghanaian people are anxious about the economy, the cost of living, income levels, jobs for young people, and *even about issues on which we all thought we had achieved a national consensus* >> The Ghanaian people are not expected to be anxious about issues on which a national consensus was thought to have been achieved

35. We could not have been prepared for the catastrophe that hit us, *even the richest economies with the most sophisticated structures were unprepared* >> The richest economies with the most sophisticated structure were expected to be prepared
36. Identifying suitable sites around the country, for example, has turned out to be *even more problematic than had been anticipated* >> Identifying suitable sites around the country should not have been a problem
37. The bombs might be dropping on cities half a world away but they are hitting our pockets here in Ghana. *Even so, we have managed to ensure that fuel supplies have not been disrupted, unlike in several other parts of the world* >> It is not expected to be able to manage the disruption of fuel supplies like other parts of the world
(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

It can be seen that the “even” construction offers the President the opportunity to state, indirectly, claims that could not have been made in a more direct manner because of its import and potential reaction from the audience. It is therefore used as an avoidance strategy to directly make strong statements such as the presupposed meanings in the examples given.

4.2.5 Parenthetical Constructions

Parenthetical constructions are sentential add-ons that relate to clauses to which they are attached. Their function is to give further clarification or information to the main proposition stated (Banik, 2009). Walker (1823: 99) adds that their addition to the sentence “is neither necessary to the sense, nor at all affects the construction”. Such have been identified as structures that can trigger presupposition (Bonyadi & Samuel, 2011; Gyimah Manu, 2020). Examples from the data are found below:

38. I remember, a year ago, we were in the midst of the second wave of covid infections and deaths; *there was widespread fear*; again, there was consensus we should concentrate all attention and resources on protecting lives >> There was widespread fear in the midst of the second wave of covid infections and deaths a year ago.
39. We grew the economy from the cedi equivalent of fifty-four billion United States dollars (\$54 billion) at the end of 2016 to the cedi equivalent of seventy-two billion dollars (\$72 billion) in 2020, *a thirty-three percent (33%) increase* >> There was a thirty-three (33%) increase in the economy at the end of 2016.
40. Each of the different branches of the Armed Forces – *the Army, Navy and Airforce* – has received significant financial assistance to upgrade its logistical bases, and strengthen its capabilities, and its welfare requirements are being substantially addressed >> The Army, Navy and Airforce are different branches of the Armed Forces.
41. The West African Region is suddenly back in the international headline news for all the wrong reasons; *we are back again as the region of political instability and the place for coups* >> Political instability and

coups are wrong reasons for the West African Region to be back in the news headlines.

42. We, in Ghana, know the cost of instability; *it leads to the exodus of our artisans and professionals, and the emptying of teachers from our schools* >> The cost of instability is the exodus of artisans and professionals, and the emptying of teachers from our schools.

(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

It should be noted that the parentheticals in the examples given are not merely used to offer further clarity to their independent clause but are also used to present additional evidences or actualities about the said clause through their presupposed information.

4.2.6 Counter Factive Conditionals

The presupposed information of the counter factive conditionals are not said to be true at the time in which an utterance is made. Yule (1996) deems them as constructions that are contrary to facts with his explanation of the example, "If I had a yacht". The sentence, "I had a yacht" may be considered a fact. However, the placement of "if" before the pronoun subject in the earlier example renders it as contrary to facts as in "I do not have a yacht". Below are some examples, from the data:

43. Mr. Speaker, *if we campaign* so hard for the opening up of trading among African states, we had better have something to sell >> We have not campaigned so hard for the opening up of trading among African states
44. *If ever the support of all citizens was required to make something work*, it is in the battle to end illegal mining, and restore our lands and water bodies to health >> The support of all citizens have not been required to make something work but now
45. Mr. Speaker, I hope you will forgive me *if I begin* by asking Members of the House to join me to salute the management, technical and playing teams of the Black Stars >> Members of the House have not been asked to salute the management, technical and playing teams of the Black Stars

(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

4.3 Lexical Presupposition

This is where certain words or lexical items give rise to assumptions. In English language use, examples of such lexical items that have been identified by scholars include: implicative verbs, factive verbs, change of state verbs, verbs of judging, non-factive verbs, conventional items, and iteratives (Khaleel, 2010; Saeed, 1997; Yule, 1996). Some of these are employed in the data analysed, as presented below.

4.3.1 Factive Verbs/Phrases

Crystal (1997) opines that the word "factive" is used for the class of verbs that allow complement clauses to be attached to them. In this case, the addresser is able to assume or presuppose the factiveness or truth value of the proposition given through the clause. Verbs in this category include: *know*, *realize*, and *regret* (Abdulabbas, 2020; Liang & Liu, 2016; Yule, 1996). Yule (1996) also includes the use of some adjectives and other noun constructions for

this purpose. In the data, the researchers identify the use of both factive verbs and some factive adjectival phrases. Examples are presented below.

46. ... *I know* that there is a general sense of anxiety in our nation at the moment >> There is a general sense of anxiety in our nation at the moment
47. When some amongst us are raising questions about the certainties on which we are building the state, *it is not surprising* that worries about the stability of the government would become cause for heightened tension in the nation>> Worries about the stability of the government has become cause for heightened tension in the nation
48. ... *it is evident* that the initial schedule we gave for the completion of Agenda 111 was overly ambitious >> The initial schedule we gave for the completion of Agenda 111 was overly ambitious
49. I *know* that the word “unprecedented” is often used with careless abandon in our public discourse, but I use it carefully and purposefully>> The word “unprecedented” is often used with careless abandon in our public discourse
50. Gradually, the police are bringing order to the roads and we all now *know* that the law is no respecter of persons or vehicle types >> The law is no respecter of person or vehicle types
 (SONA by President Akufo-Addo, Ghana, 30th March, 2022)

It can be seen from the above examples that the “that-clauses” that proceed immediately after the factive verbs and adjectival phrases contain the presupposed meanings. The use of these factive verbs and phrases transfer or confer on the clauses some high degree of veracity of the propositions presented by the clauses. For example, in (49), the President notes, through the verb “know” the truth value that “the word “unprecedented” is often used with careless abandon in our public discourse”. The presupposed meanings are given as factual.

4.3.2 Iteratives

For Crystal (1997: 206), iterative refers to “an event which takes place repeatedly”. Words or phrases that denote the repetitive nature of an action or event are called iteratives (Khaleel, 2010). Examples of such have been given from the data.

51. ... *again* there was consensus we should concentrate all attention and resources on protecting lives >> A consensus was once reached (was reached before) that we should concentrate all our attention and resources on protecting lives
52. Our children *will continue* to be educated and be equipped to run a modern and digitalized economy >> Our children are being educated and equipped to run a modern and digitalized economy
53. Ghana *continues* to lead the push for African renaissance through the decade-long ‘Beyond the Return Project’ >> Ghana has been leading the push for African renaissance through the decade-long ‘Beyond the Return Project’

54. We [the West African Region] are back *again* as the region of political instability and the place for coups >> The region has been one of political instability and the place for coups before
(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

The use of the iteratives in the examples above presupposes the repetitive occurrence or happening of the events or actions expressed. These events or actions are therefore believed to be truths, having existed or occurred. The phrases "no longer" and "never again" are identified as *negative iterative*. Although they signal the repetition of an occurrence, they also express the end of same. Consider the examples below:

55. As the health experts have advised, I hope we shall continue with some of the measures, like the washing of hands and the enhanced hygiene protocols, that have served us so well even though they are *no longer* mandatory >> Measures like washing of hands and the enhanced hygiene protocols have been mandatory before
56. *Never again* will it be that someone, born in this country, will live a full life, die and be buried, without any record of his or her existence >> Some people have been born, lived life, died and buried without their records of existence
(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

4.3.3 Change of State Verbs

These verbs have the sense that the new state that is described or presupposed is not held before the change (Saeed, 1997). Examples from the data are given below:

57. Work has *started* at eighty-seven (87) of the one hundred and eleven (111) sites >> There was no work earlier on the one hundred and eleven (111) sites.
58. Trading under the African Continental Free Trade Agreement (AfCFTA) officially *commenced* on 1st January, 2021, and Ghana was the first country in Africa to establish Customs Procedure Codes to facilitate trading under the AfCFTA >> There was no official trading under the AfCFTA earlier.
59. Mr. Speaker, quite a number of global vehicle manufacturing companies have set up assembly plants here in our country, and *started producing* vehicles for our market and for the West African market >> There were no vehicle manufacturing companies who had assembly plants here in our country for the production of vehicles for our markets and that of West Africa before
60. We have *suspended* the issuance of all prospecting, exploration and/or reconnaissance licenses for minerals in forest reserves >> There was the issuance of prospecting, exploration and/or reconnaissance licenses for minerals in forest reserves
61. The construction of the twenty-two-kilometre section of the Western Railway Line, on a new standard gauge, from Kojokrom to Manso, which *commenced* in 2018, is on schedule to be completed before the end of this year >> There was no construction of the twenty-two-kilometer section of the Western Railway Line before
(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

The President employs some change of state verbs, as exemplified above, to convey some of his accomplishments to the citizenry. These verbs presuppose the non-existence of these changes, in this case accomplishments, prior to their occurrence or realization. They therefore serve as appropriate vehicles for such announcements, because of their presupposed meanings, especially in addresses such as the SONA.

4.4 Conventional Items

In some cases, presuppositions in some sentences are tied to the conventional meanings of words (Levinson, 1983). Palmer (1981) reiterates this by noting that presuppositions are connected with the nature of certain words. The sentence, "I killed the dog" presupposes that, conventionally, "The dog was alive [before]". The verb "killed" triggers a conventional meaning that is presupposed. See some examples from the data, below.

62. We should *recapture* those glorious moments and build on them as we work hard to reclaim what we lost to the COVID years >> We have captured some glorious moments before
63. If ever the support of all citizens was required to make something work, it is in the battle to end illegal mining, and *restore* our lands and water bodies to health>> Our lands and water bodies were healthy [before]
64. The Police Service is gradually *regaining* the trust and confidence of the public, under the leadership of its new IGP >> The Police Service lost the trust and confidence of the public [before]
65. Gradually, the police *are bringing* order to the roads and we all now know that the law is no respecter of persons or vehicle types >> There was no order on the roads [before]

(SONA by President Akufo-Addo, Ghana, 30th March, 2022)

The conventional items in the examples above are used to express some facts, in an indirect manner, through their presupposed meanings. The use of these conventional items may cause the audience to decipher these facts for themselves and may end up being convinced and consequently accepting them.

5. Conclusion

Considering the constitutional importance of the President's message to parliament and to all Ghanaians on the reflections, happenings, and true conditions of every sector of the country, the researchers examine how presupposition is employed by the President in the dissemination of his State of the Nation Address on 30th March, 2022. The study unravels the utilization of three types of presupposition and some linguistic forms that trigger them in the president's address: existential presupposition (possessive construction, definite descriptions, and "one" construction), structural presupposition (adverbial clause, relative clause, wh-construction, "even" construction, parentheticals, and counterfactive conditionals), and lexical presupposition (factive verbs/phrase, iteratives, change of state verbs, and conventional items). SONAs are expected to give accounts of the stewardship of the President, who is responsible for the management of every sector of (the Ghanaian) life. Generally, the present study asserts that the use of the presupposition triggers, explored in Section 4, affords the President the avenue to give his message or state his claims as facts,

truths, and actualities of the conditions of the nation. It reveals the implied claims and inexplicit propositions of the stated accounts of the President in his address.

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THE INFLUENCE OF GOAL SETTING, SELF-EFFICACY, SELF-REGULATION, AND COURSE ATTITUDE ON FRENCH LANGUAGE LEARNING MOTIVATION

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Received: 2023-11-03

Accepted: 2023-12-07

Published: 2023-12-29

Abstract

Motivation to learn is very important to achieve learning goals, especially learning French language which is not the mother tongue for Indonesian students. Therefore, it is important to investigate the affective characteristics of those who motivate them to learn French. The research aims to see the effects of goal setting, self-efficacy, self-regulation and course attitude on motivation to learn French for students in Indonesia. This research used a descriptive qualitative approach, where 112 students participated in this research, and the data analysis process used was path analysis. The results of statistical testing show that goal setting, self-efficacy, self-regulation and course attitude have a significant effect on motivation to learn French. This proves that intrinsic and cognitive factors play a role in increasing students' motivation to learn a second language. In an indirect relationship, course attitude mediates the relationship between goal setting and self-efficacy on motivation to learn and also shows positive and significant results. This research contributes to evaluating the factors that influence student motivation in increasing effectiveness in learning a second language, namely French for Indonesian students.

Keywords: *course attitude; goal setting; learning motivation; self-efficacy; self-regulation*

1. Introduction

Language is a vital method of communication in the present international world and modern organizations, and its volume and spectrum are increasing and diversifying as a result of dynamic socio-cultural, economic, professional, and political settings (Milcu, 2012). Many of the world's languages are used internationally and spoken by millions of people. French is one of the most popular languages in the world, according to research by Intan (2021), because it is the official language of the Olympics and the International Red Cross. Furthermore, French, along with English, is regarded as the primary language during UN conferences. According to Satiakemala (2019:32), who explains Translocalize data, French is the world's ninth most often used language. There are approximately 77 million people who speak French as their first language and 128 million who speak it as a second language.

Because Indonesian is the official language, learning French is considered as a second language. For pupils, learning a second language is tough, demanding, and stressful

(Krashen, 1981). Adults studying a second language encounter additional hurdles because they must communicate in a language other than their original tongue. It is assumed that various persons have varying abilities to learn a foreign language (Racmadhany et al., 2020). Some people can easily acquire and speak a foreign language, while others appear to struggle or make little progress despite their greatest efforts (Zandi, 2012).

According to goal setting theory, people who set clear hard goals (usually called "stretch" goals) are more successful than people who set general goals, such as "do your best" or easy specific ones. Goal setting can be a driving force to increase a person's efforts; the person will work harder with a goal than without a goal (Locke & Latham, 1990). It is clear that goal setting is one of a person's intrinsic motivations for learning. Next, self-efficacy has a very important role in everyday life, so that a person focuses attention on their beliefs about their maximum potential (Rustika, 2012). Self-efficacy is the self-confidence that students must have in order to achieve satisfactory results in learning activities (Jumroh et al., 2018). The presence of self-efficacy is a key factor that stimulates pupils to learn, increasing their motivation to learn. According to other research, Self-regulation is essential for human functioning, including learning and academic achievement. Classroom self-regulation, according to most experts, is not an all-or-nothing procedure, nor is it a part of the educational system. This demonstrates that in order to enhance learning, students must be competent and ready to handle self-regulation in order to motivate themselves while also responding to their social surroundings. pupils' attitudes toward French language studies are also vital in encouraging pupils to understand French language concepts, improve French language abilities, and value information in the future. When students have a good attitude, their learning efficiency improves and they are better prepared to learn (Garcia & Revano, 2021). As a result, this suggests that attitude has an effect on motivation to learn French.

Self-efficacy is emphasized by researchers as a factor of an individual's level of confidence in completing a task or succeeding in a specific area (Osborne & Dillon, 2008). Self-regulation influences learning motivation significantly (Burhan et al., 2022). This is because the capacity to regulate behavior and carry it out as a strategy affects a person's performance in accomplishing objectives or achievements as proof of improvement. Ince (2023) in his research finds a significant effect of course attitude on learning motivation. The significant association between attitudes and motivation for scientific subjects among secondary school students can be attributed to the idea that positive views toward such subjects will improve motivation. Students who find science engaging, important, and applicable to their lives are more likely to participate in learning activities and excel in the subject. No one has evaluated motivation to learn French in any of the previous studies, so this research is novel in this area. As a result, the following study question is posed: Does goal setting, self-efficacy, self-regulation, and course attitude affect French language learning motivation?

This study seeks to link several variables associated to affective qualities to motivation, proposing a novel research paradigm in the process. The findings of this study contribute to studies on second language learning and can be utilized as an evaluation tool for students in order to boost their enthusiasm to learn French and maximize their ability to acquire French language skills.

2. Literature Review

2.1 Affective Domain

The affective domain is concerned with our values, attitudes, and behaviors. It includes, in a hierarchy, the ability to listen, respond in interactions with others, demonstrate attitudes or values appropriate to specific situations, demonstrate balance and consideration, and, at the highest level, to demonstrate a commitment to principled practice on a daily basis, alongside a willingness to revise judgment and change behavior in the light of new evidence. The affective domain includes students' motivation to study as well as their emotional state when learning (Beard et al., 2007). According to Miller & Partlett (1974), these include learning theories (based on positive reinforcement and cognitive dissonance) and social learning theories (based on social constructivism). Miller emphasizes that emotive aims are prevalent in education even when they are not expressly expressed. In this study we tried to test affective factors that influence motivation including goal setting, self-efficacy, self-regulation, and course attitude.

2.2 Goal Setting

Rowe et al. (2017), define goal setting as a specified success that must be reached in a certain field with measurable results, such as actions and achievement timetables. Goal setting gives meaning and purpose to what was previously regarded a dull and physically draining chore. As stated by Latham (2004), there are at least four factors that contribute to good goal setting: First, when a person commits to a goal, he or she decides to move his or her attention away from goal-irrelevant activities and toward goal-relevant activities. Second, goals motivate people. Challenging goals necessitate more work than easy aims. This is true whether the goal needs physical or mental effort to obtain. Tight deadlines contribute to a faster work pace than loose deadlines; high goals delay effort. Fourth, goals inspire people to use the knowledge they already have to assist them reach the goal or to learn new knowledge to help them achieve the goal. Goals must be specific, quantifiable, actionable, reasonable, time-bound, and committed to, as well as provide feedback (Locke & Latham, 1990). Goal setting can be a motivator to increase one's efforts, since a person will work harder with a goal than without one (Locke & Latham, 1990).

2.3 Self Efficacy

Self-efficacy is the subjective assurance that one will be able to meet new and challenging challenges using one's competencies. This applies not only to everyday tasks, but also to difficult ones that necessitate an investment of work and endurance to attain achievement. Bandura's social-cognitive theory (Bandura, 1992), personal beliefs, such as those about the results of a certain course, are thought to impact and manage cognitive, motivational, emotional, and action processes. Expectations, behaviors, and self-efficacy are essential for success. Outcome expectancy refers to the expected consequences of an action, such as how articulating a conflict will facilitate conflict resolution, whereas self-efficacy refers to feelings of subjective competence to carry out a successful action (for example, a student feels confident articulating a conflict in a dispute situation. Personal evaluation of one's own action competence is a necessary component of self-efficacy. Beliefs in one's own efficacy, according to Bandura (1992), are strongly tied to conduct because they play a significant role in developing attitudes. This is an important mechanism that

explains the interactive relationship between internal and external inputs that influence human behavior (Lee & Mendlinger, 2011). It is the individual's personal characteristics that explain why he is involved in a certain task (Puzziferro, 2008).

2.4 Self-Regulation

Although numerous definitions exist, most people believe that self-regulation is a multi-component, iterative, and self-directed process that changes a person's moods, cognitions, and actions, as well as external elements, to serve the self (Boekaerts, 2010). Self-regulation theory defines the process of an individual defining goals, monitoring progress toward those goals, and controlling actions and behavior to attain those goals (Carver & Scheier, 2012; Locke & Latham, 1990). To characterize this process, self-regulation theory emphasizes four components: standards to establish ideals and goals, monitoring to track self-regulation, willpower to enhance self-regulation strengths and resources, and motivation to meet standards and achieve goals. (Baumeister & Vohs, 2007). Self-regulation theory describes how students in a flipped learning setting directly manage their learning process and pace based on their goals, monitoring, resources, and motivation. Students' self-regulation influences their learning outcomes in both traditional classrooms and online learning contexts (Dabbagh & Kitsantas, 2005; Greene et al., 2012). Students who lack self-regulation methods, according to Zheng et al. (2020), may struggle to understand or connect ideas during pre-class studying, which can lead to inadequate learning results during in-class activities. In flipped learning, students' relevant learning experiences are determined by how well they prepare for learning prior to class (Sun et al., 2016).

2.5 Course Attitude

Individual attitudes are cognitive, affective, and behavioral preparations for events in their environment based on their knowledge, experience, and feelings (Giannakos et al., 2017). Positive and negative attitudes regarding a specific issue are seen to be related to an individual's behavior in situations related to his life, ownership, and respect for society. This theory is used to interpret individual attitudes and identify whether they are sentimental, cognitive, or behavioral in nature (Al-asqah, 2018). Attitudes have recently gained a lot of attention from first and second language scholars, and they are usually cited as one of the most important aspects in second language learning (Durer & Sayar, 2013). Students' attitudes and views of language courses demand careful consideration because these two factors influence the teaching and learning processes of these courses. Their attitude will also influence their language skills outside of class, such as while conversing with other students. This also motivates students to enroll in higher-level courses (Gal et al., 1997). Furthermore, investigations of students' attitudes toward language courses are critical in encouraging students to learn language concepts, enhance speaking abilities, and value knowledge in everyday life.

2.6 Motivation to Learn

Motivation is critical in the learning process. A student's success is affected by his or her way of thinking, feeling, and acting (Chen & Schmidtke, 2017), and students who struggle at university typically have lower levels of motivation (Bokayev et al., 2021). Motivation is at the heart of the second language acquisition process. Motivated pupils are more likely to study more and better. Motivation is critical in the teaching-learning process because it

encourages people and makes them want to engage in behavior (Chen & Schmidtke, 2017). There are two sorts of motivation in learning: internal and extrinsic motivation (Zhao, 2012). Zimmerman (2000) intrinsic drive arises from within the individual and is fueled by internal benefits rather than external rewards such as money. Intrinsically motivated pupils receive enjoyment from existing activities or their surroundings. Intrinsically motivated students like the activity or the gratification of completing a task. In daily life and education, intrinsic and extrinsic motivational factors are crucial for acquiring, modifying, or maintaining behavior. According to Ryan & Deci (2000), someone who is motivated is someone who takes action to do something. Everyone has a distinct level and type of motivation. Attitudes and goals that lead to action are related with this type of motivation.

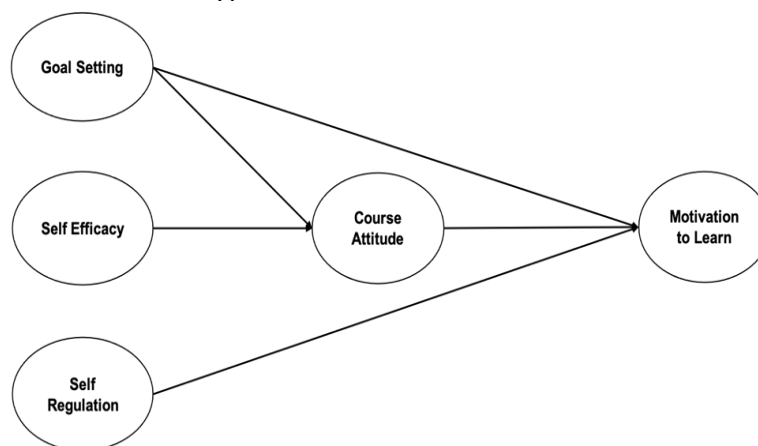


Figure 1. Conceptual Framework

3. Research Method

This study is a quantitative descriptive study that seeks to uncover the impact of setting, self-efficacy, self-regulation, and course attitude on French language learning motivation in students of French language education. Descriptive research seeks to elucidate a specific scenario by defining and explaining the issue in detail, as well as revealing links between occurrences (Ince, 2023). We try to discover whether the variables change simultaneously or not in the relational survey model, and if so, how the change occurs (Creswell, 2012). This study's population comprised of students who were still enrolled at the Indonesian Education University from the beginning to the end of the semester. The questionnaire was designed exclusively for active French language education students at the Indonesian Education University, and it was given to them via an online form through student social media groups. This seeks to streamline the distribution process and increase filling efficiency. The number of samples in this study was established using sample calculations from Ferdinand (2014) specifically, selecting the optimal number of models (between 5 and 10 times the number of indicators). It is okay to choose a multiplication between 5 and 10, and if the results are insufficient, put them together to yield a multiplication of 10. The researcher chose to start with a multiplication of 7 since it is the middle value between 5 and 10, not too small or too large, and hence an example of 7 is required. There were $16 = 112$ responses.

Purposive sampling is used in the sample collection process. The researcher decided to utilize this technique to collect information about students studying French who were

current students (not on leave, not yet graduated) and did not speak French as their first language. The questions were distributed online using a 5-point Likert scale.

Latent Variable	Definition	Dimension	Source
Goal Setting	Goal Setting entails creating an action plan to encourage and steer an individual or group toward a goal.	(1) Meaningful; (2) Personal Improvement; (3) Data-Based	Noonan & Erickson (2017)
Self-Efficacy	Self-Efficacy refers to an individual's belief in the ability to conduct the behavior required to achieve particular performance outcomes.	(1) Magnitude; (2) Strength; (3) Generality	Suwarno (2022)
Self-Regulation	Self-Regulation is the ability to recognize and control a person's behavior and reactions to feelings and events in his environment.	(1) Receiving; (2) Evaluating; (3) Triggering Change; (4) Searching for Option; (5) Formulating Plan; (6) Implementing Plan; (7) Assessing Plan	Suwarno (2022)
Course Attitude	An individual's attitude is the preparation of cognitive, affective, and behavioral responses to events in their environment based on their knowledge, experience, and feelings.	(1) Course Attitude	İnce (2023)
Motivation to Learn	Motivation is a state of mind that triggers and sustains activity toward a goal. This is critical for lifelong learning and achievement in both informal and formal learning situations.	(1) Intrinsic Motivation; (2) Extrinsic Motivation	(Pg Redzuan, 2020)

Source: Authors 'Compilation

Table 1. Details about Latent Variables

For data processing, component-based SEM with the Partial Least Squares-Structural Equation Modeling (PLS-SEM) method is used. Some of the advantages we evaluated before opting for this strategy versus regression analysis The following are the results of Hair Jr et al. (2023); Ramli et al. (2018) 1) PLS-SEM enables for the evaluation of complicated connections with many components and indicators in the model; 2) PLS-SEM can handle several data types in one model; and 3) Outliers and missing values have no effect on PLS-SEM outcomes. Several stages were carried out in order to achieve all of the research objectives. The first stage examines two components of PLS-SEM: structural submodels and measurements (Latan et al., 2017; Ramli et al., 2018).

4. Results and Discussion

4.1 Descriptive Statistics

Female students dominated the 112 respondents in this study (85 respondents or 75.9%). Meanwhile, 70 people between the ages of 20 and 22 were overwhelmed (62.5%). Furthermore, students in their third year of study dominated the respondents in this study (36 respondents or 32.1%), while the longest time students began learning French was 2-3 years (59 respondents or 52.7%). The following table shows the complete results of respondent characteristics:

Characteristics	Frequency	Percentage (%)
Gender	Female	85
	Male	27
	Total	112
Age	17 - 19	40
	20 - 22	70
	> 23	2
	Total	112
Year of Study	1 st Year	27
	2 nd Year	19
	3 rd Year	36
	> 4 th Year	30
	Total	112
French Learning Duration	0 – 1 Year	32
	2 – 3 Years	59
	> 4 Years	21
	Total	112

Source: Author'Compilation

Table 2. Respondent Characteristics

4.2 Validity and Reliability Test Result

The validity and reliability of this study were verified on 30 respondents. It is also known that each variable item has an overall r value greater than the r table and a significance value less than 0.05. According to Sekaran & Bougie (2016), the research results are valid if the r value is more than the r table and the significance value is less than 0.05.

Hair Jr et al. (2018), if the item factor loading is greater than 0.7% and the Average Extracted Variance (AVE) value is greater than 0.5, all indicators for each construct are valid. Table 3 shows that the convergent validity test was passed. For each construct evaluated, the variance explained by each indicator is more than the construct error value. As a result, all known indicators can describe the structure when compared to other components not assessed in this study.

According to Sekaran & Bougie (2016), all items in this study are trustworthy since, according to Chronbach's Alpha, items are only reliable if their coefficient value exceeds 0.6. The results of this validity and reliability test are shown in Table 3.

Variables	Item	Mean	Standard Deviation	Outer Loading	Cronbach's α	Composite Reliability	AVE
Goal Setting					0.939	0.949	0.701
	GS1	4.163	0.881	0.816			
	GS2	4.152	0.804	0.858			
	GS3	4.167	0.895	0.872			
	GS4	3.970	0.750	0.873			
	GS5	3.954	0.769	0.829			
	GS6	4.053	0.930	0.786			
	GS7	3.939	0.782	0.857			
	GS8	4.156	0.895	0.804			
	GS9	4.129	0.812	0.914			
Self-Efficacy					0.953	0.960	0.752
	SE1	4.285	0.947	0.840			
	SE2	4.099	0.821	0.831			
	SE3	4.373	0.875	0.890			
	SE4	4.125	0.815	0.893			
	SE5	4.061	0.806	0.859			
	SE6	4.228	0.855	0.871			
	SE7	4.122	0.809	0.882			
	SE8	4.118	0.812	0.869			
	SE9	4.361	0.869	0.824			
Self-Regulation					0.962	0.966	0.654
	SF1	4.407	0.974	0.819			
	SF2	4.019	0.895	0.815			
	SF3	3.848	0.686	0.828			
	SF4	3.844	0.683	0.776			
	SF5	4.186	0.863	0.815			
	SF6	3.814	0.729	0.647			
	SF7	3.821	0.762	0.798			
	SF8	4.179	0.916	0.832			
	SF9	3.939	0.820	0.817			
	SF10	4.289	0.872	0.812			
	SF11	4.114	0.819	0.831			
	SF12	3.886	0.699	0.821			
	SF13	4.388	0.837	0.836			
	SF14	4.331	0.868	0.843			
Course Attitude					0.962	0.966	0.654
	CA1	3.987	0.736	0.874			
	CA2	3.994	0.732	0.842			
	CA3	4.084	0.901	0.796			
	CA4	4.045	0.845	0.817			
	CA5	4.006	0.758	0.796			
	CA6	4.077	0.767	0.801			
	CA7	4.116	0.778	0.851			

Motivation to Learn			0.970	0.972	0.606
MT1	4.039	0.872	0.746		
MT2	3.877	0.626	0.801		
MT3	3.871	0.660	0.718		
MT4	4.200	0.838	0.779		
MT5	3.832	0.726	0.572		
MT6	3.832	0.726	0.748		

Source: Author'Compilation

Table 3. Validity and Reliability Test

4.3 Hypothesis Test Results

This study discusses the hypothesis that was designed by utilizing a bootstrapping technique to assess the path coefficient and its significance, and then the structural model is provided in Table 4:

Variable	Direct Effect	Indirect Effect	t-Score	Probability	Decision
Goal Setting → Motivation to Learn	0.393		6.368	0.000***	<i>H₁: Accepted</i>
Self-Efficacy → Motivation to Learn	0.563		10.598	0.000***	<i>H₂: Accepted</i>
Self-Regulation → Motivation to Learn	0.532		9.384	0.000***	<i>H₃: Accepted</i>
Course Attitude → Motivation to Learn	0.452		8.103	0.000***	<i>H₄: Accepted</i>
Goal Setting → Course Attitude → Motivation to Learn		0.209	4.837	0.000***	<i>H₅: Accepted</i>
Self-Efficacy → Course Attitude → Motivation to Learn		0.300	7.672	0.000***	<i>H₆: Accepted</i>
Note: (1) N = 112; (2) R ² = Course Attitude (0.850); Motivation to Learn (0.916)					
*Sig. p-value < 0.10; **Sig. p-value < 0.05; ***Sig. p-value < 0.01					

Source: Author'Compilation

Table 4. Hypothesis Test Results

Six relevant hypotheses were investigated in this study utilizing a statistical approach called PLS-SEM. It determines the model-fit and path coefficient because magnitude was employed in determining the overall relationship effect in the model. For the statistical analysis, successive partial models were determined. So, from the first and second hypotheses, the influence of Goal Setting (0.393, p-value < 0.05) and Self-Efficacy (0.563, p-value < 0.05) on Motivation to Learn has been tested and shows positive and significant so that H1 and H2 are accepted. Apart from that, the relationship between Self-Regulation (0.532, p-value < 0.05) and Course Attitude (0.452, p-value < 0.05) on Motivation to Learn was also tested and showed positive and significant results so that H3 and H4 were accepted. In the indirect relationship, Course Attitude mediates the relationship between Goal Setting and Self-Efficacy on Motivation to Learn and also shows positive and significant results, meaning that H5 and H6 are accepted.

4.4 Discussion

Motivation has been found to be critical in achieving success in general and in learning a second language (L2). A comprehensive understanding of learners' motivation to learn another language needs the investigation of various distinct but interconnected factors. As a result, all motivation theories must consider a number of factors that can explain why students choose to devote their time, energy, and even money in certain subjects such as language acquisition (King et al., 2019). The study will look at the impact of goal setting, self-efficacy, self-regulation, and course attitude on students' motivation to learn French in Indonesia. The first hypothesis in this research is accepted, goal setting has a significant effect on motivation to learn French as a second language. There is a reason for this because setting clear goals is the first step for someone to guide themselves to achieving the desired achievements at work. Many people just want to be successful but they don't know how to motivate themselves and optimize their efforts. This is supported by the opinion (Robbins et al., 2006), which states that a reduction or loss of a person's motivation can be caused by unclear goals. This becomes real because without a clear goal, a person becomes unfocused on what he is doing and wants to achieve. Specific goals are the first aspect that needs to be determined when setting goals. Likewise, a student who is studying French needs to make a target and set goals that all start from practice to taking the graduation exam. The outcomes of this study back up earlier research findings that goal setting has a major effect on enhancing motivation (Fachrezi et al., 2023).

According to Zimmerman (2000), educators understand that students' opinions about their academic performance are linked to their motivation. The results of this research succeeded in proving that self-efficacy has a significant effect on motivation to learn French as a second language, thus the second hypothesis is accepted. This indicates that students who are confident in their abilities to regulate their motivation will be more focused, innovative, and involved when putting motivation regulation tactics into practice. These increased self-efficacy beliefs could be attributed to more frequent regulatory success in the past, such as being better able to apply policies in a qualitatively successful manner. When faced with motivation challenges, a student with low self-efficacy views may try one regulation approach but quit up and not try another if it is not successful enough. The findings of this study back up previous research by (Hasanah et al., 2023) which also found a significant influence of self-efficacy on motivation; where self-confidence will lead to a stronger self-process thereby encouraging student motivation in learning.

Furthermore, the findings of this study suggest that self-regulation characteristics influence motivation to acquire French as a second language, supporting the second hypothesis. In learning, self-regulation refers to the ability to manage one's own behavior in order to attain predefined goals. Students who have good self-regulation will be able to set goals in their learning process. Students create goals that are considered valuable and serve as the direction and target of their behavior. Setting goals will encourage students to try harder to achieve their learning goals, or in other words, students will be more motivated to achieve these goals (Pardede et al., 2018; Ruminta et al., 2017). Students who have good self-regulation can also be seen from their good emotional regulation (Pardede et al., 2018). The findings of this research validate previous research which found that self-regulation has a significant effect on learning motivation (Burhan et al., 2022). Students can get better results if they set rules themselves. This can help them prepare to learn, follow teacher instructions, and follow up on teacher instructions (Hadi, 2020; Pranoto et al., 2018). The

fourth hypothesis was accepted, this was proven by statistical testing which found that Course Attitude had a significant effect on Motivation to Learn French as a second language. This finding strengthens the study conducted by Ince (2023) in whose research he found that there was a significant effect of course attitude on learning motivation. This is because the capacity to regulate behavior and carry it out as a strategy effects a person's performance in accomplishing objectives or achievements as proof of improvement. The student's perspective is very important to create effective learning process activities. Students are often actively involved in learning activities, but there are also students who are less active. Students who are actively involved in learning activities are more diligent in following lessons, more courageous to ask questions if they are not clear about what they are learning from their teacher or friends. As stated by (Wardan, 2022), having a positive learning attitude allows students to learn more actively and achieve better results than students with a negative attitude. Thus, learning success can be achieved by having a positive attitude that helps students learn better.

In addition, this study investigated the role of course attitude in mediating the role of goal setting and self-efficacy on motivation to learn. The statistical test results reveal that course attitude has a substantial impact on goal setting and self-efficacy in influencing motivation to learn. As a result, the fifth and sixth hypotheses are supported. This is how it works: For starters, when students set goals, they have direction on how to behave, and regulating themselves in their conduct to reach the goal creates motivation. The higher your goal setting, the more persistent your attitude toward learning will be followed, increasing your enthusiasm to learn. Second, self-efficacy in students will bring a positive spirit of passion and strength that helps them in behaving in French class, so that when they are serious about learning the results will be followed by their high motivation. finally, the two types of self-control in the form of goal setting and self-efficacy are good capital that can create an increasingly serious attitude, thereby triggering the emergence of intrinsic motivation in learning. This supports the expression Zimmerman (2000), It asserts that intrinsic motivation is obtained from internal incentives rather than external rewards such as grades or money. Intrinsically motivated students like existing activities or their surroundings.

5. Conclusion

Affective characteristics are always associated with motivating learning. This research succeeded in validating the influence of goal setting, self-efficacy, self-regulation and course attitude on motivation to learn French. Direct test results show that Goal Setting and Self-Efficacy have a significant effect on Motivation to Learn, as well as Self-Regulation and Course Attitude are also proven to have a significant effect on Motivation to Learn. In an indirect relationship, course attitude mediates the relationship between goal setting and self-efficacy on motivation to learn and also shows positive and significant results. The findings have practical implications in that students can try to build their own goal setting, self-efficacy, self-regulation, and course attitude through various digital media or with the help of people around them such as teachers, friends, or their parents, influencing the emergence of high motivation in learning French. Thus, lecturers might assist students in demonstrating approaches or methods of self-management in order to foster good goal setting, self-efficacy, self-regulation, and course attitude in students.

The limitations of this study are that it only looks at the intrinsic and cognitive factors that influence students' motivation to learn a second language. This solely addresses a student's internal processes, implying that further research is needed to examine external elements that influence improving desire in learning a second language. Furthermore, because the respondents in this study were adults who studied French, the researchers recommend that more research into French language learning for youngsters may be conducted.

Acknowledgements

The authors thank all anonymous referees for their helpful remarks. Comments that are useful can significantly increase the value of this article. The authors would also like to thank all of the reviewers who reviewed and commented on the draft version of this manuscript.

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PROMOTING ECOLOGICAL AWARENESS IN METAL GEAR SOLID V: SOCIAL SEMIOTIC APPROACH

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Received: 2023-11-01

Accepted: 2023-12-08

Published: 2023-12-29

Abstract

Video game is a new media of telling stories to young people and adults and it is no longer seen as gameplay only but gameplay with story. Metal Gear Solid V: *The Phantom Pain took Cold War* as the main story background tells the story differently. The game system of this video game offers freedom to players to interact with anything during the gameplay, but this freedom has consequences. Applying social semiotic approach, this paper aims to identify how appraisal theory and narrative representation can be used to promote ecological awareness. After observing, collecting and viewing, transcribing and analyzing multimodal data, the researchers find that killing non-playable characters in form of human and animals and even enemy will reduce the score which is important in developing the playable characters' weapons and equipment. Adopting the theory from Martin & White in appraisal theory and Kress and van Leeuwen, Caple in narrative representation, this paper also finds that appraisal theory is used to guide the players to play in ethical way such as using non-lethal weaponry, capturing wild animals to protect them from war, and collecting medical plants as needed only, besides, the enemy soldiers can be hired and give beneficial results to the players when they are used to play. In narrative representation, the freedom of choices is designed to make ethical play more plausible.

Keywords: *appraisal analysis; ecological awareness; game system network; narrative representation; video games environment*

1. Introduction

Video game nowadays has become a popular media which gains much attention not only for the youngsters but also for the adults. It becomes the most abundant media which is available in various platforms such as video game console, personal computer, laptop, and mobile phone. Video game players predicted in 2018 reached 34 million people in Indonesia alone. They commonly use video games to release stress and frustration (Weinstein, 2010) but on the other hand, playing video games makes some of them have several problems. They are investigated to have some problems after playing video games such as addiction problems which are motivated from their own personality (Wood, 2008) and the effect which brings them to psychosocial problem (van Rooij et al., 2010). Furthermore, addiction also has correlation to aggressive and emotional feelings (Lemmes et al., 2009).

However, another research shows that playing video games can be useful and beneficial. It is found that video game players who plays particular video game, i.e. First Person Shooter (or commonly called FPS) have high visual awareness rather than non-video game players (Colzato et al., 2013), and playing video game can be used to maintain mental health especially returning the mood (Fleming et al., 2017) and can help the video game players to learn foreign language from the dialogue of the characters in video games (Richards, 2015).

Moreover, playing video games especially shooter video game can raise up the problem solving level, creativity and the effectiveness of choosing the more important information in daily life (Granic et al., 2014). The other positive impact of video games is that video games can be used to make players aware on daily life problems and promotes solutions on a how using disposal waste, living in harmony with another species, rescuing and supporting the animals and society (Patterson & Barratt, 2019); although some video games still offer violence toward digital nature and people.

The aspects of environmental awareness and video games also have been investigated to seek whether these two aspects are connected. Investigation from Sandbrook et al., (2015) shows that an issue which addresses animal life form in video games and ecological awareness is merely for commercial purposes and it has nothing to do with the real problems in the real world. Other research also finds that video game such as FarCry 3 and Red Dead Redemption purposefully harm the animal for fun such as hunting, skinning, and transforming into pouch and wallet (Coghlan & Sparrow, 2021). Moreover, research from Coghlan & Sparrow, (2021) also finds that these violence video games are morally problematic because they tend to encourage and to promote players to harm animals directly or indirectly because of the game system they create. The investigation from Abraham & Jayemanne (2017) show that video games so far uses environment as background, resource, obstacle, and text which have different to be interacting with. In their investigation environment can be represented positively or negatively, with purpose of maintaining, exploiting or protecting them. This depends on how the game system is created.

For that reason, this research aims to investigate how video game offers choices to players when they make contact with the environments and surroundings. Taking Metal Gear Solid V: The Phantom Pain as the sample of analysis, the research purposes are to answer two questions 1) how environments in the video game are evaluated, and 2) what choices are given to the players to appreciate the digital animals, people and environment.

1. Literature Review

The work of Toh (2019) in investigating the gamer experience on choosing the weapons inspires this research. However, in this research, appraisal theory proposed by Martin and White (2005) is not used to analyze the players' perspective because this research does not involve the interview to gamers but it investigates the game system. The similar research inspiring this research is the work from Perez-Latore et al (2016) which investigates the game system but this research differs in the theory applied. This research applies the work of Martin & Rose (2008) to analyze the discourse in the perspective of game developer's conjure to video game players in playing the video game ethically to the digital beings. This study also applies the theory from Kress & van Leeuwen (2021) as Perez-Latore et al (2016) in their research. However, instead of investigating the game mechanics,

this study uses the theory from Kress & van Leeuwen (2021) to investigate the paradigmatic aspects offered in game system.

This research applies social semiotic approach to investigate the game system network due to the nature of video game that is built with multimodal text. In analyzing the semiotic resources, this research considers the syntagmatic and paradigmatic relation between semiotic sources. Syntagmatic relation is when two or more semiotic sources relate one and another in a chain system which makes a structure and paradigmatic relation, the choices within one semiotic source (Chandler, 2017). In social semiotics, another semiotic source in communication is multimodality. Social semiotics works are coined in Halliday's work with the title 'language as social semiotics' (Halliday, 1978).

One of the aspects in social semiotics is called register. Register is the context of situation where people are communicating to each other by considering the context of activity. The context of activity will affect the activity sequence and this area is called field (Martin & Rose, 2008). The other context is social one and this is called tenor. In this context people will communicate to each other by considering the relationship between the speaker and hearer (Martin & Rose, 2008). The last is mode which relates to what medium is used to communicate between the speaker and hearer whether it is in form of language, facial expression, gesture and another semiotic sources (Martin & Rose, 2008). Mode as the context of medium of communication then cannot only be realized into single semiotic source but it can be multiple so from this realization, it is called multimodality. Moreover, the multimodality of the text is the agreement among community members which decide whether to use particular semiotic source as mode or not (Andersen et al., 2015).

Multimodality takes in many forms such as visual, verbal and physical (Kress, 2010). In this research, the area of investigation is in form of visual and verbal semiotic sources. In verbal semiotic source, this research takes verbal communication in written form with framework of Martin & White (2005) about appraisal analysis, especially in attitudinal lexis analysis. In visual source, this research investigates the game system by observing and formulating the pattern of movement and choices using the narrative representation framework proposed by Kress & van Leeuwen (2021) especially in action process. In analyzing circumstance, this study investigates means or what it is used by to do the action (Cape, 2013) because it relates to the way of action commenced.

3. Research Method

This research uses descriptive qualitative method in investigating the data because this research analyzes the data in qualitative manner. The steps of collecting and analyzing data of this research adapt the steps of collecting and analyzing data proposed by Bezemer & Jewitt (2010). This method originally has four steps, first collecting & logging the data, second viewing the data, the third sampling the data and the fourth transcribing and analyzing the data (Bezemer & Jewitt, 2010). This research adapts this method dividing the process into six steps. Firstly, collecting the data is the step to collect the data from video game. In doing this, the data of this research are collected from the recording of playing video games using Bandicam Software. The second step is logging the data which means that the contexts of the data which are related to environmental awareness are taken into consideration. The third step is viewing the data which means that the richer information is observed, the better investigation could be done. In this step, the action, the way of doing

action, and the verbal semiotic source are noted. The fourth step is that taking the data sample. In this step, the data samples are chosen to be used for representing the environmental awareness in the video game. The fifth step is transcribing verbal and visual data. In transcribing verbal semiotic source, this research uses word processing software to collect written verbal data, and this step is similar in treating visual semiotic sources which are transcribed into screenshot and series of shot using proposed theory by Baldry & Thibault (2010).

After collecting and taking data and transcribing the data, this research moves to the sixth step, analyzing the data. In analyzing the data, this research uses Kress & van Leeuwen, (2021) and Caple (2013) theory in developing system network of playing Metal Gear Solid V: The Phantom Pain video game. In analyzing this video game, this research used content analysis because this research aims to find the pattern of the playing video game phenomena which is related to promoting ecological awareness during cold war in Afghanistan and Africa. Therefore, this research is data-driven in nature or it is derived from familiarizing the data and defining the elements which has meaning-making potential in particular context (Selvi, 2020). This research filtered the data into the most relevant data needed for analysis and in coding steps of verbal semiotic sources this research used Martin and White's theory on attitude (Martin & White, 2005). After that, this data were classified the types of digital beings such as animals, plants, and people into classification of environment in video games based on Abraham & Jayemanne (2017). Moreover, in visual semiotic sources, this research using the visual analysis from Caple (2013) and Kress & van Leeuwen (2021).

4. Results and Discussion

In 190 hints and instructions for players to successfully finish the mission during loading, there are 34 hints which are related to using environment as the resource, backdrop, and as a text. From 34 hints, this research finds that 145 lexical items that refer to attitudinal lexis appraised by game developer. This research also finds the realization of attitudinal lexis in the form of game system network consisting of syntagmatic and paradigmatic relation (Martin, 2018) provided by game developer as a choice to the players in playing video games. Environment here is not only limited to trees, grass, or stones, but it is related to significant elements which support the game story development. The reason is that video game is the hypertext media which provides choice to the players to succeed finishing the story in video game world (Ensslin, 2018)

4.1 The appraisal analysis in instructions as guidance to players

In this research, seven elements which have significant roles in developing the story are buddies, game mission, game environment, players, weaponry & items, soldiers, and natural resource materials. Guided by appraisal theory, especially attitude from Martin & White (2005), this research finds that those significant elements are appraised with particular evaluative lexical items which are further categorized into three attitudes stated by game developer as the appraiser: affect, judgment, and appreciation (Martin & White, 2005).

Figure 1 shows that game mission is mostly appraised in the hints and instruction, the game mission finds the environmental elements related to the weaponry & items, buddies, game environment, game mission and natural resources. The most dominant element evaluated is game mission. In game mission, there are Gross Military Products, rescuing animals, collecting medical plants, customized items, and infiltrations. In Gross Military Products (GMP), the game developer evaluates how this elements are important in commencing mission, and it is very essential in building and developing items as inscribed “is essential” as the positive valuation (Martin & White, 2005). This game also emphasizes that players can customize items and weapons in the way they see fit by stating that developing items can give more advanced actions to the items, weapons, and buddies during the mission. This statement shows that the game developer evaluates the customizing items as rich, lucid and detail but invoked with process (Martin & White, 2005). Buddy in this video game especially Diamond Walker, one of four buddies, is appraised positively in composition because of its function which enables the players to do great numbers of command and actions with this buddy as a battle companion. The rest of aspects of digital beings such as soldiers, digital creature buddies, even players are evaluated in judgment in figure 2.

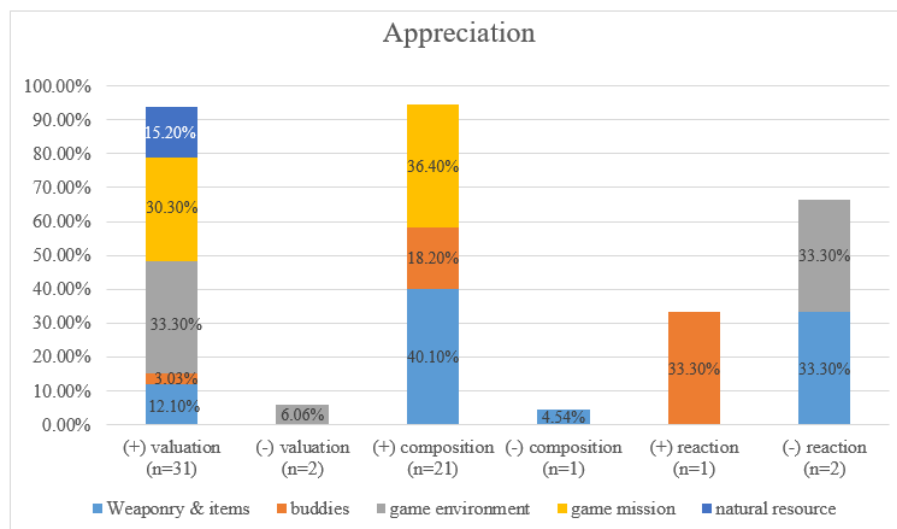


Figure 1. Appreciation on environmental elements in video game MGSVTPP

Figure 2 shows video game elements that receive evaluation from the game developers. The most dominant evaluation is in propriety which has relation in social sanction especially about ethical, moral and sensitivity to societal problems and law (Martin & White, 2005). This evaluation from the game developers is directed to the players. In hints and instruction, players are guided to do ethical actions such as neutralizing the enemy using tranquilizer guns and abducting them to be persuaded joining the forces which video game payers trying to build instead of killing them (Martin & White, 2005). The enemy soldiers abducted can be beneficial for players in developing their Mother Base because enemy soldiers who have been persuaded to join forces can be deployed for doing mission as playable character or as the soldiers sent to the battlefield. In the instruction it is also stated that the lower the character’s level is the higher the reward the players can get from each mission.

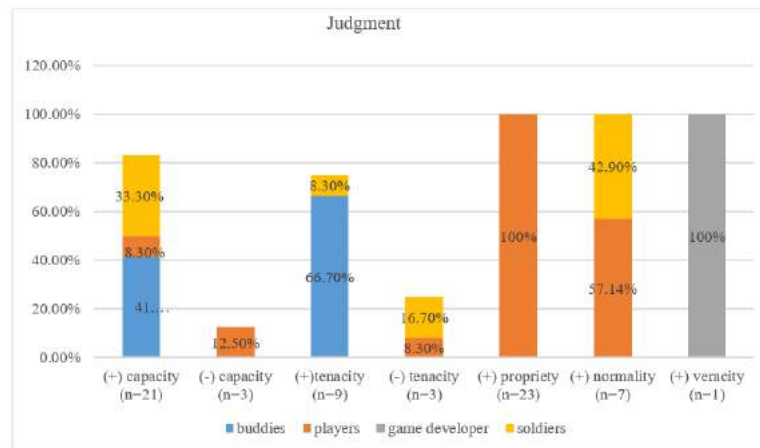


Figure 2. Judgment on environmental elements in video game MGSVTPP

This ethical guidance is for animals and medical plants such as rescuing animals using the word 'into protection', gathering medical plants 'pick ingredients for items you use the most'. When players do as instructed, the players will feel secured. The aspects of feeling are also emphasized in hints and instructions issued by game developers as summarized and displayed in figure 3. In instructions, game developers touch the aspects of feelings to guide the players in doing the mission related to ecological awareness. As it is shown in figure 3, the most dominant aspect to be appraised is game mission as it is evaluated in security both positive and negative. Game mission appraised in positive security is that collecting the needed medical plants can end the worries of depleting them when players are doing the mission. Furthermore, by abducting the enemy, the players can reduce the tension and worries to the risk of the neutralized body of the enemy will be found by the enemy's teammate. This shows that collecting medical plants and abducting the enemy will make the player at ease when doing mission and this also emphasizes the importance of doing mission in ethical way as it is discussed in judgment. Besides, the game developer also mentions the feel of joy or positive happiness (Martin & White, 2005) which can be felt by the players when they do free roam mission by mentioning 'enjoy various side activities' and mentioning these activities such as 'completing SIDE OPS', 'capturing wild animals', or 'gathering medical plants'. By mentioning 'capturing wild animals' and 'gathering medical plants', this video game clearly promotes ecological awareness.

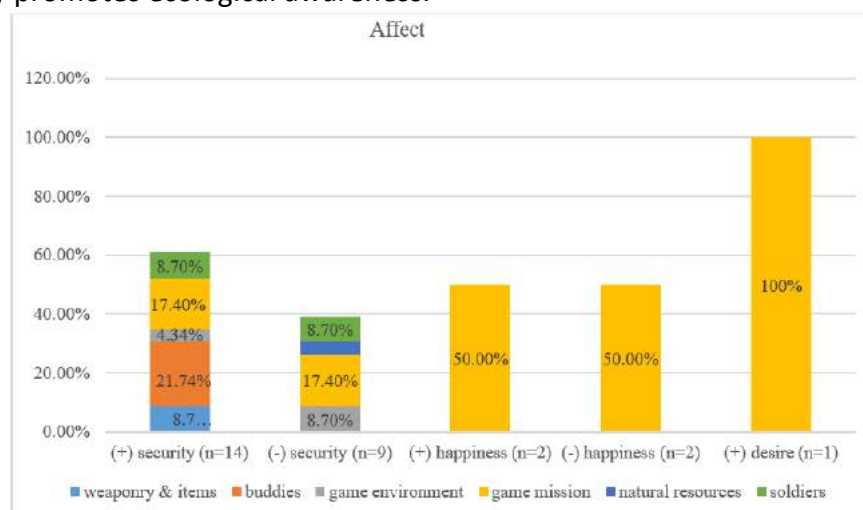


Figure 3. Affect on environmental elements in video game MGSVTPP

4.2 Narrative Representation as agency choices in game system

The realization of environmental awareness through visual semiotic sources is emphasized in this video game because every action has consequences although players are given many choices in defeating the enemy as in figure 4 and the players are also given choices in doing the mission which are portrayed in the system network of circumstance in figure 5. In figure 4, the players are given a chance to eliminate the enemy or non-playable characters by killing directly or indirectly. Two choices of killing are also followed by three choices of defeating. Defeating enemies which means the players use ways to make the enemy unable to retaliate by putting them to sleep or tranquilize them, making them faint or stunned, or neutralizing them or making them giving up by pointing the gun to threatening them. If players choose to kill the enemy, the opportunity of recruiting them as a staff to increase unit level is nullified and high risk of changing situation from calm to alert as in figure 3 in the aspect of people is inevitable. This video game has rule: the higher the Unit level, the faster the development process. It means that recruiting enemies is important.

The choices of action by eliminating or defeating the enemy are supported with means in circumstance as in figure 5. Video game players are given an opportunity to develop weapons which have three functions: lethal, anti-material, and non-lethal. These three types of weapons can be brought into mission but they function differently in handling enemies and other non-playable characters because not all non-playable characters are enemy. Animals and buddies are not an enemy which can be eliminated. As in figure 1, buddies can help the players to handle particular situation such as detecting enemies from afar, covering the playable characters from unexpected situation while doing the mission, helping the playable character to travel faster from one place to another. This is why these buddies are called environment as text because they can be developed, deployed, used and controlled. In the development of weapons before they can be usable as in figure 5, the players need to increase the unit level of their troops and gather important resource such as medical plants, rough diamonds, unprocessed raw materials in form of containers, and capturing animals. These game system networks in figure 4 and 5 and the hints or instruction in figure 1-3 are closely related and they are interconnected.

4.3 Environment as Resource

In figure 1-3, it can be seen that environment as a resource is beneficial for the players of this video game. In environment as a resource, players can use and even exploit the environment for economic purposes (Abraham & Jayemanne, 2017). However, in this video game, environment as a resource can be seen as resource to add players' video game currency. One of the examples is capturing wild animals. The activity of capturing animals can give additional GMP (Gross Military Product) which is equal to video game currency so that the players can buy or develop something. Capturing wild animals also can give the players animal emblems to create their own logo to identify themselves as distinctive individuals when playing online.

Furthermore, another aspect of using environment as resource is medical plants which can benefit players to develop certain weapons and items. For example, the tranquilizer gun, support weapons and items can be obtained and developed by collecting medical plants. In figure 1-3, the use of medical plants such as wormwood can be used to develop phantom cigar which can make the playable character more relaxed and make the time fly faster. Another aspect which is included in environment as resource is people.

Digital people or non-playable character can make the players gain more advantageous because digital people can be hired as the staff to make the players able to increase the level of the Mother Base. These new recruited people can improve the level of weapons, tools and items. The higher the weapons, tools, and items they have, the easier the mission they accomplish.

The use of positive lexical items such as “can add to your GMP” and “to receive a reward in the form of a nature conservation NGO”, “require certain medical plants for their development and/or use” prove that these resources are classified into positive valuation in terms of appreciation in Martin & White’s theory (Martin & White, 2005). The other lexical items are the use of lexical items “taking wild animals into protection”; the items are repeated two times and have positive propriety in judgment because they emphasize the word “protection” which can be ethical in the middle of war.

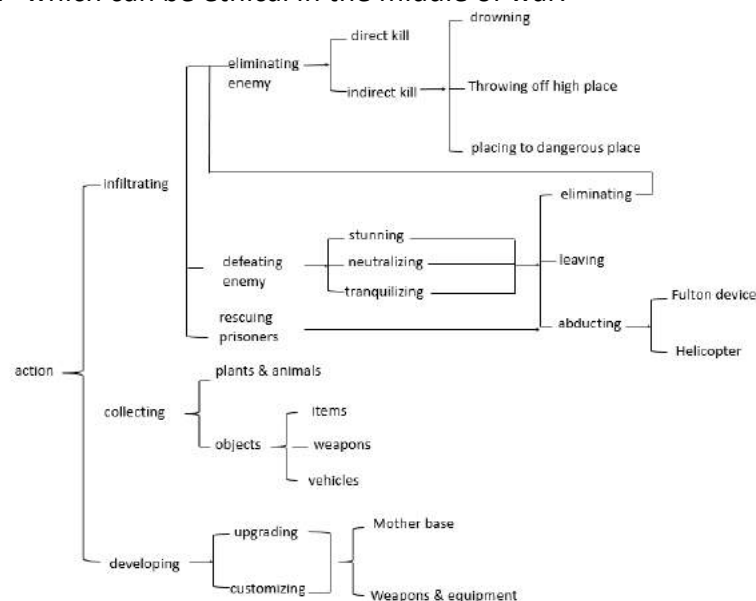


Figure 4. The Game System Network of Non-eventive action Process in Narrative Representation (adapted from Kress & van Leeuwen (2021))

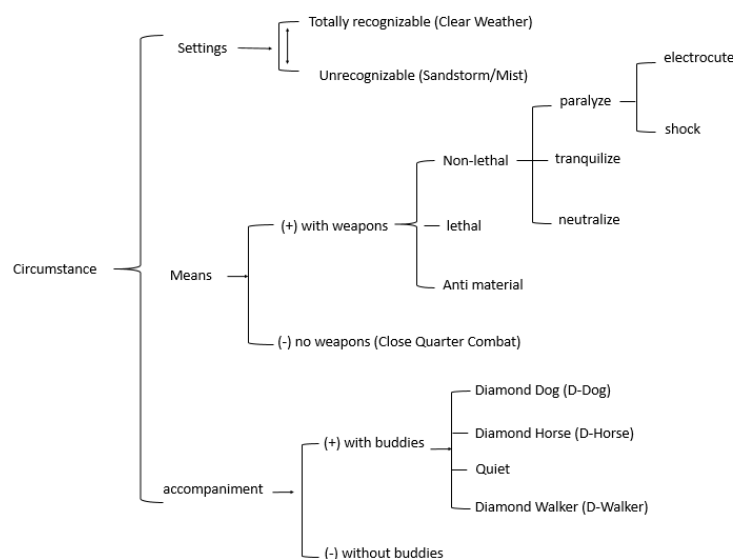


Figure 5. The Game System Network of Circumstance in Narrative Representation (adapted from Caple (2013))

4.4 Environment as Text

Environment as a text means that players can change the environment as they see fit by changing the experience and controlling them (Abraham & Jayemanne, 2017). In this aspect, video game players can change the appearance of their buddies especially D-Dog, or Diamond Dog, and D-Horse or Diamond Horse. These two animals are considered a text because the players can develop their ability by making them wear uniform: battle dress or stealth one, and can give them command as long as the bonding level between playable character and the buddies is higher. These two buddies can be useful in doing the mission because these animal buddies can help the players. This lexical items by using the word help and supports show positive valuation towards these buddies (Martin & White, 2005).

4.5 Environment as Backdrop

Environment as backdrop means that the players cannot change or manipulate the environment since the environment can be considered static or even dynamic but unchangeable (Abraham & Jayemanne, 2017). In this video game, environments such as rain, mist, sandstorm, grass, and night time are used to cover and help the players to accomplish the mission in stealthy ways. For sandstorm and mist, the lexical items are double-edged sword because they can be useful and dangerous at the same time. The appraised items "limits visibility" and "limits visibility and hearing" are positive and negative valuation (Martin & White, 2005) at the same time because the weather can hinder the players and non-playable characters to see and hear each other's actions but somehow it can make the players lost.

5. Conclusion

In the issue of promoting the environmental awareness during cold war, this video game not only make the environment as backdrop such as in figure 5 about circumstance of settings which can be recognized or unrecognized but it also makes the environment as a text which can be controlled, and changed. The other model of using environment is that this video game also makes environment as resource where the players can use the resources such as medical plants, animals, and people or digital people or non-playable characters as the object to increase certain value: unit level, video game currency, and development process for weapons, items and devices.

The environmental issue during cold war is where people are clashing into each other in bloody war, yet in this video game this perspective is changed. The rule of the video game makes players unable to choose action carelessly because taking action without considering the consequences will take the players into unwanted situation because when players choose to extract enemies and hiring them as staff, the unit level in Mother Base can be higher and developmental process which need manpower can be done quickly. Furthermore, when players chose to kill animals without rescuing them, they will not receive additional rewards in form of video game currency (GMP) and heroism. Without any of these rewards, players will have difficulties in playing video game and accomplishing the missions in the most convenient way.

Acknowledgements

This research is made possible by the help of Allah and support from Ministry of Education, Culture, Research, and Technology under *Unggulan* Scholarship Program, Universitas Pendidikan Indonesia for the research facility and Universitas Ahmad Dahlan for the research fund.

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ENGINEERING LECTURERS' PERCEPTIONS TOWARDS EFFECTIVE CONCLUSION SECTION IN ENGINEERING FINAL YEAR PROJECT PRESENTATION

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Received: 2023-11-04

Accepted: 2023-12-02

Published: 2023-12-29

Abstract

Final year project presentation (FYPP) assessment in the engineering field aims to evaluate students' comprehension in the principles and concepts learnt and its application in resolving problems through engineering projects. The components assessed in FYPPs include the presentation slides that comprise introduction, content and conclusion sections. Many studies have emphasised the significance of the conclusion section in project presentations; however, there has not been much research that explores the students' knowledge and practice on conclusion moves in their FYPPs from the FYPP lecturers' perspective. Therefore, this qualitative study, through focus group interviews, explored the perceptions of 12 engineering lecturers from a private higher institution in the east coast region of Malaysia. These lecturers, who were also the students' FYP supervisors were asked about the students' overall performance in delivering FYPP conclusion section, the significance of the conclusion section and the challenges faced by engineering undergraduates when presenting their conclusion section. The findings indicate that the lecturers rated students' conclusion presentations as average. The findings reveal that for the lecturers, the conclusion section is significant as it is part of the FYPP assessment rubric and it reflects students' critical thinking and problem solving skills. In addition, the key challenges faced by students in presenting an effective conclusion section were the English language barriers and obliviousness of the essential elements of a conclusion section. Pedagogical implications include providing training that highlights the importance of the conclusion section in FYPPs, and all the moves necessary in the conclusion section.

Keywords: *conclusion section; engineering undergraduates; final year project; genre analysis; oral presentation*

1. Introduction

A final year project presentation is an academic discourse held in universities to demonstrate undergraduates' understanding of a certain subject to specific group of audience. The final year project presentation is utilised as a part of the evaluation process to showcase research projects, and to acquaint students with the academic discourse

community in university (Duff, 2010; Morita, 2000; Zappa-Hollman, 2007; Zareva, 2016). The Final Year Project Presentation (FYPP henceforth) in this context is viewed as a type of technical oral presentation in technical communication.

According to Bhattacharyya (2014) a technical presentation is defined as a formal presentation to a non-expert audience on themes in science, engineering, technology, business, regulatory, legal, management or social science. This presentation contains business reports, training lectures, feasibility studies, survey presentations, progress/status reports, and laboratory results (Bhattacharyya, 2014). Oral presentations, which are developed as a formal evaluation for the students, are characterised by Zhu (2005) and Morita (2000) as a partially spoken and partially visual mode of communication that takes place in organisational settings with the goal of transferring knowledge (Hyland, 2008). Hyland (2008) further explains that these presentations are often easy going, amicable to the audience, and particularly difficult for non-native English speakers. One of the most difficult academic assignments, in the opinion of many undergraduates, is the FYPPs. Numerous research has attested to the difficulties students have when presenting oral presentations (Mohamed & Asmawi, 2018; Stapa et al., 2014). According to research, this oral discourse is the most stressful communication event (Mohd Radzuan & Kaur, 2011; Sabri & Yu Qin, 2014).

2. Literature Review

Oral presentations are vital for university undergraduates. Various academic genres have been explored within English for Specific Purposes, including oral presentations like FYPPs. Understanding the structure of these presentations can aid undergraduates in delivering them successfully. Research indicates that understanding a genre's structure enhances student performance. Swales (1990) has defined genre as 'distinctive category of discourse of any type, spoken or written, with or without literary aspirations' (p. 33). While Hyon (2018) has simplified Swales definition by saying 'a genre is a type of spoken or written text. It is recognised as a type, or category, because the various instances of it share similarities in purpose, content, form, and/or context' (p.2). This process is inherently social, as understanding is formed through interaction.

Research on genre analysis has largely concentrated on academic writing with less emphasis on oral presentations. Over the past 20 years, ESP research has mainly delved into written content, with only 14% focusing on spoken content. Researchers believe this might be due to challenges in collecting and analysing the spoken data. Notably, 86% of ESP research data is written, while only 14% is spoken, as highlighted by Maktiar Singh (2019) and Srinon and Sucharitrak (2020). Dudley (1998) points out that the scarcity of spoken data can be problematic, especially since speech is often more crucial in academic settings, such as lectures and seminars.

Although there is a heavier emphasis on written text in genre studies, some researches have been done on oral discourse, particularly using Swales (1990) genre approach. Building on Swales' concept, his 'Create a Research Space' model (CARS) has been used to study various spoken genres, like conference presentations (Seliman, 1995), university lecture introductions (Yaakob, 2013), and question and answer (Q&A) sessions in presentations (Fuad et al., 2009). None of the genres include FYPPs.

Many of the current literatures look at the general moves of oral presentations, namely the moves in introduction, body and conclusion (Carter & Rowley, 2020; Qiu & Kevin, 2021; Srinon & Sucharitrak, 2020). For instance, Maktiar Singh (2019) explores moves in the

introduction, body, conclusion and question and answer sections in the English language and Administrative Science courses, while Srinon and Sucharitrak (2020), are focusing on generic structure development in oral presentations mostly conforming to the generic structures identified in the coursebook and the Sydney genre-based school, of students at the Faculty of Liberal Arts and Science. There are few researches regarding the moves primarily in the conclusion section in technical oral presentations, particularly in the engineering field. This study therefore aims to explore the engineering students' knowledge and practices on the moves in the conclusion section in their FYPPs as perceived by engineering lecturers.

3. Research Method

The study was conducted at University College TATI (UC TATI onwards), one of the private university colleges in the east coast of Malaysia. All engineering programmes in UC TATI require students in their final year to sign up for the final year project (FYP onwards). Final Year Project I and II are mandatory courses that all final year undergraduate engineering students must enrol in, complete, and pass to qualify for graduation. The students are required to register in FYP 1 (in semester one) and FYP 2 (in semester two) which are both three credit hour courses. FYP 1 encompasses the project proposal, planning, and literature review, while FYP 2 is centred on implementation, experimentation, testing, evaluation, and analysis of the project.

For this study, the researchers employed a qualitative research design in which focus group interviews were conducted with a total of 12 lecturers who were also supervisors to FYPPs. To achieve data saturation, at least 12 participants are needed to be interviewed (Braun & Clarke, 2023; Fraenkel et al., 2019; Subedi, 2021) for eligibility criteria required for individuals to have experienced in FYPP assessment. Table 1 illustrates the details of the lecturers respectively, providing their background and expertise.

Faculty	Department	Respondent
Faculty of Engineering Technology	Electrical	6 lecturers
	Chemical	3 lecturers
	Manufacturing	3 lecturers
	Total	12 lecturers

Table 1. Sampling

Six engineering Final Year Project (FYP) lecturers were assigned per group interview, with 1 hour duration of time per interview session. By using semi-structured interviews, the researcher has the flexibility to modify questions for the FYP lecturers during the interviews (Fraenkel et al. 2019). This approach gives the lecturers more freedom to discuss their views on the effective conclusion section of FYPPs. The interviews were audio-recorded to help the researchers to focus on the conversation without being distracted by note-taking and thus keeping the interview more natural (Creswell & Creswell, 2018). Therefore, these interviews may yield rich and valuable insights into the effective conclusion section of FYPPs for the study (Fraenkel et al., 2019). The interviews were then being transcribed manually and several themes have emerged from the analysis of the interview transcriptions. In the interview, the researcher used the term 'element' instead of 'moves' in describing the conclusion section moves as the interviewees were more familiar with the word

'element'. In other words, in this study, the word 'element' has the same meaning as 'moves'. For coding purposes, the researchers used a simple coding to identify each respondent, for instance 'Lecturer 1' is referred to L1, 'Lecturer 2' as L2, throughout this study.

4. Results and Discussion

In gathering the data from the interview, the interviewees were asked to refer to their experience assessing students' FYP presentations. The results and discussion of the study are presented as follows:

- i. Overall performance in conclusion section during FYPPs,
- ii. Significance of conclusion section in FYPPs,
- iii. Challenges faced by the students in presenting conclusion section.

4.1 Overall Performance in the Conclusion Section

When asked to rate the performance of the students, the interviewees categorized the performance based on the suggested categories such as excellent, good, moderate, average, and poor. This is to better understand the lecturers' perceptions of student performance in the conclusion section during their FYPPs. The data showed that the majority of the lecturers (L2, L3, L5, L7, L10 & L12) rated the students' FYPPs as average. They noted:

L5: *For conclusion section, I think their performance was **average**, less than 50% of them have met the standard.*

L7: *In terms of the conclusion section, I think they are just **average**.*

Four lecturers [L1, L4, L6 & L11] assessed the students' FYPPs as moderate. The findings suggest that the students' performances in their FYPPs were neither outstanding nor unsatisfactory. These observations were consistently mentioned during the interviews:

L1: *I'm putting this as **moderate**. As there were some students who could present their conclusion section well while others do not.*

L11: *In my point of view, their overall performance for FYP presentations, particularly the conclusion section, is just **moderate**.*

Additionally, one lecturer [L8] believed that the students' conclusion section presentations were good. He recognised that the students' performances in presenting the conclusion were not subpar. He stated:

L8: *'From my observation, some of the students' presentation on conclusion section is **good**. Yes, I would rate them as **good**.'*

Finally, one lecturer [L9] rated the presentations as poor. This lecturer appeared to have high expectations from the students while presenting the conclusion section in the FYPPs. He expressed:

L9: *'In terms of technical aspects, I think they have achieved certain criteria, but in terms of presentation delivery, they still have problems in analysing and summarising the project. In that case, I'd rate them as **poor**.'*

This finding offers insights into the overall performance of engineering students during their FYPPs, especially in the conclusion section as perceived by the engineering

lecturers who are also the FYP supervisors. The majority of the lecturers rated the students' performances as average, indicating potential areas for enhancement. A potential reason for this outcome might be the students' limited knowledge in rhetoric or presentation genre. This aligns with Dannels (2009) observations about impactful presentations in engineering. Dannels highlighted those top-rated presentations by the engineering faculty effectively communicated technical details while also addressing the relational and intrinsic design aspects of the presentation genre. This was accomplished by using strong rhetorical understanding and proper organisation. Based on the panel perceptions, by mastering the elements in the conclusion section, students can potentially boost their conclusion delivery, possibly leading to an elevated overall performance in their FYPPs.

In summary, most lecturers rated the students as average, with some indicating that fewer than half of the students met the standard. While four lecturers deemed the performance moderate, one considered it good, and another rated it poor due to students' inadequate analytical and summarisation skills.

4.2 Significance of Conclusion Section in FYPPs

Based on the interview question, the lecturers offer a deep insight into how they view the significance of the conclusion section in FYPPs. Interview data show that most lecturers agree on the importance of the conclusion section in FYPPs. They responded:

- L3: *'The conclusion is the last part of their FYP thesis. The conclusion section summarises the results of their projects. It also explains the **relation in each result** of the project. Yes, the conclusion section is **important and it has a major impact** on your FYP thesis presentation.'*
- L2: *'I think it is a must. If not, **it won't be in the rubric**. Conclusion section enhances students' critical thinking and problem solving skills.'*
- L4: *'The conclusion section is **an important** component of a research paper, article or Final Year Project Presentations'.*

From the excerpts above, we could see that the conclusion section plays a significant role in summarising significant results and how the findings are related and supported by each other. Besides that, the conclusion section appears to be the section where the lecturers assess the students' critical thinking and problem-solving skills. Some lecturers evaluate how the students critically solve the problem in the projects beyond a mere perception of the projects. This was shared by Lecturer 5 (L5), where she perceived:

*'It's a must to present the conclusion section during FYPPs. I observed that they are using **critical thinking skills** in their conclusion section. I also checked the level of students' **problem-solving ability** when they presented their recommendations.'*

Another question was asked regarding the lecturers' perceptions on the reasons for students to neglect the conclusion section in their FYPPs. Lecturers concurred that failure to present their conclusion section in their project during FYPPs would result in a decrease of grade. Despite being aware of the conclusion section and knowing the effect of neglecting it, the lecturers observed that the students still neglected the conclusion section elements in their FYPPs. This reflects the lack of genre knowledge of the FYP students on FYPP structure.

Thus, to gain good marks or higher marks in engineering FYP students need to employ or fulfil certain criteria from the rhetorical or genre knowledge in their FYPPs (Dannels, 2009: 405). The excerpts below illustrate the phenomenon mentioned above:

L1: *'Not presenting the elements needed in the conclusion section of their final year project **will affect their overall marks.**'*

L11: *'The conclusion is the last part of the thesis. The thesis without a conclusion will not be perfect but it does not depict that your project is a failure. **It only affects the total evaluation mark for the thesis.**'*

L12: *'In the rubric of the FYPPs evaluation there are marks allocated for the conclusion section. Therefore, the effect of not presenting the conclusion section or not summarising their project is that **they will lose marks** for that particular section.'*

The findings indicate that these lecturers understand the significance of the conclusion section in FYPPs, highlighting its role in summarising the results and explaining relationships within the projects. The conclusion section also serves as a platform to evaluate students' critical thinking and problem-solving skills. One lecturer noted that students demonstrated these skills, especially when presenting the recommendations. However, despite understanding its importance, many students neglect essential elements of the conclusion section. Such omissions can negatively impact their grades, reflecting their lack of understanding of the conclusion section in FYPP structure. Thus, as to score higher marks, students should better grasp and apply the rhetorical structure in their presentations.

4.3 Challenges Faced by the Students in Presenting Conclusion Section

From the interviews with the lecturers regarding challenges students face in presenting the conclusion section of their final year projects, two main themes were identified:

- 1) English language barriers and
- 2) Obliviousness of the FYPPs conclusion section elements.

These engineering lecturers noticed that FYP students faced challenges with English language proficiency during their presentations. Students were observed to face difficulty in expressing their ideas clearly in the conclusion section, and this could possibly be due to their low proficiency in the English language. This problem has led to unclear or disorganised presentations of their findings as mentioned by Lecturer 9 (L9), stating *'The reason their conclusion section is unclear and lacks organisation, is because they are not proficient in English language'*. Similar point of view was expressed by Lecturer 11 (L11) when he found the students encountered difficulties in summarising their work in the English language concisely.

Furthermore, the lecturers highlighted that students' limited English vocabulary was also a significant barrier for the students to present the conclusion section in FYPP effectively. Lecturer 3 (L3) observed that students struggled with vocabulary and word choice when asked to elaborate on their projects. This limited vocabulary repertoire might hinder students from using precise terms and effectively expressing complex ideas, leading to unclear or incorrect conclusions. For example:

- L1 : *'The students seemed **reluctant to speak in English**, technically they know the process, but they could not deliver well. They seemed to have language or **vocabulary problems**.'*
- L4: *'I observed that the students seemed to **struggle with English language and vocabulary**. I see these two as their primary challenges, noting that students seemed unsure about how to construct their conclusion section.'*

4.4 Unfamiliarity with the FYPP conclusion section elements

The lecturers pointed out that many FYP engineering students lack familiarity with the essential elements that should be included in the conclusion section of their FYPPs. This lack of knowledge poses challenges when they present the contents in their conclusion section. Many engineering students were found struggling to determine what should be presented in this section. As Lecturer 7 (L7) observed that *"some students seemed unaware that they even needed to present certain elements in the conclusion section, suggesting that if they were informed about the required elements, they might do a more thorough job explaining and presenting it"*. This is also supported by Lecturer 2 (L2) who noted that *"the students do have the engineering or technical content, it is just that they often miss some of the conclusion section elements; thus, leading to the omission of significant results or project limitations during their conclusion section during the FYPPs."*

Numerous factors could contribute to the problem. Factors contributing to this issue could be unclear project objectives, students' lack of effort, insufficient guidance from supervisors or limited experience with research projects as stated by Lecturer 5 (L5). He expressed his concern about the students' struggle in determining the essential elements to be included in the conclusion section. Furthermore, some of the lecturers stated that the students were not aware of the conclusion section which led to neglecting it during their FYPPs. One of the lecturers mentioned, *'I doubt they knew all of the elements needed in the conclusion section. Even when we reminded them, they still seemed to be oblivious about the elements'*. This finding is contrary to Maktiar Singh's (2019) who mentioned that missing certain moves and steps in students' oral presentations were due to various requirements set by different lecturers, rather than due to students' unawareness of the conclusion section.

It is interesting to note that the majority of the lecturers found that some FYP students were aware of the importance of the concluding section but chose to ignore certain elements in this section during their FYPPs. The excerpts below illustrated the phenomenon:

- L1: *'They did summarise and restated their objectives, but they neglected limitation of the study and practical implications of the projects'.*
- L8: *'I could see that they presented half of the elements in the conclusion section. I could spot the 'objectives' and 'overall findings being mentioned'. The students seemed to neglect 'significance finding' and they didn't mention 'project limitations'. I can say they are missing lots of elements for the conclusion section'.*

The findings suggest that some students are aware the requirements to present the conclusion section during their FYPPs. Nevertheless, factors such as insufficient knowledge of the conclusion section elements and lack of guidance from the supervisors, faculty or departments, may have contributed to them neglect some of the conclusion. By having

substantial knowledge of rhetorical structure, especially in conclusion section could reflect on their genre competence and thus would assist the students to adapt or transfer the genre knowledge from one context to another context (Loi et al., 2016; Maktiar Singh, 2019). Once the students can grasp the knowledge of rhetorical structure, they can employ it in their conclusion section presentation thus boosting the students' grades or marks (Dannels, 2009; Maktiar Singh, 2019).

5. Conclusion

This study investigated the engineering lecturers' perceptions towards FYP engineering students' conclusion section FYPPs. The findings identified that most lecturers rated students' conclusion presentations as average, emphasising the conclusion's role in reflecting critical thinking. However, students often faced presentation challenges due to language barriers, lack of familiarity with conclusion elements, and incomplete projects, highlighting a need for additional support and guidance.

The results of the study offer few pedagogical implications. First, the importance of the conclusion section in academic presentations, as highlighted by the lecturers, necessitates its emphasis in the curriculum (Ferreira et al., 2017). Educators should ensure that students understand the significance of the conclusion section in reflecting the entirety of their research efforts during their project presentations. The study also indicates a significant portion of students are average or moderate in their FYP conclusion presentations, suggesting a gap in rhetorical understanding and proper organisation of the elements needed in the conclusion sections as stated by many lecturers. It is crucial to incorporate courses or workshops (Grieve et al., 2021) that focus on genre and rhetorical strategies, especially tailored to the technical nature of engineering FYPs.

Furthermore, the formidable challenge of English language barriers is recognized as a significant impediment. Subsequent research endeavors could delve into examining the effectiveness of specialized English language intervention programs designed specifically for engineering students. This could include specialised courses focusing on the conclusion section in academic presentation and technical vocabulary, as well as presentation skills. The study was limited to perceptions of engineering lecturers from one institution, which involved only 12 lecturers, which might not provide a comprehensive perspective on all potential views about FYP conclusions section presentation. Therefore, for future research, more broadly, research is also needed to explore the perceptions of industry panels towards the students' conclusion section during their FYPPs. Further investigation into the application of conclusion section elements by the students should also be carried out to gather empirical data to assess the level of genre knowledge of the conclusion section among the students.

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HOW READY 'INDONESIAN ENGLISH' IS TO LAUNCH: AN EMIC PERSPECTIVE

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Received: 2023-12-02

Accepted: 2023-12-12

Published: 2023-12-29

Abstract

This is a qualitative study investigating the strength of the proposition of Indonesian English (Indolish) as a potentially emerging English variety from the outer/expanding circle from an emic perspective. This proposed variety does not yet exist even as a de facto English variety spoken in Indonesia or elsewhere. Nonetheless, the growing spread of English used by Indonesians has frequently prompted the idea of promoting the establishment of Indolish as a new English variety in the World Englishes areas for Indonesians. To clarify this early signal, an exploratory study was conducted to investigate the perspective of Indonesian postgraduate students who pursued their higher degrees in some Australian universities and whose overseas learning and language contact experience should bring them into a direct contact with a wide range of English varieties and thereby allowing them to better reflect on the significance of creating a special type of English for Indonesians. Seven participants responded to the three open-questioned survey questionnaire sent to two mailing list groups of Indonesian Postgraduate students. Two participants prefer to have Indolish while five others disagree with the idea. Majority of the participants show a strong nationalistic identity indicating a stagnant foundation process in Schneider's Dynamic Model in Indonesian context. Nevertheless, the participants demonstrate a strong dependence on English NS norms which confirm Kachru's proposition and indicate their rejection of Norton's notion of ownership of English language. In conclusion, these participants view that Indonesian English does not seem ready to launch yet.

Keywords: *dynamic model; Indonesian English; Indonesian identity; world Englishes*

1. Introduction

It is an undeniable fact that, until today, English has become the world's lingua franca. Since its first and second diasporas (Jenkins, 2009b: 5-9), English has been adopted by non-native speakers (NNS) of English as a means of communication. However, for some English NNSs, the use of English has commonly been dis-preferred at first, as in the case of former colonies of English-speaking countries. As indicated in many studies (Jenkins, 2009b; Kachru, 1985, 2005; Kachru & Smith, 2008; Schneider, 2011), the dispersion English language was caused by the migration of the Native Speakers (NS) of English to areas where English

was not a spoken language. The early migrations eventually gave birth to American, Australian, and New Zealand varieties of English. The second dispersal was imposed by the British Empire's colonialism. Consequently, many varieties of English pidgin and creoles have emerged and evolved into new kinds of English varieties.

In relation to the historical facts of English language, "the three circle models of world Englishes" representing the three groups of English-speaking countries in the world was formulated (Kachru, 1985, 1988). This model divides English speaking countries based on their English nativity and originality. Firstly, countries (UK, US, Canada, Australia, New Zealand) from which English originates and is spoken as a first or the national language are included in the inner circle. Secondly, countries that are mostly former colonies of the inner circle countries (such as Singapore, Malaysia, Sri Lanka, Fiji,) and adopt English as an official language are grouped into the outer circle. Other countries which begin to adopt English or whose English-speaking communities are significantly growing in number are then considered to be included in the expanding circle. Apart from the inner and the outer circles, countries from the expanding circles seem to have more room for considering the adoption of English into their national language policy. These countries (e.g. China, Egypt, Korea, etc) have no historical ties to English colonizers and already have installed their own native language in their national policy. Accordingly, their motives for accepting English can be different compared to the outer circle's group.

For the countries of the expanding circle, acknowledging English language as an important language to be mastered for international communication has become a general trend of post-World War II or after the establishment of the United Nations in 1945. Global societies around the world began to acknowledge languages of socio-politically powerful countries as the official international language to be used in the UN forum, in which English as the language of the World War II's winner is included. From that moment, other collateral aspects to build effective international communication for global development through English language become logical consequences. The countries of the expanding circles begin the process of technological and civilizational transfer by means of English language. Consequently, language industry has been revived and become more institutionalized in those nations, such as Indonesia. Avidity to the western advanced civilization as well as its dominant language becomes apparent where many avid Indonesian speakers of EFL gradually shift their perspective on English from being a foreign language into a second language of their own. At times, these devoted EFL speakers begin to sporadically promote the new concept of Indonesian English in some academic or nonacademic forums. Then, a basic question pops up: is Indonesian English really ready to launch?

2. Literature Review

As a multilingual country, the awareness of using language as a political means to unite people of the country was realized long before the country's independence. Indonesian language, a modified version of Malay, had been adopted as the Indonesian youth's language as declared in the 1928 Youth's Oath in Batavia (now Jakarta) (Sneddon, 2003: 101). Since then, Indonesian language has prominently become the linguistic means for unifying the country. After the independence, Indonesian language was adopted as the nation's only official language. Very soon afterwards, the regional languages and local dialects were admitted as the national linguistic heritage which contributed to the development of the national language. Other internationally recognized (especially the ones

officially used in the UN forum) languages are also admittedly important to be mastered as foreign languages. This includes English (for more detail historical discussion of Indonesian language ((Sneddon, 2003).

Since Indonesia has never been colonized by English speaking countries, the country did not have English language attached earlier in the national language policy. Considering the history of English as a foreign language in Indonesia, it is plausible to say that Indonesian English does not yet exist since English has never been a lingua franca in the nation. Consequently, such historical account also explains why there has never been any published study on Indonesian English in comparison with the existing Asian Englishes such as Malaysian (Pereira et al., 2013; Hasyim, 2020) and Singaporean (Ziegeler, 1995; Cavallaro et al., 2020) Englishes. Indonesia's language policy defines English as a foreign language thereby placing Indonesians in the group of EFL speakers (Kachru, 1992). Like in any EFL situation, the quality of English language mastery is oriented toward the standard norms of English NS (the inner circle) with minimal tolerance for deviations and lower appreciation toward the acts of code switching (Jenkins, 2009a: 42). Consequently, pedagogical implication of this policy is significant in that English language teaching is, in practice, directed to the mastery of English language standard norms for the inner circle environment. In other words, Indonesians are expected to speak/write the correct and proper English in accordance with the standard English rules.

From the discursive perspective, English has also been considered as an invading language or a linguistic imperialist (Philipson, 1992). It may have not invaded Indonesian under Schneider's (2003) hard definition of colonial and socio-historical contact but its invasion to Indonesia is executed through a softer form of discursive and civilizational contact processes. Accordingly, the fast-growing civilization of the inner circle group of English-speaking countries has given a significant linguistic threat to Indonesians and their language as well. Despite local resistance to English influence on Indonesian, i.e. the national language, many English words have been borrowed and assimilated in Indonesian language in order to keep up with the global development. International communication, bilateral coordination, and multilateral networking must all be conducted in an international language in which English has become mostly predominant. Thus, such practical, economic, and political pressures in using English language as the linguistic instrument to learn and benefit from English-speaking countries' advanced civilization cannot be resisted.

From this perspective, Schneider's Dynamic Model of the Evolution of New Englishes (2003) which was meant to explain the development of English varieties in the former colonies of English countries may be applicable partially to explain the EFL situation in Indonesian context. In this regard, a contest of identity reconstruction between our and others' languages seems to be also true in its earlier 'foundation' process (p.244-255) in Indonesia. English speakers may have not literally invaded Indonesia but their language has definitely done so for quite many years through various discursive practices. Dependency upon imported tools, technological transfer, and exposure to global information through digital media may have forced Indonesians to accommodate such sovereign foreign language by allocating more room for English language in their national language policy. However, the identity differentiation between 'us/self' (Indonesian) and 'them/other' (English speakers) (Pennycook, 1998) is likely to be reversely applied by Indonesians as they seem to strictly maintain their Indonesian identity through their language and are resistant to the sense of

English 'ownership' (Norton, 1997; Higgins, 2003). Consequently, English appears to have never been internalized by any Indonesian speaker of English, even by those who have been extensively exposed to English norms and environment. This initial process in Schneider's model seems to have never progressed to the next level for Indonesian speakers of English.

In order to search for the appropriate model of the evolution of new Englishes in such countries of the expanding circle as Indonesia, a new method of inquiry should be considered. The etic approach dedicated for so long in previous studies of World Englishes may have to be balanced with an emic approach. In order to assess the possibility of Indonesian speakers of English to form a community using their own variety of English language, which can be labeled Indonesian English, this paper reports a small-scaled study using an emic approach to investigate the Indonesians' internal preferences for the new variant of World Englishes. This study explores the extent to which Indonesian students who have been exposed to ESL environment prefer or disprefer the emergence of Indonesian English. These participants were particularly targeted for their strategic intercultural contact position with communities of the English inner and outer circle countries which allows them to adopt the potential process of owning and then nativizing English as a new variety of language for their Indonesian community (see Ha, 2009 for in-depth discussion on international students' identity and English language). If they do not deem the 'Indonesian English' as a plausible option, no other Indonesian may probably be more eligible to make similar proposition for such English variety in the near future despite their strongest form of avidity toward English language.

There are three goals of this very study. The first goal is to investigate Indonesian postgraduate students' opinion concerning their perspective on the emergence of Indonesian English as an alternative variety of English in Indonesia. Secondly, this research also attempts to identify and discover any distinct characteristics of the Indonesian English preferred by the students to exist in such prospective Indonesian English. At last, based on their preferences or dispreferences on Indonesian English variety, this study investigates the students' reasons for their preference or dispreference to Indolish and for choosing such Indolis characteristics by relating them to their identity as Indonesians.

3. Research Method

This qualitative research drew and analysed data from a written form questionnaire distributed in two email group of postgraduate students in Australia with methodological details as follows:

Instrument

To meet the research objectives, an open-ended survey questionnaire is employed. The questionnaire consists of participants' information and questions sections. In the information section, participants are asked about their age, sex, country of current residence, and length of stay in the country. The second section contains three open questions as follows:

1. In the past decades, many varieties of English have emerged in many Asian countries by not abandoning their national identity such as Singaporean English (Singlish), Malaysian

- English, Indian English, etc. In your opinion, should we, as Indonesians, establish and develop our own “Indonesian English (Indolish)”? Please explain your reason.
2. If you think we should, what special characteristics do you think that should exist in the Indolish? Please provide examples!
 3. Will such characteristics be sufficient as our identity markers as Indonesians or should we imitate standard English varieties (British, America, Australia)?

These open questions are particularly designed for the purpose of collecting qualitative information in the emic exploration of those English-speaking Indonesians with regard with their own preference or dispreference to the proposed English variety.

Participants

There were seven (7) Indonesian postgraduate students (5 females and 2 males) responded the request and sent back their completed forms. Five participants were from Java, one from Sumatra, and another from Sulawesi. These different ethnic backgrounds give a little advantage to the discussion on the language choice and identity. These participants were coded and identified by number in order to protect their identity.

Procedure

An email containing a form of written questionnaire was sent to two mailing lists of Indonesian students studying in Australia. Participants were invited to voluntarily take part in this study by automatically filling in the participants’ information section and answering three questions directly as they were replying the email and sending it back to the researcher’s email address. After the completed forms were received, the participants’ answers were grouped based on their agreement and disagreement to support the emergence of Indolish. Their individual answers were respectively analyzed by applying Schneider’s ‘dynamic model’ (2003), Norton’s ‘ownership’ (1997), and relating them with their national identity. Their answers were also discussed in relation to the general policy of English language in Indonesian as well as to their ethnicity whenever applicable.

4. Results and Discussion

4.1 Results

On one hand, there were only two participants that who were in favour of Indolish. One of them provided a firm approval for the establishment of Indolish while the other expressed a possibility to have Indolish on a condition that it is meant to showcase Indonesian characteristics. The latter respondent seems to even undermine his own preference by suggesting that even his Singaporean and Malaysian friends tried to disguise their English variety. On the other hand, five other participants produce clear negative answers that they did not deem necessary for Indonesians to have Indolish. These responses can be seen as follows:

Preference for Indolish

There are two participants who are in favour of the creation of Indolish. Their answers are as follows:

Student 1 (female)

"Menurut saya, ya. Hal ini karena penggunaan bahasa Inggris sudah tidak bisa terelakkan dalam dunia global. Dan karena bahasa Inggris sudah menjadi bahasa internasional maka bahasa Inggris semestinya nationless. Artinya, setiap pengguna bahasa Inggris berhak untuk mengembangkannya sesuai dengan kebutuhan mereka. Terlebih, sekarang ini jumlah native speakers of English jauh lebih sedikit dari pada jumlah non-native speakers of English yang actively use English. Untuk konteks Indonesia, saya fikir Indolish perlu dikembangkan. Disatu sisi ini akan meningkatkan kepercayaan diri pengguna bahasa Inggris di Indonesia untuk secara aktif menggunakan bahasa Inggrisnya (diakui atau tidak kebanyakan orang Indonesia hesitate untuk menggunakan bahasa Inggrisnya secara aktif meskipun jika di tes TOEFL atau tes tulis jenis yang lain, mereka memiliki kemampuan yang cukup baik). Selain itu, jika Indolish dikembangkan, maka akan ada lebih banyak variant bahasa Inggris yang tentu akan menambah khasanah linguistik dunia."

(I think yes. It is because English use has been inevitable in the global world and because English has been an international language, English should be 'nationless'. That means every English user has the right to develop it based on their needs. Furthermore, the number of English native speakers is now far less than the non-native speakers who actively use English. In Indonesian context, I think Indolish needs developing. On one hand, it will develop the English users' confidence in Indonesia to actively use the language. Admitted or not, most Indonesians hesitate to actively use English even when they have TOEFL or other written tests to come. Besides, if Indolish is developed, there will be more English varieties that of course adds to the world's linguistic heritage.)

Student 2 (male)

"Bisa perlu, jika ingin menunjukan ciri khas Indonesia. Namun kalau saya perhatikan di Australia, rekan-rekan saya yang datang dari Malaysia dan Singapore malahan berusaha untuk menyamarkan english versi mereka."

(It can be necessary, if the purpose is to show Indonesia's characteristics. However, as I see in Australia, my friends who are from Malaysia or Singapore even try to hide their English version.)

These two students (one male and female) agree to the emergence of Indolish. Their reasons are a little bit different. Student 1 (female) seems to refer to English as International Language (EIL) and English as a Lingua Franca (ELF) as the ground for her pedagogic advantage of the possible emergence of Indolish. She also indicates the Indolish's benefit to psychological state of Indolish speakers' pedagogic progress. Her orientation to formal English test such as TOEFL confirms her standing point in the side of English ownership. Her concluding remark also shows that she has adequate knowledge and concern over linguistic studies and the world Englishes. These arguments appear to be similar in tone as the ones

provided by the second (male) student who emphasizes on the Indonesian 'self' identity for the prospective Indolish. However, he also informs a paradoxical state of identity experienced by his friends from the outer circle countries, i.e. Malaysia and Singapore (which was also discussed in Ho, 2006) which seems to have undermined his own preference for the Indolish.

Dispreference for Indolish

Five participants do not agree with the emergence of Indolish. The following is their answers:

Student 3 (female) (writing in English)

"I think Indonesia doesn't have to have Indolish as identity. Because the history of using English in Indonesia is different with the history of countries ever colonized by British such as India, Malaysia and Singapore. Besides there are more ways to show Indonesian identity instead of having Indolish such as many others Indonesian cultural practices in dress, behavior, religion. Even when an Indonesian becomes bilingual or multilingual, she/he still has Indonesian identity depends on her/his family and society. In other words, people in Indonesia just need to speak English just like English native speaker whether in Australian, British or American."

Student 4 (male)

"Tidak perlu, karena bahasa dasar kita bahasa Indonesia...tidak seperti Amerika dan Australia asal usulnya-keturunan Inggris."

(Not necessary, because our base language is Indonesian...unlike Americans and Australians whose origin is English descent.)

Student 5 (female) (writing in English)

"Unnecessary. English is English, Indonesian is Indonesian. It is annoying to interact with people whose English is not their native language, because the way they speak requires more time and energy to be understood."

Student 6 (female)

"Menurut saya belum perlu. Tidak semata-mata karena kita bukan jajahan Inggris, melainkan karena kita sudah punya bahasa sendiri."

(In my opinion, not necessary. Not only because we are not a former colony of English, but because we already have our own language.)

Student 7 (female)

"Ternyata saya cukup menjawab pertanyaan pertama karena jawaban saya adalah: TIDAK PERLU. Alasannya, karena menurut saya kalau diadakan ragam Indolish justru akan mengancam keberadaan bahasa Indonesia. Saat ini saja bahasa Indonesia itu menurut saya sudah sangat rentan untuk punah/terganggu. Misalnya, anak muda sudah tidak mau

memakai bahasa Indonesia yang baik dan benar. Penggunaan bahasa Indonesia sangat mudah dipengaruhi oleh trend sesaat. Saya khawatir kalau kita membuat ragam Indolish, nanti Bahasa Indonesia justru akan terancam. Di samping itu, menurut saya generasi sekarang ini sudah bagus2 bahasa Inggrisnya, jadi saya tidak khawatir bahwa kita akan ketinggalan dari bangsa lain dengan alasan penguasaan bahasa. Kalau kita ketinggalan, itu adalah karena alasan yang lain, yaitu aspek mental/psikologis bangsa kita (yang tidak relevan utk dibahas di sini)."

(Apparently, I sufficiently answer the first question because my answer is: NO NEED. The reason is that, because I think if Indolish variety is made up, it will actually threaten the existence of Indonesian language. Even at this time, Indonesian, I think, has already susceptible to extinction/disturbance. For example, young people have already reluctant to use Indonesian language correctly and properly. The use of Indonesian language is really easy to be influenced by temporary trends. I am worried if we make Indolish variety, Indonesian language will be threatened. Besides, I think, the current generation has got good English language skills, so I am not worried if we are behind other nations in terms of language mastery. If we are behind, that is due to other excuses, i.e. our people's mental/psychological aspects (which are irrelevant to be discussed here.)

These five participants have almost similar ground of argumentation. Their reasons are characterized by the affirmation of their strong sense of 'being Indonesian'. All of them clearly differentiate between Indonesian and English language by differentiating the origin and history of the two languages. This group of participants also indicates their preference to follow the English NS's norms. Student 5 even presents a critical assessment of Non-Native Speakers' fossilized state of English language competence, and presumably L1 interference, to their English language performance, which prevent listeners from comprehending them easily and effortlessly. Such disobedience to English NS norms is considered to draw more of their conversational resources, such as moods, attention, and time. Additionally, student 7 argues further that, even without the emergence of Indolish, the wide spread of English will endanger the Indonesian language that is supposedly used by Indonesian youths. She also illustrates that the danger that the official language has already faced will get worse if Indolish is supported to be established.

4.2 Discussion

The questionnaire result has clearly indicated that majority of Indonesian participants in this study did not support the emergence of Indolish as a potential variety of English for Indonesians. This result was actually surprising because the anticipated assumption that motivated this research was contrary to this result. As the ones who have been exposed to the experience of living in English speaking countries, the participants' sense of ownership of English language was expected to get more intense. They were assumed to be avid speakers of English language and were predicted to strongly support the establishment of Indolis as an effective instrument to relate Indonesians more quickly and more equally to people from other advanced nations in the world. It was preliminarily assumed that they would be more

open and more receptive to English language and find a way to assimilate their Indonesian identity in the new form English which can also suit their tongue.

However, the result has confirmed the earlier notion that the foundation process of Schneider Dynamic Model (2003) may be only partially true in the case of English for Indonesians. Like any other less-dominant languages in the world, code switching to and borrowing from English have contributed to the development of Indonesian language. The country's language policy to accommodate English as an important foreign language to be acquired is relevant with the participants' answers and yet it does not seem to be so much influential in compromising their national identity as reflected in their choice of code. In other words, despite long exposure to English language and culture, these Indonesian postgraduate students are still holding tight to their language and consider English still as the language of others. Unlike speakers from the outer circles who seem to undergo an identity crisis through their language (Ho, 2006) which was also affirmed by student 2 of this study, identity affirmation may apparently characterize the English speakers from the expanding circles, at least in case of Indonesian speakers of English. Instead of undertaking identity crisis, Indonesian speakers seem to have a clear distinction between 'themselves' and 'others' which is reflected from their choice of code. They respect English as the language of others which must be treated and acquired as 'the other's language' as much as their own Indonesian language which must be highly preserved and prevented from extinction because of the assimilated existence in the new variety of Indolish. In this case, Norton's (1997) view of English ownership by speakers other than English NS does not seem to manifest in Indonesian context.

In terms of English norm orientation, this study confirms Kachru's (1992) notion of 'norm dependence'. Almost all participants orient their English language acquisitional process toward English NS norm. Their clear nationalistic identity appears to drive their fair treatment of English language based on its NS. As much as they do not appear to be happy when their Indonesian language extinct because of other languages' domination, they respect English language by adhering to the NS norm. They all argue that good English speakers are the ones who can approach English NS's way of speaking. Jenkin (2009a) has pointed out that this tendency is clearly demonstrated by EFL group from the expanding circle countries. They consider deviations and shortcomings in following the standard English language rules to be unacceptable and unbearable. Student 5 has given a frank assessment on this issue. Therefore, less debate on justifying and accepting innovative wording/coinage in English can be expected from this group of English speakers.

5. Conclusion

To sum up, the study has elicited the insiders' perspective on the future emergence of Indonesian English. They mostly disprefer the establishment of Indolish therefore being unwilling to go into the detailed description of Indolish characteristics. Such dispreference was realized because the participants appear to have a strong stance of self-identity. The role of Indonesian as the national language unifying all different peoples in Indonesia seems to have rooted so deep that converging Indonesia with the most powerful language of the world is seen to pose a threat to Indonesian language and identity instead of offering potential advantages. This study clearly shows that most participants do not believe that Indolish is ready to launch.

Despite a strong conclusive result that the new variety is unlikely to emerge in Indonesia according to the participants, the result of this study may not be strong enough to be used for a generalization in a wider context. Further studies with a larger number of participants representing the Indonesian speakers of English may be needed to validate the finding from this study for a stronger and wider generalisation. However, since these participants are expected to become influential figures in the Indonesian future development, their current standing of seeing English language may also affect their decision later when sitting in the executive governmental positions.

Accordingly, some potential implications may be expected from this study. Firstly, English language teaching in Indonesia may still be relevantly heading toward its current course, i.e. aiming at achieving the standard norms of the inner circle English. Therefore, there can be not much change in English language curriculum and teaching goals in Indonesian schools, although drastic change in classroom approach may be needed to warrant effective acquisitional outcomes instead of linguistic knowledge orientation. Lastly, in the national language policy, the status-quo discourse remains stable in that Indonesian language will remain to become an effective political tool to unify Indonesian peoples and a strong identity marker for Indonesians.

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USING YOUTUBE AS A LEARNING MEDIUM FOR EFL STUDENTS TO ENHANCE LISTENING AND SPEAKING SKILLS

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Received: 2023-11-22

Accepted: 2023-12-07

Published: 2023-12-29

Abstract

The purpose of this study was to investigate a method for integrating English foreign language learners with YouTube media to enhance listening and speaking skills. This analysis uses a qualitative method by adopting a survey research design. Data collection involved the distribution of questionnaires via Google Forms to English as Foreign Language (EFL) students at both high school and university levels. The researchers aimed to investigate the acquisition of English, focusing on listening and speaking abilities, through the use of the YouTube app. A total of 79 respondents, comprising 23 men and 56 women, participated in this study. The research included an exploration of YouTube media as a tool for English language instruction to enhance listening and speaking skills. The procedures in this study include searching for data from online forms as well as various opinions from respondents which are useful for finding accurate research results. These findings are to be useful because they can give teachers and administrators a practical and theoretical understanding of undergraduate EFL learners perception of using YouTube as a supplemental resource for language acquisition.

Keywords: *EFL; English; listening and speaking; technologies; Youtube*

1. Introduction

Due to its diverse views and activities, YouTube has become a rich and relevant platform for social media users over the last two decades. YouTube videos can help to improve the teaching and learning of English. EFL students can use its content to improve their language skills, particularly speaking and listening comprehension. EFL learning makes use of YouTube as a learning medium because of its enormous potential (Saed et al., 2021). YouTube is a significant virtual space. Since its official launch in 2005, it has grown to become the most popular site for viewing, sharing, uploading, and commenting on videos. As a result, YouTube is the most popular content provider among teenagers, followed by the messenger service WhatsApp. Listening to music, streaming videos, surfing the Internet, and playing games are all everyday smartphone activities. The survey revealed, most notably, that among young people, digital media behavior is characterized by the use of pre-established software services rather than programming software (Eisenlauer, 2020).

The implementation of YouTube on the development of students' speaking skills is reliable. A control group and an experimental group were chosen for this purpose. The control group was taught speaking skills through traditional activities, whereas the latter group was taught the same skills through YouTube. Both groups were given a pre-test, and the results of the two groups were compared. A post-test was then given, which revealed that the experimental group's test scores in all of the speaking skill descriptors were moderately higher, which can be attributed to the treatment of YouTube use (Saed et al., 2021). Few researches have been conducted to develop effective computer-assisted listening review mechanisms based on video annotation to improve English listening comprehension performance. Although YouTube offers an immediate review mode that allows a learner to immediately replay any video section; they are having difficulty to improve their listening skills; this means that this mode may not be appropriate for all learners. The findings of this study can be used to guide future research on computer-assisted listening designs in order to improve teaching qualities and learning effectiveness of English listening acquisition while also reducing time spent practicing listening skills (Chen & Chen, 2021).

Students in higher education voted YouTube as their favorite platform to learn English because it is appealing, useful, and directly relevant to their lives. Previous research findings have revealed the importance of the YouTube platform in EFL learning. The students' activities on YouTube have a positive impact on their learning improvement and learning satisfaction. Video projects have the potential to be a clever method for teachers to conduct speaking activities (Basch et al., 2017). Using learning activities and video production as teaching tools improves students' speaking skills by allowing them to self-evaluate their performances. Furthermore, that activity makes the students more critical of their abilities, particularly speaking (Shieh & Reynolds, 2021).

The incorporation of digital technology has resulted in a major alteration of the language learning landscape in recent years. Of these technologies, YouTube has come to light as a flexible and easily navigable medium with enormous potential for improving speaking and listening abilities for students studying English as a Foreign Language (Herlina, 2019). Because YouTube videos are both visual and audio-based, they can accommodate a wide range of learning styles, which makes it a useful tool for language learning. Making advantage of this well-known video-sharing website provides a vibrant and genuine learning environment that emulates language use in everyday situations (Nofrika, 2019).

With an enormous content library covering a multitude of subjects, accents, and speech patterns, YouTube offers EFL students exposure to real English in a variety of settings. Through exposure to a variety of dialects, conversational patterns, and colloquial idioms, the platform not only improves listening comprehension but also develops oral proficiency (Dabamona & Yunus, 2022). Additionally, YouTube provides an abundance of resources that accommodate all skill levels, enabling teachers to customize learning activities to meet the individual needs of their pupils (Solano et al., 2020). Teachers of English as a foreign language (EFL) can create a dynamic and immersive learning environment by utilizing YouTube's pedagogical potential. This multimedia approach fosters a comprehensive language learning environment that mirrors the real use of English in the digital age, in addition to improving speaking and listening abilities (Nasution, 2022).

The use of YouTube videos in foreign language classrooms has catered to both students' and teachers' needs. This new portal offers quick and easy access to instructional

and entertaining videos from around the world (Wang & Chen, 2020). The majority of these videos serve a dual purpose: first, they are entertaining to watch, and second, they are an effective learning medium that students enjoy. As a result, students have a genuine opportunity to engage in meaningful language learning. What is striking about the use of YouTube is that students are learning without even realizing it. YouTube has a wealth of useful content for teaching English. Students are stimulated and their fears about learning a second language are reduced by interacting in a fun experience (Saed et al., 2021).

Because YouTube videos are audiovisual, they are appealing to students because they teach and educate in real-life situations and contexts. This is because visuals provide access to real language use in authentic environments and social contexts (Eisenlauer, 2020). Although many suggestions for improving the educational process within the classroom have been made, such as websites, blogs, video-sharing websites, iTunes, and Vimeo, YouTube appears to be the most widely used and has become extremely popular, particularly among young adults. Another advantage of using YouTube in the classroom is that it is inexpensive. There is no limit to how much it can be used online, and watching videos is completely free (Nofrika, 2019).

EFL YouTube videos aid in the development of not only receptive but also productive students' English skills; for example, they can assist and improve listening skills. Because English is probably the most widely used language in the world, improving English skills is becoming increasingly important to modern people (Ozcelik et al., 2019). Listening and speaking skills are the most important skill to learn in English to support communication, and it has gradually become a top priority for many language teachers. However, understanding a listening task requires learners to discriminate between sounds, understand vocabulary and grammatical structure, become familiar with intonation and stress, and contextualize the speech in terms of sociocultural utterances (Solano et al., 2020).

For this study, the researchers were interested to examine how do EFL students learn English especially for listening and speaking skills through the YouTube app, and how can using the YouTube app affect EFL students listening and speaking comprehension (Basch et al., 2017). By examining this research issues, furthermore, the study's objectives are to provide information on how much the YouTube video project contributes to the students' listening and speaking skills improvement learning and what factors appear in the reflection process.

2. Literature Review

YouTube is an example of technological advancement. It is an internet-based application that can be freely found, watched, downloaded, and uploaded by anyone. People can leave comments on videos or interact with the owner of the video. Aside from that, there are numerous other benefits that the lecturer can derive from it. We can get a role from it to goal teaching learning based on some advantages (Fachriyah & Perwitasari, 2020). YouTube is regarded as a source of online content that can be useful in the field of teaching and learning. Some teachers or lecturers can gain some benefits from YouTube for the teaching and learning process (Solano et al., 2020). As we all know, YouTube is based on the internet, and the internet provides opportunities to spread messages through a variety of resources such as images, fact sheets, videos, news, events, and blog postings. The

internet can provide many items to aid in the teaching and learning process (Adimawati, 2022).

Some researchers use YouTube as a teaching tool for various purposes. Some of the researchers focused on using video from the YouTube channel as material sources to create an effective teaching learning process and, in particular, to improve students' speaking skills (Audina et al., 2022). However, Youtube is now very familiar to students and even parents. Online videos such as YouTube can help students improve or expand their knowledge. The use of content in YouTube videos can help students understand many things more easily and pique their interest in learning more skills such as reading, writing, listening, grammar, and speaking skills through YouTube (Nasution, 2019).

Because technology plays such an important role in people's lives, the use of YouTube as an educational tool has been extensively researched and debated in recent years (Dabamona & Yunus, 2022). There were qualities criteria for using YouTube as an educational tool, including the following: (1) Accessibility refers to the ability to provide learners with access anywhere, at any time, through multiple devices, and for free; (2) User friendliness refers to the ability to provide an easy connection for uploading and subscribing to different English channels on YouTube, as well as sharing, commenting, and rating on the videos on other social media platforms. (3) providing authentic and rich content that can be used for learning target language; additionally, (4) searching for valuable resources, referred to the learners' ability to find any resources on YouTube that can help learners learn their target language; (5) defining topic and learning goals, the abundance of online resources on YouTube uploaded by media corporations and individuals is overwhelming, so it is critical for learners to know precisely what topic and learning goals they are looking for (Tazkia, 2023).

3. Research Method

This study uses a qualitative method by adopting a survey research design. data was collected by distributing questionnaires via Google form to EFL students at the high school and university levels. Participants filled out questionnaires according to their circumstances and experiences related to the research topic; the use of YouTube as a medium for learning English. In this method there are 79 respondents who filled out a questionnaire survey, for that it will be seen the results obtained from the questionnaire data, how they respond to learn English by using YouTube media and also how do EFL student affect to learn listening and speaking comprehension by using YouTube media. The procedures in this study include searching for data from online forms as well as various opinions from respondents which are useful for finding accurate research results. This research data analysis starts from how to find out how effective YouTube media is as a means of learning English and also this YouTube media will be studied more deeply so that EFL learners can find out the impact of using YouTube media as a medium for learning English.

This research was conducted starting from high school education to the university level. The total number of participants who filled out the questionnaire was 79 people, (26) men and (53) women. In this session the participants who filled out the questionnaire were not only students studying in the English education department, but all those who had studied English were allowed to fill out the questionnaire. A pre-test is given to students to determine their knowledge about learning English using YouTube media. The test was designed based on the provided student learning experiences by the Examiner which contains 20 multiple choice items and the answers to be answered are justified.

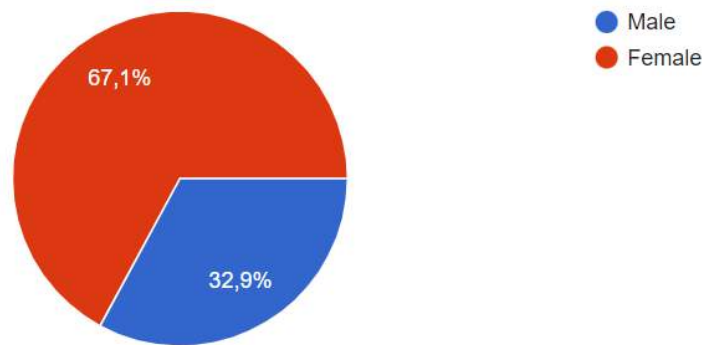


Figure 1. Gender

The instrument used for data collection in this study was a questionnaire designed by the researchers entitled "Using YouTube as a Learning Medium for EFL Students to Enhance Listening and Speaking Skills." It is used to obtain useful information in the field of attitudes and opinion. Therefore, a questionnaire was used to collect data from the respondents. Questionnaire divided into two parts. Section 1 requires demographics respondent information such as age, gender, faculties and departments, universities, educational qualifications, rank/status while part 2 is the pre-eminent item which captures data on each research variable. This section is further divided into six sections. Every part superior item in each research variable. There are 20 items in all with variations ranging from responses strongly agree to strongly disagree. In addition to the questionnaire, focus group interviews were conducted to complement the questionnaire and further support the study.

The instrument is a critical component in data collection. It is a tool for gathering research data. In other words, an instrument is a research tool that aids researchers in gathering data in a clear, comprehensive, and systematic manner. The questionnaire is the research instrument used to determine students' perceptions of using YouTube as a medium for delivering English online learning material during the Covid-19 pandemic. It was distributed via Google Form. It included twelve items. This instrument was derived from the instruments used to assess students' perceptions of YouTube learning media. The instruments include Yes/No questions and open-ended questions. It is used in each statement to assess attitudes or points of view toward the use of YouTube as a medium for delivering English material to improve listening and speaking skills. The information is then shared via a Google Form that includes some details, there are any 79 respondent, consisted of 53 female 67.1%, 26 male 32.9%. These aspects are attractiveness, effectiveness, course content relevance, and motivation to use YouTube as an English online learning medium. All of the questionnaires focused on students' perceptions of using YouTube as a medium for delivering material to improve their listening and speaking skills (Simanjuntak et al., 2021). The interview centered on finding out the actual type of YouTube used for English learning. Therefore, the questions asked are based on "what type of YouTube is suitable for learning English?"

4. Results and Discussion

In relation to YouTube, EFL students' opinion on the use of YouTube using ratings for YouTube as: (1) interesting, (2) relevant, (3) beneficial, (4) less motivating in the classroom,

and (5) less motivating outside the classroom. The results revealed that, even though student perceived YouTube enhanced their English, but, they were less motivated to use YouTube outside of their class. The review on this study has covered the concept of YouTube, lecturers and librarians' perception of YouTube, use of YouTube for teaching and learning YouTube content quality, the usefulness of YouTube, problems of using YouTube, and empirical literature. Though most of the reviewed studies are very important and similar to the study (Adeyinka et al., 2018); however, most of the studies were conducted in developed countries and focused mainly on students' perception of YouTube for teaching English for EFL learners.

Another advantage of using YouTube in classrooms is that it is cost effective. There is no limit on the amount that it can be used online, and watching videos is free of charge. YouTube is a global gateway that can be accessed anywhere and anytime (Lumettu & Runtuwene, 2018). YouTube videos play a significant role in enabling learners to speak and communicate with their teachers and classmates and understand their surroundings. YouTube is a powerful teaching aid which boosts learning both inside and outside the classroom. It provides a multi-media platform for promoting all language learning skills, especially listening and speaking, together with enriching students' vocabulary in different domains and cultural backgrounds. YouTube content has improved the students' speaking skill considerably in three areas: fluency, accuracy and overall performance.

Youtube Video Project Contributes to the Students' Listening and Speaking Skills Improvement Learning

From the first research question we can see that the contribution that arises when using YouTube media is to improve students' listening and speaking skills. The research instrument explains that the level of English language proficiency of the respondents varies, starting from a basic level of 40.5%, an intermediate level of 38%, an upper intermediate level of 16.5%. Here it can be concluded that students' proficiency in learning English varies according to research (Ding et al., 2019) This framework can also be used to understand English language teachers' technology integration practices. For example, if a teacher used a computer program to help students practice individual sound and sentence pattern repeatedly, this could be considered a skill based practice as repetition and memorization were the main features of the technology integration practice. There are as many as 91.1% of respondents who know that the YouTube platform and they watch YouTube videos on average around 2-4 hours a day. The genres they see also vary, starting from videos about learning English material, listening to podcasts on YouTube and also listening to music as a means of improving their listening skills in English.

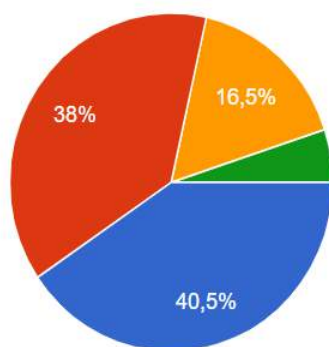


Figure 2. English Level

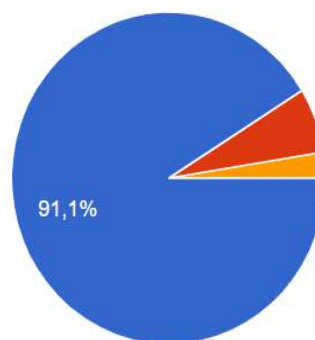


Figure 3. YouTube app familiar

Basically they watch YouTube in their free time, the thing that makes them interested in watching YouTube is the many interesting video content on it. Apart from watching various content on YouTube, they also found videos containing English learning materials. As many as 88.6% of respondents studied English materials on YouTube and 7.6% of respondents found videos about English learning materials. From there it was found that as many as 87.3% of respondents who often learn English from YouTube videos and 8.9% of respondents who sometimes learn English use YouTube. Can be concluded that acknowledges that the use of YouTube videos in a language learning context helps students learn vocabulary since, without any doubt, it favors the process of acquisition of new words.

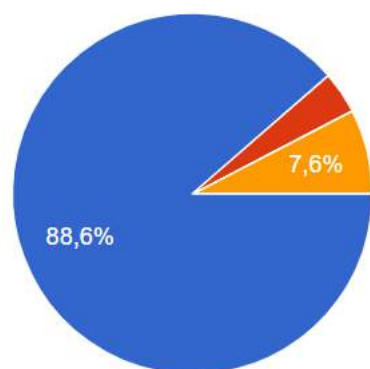


Figure 4. Study English on YouTube

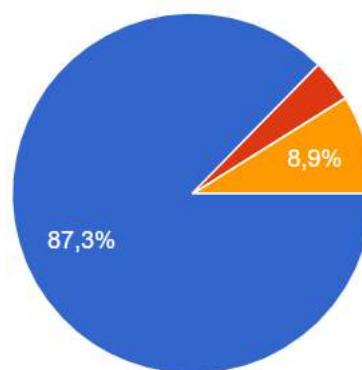


Figure 5. Often Learn English on YouTube

Through learning English via YouTube, several respondents stated that learning English using YouTube could increase learning references, especially in the areas of listening and speaking skills. As many as 70.9% of respondents stated that there were results obtained in learning through YouTube videos and 27.8% of respondents stated that learning to use YouTube takes time and also extra understanding, but that does not rule out the situation that learning English using the YouTube platform is difficult. No doubt that using YouTube videos in Learning English had useful effects on students. Nevertheless, some students outlined many barriers they have faced in using YouTube videos. A participant said "I really enjoyed using YouTube videos in learning English except the technical problems and bad internet connections during bad weather". In addition, a student added that "the high cost of internet bundle and the weak internet connection in some places were the challenges of using YouTube videos in learning English". In learning videos using YouTube, of course there are several kinds of aspects that are found. Respondents stated that learning using YouTube, especially listening and speaking skills, they had learned a lot from the learning video material on YouTube. Their speaking and listening skills began to improve over time, but there were some obstacles such as poor internet connection which is also a common problem for those who learn English through YouTube. Thus, there is a need for guidance from the teacher so that the material on YouTube can be taught again during normal class lessons, so that they can combine class learning and learning on YouTube, especially to practice improving their listening and speaking.

Factors Appear in the Reflection Process

The process that occurs in this learning reflection is how the influence of learning using the YouTube video platform and also what challenges have been passed by the respondents to learn English in order to improve listening and speaking skills. Here it is

explained that respondents who have used the YouTube platform as a medium for learning English feel a change in their listening and speaking skills. As many as 63.3% of respondents answered that there was a significant change in learning to use the YouTube platform and 36.7% of respondents answered that there was a change but not significant from learning to use YouTube.

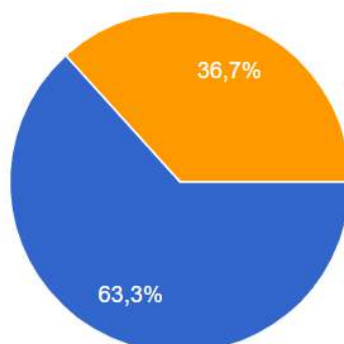


Figure 6. Significant Change After Use Youtube on Their Listening And Speaking Skills

The researchers quoted from the results of interviews with respondents who experienced significant changes from learning to use YouTube "learning English using YouTube is very good for training our focus and understanding of the material we learn on YouTube, especially listening and speaking skills". From this statement it can be concluded that there is a difference from previously learning English without using YouTube and after using the YouTube platform. There were 54.4% of respondents who learned to use YouTube occasionally, there were 27.8% of respondents who answered that they rarely used the YouTube platform as a learning medium, there were 15.2% of respondents who answered that they often used the YouTube platform as a means of learning language. English in the field to improve listening and speaking skills.

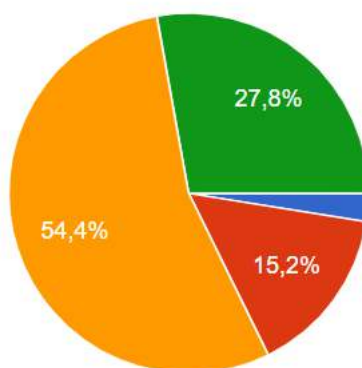


Figure 7. Different English Learning with YouTube Media

The impact caused by the existence of learning media from YouTube to improve learning listening and speaking skills is quite good. As many as 59.5% of respondents answered that quite a lot of things could be learned from learning on YouTube, as many as 25.3% of respondents answered that little could be learned from learning through YouTube, as many as 12.7% of respondents answered there were many things that could be learned. can from learning through the YouTube platform. The researchers quoted from the results of interviews with respondents "from YouTube we can get a lot of lessons that can hone our ability to improve listening and speaking skills, starting from listening to podcasts and songs

and learning to imitate what is taught on YouTube as a means to improve our speaking skills".

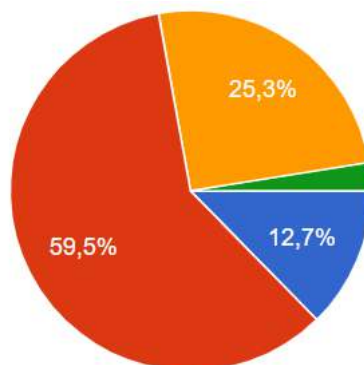


Figure 8. Impact of Use YouTube Media for English Learning Frequently

From this it can be concluded that the influence of the YouTube platform is indeed good for learning English in terms of listening and speaking, apart from that there are many challenges that must be faced such as it is difficult to learn if there is signal interference and if something is not understood it is difficult to ask. Therefore, learning in class is also important so that students can balance learning material on YouTube so that they can review it in class with the teacher. There are several statements which state that learning to use the YouTube platform is very good such as there is a translation feature available to make it easier to understand the material explained by the YouTube video and there are also many variations that make it easier for us to learn English to improve listening and speaking skills.

The findings of this study are likely valuable since they can provide teachers and administrators with a practical and theoretical understanding of undergraduate EFL learners' perceptions of using YouTube as a supplementary resource for language acquisition. The respondents in this survey ranged in age and major (Huy et al., 2021). They were, however, mostly female and spoke English at the beginner to intermediate level. While the demographic makeup was not the result of any deliberate intent on the part of the sample technique, more research with demographics underrepresented in this study (gender, language level) is required. The survey also discovered a significant level of Internet and YouTube use in classroom learning.

While YouTube can be a useful tool for language acquisition, it should not be used in place of a comprehensive language learning program. Teachers and students must take caution and choose trustworthy and high-quality content, as YouTube offers false or misleading information. Learners should also use YouTube as a supplement to structured language learning activities to ensure a well-rounded approach to language acquisition. While YouTube is a great resource for listening and speaking practice, EFL students should balance their use of YouTube with other language learning activities (Al-Hammouri et al., 2022). A thorough language learning program must include interactive speaking practice with native speakers or other learners, classroom instruction, and focused speaking activities. Finally, YouTube can be a useful tool for EFL learners to improve their listening and speaking skills. YouTube contributes greatly to the development of these basic language competencies by offering authentic language input, diversified material, and opportunities for observation and practice.

5. Conclusion

Finally, YouTube material can have a major impact on English as a Foreign Language (EFL) learners' listening and speaking skills. It provides several advantages that aid in the development and enhancement of these skills. YouTube offers a large choice of authentic English content for listening skills, including varied accents, speech patterns, and vocabulary usage. EFL students can improve their listening comprehension by being exposed to real-life language use, comprehending different accents, and growing their vocabulary. In terms of speaking skills, EFL students can benefit from YouTube. Furthermore, exposure to authentic language use in a variety of circumstances assists learners in developing a more natural and authentic speaking style.

The visual accompaniment provided by YouTube, such as subtitles and captions, aids comprehension for both listening and speaking activities. Learners can also practice interactive speaking by responding to questions, watching language challenge films, or joining language exchange channels. Furthermore, by delivering fascinating and culturally relevant content, YouTube increases motivation and engagement, making the language learning process more fun. Learners can watch videos at their own pace, based on their interests, competence levels, and individual learning needs. However, because YouTube offers false or misleading material, it is critical to exercise caution and select dependable and high-quality video. YouTube should be used as a supplement to structured language learning activities by EFL students to ensure a balanced approach to language acquisition. In conclusion, YouTube media provides EFL learners with a variety of real language input, interactive chances, and fascinating content to help them develop their listening and speaking skills. Learners can improve their language skills, increase cultural understanding, and foster a more confident and effective communication capacity in English by utilizing the numerous materials accessible on YouTube.

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PROMOTING EFL LISTENING AND SPEAKING SKILLS THROUGH PODCAST: TEACHERS' BELIEFS AND PRACTICES

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Received: 2023-11-11

Accepted: 2023-12-07

Published: 2023-12-29

Abstract

The purpose of this study was to investigate a method for integrating English learners' podcasting skill development by teacher beliefs. This study employed an online form as its research design, incorporating both multiple-choice and open-ended questions. Participants involved in this study were 17 participants. The procedure used in this study was the use of forms and there was also an interview session. Data analysis which was known in this study was that 82,4% respondents were familiar with podcast media for learning English. In this research, a qualitative descriptive research method was employed, revealing the efficacy of podcasts as a valuable medium for English language learning, particularly in the domains of listening and speaking skills. Utilizing podcasts to foster English as a Foreign Language (EFL) speaking and listening proficiency emerged as an engaging and fruitful technique, demonstrating its potential as an effective tool for language enhancement. Consequently, the study advocates for the incorporation of podcasts into the EFL curriculum.

Keywords: *EFL; English; listening and speaking; podcast; podcasting; technologies*

1. Introduction

The use of technology in education does have the potential to improve teaching and learning process (Cain, 2020). Considering this potentiality, substantial study into technology and higher education are being conducted. Higher education can benefit from context-based, personal, and informal components of mobile learning, focusing on the students' experiences. Because it is easily available and free to use, podcasting has become a common technique in education (Sutton-Brady et al., 2019). Podcasting permits students and instructors to connect one another. A podcast, an iPod (Apple's mobile device), and a broadcast are all collections of multimedia files that are distributed to people via the internet. Every component of that definition is important. A podcast is a collection of episodes linked by a single syndication feed. New episodes may be automatically distributed to subscribers' computers, eliminating the need for users to check for and manually download newly accessible content. Podcast episodes are downloaded (rather than streamed) to users' PCs and can be transferred to digital audio players, enabling mobile learning (Sutton-Brady et al., 2019).

This study has two objectives. Even though the fact that there is a vast amount of literature supporting the use of podcasting, there is few researches on the use and potential utility of podcasting (Cain, 2020). One goal of this research is to learn more about how a school instructor could implement the technical procedure. The second aim is to discover

more about the benefits of podcasts for teaching and learning at schools. The students are given extensive training in order to produce complicated and nuanced evaluations for a general audience (Davoudi & Rezaei, 2016). The greatest of their work is made public and distributed through other podcasting platforms. The goal of this project is to add to the traditional genre of academic assessment by challenging the subjectivities that it generates. This is accomplished by altering the relationships (or entanglements) that occurs throughout the creation of students' works. Assessments often conjure up a limited set of pedagogical interactions, cantered on the teacher and student or researcher and examiner relationship. The podcast presents a unique collection of relationships (Wall, 2019).

Some institutions are using podcasts as supplementary teaching materials for school students, following the trend of using e-learning to improve students' abilities in this context. Due to the relative simplicity of making podcast content, the most prevalent application of podcasting in this context is teachers, distributing audio tapes of lectures for students to study and develop later (Copley, 2007). Even though, the pedagogical basics of examples of teaching with technology are described in literature, podcasting inside the classroom is mostly recognized in fields other than community development. The current study looks at the consequences of a class exercise in which students make podcast episodes for a particular individual audience. The researchers hypothesize that this strategy would enable students to acquire social work competencies (Hitchcock et al., 2021).

A legal podcast that we start at our institution is used as knowledge for learning. The podcast is originally created to provide a venue for conducting research conducted by the school and graduate students at school. However, after having numerous conversations with different members of the staff as well as conducting a study of the potential educational benefits, the project is revamped to incorporate a significant component driven by the students (Killeen & Summerville, 2020). Students use podcasts to complement their attendance, and past study has found that podcasting does not significantly reduce attendance. While there is a growing body of work in the methodology for making educational podcasts, there is little pedagogical evidence to support the idea that podcasts are beneficial for increasing learning (Morris, 2010).

Other researchers form a team consisting of two students who are charged with running the podcast's social media sites and publishing the broadcast to help boost listenership. As the result, the goal of this journal article is to present a case that looks at how to effectively use new technologies (podcasting) in an EFL classroom and how they affect vocabulary development (Hur & Suh, 2012). The ease of use of the technology behind podcasting makes it an attractive tool for use in educational settings. The easy transmission of knowledge, the straightforward distribution method, and the growing popularity of MP3 players all contribute to an increase in the educational value of the product. The use of podcasts enhances the fundamentals of teaching and learning that are currently in place and supports emerging trends in educational delivery (Ferrer et al., 2019). We, especially working in education, are to introduce podcasting and other rich media into our classes so that students can raise their learning to a whole new level as well (Ralph & Olsen, 2007).

Some features of podcasting have been around for a while. Audio has been used in learning and teaching for decades, with some authors emphasizing the advantages of audio over text. Push technology, which allows information to be pushed to members while they are connected to the internet, has also been around for more than a decade. Podcasting is

distinct in that it incorporates several features, as described above (Carvalho et al., 2009). While podcasting has been used in large-scale school projects and by many individual teachers in all levels of education, the existing literature is somewhat restricted in its assessment of podcasting's usefulness for students' learning. Beyond recording at school, there is no discussion of how to successfully incorporate podcasting in a pedagogically sound manner, and ideas and design principles are in the early phases of development. In the other way, this is not surprisingly given that podcasting has only developed as a learning tool in the last five years and the conclusion is that there is still no strong evidence-based model to be attended to (Sharples et al., 2007). Another audio-based resource that can assist students to grasp the text and enhance their listening comprehension is the podcast. Podcasts developed by native English speakers give students multiple opportunities to listen to authentic stuff. The technology of podcasting can be considered an efficient and powerful language teaching tool that allows teachers to expand their teaching beyond the classroom and that allows learners to acquire language information at any time and any location without restriction. From the teacher's point of view, the teacher believes that the case study in this research method can develop a new teaching study for students to use podcasts in lessons. (Ifedayo et al., 2021).

2. Literature Review

2.1 Technology and English Teaching

Foreign language listening, which has been understudied in applied linguistics for some time, has recently emerged as a research topic with the incorporation of cutting-edge technology. Listening plays a more important role in language learning (Peng & Chen, 2022). When students gain this knowledge, they will begin to speak, so listening plays an important role in communication. Many tests, including entrance exams, university final exams, and others, have recently begun to include listening comprehension as a component of the test, indicating that listening and speaking ability are important aspects of language proficiency (Ramli & Kurniawan, 2018).

In the modern era, it is critical that students be taught to listen effectively and critically, in addition to speaking. Students require input as a result of listening activities in the language classroom in order to develop their speaking skills. Misunderstandings can be influenced by listening comprehension. Obviously, when students first attempt to listen to a foreign language, they frequently encounter numerous difficulties (Jie & Sunze, 2021). Repetition vocabulary, interpretation, concentration, and perfectionism are the primary causes of EFL learners. To advance their listening ability, learners now require a great way to expose their spoken language and sufficient rehearsal in various listening situations and competence levels. However, students must participate in any classroom activities that have comprehensive learning content. Listening and speaking are both essential components of the new functional English standards. However, it appears that there is a significant lack of material to assist teachers in advancing the skills of their students, which is the primary reason for developing more effective teaching procedures. When teaching listening and speaking is done well, it provides students with a wealth of resources to make it explicit, relevant, and engaging for them (Abraham et al., 2022).

2.2 Podcast to Improve English Learning

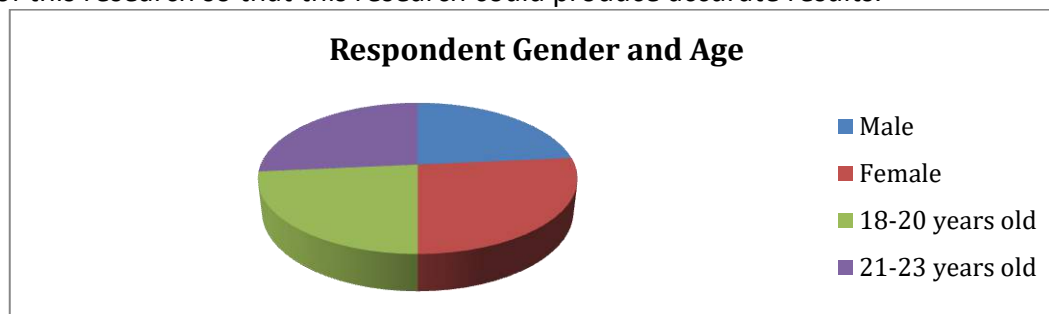
Podcasting is a fascinating medium that provides information and entertainment, but educators quickly recognize its enormous potential for teaching and learning. As a result, the use of podcasts is transforming the English learning process. Its emergence appears to offer a rich source of material for use in an EFL context, specifically to aid listening instruction. Podcasts allow students to learn when and where they want, at their own pace and on their own path. Furthermore, podcasts can be downloaded, copied, shared, and even edited in real time, giving learners greater control over their competence and ownership of their learning (Camelia et al., 2021). There are numerous podcasts available on the internet that students can adopt and adapt to their specific learning needs. Because students are more engaged, the learning process and outcomes can be maximized. Nonetheless, language learners continue to be unaware of how to use podcasts and the impact they have on their listening learning (Davoudi & Rezaei, 2016). Podcasts are a novel way for students to learn in any situation that lacks visual cues. They can find interesting topics and use the favorite, relevant, and useful information as listening and speaking ideas. The podcasting taxonomy for language learning consists of creating podcasts or using pre-existing ones.

There are numerous benefits to teaching listening through the use of podcasts. According to the findings of the study, podcasts are a useful source for improving listening skills, especially when students listen extensively outside of the classroom, as it can increase their English vocabulary and familiarize them with different speakers' voices; thus, students' listening fluency increases. Those podcast listening activities can have a significant impact as an authentic resource tailored to each level (Nisa et al., 2022). It improves their skills compared to students who do not listen to podcasts. Podcasts can also encourage students to be more creative and active in class. Podcasts can pique the interest of students who are both troubled and uninterested in learning English through listening and speaking. The benefit from using podcasts media in a variety of ways, includes access to information and entertainment (Chaikovska et al., 2019). Recently, there has been an important development in podcasts that can be used for educational purposes. It can be interesting and one-of-a-kind educational activities. The purpose of this study was to see if there was a significant difference in listening scores before and after the students were taught using a podcast application (O'Bryan & Hegelheimer, 2013). The research findings could provide a valuable benefit by providing additional knowledge and experience to develop English language teaching, particularly teaching listening, as well as introducing new and interesting media to students through the use of podcast applications in the teaching and learning process.

3. Research Method

This current study is designed to learn more about how EFL university students think about podcasts in English language instruction. The researchers chose a qualitative descriptive research because it allowed them to collect data from the questionnaire and analyze the relationship between one set of data and another (Ningsih et al., 2020). In this process there were 17 respondents who filled out a questionnaire survey, 17 respondents that studied and those who filled out the form were on average from UIN Walisongo Semarang. The results obtained from the questionnaire data could be seen on how they responded to teaching in class using podcast media and also how podcast media could attract students in learning English according to the views of teacher.

From the analysis of the data obtained that there were various kinds of English learning that could be utilized by using podcasts which were useful for practicing listening and speaking skills for EFL learners. The instruments and procedures used in this study were the google form and also interviews; the initial procedure in this study was to fill out the available forms in order to obtain the valid data, then interview sessions for respondents were also part of this research so that this research could produce accurate results.



4. Results and Discussion

4.1 Results

From a teacher's beliefs, the results of the study using podcast media can produce great results in EFL class teaching. In addition, the study of this given material shows that good results are supported linguistically. All studies yielded significant findings with reference to the use of Podcast media by respondents or researchers. In addition, all students who used Podcasts to augment their listening and speaking skills seemed more active and motivated to learn these skills, meaning that the learning process is enhanced by tools, which are usually considered nothing more than that. They also significantly improved their teamwork by making extensive use of podcast media.

Reasons That Make Podcasts Good Learning Media in Teacher's Beliefs

New technology always has a heavy impact on education, and podcasting is no different. Many learning institutions are cutting back on textbooks and investing in technology-enhanced learning. As one of the latest mediums to emerge into the mainstream, podcasting is one of the forefront technologies in this change. In this article, we show you how podcasting in education can increase accessibility and encourage engagement. Podcasts allow students to practice their listening comprehension of complex texts that are both conversational and formal, and the corresponding transcripts enable students to confirm their success. Podcasts are a great way to teach new content, something suited for passive learning. Students can listen on their own, freeing up valuable classroom time for more active learning.

From the data obtained through questionnaires, (on figure 1) 17 (100%) respondents have listened to podcast broadcasts, (on figure 2) 14 respondents (82.4%) have used podcasts as a medium for learning English and 3 respondents (17.6%) have never used podcasts. as a medium for learning English. From this it can be concluded that the 14 respondents know what podcast media is, but not all of them know that podcasts can be used as learning media. According to the teachers' views and beliefs obtained from the questionnaire as many as 14 respondents (82.4%) out of 3 respondents (17.6%) state that podcasts are very interesting to be used as learning media, especially learning about English

with listening and speaking skills. Furthermore, from the results obtained above, there are several respondents who are familiar with this podcast media, besides that there are also those who are not familiar with this podcast media. Even though there are 17 (100%) respondents who know about podcast media, there are still some who are not very familiar with podcast media as a means of learning English. (On figure 3) as many as 14 respondents (78.6%) are familiar with this podcast media as a means of learning English, 1 respondent (7.1%) answers that he/she is very familiar with this podcast media, and 2 respondents (14.3%) answers that they are not very familiar with podcasts as learning media.



Figure 1.
Respondent familiar with
podcast

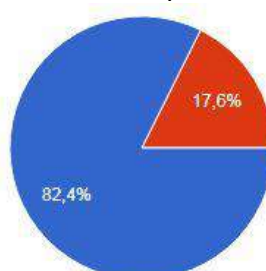


Figure 2
Podcast use for learning
English

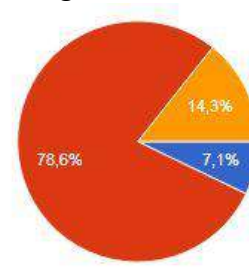


Figure 3
Familiar podcast media
for learning English

Podcasting is one of the best methods to talk about something we enjoy. We are able to talk freely and are engaged with our audience on a personal level. Not only is this an effective way to teach our audience or share our understanding, but it also makes the experience more enjoyable for us (Lazzari, 2009).

Student's Learning Habits as a Result Of The Podcast

According to the findings of the study that was conducted in a 'podcast' format, students obtained higher scores on evaluations when they used PowerPoint media resources that included embedded audio (Yoestara & Putri, 2019). The results of this investigation could be explained by a number of different things.

From the questionnaire data obtained, (on figure 4) as many as 15 respondents (88.2%) stated that they could feel the difference in the use of podcast media as learning English before, and 2 respondent (11.8%) stated that there was less difference in the use of podcasts as a learning medium. From this it can be concluded that the differences in learning using podcast media can be felt by most students in the classroom. The difference in the learning atmosphere in the classroom using podcasts certainly has a positive impact, because some students at school can follow advanced technological developments, such as the use of podcasts in learning English. This difference in learning atmosphere was also felt by some students, (on figure 5) there were 14 respondents (82.4%) who felt differences in learning English, especially in listening and speaking skills, and there were also 3 respondents (17.6%) who stated that there was no difference learning atmosphere using this podcast media. From this it can be concluded that the learning habits in the dominant class have changed because of the podcast media in learning English.

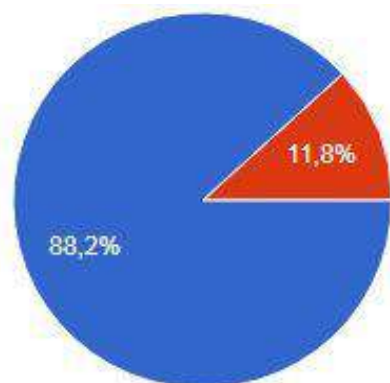


Figure 4.

Feel different after use Podcast for learning English

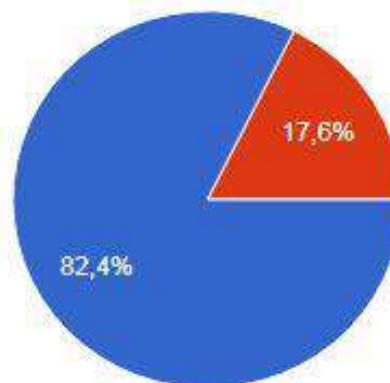


Figure 5.

Different learning after use Podcast to enhance listening and speaking skills

Finally, the fact that the students in the trial group have more opportunities for formative testing than the other students suggests that they may have benefited from practice, which in turn may have have an effect on the students' overall academic performance. They demonstrate that providing students with better learning aids while they are working through a module can dramatically enhance students' exam performance. The findings of this study could have an impact on future suggestions for the design of curricula.

In the interview session the researchers received information that learning to use a podcast was not as easy as one might imagine. There were several obstacles experienced, such as signal interference when the podcast was started, learning without a teacher or tutor was quite difficult to understand what was in the podcast. On average, they used podcasts to learn to understand tenses, pronunciations, and grammar in the podcast conversations. The researchers quoted the words of the respondent during the interview "when I listen to the podcast I imagine that it is like a movie but there are only 2-3 people in it for that to understand the sentences in the podcast is quite easy, especially to hone our listening and speaking skills, but further guidance is needed so we can fully understand what's in the podcast." It can be concluded that learning English using podcasts can hone our listening and speaking skills, but it is necessary to have a teacher or tutor in order to maximize learning English using podcasts.

4.2 Discussion

The findings of this review article show that the utilization of Podcast media has a beneficial impact on the growth of students' writing abilities when it is used in EFL classes. This is consistent with the findings of other research studies on the subject. When it comes to writing, this factor is especially helpful in shaping and organizing ideas. Increasing students' vocabulary and honing their listening abilities can also be accomplished by using podcasts. The expansion of one's vocabulary is one of the most essential aspects of learning a new language, and from the perspective of one's mental development, a nurturing environment that emphasizes the development of one's social abilities is essential. Using Podcasts is a powerful tool to enhance cognitive and productive skills in the language educational process. This is especially true in EFL, where there is a need for simple accessibility of learning materials, and Podcasts fill that need (Abdous et al., 2009).

From the results of the answers to the research questions above, it can be concluded that learning using podcast media really makes a difference in the classroom, starting from the study habits of the students, the learning methods and also the atmosphere in the classroom. However, there are still some who are not familiar and there is a lack of change in learning to use this podcast media. It is possible that those who do not understand and are familiar still do not understand what a podcast is even though they know that there is a podcast media as a new means of learning English. With the development of this technology, it is hoped that it can have a positive impact that can increase the attractiveness of student learning and also make them new habits in learning English. The goal of this study is to see how useful foreign language podcasts could be for listening outside of the classroom (Rosell-Aguilar, 2015). The variety of programs offered not only provide students with options, but also make it possible for them to locate podcasts that are of interest to them, which is a requirement for student engagement with the topic. The extensive reading literature recognizes this key idea. The listening activity is well received by participants because it is consistent with their daily media habits. The additional assistance that video provides helps explain why people prefer it to audio (Yoestara & Putri, 2019).

It is easy to believe that success in any task is simply due to someone being motivated and having a positive attitude. It is simple to assert that a learner will succeed with the right motivation in second language learning. Such claims are, of course, not false, because numerous studies and experiments in human learning have demonstrated that motivations and attitudes are critical to learning (Lowe et al., 2021). In general, using podcasts in or out of the classroom helps students become more proficient in their second language learning. However, one measurable advantage of using these files outside of the classroom is that students can manage their time while listening to their audio files (Davoudi & Rezaei, 2016). This study has the strength that podcasts can be alternative teaching materials in learning English, especially in the areas of listening and speaking skills. In this study, it is stated that respondents are familiar with the existence of podcast media as a medium for learning English. In this study there are also limitations such as respondents who understand podcast media but have not utilized it for learning English, limitations in using podcasts also arise in the absence of mentors and also internet connection problems which can hinder learning. For future implications this research will focus on finding accessible studies on research issues and teachers' beliefs in teaching using podcast media, namely the influence of podcasts in developing listening and speaking skills in EFL.

5. Conclusion

According to the findings of this review study, in general, it seems that Podcasts are a good option. However, additional experimental research needs to be carried out in this field in order to provide light on other parts of the writing process. One of these aspects is language competence, which can be enhanced through the use of podcasts. The goal of this research is to see how useful short-format podcasts may be in supporting job evaluation for students at the school level as well as those who have graduated from school. Three distinct conclusions emerge. Students and professor benefit from podcasting in different ways. They also feel that it increases teacher-student communication by allowing the relationship to continue outside of the classrooms in a more effective manner, which in turn reduces the requirement for face-to-face consultation. Both of them are in agreement, though, that it

takes time to use and develop it. The reasons and learning habits of using podcasts need to be emphasized again in order to maximize students' understanding of the material in the podcast; there needs to be guidance from the teacher so that they can understand what is in the podcast material. Learning habits also need to be changed, initially only using media books and power points; but now using podcasts so that learning English can be varied.

Our findings suggest that additional study into relevant learning activities and instructional methods that go beyond the information delivery method of podcasts is required. Based on the findings of this research, students who listen to podcasts improve their listening abilities more than those who do not. It has been discovered that students' listening abilities improve when they listen to podcasts. It helps kids in particular to become more excited about sharing their opinions and to be more communicative overall. It also gets children in the habit of paying attention, helping them comprehend events that occur in real life. Using podcasts to teach listening and speaking skills in English can be beneficial to students. They are taught not only how to listen but also how to design listening exercises for their peers. In that way, it promotes independent learning.

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ADAPTING TO CHANGE: THE EXPERIENCES OF EFL TEACHERS WITH CURRICULUM REFORM

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Received: 2023-19-11

Accepted: 2023-12-07

Published: 2023-12-29

Abstract

In the realization of education, it is necessary to regularly update and revitalize the curriculum due to the dynamic nature of knowledge and evolving educational needs. This applies to the domain of teaching English as a Foreign Language (EFL). However, the process of curriculum reform poses several challenges, particularly for teachers who play a vital role in its implementation. This research aims to explore the difficulties encountered by EFL teachers in adapting to the transition from the Curriculum 13 (K13) to the *Kurikulum Merdeka* (Independent Curriculum) in Indonesia. Through a phenomenological case study, three EFL teachers in the North Sumatra province share their perspectives and experiences in incorporating the new curriculum into their teaching practices. Despite facing essential obstacles such as limited access to ICT resources and inadequate training, the insights gathered underscore the importance of teachers cultivating creativity and adaptability in their teaching methods. Additionally, the study emphasizes the significance of a serious understanding of the subject matter and the integration of 21st-century skills. The diverse viewpoints presented offer current insights into addressing the challenges associated with the development and implementation of EFL at different levels and in various types of schools.

Keywords: *curriculum; EFL teachers; experiences*

1. Introduction

Reformation of curriculum are a customary practice in the field of education (Gerrard & Farrell, 2014; Law, 2014), as the landscape of knowledge and educational needs constantly evolves. To enhance the educational approach of nation and ensure that it remains relevant and effective, curriculum changes need to be implemented (Gouëdard et al, 2020; Cheung & Man Wong, 2021; Law, 2014). These changes are aimed at aligning educational needs with the changing times, with the ultimate objective of uplifting the quality of education (Qoyyimah, 2018; Hopmann 2003; Mcculloch, 2005; Suprpto et al., 2021). Curriculum changes reflect the evolving needs of learners (Schleicher, 2018) and aim to equip them with practical skills for real-life situations, foster critical thinking, and nurture creativity, innovation, and adaptability (Cone et al., 2016). By responding to learners' needs, it is ensured that the education system remains effective in meeting future challenges.

The advantages of a modernized curriculum cannot be overstated, as they lead to greater student engagement, increased retention rates, and more successful learning outcomes (Alfauzan & Tarchouna, 2017; Altbach et al., 2005). However, in order to accomplish this, a successful reform plan must be put in place, which necessitates cooperation among educators, policymakers, and other interested parties. To that extent, Indonesia has undergone several curriculum changes (Prihantoro, 2015; Setiawan & Suwandi, 2022; Istiqomah, 2016, Wahyuni, 2016). Most recently in 2022, Indonesia launched the Merdeka Belajar curriculum, which is an intra-curricular learning curriculum where the content will be more optimal so that students have enough time to delve into concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students.

These frequent changes in the curriculum have created both opportunities and challenges for all stakeholders (Aydin et al., 2017; Heifetz et al., 2009; Pak et al., 2020), including teachers in Indonesia. As, in every curriculum change, the party who is most affected is the teacher (Adu & Ngibe, 2014; Jenkins, 2020; Priestley, 2011), as they are the front line in the implementation process. As the direct implementers of the curriculum, teachers face many challenges, which vary depending on their position. Teachers who teach in cities face different challenges than those in rural areas or border regions. Teachers in state schools with complete facilities certainly face different challenges than teachers in schools with limited facilities. Similarly, teachers who have sufficient compensation will face different challenges than those with salaries below the standard.

As instance, changes in the curriculum have enabled teachers to incorporate new teaching strategies and technologies into their classrooms (Parsons & Beauchamp, 2012; Erstad & Voogt, 2018), enhancing the quality of education for students. On the other hand, these changes have also required teachers to adapt quickly to new teaching methods and to undergo extensive retraining, which can be time-consuming and challenging. In addition, implementing a new Merdeka curriculum can be particularly challenging for teachers. They must not only understand the new content and teaching methods but also ensure that the curriculum is delivered effectively to students. This may require additional resources, including time and support, which may not be readily available in some schools.

The implementation of the *Merdeka Belajar* (Independent Curriculum, hereinafter: IC) in the field of English has brought both positive and negative impacts on teachers. One of the positive impacts is that it encourages teachers to be more creative and innovative in designing their lesson plans and teaching strategies. The IC emphasizes the development of 21st-century skills such as critical thinking, problem-solving, communication, collaboration, and technology implementation which require teachers to adopt new and innovative teaching methods. However, the implementation of the IC has also posed some challenges for teachers. The new curriculum requires teachers to have a deeper understanding of the subject matter and to be able to integrate different learning experiences into their lessons. This can be a daunting task, especially for those who are not familiar with the concept of 21st-century skills. Moreover, the implementation of the IC curriculum has also increased teachers' workload as they need to create more interactive and engaging learning activities that require more preparation time.

Except those challenges, there are also other challenges faced by the teachers in implementing the new curriculum (see: Erstad & Voogt, 2018; Aydin et al., 2017). According to Erstad and Voogt (2018), educators encounter pedagogical difficulties when incorporating

21st-century skills into their teaching. These challenges encompass their professionalism and professional development (Voogt & Pareja Roblin, 2012) and integration in curriculum (Erstad and Voogt, 2018). They also face the challenges of creating technology-enriched learning settings. Proficiency in these competencies, the utilization of diverse approaches with students, comprehending subject matter and interdisciplinary content integration, and employing a range of evaluation instruments, the involvement of stakeholders from various sectors, are other challenges arise (Erstad and Voogt, 2018). Additionally, Aydin et al (2017) added that some barriers in the implementation of new curriculum for teachers, they are: lack of training, demographic changes, policy changes, emerging technologies, globalization, and refugee and immigration issues.

Previous studies have investigated the impact of curriculum to EFL teachers, both in global scale (Wang & Cheng, 2005; Wang, 2007; AlAmin & Greenwood, 2018; Harris & Graham, 2019), and in Indonesian context (Riadi, 2019; Pajarwati et al., 2021; Ahmad, 2014; Nur & Makdur, 2014). Those studies investigated various perspectives (include teachers' point of view) related to previous curriculum, which jumped into various conclusions. However, there is still limited evidences on the perspective of EFL teachers in the change of curriculum into IC, as this curriculum is relatively new in Indonesian education practice. Understanding the perspectives of EFL teachers on the implementation of the IC is essential to ensure its success. Teachers are the key stakeholders in the implementation of the curriculum, and their experiences and perceptions can provide valuable insights into the challenges and opportunities associated with this new approach.

Thus, this study is aimed to explore the challenges faced by the teachers, regarding to the reformation of curriculum from *Kurikulum 13* to IC. This study is significances for some rationales. Firstly, it provides insights into the issues that teachers encounter in adopting the new curriculum, which can help inform policies and practices that facilitate its implementation. Secondly, the study highlights the importance of providing teachers with the necessary support and resources to help them adapt to the new curriculum. By identifying the specific challenges that teachers face, policymakers and school administrators can provide targeted assistance that addresses these issues and promotes effective teaching practices. Thirdly, the study can contribute to the professional development of teachers by providing them with a platform to share their experiences and perspectives on the challenges of implementing the MBKM curriculum. This can help create a community of practice where teachers can collaborate and learn from one another, improving their teaching skills and enhancing their effectiveness in the classroom. Lastly, the study can ultimately contribute to improving the quality of education for students. By identifying and addressing the challenges that teachers face in implementing the IC, policymakers and school administrators can help ensure that students receive high-quality education that prepares them for the demands of the 21st-century workforce. To that extent, this study brings the research questions: how are the teachers' perspective on the change of curriculum from *Kurikulum 13* to IC?

2. Literature Review

Curriculum change is necessary to meet the changing needs of children and prepare them for the world (Jorgenson, 2006; Broyles et al., 2007). However, implementing meaningful and sustainable changes is a challenging task that requires careful planning,

ongoing evaluation, and revision (Inandi & Giliç, 2016; Tracey et al., 2016; Gouëdard et al., 2020). Resistance to change in schools is normal and necessary, but there needs to be a balance between a long-lasting, predictable ethos that transcends generations and the healthy adaptations that acknowledge different needs from one generation to the next. Teachers' readiness for change is crucial for successful curriculum implementation (Endot et al., 2021). Teachers' level of participation in decision making, school culture, self-efficacy, and intrinsic motivation are positively related to their cognitive and intentional readiness for change. Curriculum change cannot succeed unless people are ready and willing to implement it. Individual change is difficult if the organization is not supportive of the change. Curriculum reform is a significant approach to prepare schools to be effective in meeting contemporary societal needs and imperatives, but implementing change following a curriculum reform is often complex.

The readiness of teachers for change is a crucial factor in the successful implementation of a new curriculum. Research suggests that teachers' readiness for change is influenced by their participation in decision-making and school culture (Inandi & Giliç, 2016). In addition, factors such as beliefs, abilities, and motivations play a significant role in determining teachers' readiness for pedagogical transformation (Jones & Swanson, 2022). A study also emphasizes the predictive value of context (trust) and process (collaboration) in determining teachers' readiness for change (Kondakci, 2017). Therefore, assessing teachers' readiness for change and addressing factors that influence it is essential for the effective implementation of a new curriculum.

3. Research Method

The study focused on three experienced English teachers from North Sumatera province in Indonesia. Both of the teachers were female and 29 years old. With a teaching experience of 4 to 5 years and 10 years, they brought valuable insights and perspectives to the study. As informants, their first-hand knowledge and practical expertise in teaching English provided a solid foundation for the research. Their experience in the field allowed them to express strong perspectives on various aspects of English language instruction, including the researched curriculum design, classroom management, and student engagement. Through their involvement, the study aimed to gain a deeper understanding of the challenges and successes encountered by English teachers in the region.

This study adopts phenomenological case study, a qualitative research approach that focuses on understanding the lived experiences and perceptions of individuals involved in the case of the study (Neubauer et al., 2019; Tuffour, 2017). This research method aims to explore the essence of the phenomenon under investigation from the perspective of the participants themselves, which is in this context: the teachers who involved in the implementation of curriculum 13. The researchers examine the actual actions, convictions, conduct, and individual characteristics of the subjects from various perspectives to emphasize and investigate the intricate nature of the phenomenon (Baxter & Jack, 2008), specifically, the study aims to understand how the teachers adapt and adopt the curriculum. Meanwhile, the data collection for this study relied on two sources of information, which involved conducting in-depth interviews with both subjects and focused group discussion (FGD). The in-depth interviews and FGD provided an opportunity to cultivate the teachers' thoughts and reflections, enabling a deeper understanding of their decision-making processes, challenges faced, and strategies employed in applying the curriculum. The use of

this data collection method ensured a focused and personalized approach, enabling the researchers to capture the nuanced teachers' perspectives of the subjects.

3.1 Technique of Analyzing Data

The data collected in this study was analyzed a method known as thematic analysis, which is widely utilized for identifying, analyzing, and presenting patterns within qualitative data. The analysis process consisted of several stages: first, becoming familiar with the data; second, generating initial codes to label and categorize segments of data; third, searching for recurring themes or patterns that emerged from the coded data; fourth, reviewing and refining these themes to ensure accuracy and relevance; and finally, using the identified themes to produce the research report (Braun & Clarke, 2006). Thematic analysis allowed the researchers to explore and understand the complexities of the teachers' lived experiences and perceptions related to the implementation of curriculum 13. The use of thematic analysis ensured a systematic and comprehensive examination of the qualitative data, facilitating a deeper understanding of the teachers' perspectives and enriching the study's findings.

4. Results and Discussion

The research enlisted the involvement of four English as a Foreign Language (EFL) teachers residing in the North Sumatera province. The demographic details of these teachers are outlined below.

Name	Age	Gender	School Level Being Taught	Year of Teaching Experience	Occupation Status
Teacher 1	29	Female	Junior High School	4-5 years	Private School Teacher
Teacher 2	29	Female	Senior High School	4-5 years	Private School Teacher
Teacher 3	36	Female	Senior High School	> 10 years	Civil Servant

Table 1. Participants Data

4.1 Adaptability to the Changes of Times

This question is addressed to gather information about the teachers' perspectives regarding the time required for curriculum reformation. It aims to explore how the EFL teachers perceive the timeline and process involved in updating or reforming the curriculum they are implementing. By examining their viewpoints, the study seeks to understand if teachers consider the current curriculum to be flexible and responsive enough to meet the changing needs of language learners and the demands of the modern educational context. The three participants express similar awareness's related to this issue.

"The transition from the 2013 curriculum to the Merdeka (independent) curriculum is very appropriate for the current era." -Teacher 1

"Curriculum changes always present challenges, demanding educators to be prepared to face these changes." -Teacher 2

"In my opinion, the shift to the Merdeka curriculum represents the latest innovation for schools, teachers, and students. Its purpose is to provide schools and teachers with the freedom to develop curriculum and teaching methods that cater to students' needs." -Teacher 3

The three participants similarly agree that the transition from the 2013 curriculum to the Merdeka curriculum is highly relevant in the current era. They acknowledge that curriculum changes come with challenges, and educators must be ready to face and adapt to these changes. Moreover, they collectively view the shift to the Merdeka curriculum as a starting innovation that empowers schools and teachers to design curricula and teaching approaches that align with the various needs of students. These shared perspectives underline the potential of the Merdeka curriculum to bring positive transformations to the educational field, bring an environment of flexibility and autonomy that can enhance the overall learning experience for students.

4.2 Advantages and Disadvantages of Merdeka Curriculum

This question is addressed in order to seek the perspective of teachers regarding to the Merdeka curriculum. The three respondents stated important points.

"In my opinion, one of the advantages of the Merdeka Curriculum is that teachers can independently formulate learning objectives according to predetermined Learning Outcomes (LO) in each phase. Furthermore, the Merdeka Curriculum prioritizes the students' learning needs." -Teacher 1

"Another noteworthy aspect of the Merdeka Curriculum is when teachers can assign different tasks to students, enabling them to understand the material according to their abilities." -Teacher 2

"These advantages of the Merdeka Curriculum, in my view, are Relevant and Interactive. Through the Project-Based Learning approach, it is hoped that the Merdeka Curriculum can provide broader opportunities for students to actively explore current issues. Additionally, this curriculum can also support the development of character and the competency of the Pancasila Student Profile." -Teacher 3

The three perspectives collectively conclude that the Merdeka Curriculum offers significant benefits, such as teachers having the autonomy to design learning objectives aligned with predetermined Learning Outcomes (LO) for each phase. Moreover, the curriculum's emphasis on addressing students' learning needs is notable. Additionally, another notable feature highlighted by the participants is the flexibility for teachers to assign different tasks based on students' abilities, which facilitating better comprehension of the subject matter.

However, the participants express their feeling related to the disadvantages of the Merdeka curriculum. Their viewpoints collectively conclude that careful attention must be given to addressing the unpreparedness of educators, students, and parents during the implementation of the Merdeka Curriculum. One notable drawback identified is the weaknesses of human resources. The introduction of the Merdeka Curriculum necessitates comprehensive awareness-raising and accurate planning to establish a powerful and organized framework. Additionally, the curriculum relies on proficient human resources, especially skilled educators, to effectively carry out its implementation. However, the concern is that the current human resources is insufficient to meet these demands.

"In my opinion, the lack of preparedness among educators, students, and parents is something that needs to be considered during the implementation of the Merdeka Curriculum." -Teacher 2

"One of its shortcomings, in my view, is the insufficiency of human resources. The recently launched Merdeka Curriculum requires thorough socialization and preparation to establish a well-structured system. Furthermore, this curriculum demands experienced human resources, particularly capable educators, to ensure its smooth execution. In this regard, the available human resources are still inadequate." -Teacher 3

4.3 Changes in Approaches, Strategies, or Teaching Methods Contained in the Merdeka Curriculum

This specific question is made to dig the perception of teacher regarding to technical implementation issue of the curriculum.

"Teachers must continuously learn to determine the appropriate approaches, strategies, or teaching methods for English language instruction within the Merdeka Curriculum." -Teacher 1

"The shift in English language teaching strategies under the Merdeka Curriculum, which feels different during content delivery, presents its own unique challenges." -Teacher 2

"In my opinion, all the methods and stages within the Merdeka Curriculum reflect an advanced learning system that prioritizes the outcomes achieved by students." -Teacher 3

The three perspectives concern that teachers must engage in continuous learning to identify suitable approaches, strategies, or teaching methods for English language instruction within the Merdeka Curriculum. Furthermore, all three participants acknowledge that the change in English language teaching strategies within the Merdeka Curriculum, leading to a special experience during content delivery, brings about its own set of different challenges. Additionally, all three opinions align in recognizing that the various methods and stages incorporated within the Merdeka Curriculum exemplify an advanced educational system that places a strong emphasis on prioritizing the outcomes achieved by students.

4.4 The Challenges Teachers Experience on the implementation of Merdeka Curriculum

This question is addressed to dig deeper related to the teachers' experience in the challenges of the implementation of Merdeka Curriculum. They express comprehensive experiences.

"In implementing the Merdeka Curriculum in English language classes, there are undoubtedly challenges to be faced. This is because during its execution, teachers need to gradually acclimate to and apply the Merdeka Curriculum, starting from preparation, classroom implementation, to learning evaluation." -Teacher 1

“One of the challenges that arises during the implementation of the Merdeka Curriculum in English language classes is selecting and applying strategies that align with the standards of the Merdeka Curriculum.” - Teacher 2

The two viewpoints contend that the implementation of the Merdeka Curriculum in English language classes indeed presents certain challenges. This is attributed to the additional process that teachers must go through to familiarize themselves with and incorporate the Merdeka Curriculum, encompassing initial preparation, classroom execution, and learning assessment. Moreover, both perspectives highlight a specific challenge emerging during the implementation of the Merdeka Curriculum in English language classes – the task of identifying and utilizing strategies that are in harmony with the established standards of the Merdeka Curriculum.

4.5 What Should Be Added to Successfully Implement the Curriculum?

“In my opinion, there is a need for specialized training on the implementation of the Merdeka Curriculum specifically tailored for English language teachers. Within this training, it is recommended to provide examples of module creation (analyzed collaboratively), demonstrate its application in the classroom (including the selection of appropriate media, approaches, strategies, or methods), as well as methods of evaluation.” - Teacher 1

“The enhancement of motivation among English language teachers to continuously learn and adhere to the standards of the Merdeka Curriculum throughout the teaching and learning process.” -Teacher 1

“By expanding the array of learning resources for students and conducting training sessions for teachers to effectively implement this Merdeka Curriculum.” -Teacher 1

The three teachers argued that specialized training to facilitate the effective implementation of the Merdeka Curriculum, particularly addressed for English language instructors. This training, as suggested by Teacher 1, should bring the outline of collaborative examples for module development, practical demonstrations of classroom application involving the selection of media, approaches, strategies, and methods, along with comprehensive guidance on evaluation techniques. Additionally, they collectively emphasized the significance of increasing the motivation levels of English language teachers. All three teachers noted, as stated by Teacher 1, that developing a continuous commitment to learning with the Merdeka Curriculum's standards is crucial throughout the entire teaching and learning process.

The three participants agree that the transition from the 2013 curriculum to the Merdeka curriculum is highly relevant in the current era (Aydin et al., 2017; Heifetz et al., 2009; Pak et al., 2020). They acknowledge that curriculum changes come with challenges, but they also see the shift to the Merdeka curriculum as an opportunity for innovation (Adu & Ngibe, 2014; Jenkins, 2020; Priestley, 2011). They collectively view the shift to the

Merdeka curriculum as a starting innovation that empowers schools and teachers to design curricula and teaching approaches that align with the various needs of students (Aydin et al., 2017; Heifetz et al., 2009; Pak et al., 2020; Adu & Ngibe, 2014; Jenkins, 2020; Priestley, 2011). These shared perspectives underline the potential of the Merdeka curriculum to bring positive transformations to the educational field, and bring an environment of flexibility and autonomy that can enhance the overall learning experience for students (Aydin et al., 2017; Heifetz et al., 2009; Pak et al., 2020; Adu & Ngibe, 2014; Jenkins, 2020; Priestley, 2011).

The three teachers argue that specialized training is needed to facilitate the effective implementation of the Merdeka Curriculum, particularly for English language instructors. This training should include collaborative examples for module development, practical demonstrations of classroom application, and comprehensive guidance on evaluation techniques (Erstad & Voogt, 2018; Voogt & Pareja Roblin, 2012). They also emphasize the importance of increasing the motivation levels of English language teachers and developing a continuous commitment to learning with the Merdeka Curriculum's standards (Aydin et al., 2017; Jenkins, 2020).

The participants also stated other challenges they face in implementing the new curriculum. As Erstad and Voogt (2018) argue that educators encounter pedagogical difficulties when incorporating 21st-century skills into their teaching, these three participants meet these challenges. These challenges encompass their professionalism and professional development (Voogt & Pareja Roblin, 2012; Erstad & Voogt, 2018), and integration in curriculum (Erstad & Voogt, 2018). They also face the challenges of creating technology-enriched learning settings.

The statement by one of the teachers suggest that English language teachers need specialized training on the implementation of the Merdeka Curriculum. This training should focus on the following areas: creating technology-enriched learning settings, proficiently utilizing diverse approaches with students, comprehending subject matter and interdisciplinary content integration, employing a range of evaluation instruments, and involving stakeholders from various sectors. The training should also provide examples of module creation, its application in the classroom, and methods of evaluation. This will help English language teachers to be better equipped to implement the Merdeka Curriculum and meet the challenges of 21st century education. Previous studies mentioned in the prompt support the need for specialized training for English language teachers. Kereluk et al. (2013) argued that teachers need to be equipped with the skills to create technology-enriched learning settings. Erstad and Voogt (2018) also emphasized the importance of proficiency in diverse approaches, comprehension of subject matter, and interdisciplinary content integration. Additionally, they argue that teachers need to be able to employ a range of evaluation instruments and involve stakeholders from various sectors.

In addition, curriculum changes, as stated by one of the teachers, have led in opportunities for teachers to integrate innovative teaching strategies and advantage emerging technologies within their classrooms (Parsons & Beauchamp, 2012; Erstad & Voogt, 2018). These adaptations not only reflect the dynamic nature of education but also hold the potential to significantly enhance the overall quality of education provided to students. However, among these advancements, one notable challenge emerges during the implementation of the Merdeka Curriculum in English language classes: the task of selecting and applying teaching strategies that align consistently with the curriculum's standards. This

challenge underscores the need for a balance between embracing innovative methods and fulfilling to the specific requirements and expectations set by the Merdeka Curriculum.

5. Conclusion

In summary, the shift from the 2013 curriculum to Indonesia's Merdeka Curriculum brings both complexity and promise. Teachers see its relevance and its potential to give schools and educators more freedom and flexibility. Yet, they also acknowledge the challenges it brings, like being unprepared, having limited resources, needing continuous learning, and aligning teaching methods with the curriculum's standards. To overcome these challenges, specialized training for English language teachers is essential. Furthermore, this curriculum change allows for the integration of new teaching methods and technology, improving education quality. Success relies on collaboration and commitment from all stakeholders, especially teachers, to benefit the educational field and students' learning experience. Then, the study highlights the potential benefits of curriculum changes, such as the integration of innovative teaching strategies and technologies, urging educators and policymakers to seize these opportunities for improved educational quality. Lastly, it emphasizes the importance of collaborative efforts among all stakeholders, including teachers, policymakers, educational institutions, students, and parents, to ensure the successful and sustainable implementation of educational reforms like the Merdeka Curriculum.

However, the limitations of this study encompass a small sample size comprising only three participants, potentially restricting the representation of diverse viewpoints in the context of the Merdeka Curriculum implementation. The study's focus on English language instruction within Indonesia may limit the generalizability of findings to other educational settings or subjects. This limitation underscores the need for caution when interpreting the findings and suggest areas for further investigation.

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JAPANESE AND INDONESIAN EXPRESSIONS OF HOSPITALITY AT HOTEL

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Received: 2023-11-04

Accepted: 2023-12-07

Published: 2023-12-29

Abstract

The research discusses Japanese and Indonesian expressions of hospitality at hotels. It is necessary to know how to use Japanese and Indonesian expressions in hospitality, how to welcome guests in time of check-in check out in Japanese and Indonesian. The students can better understand their use when working in Japanese hotels. In addition, this research can provide knowledge to the students when participating in Japanese language professional certification competencies. The method used in this research is the descriptive qualitative method and the research aims to find a systematic, factual, and accurate pictures of the use of expressions in Japanese and Indonesian in the scope of hospitality at hotels; for welcoming hotel guests: *Asisatsu no hyogen* and *Yobikake no hyogen*, for serving guests check-in; *Aisatsu no Hyogen*, *Irai no Hyogen*, and *Gimon no Hyogen* and *Aisatsu no Hyogen*, for serving guests check-out. There is a slight difference between the expressions used in Japanese and Indonesian. In Japanese, they use *Hantei Youkyuu no Hyougen* to welcome guests to a hotel, but in Indonesian such expressions are not used. In Indonesian, the expression *Hantei Youkyuu no Hyougen* when serving guests to check-in is not used in Indonesian version.

Keywords: *expressions; hospitality; hotel, japanese; indonesian*

1. Introduction

Communication is essential in expressing a language. In daily communication, it is undeniable that there are various expressions, such as expressions of supplication, expressions of requests, and expressions of greetings. Expressions are usually spoken based on formality, namely formal and informal, social relations of superiors and subordinates. Communicating in foreign languages has its difficulties, including Japanese. Cultural differences between Indonesians and Japanese people will affect how communication goes. Expressions or *hyogens* in conversation are always used in any context, both in Indonesian and Japanese.

Expressions or *hyogens* in Japanese have 35 types of expressions. *Hyogens* are used in work environments, for example, in office, educational field, hotel, and journalism. Students of UMY's Japanese language education program must know these expressions when talking to Japanese people while working in Japanese companies. Based on a

preliminary study conducted by (Utami, 2020), of 20 respondents PBJ UMY students, 65% are interested in working in Japanese companies, not only in offices but also in hotels. Hotel staff and guides are part of the tourism community expected to conduct themselves in an international language. What comes next should be a basic understanding of the cultures of the visiting tourists in order to nurture good communication (Reswari & Alfarisy, 2020).

Expression used in conversations in the hotel sphere using Japanese is essential for students to know; moreover, for Japanese Language learners, there is a professional competency certification scheme application of Japanese for hotel assistant managers. The use of Japanese and Indonesian expressions needs to be contrasted so that students understand more about the use of these expressions because the daily language used is Indonesian.

2. Literature Review

Sociolinguistics is a science that sees language as a community activity or study that studies the relationship between language and the community of its users (Abdullah, 2012). According to (Chaer, 2012), sociolinguistics is an interdisciplinary field of science that studies its relationship with the use of language in society. In line with this, (Wijana, 2016) states that sociolinguistics is an interdisciplinary science that works on linguistic problems about social, situational, and cultural factors. Sociolinguistics places the position of language about language users in society because it cannot be separated from social society in people's lives.

Sociolinguistics is *Shakaigengogaku* in Japanese. According to Zahra, et al., (2021), *Shakaigengogaku* is one of the branches of linguistics that examines language differences and language actions based on conditions, positions, sex differences, and language-speaking communities. Furthermore, in the end, it can be said to be a science that studies language based on the phenomena of its society. There are seven dimensions of sociolinguistic problems (Chaer, 2014), namely:

1. The social identity of the speaker,
2. The social identity of the listener involved in the communication process,
3. The social environment in which speech events occur,
4. Synchronic and diachronic analysis of social dialects,
5. Different social judgments by speakers of the behaviour of speech forms,
6. Levels of linguistic variation and variety,
7. Practical application of sociolinguistic research,

An expression is a group of words or a combination of words that expresses a special meaning, and eye movements in the face that express the feelings of the heart ("Kamus Besar Bahasa Indonesia," n.d.). The expression in Japanese is called *hyogen*. *Hyogen* is the expression of thoughts and feelings through conveyance of faces, body gestures, language, images, or something that can express them (Kindaichi, 1995). Ogawa (1995) divides *hyogen* into 35 types based on their functions. Some of them are:

1. *Yobikake-Otouno Hyogen*

a. *Yobikake no Hyogen*

Yobikake no Hyogen is a phrase used by the speaker when delivering something to get the interlocutor's attention.

Used in interlocutor and greetings:

おはようございます、こんにちは、いらっしゃいませ

Ohayo gozaimasu, Konnichiwa, Irasshaimase

Good morning, good afternoon, Welcome

b. *Outo no Hyogen*

Outou no Hyougen is an expression when answering a question or responding to interlocutor as a conversation topic.

2. *Sentaku Yokyuu no Hyogen*

Sentaku Youkyuu no Hyougen is an expression used to ask the interlocutor to choose between two options. The choice can be A or B, so the interlocutor cannot answer only "hai" or "iie". Words to connect the two sentences are termed *soretomo, aruiwa, matawa*.

3. *Setsumei Youkyuu No Hyougen*

Setsumei Youkyuu no Hyougen is an expression used to demand an explanation from the interlocutor about time, place, and people. This *Hyogen* uses questions included in *gimonshi*.

Example: 東京はどんな町ですか。

Tokyo wa donna machi desu ka.

What kind of city is Tokyo?

4. *Hantei Youkyuu no Hyougen*

Hantei Youkyuu no Hyougen is an expression used to express a question that requires a yes (*hai*) or no (*iie*) answer.

Example: あなたの国で雪が降りますか。

Anata no kuni de yuki ga furimasuka.

Is it snowing in your country?

5. *Irai no Hyogen*

Irai no Hyougen expresses the speaker's plea to the interlocutor.

Example: 伸子さん、ちょっとここへ来てちょうだい。

Nobuko San, Chotto koko e kite choudai

Nobuko, please come here for a second.

6. *Kanyuu no Hyougen*

Kanyuu no hyougen expresses that the speaker gives encouragement, motivation, and advice about something.

Example: 一枚はどうですか

Ici mai wa dou desu ka.

How about one sheet?

7. *Keiken no Hyougen*

Keiken no Hyougen is an expression that reveals past experiences.

8. *Aisatsu no Hyougen*

Aisatsu no hyougen is an expression to express respect, pleasantries, or reciprocal greetings in everyday life.

Example: もしもし、いただきます、さようなら。

Moshi moshi, Itadakimasu, Sayounara.

Hello, I accept, Goodbye

9. *Kibou no Hyougen*

Kibou no hyougen is an expression that expresses the wishes of the speaker to others.

10. *Shitei no Hyougen*

Shitei no Hyougen is an expression that indicates something, usually after the subject, followed by the particle "*wa*" and ends with "*desu*."

According to (Sinaga, 2019), welcoming guests has a welcoming procedure, namely:

1. The officer is ready by showing good posture and welcoming faces cheerfully
2. Guest greeting
 - a. Welcoming Greeting
Say hello to the guests: good morning, sir/mam, and welcome.
 - b. Ask about circumstances.
They ask how guests are doing, which shows that we are concerned for them.
 - c. Offer Help
Offering help to guests to show positive value.

There are standard hotel check-in and check-out procedures (Auliana, 2022); check-in handling procedures are as follows:

1. Guests will be greeted by a *doorman* welcoming them to the lobby and helping to unload their luggage from the car's trunk.
2. Once approved by the guest, the *doorman* will contact the *bellboy* to unload the guest's luggage and store it on a *luggage trolley*
3. *Bellboy* will escort guests to the *reception* with a welcome greeting and help the guests with a smile.
4. The officer will ask the guests whether they have made a reservation, or it is through a travel agent or directly to the hotel.
5. The concierge confirms the guest's room reservation and payment method, then asking the guests to fill out the registration form by asking permission to see the guest's identity.
6. The staff prepares guest and critical cards and explains the hotel's check-in time, breakfast, and other

The hotel check-out procedures are as follows:

1. Guests go to the receptionist to *check out*
2. The staff informs the housekeeping that the guest checks out.
3. Guests are cordially requested to leave the counter when all procedures are done.

According to Suryadi (2022), the check-in conversations in Japanese are as follows:

ホテルスタッフ: いらっしゃいませ。ご予約のお客様でございますね。

Hoteru Suttaffu: Irassaimase. Goyoyaku no Okyakusama de gozaimasu ne.

Hotel Staff: Welcome. You are a customer with a reservation.

お客様: はい。

Okyakusama: Hai

Guest : yes

ホテルスタッフ: おそれいます。お名前をお願いいたします。

Hoteru staffu: Osoreirimasu. Onamae wo Onegaiitashimasu.

Hotel Staff: Sorry, sir/mam, what is your name?

お客様: 田中一郎です。

According to J-Academy (Academy, 2013), the check-in conversations in Japanese are as follows.

ホテルスタッフ : いらっしゃいませ。ご予約のお客様でございますね。

Hotel Sutaaffu : Irasshaimase。Goyoyaku no okyakusama de gozaimasune.

Staff Hotel: Welcome. Is the reservation in the name of Mr. / Nyona himself?

お客様: はい。

Okyakusama: Hai.

Tamu: Yes

ホテルスタッフ : 恐れ入りますが、お名前をお願いいたします。

Hoteru Sutaaffu: Osoreirimasu. Onamae o onegaiitashimasu.

Staff Hotel: Sorry, could you tell me your name please?

お客様: 田中一郎です。

Okyakusama: Tanaka Ichiro desu.

Tamu: I'm Tanaka Ichiro.

ホテルスタッフ : はい、すぐお調べいたします。

Hoteru Sutaaffu: Hai. Sugu oshirabeitashimasu.

Staff Hotel: Yes. I will look for your data.

According to Nurita & Meidariani (2020), the expressions used when serving guests at check-out are:

1. お部屋番号をお願いいたします。

Oheya bango wo onegaiitashimasu.

Please tell me your room number.

2. かしこまりました。

Kashikomarimashita.

Yes.

3. 計算いたします。

Keisan itashimasu.

Will count.

4. ご利用ありがとうございました。

Goriyou arigatou gozaimashite.

Thank you for using our facilities.

3. Research Method

The method used in this research is a descriptive method with a qualitative approach. The qualitative method is a research method based on the philosophy of positivism, used to examine the natural condition of objects. Qualitative research results emphasize meaning

rather than generalization, provide the proposed approach or solution, and describe the steps of the research and the method used to support the analysis (Sugiyono, 2019:13). This method is used to describe what expressions are used in Japanese and Indonesian when welcoming guests, serving guests check in and check out.

The data sources are the movie, Japanese data using Mosquared Hotel, and Indonesian data using Losmen bu Broto. The data collection techniques use in this research is the listen-and-record technique. The steps in this technique are as follows:

1. Watching and listening to the movie,
2. Looking for expressions for welcoming guests in a hotel and serving guests check-in and check-out in Japanese and Indonesian movies,
3. Recording expressions for welcoming guests in a hotel and serving guests check-in and check-out in Japanese and Indonesian,
4. Classifying used expressions for welcoming guests in a hotel and serving guests check-in and check-out in Japanese and Indonesian,
5. Looking for the differences and similarities in expressions for welcoming guests in a hotel and serving guests check-in and check-out in Japanese and Indonesian,
6. Analyzing the data,
7. Making conclusion.

4. Results and Discussion

The results of this research about the expressions of welcoming guests, checking in and checking out at the hotel in Indonesian and Japanese are as follows.

4.1 Expressions for Welcoming Guests in Japanese

Data 1

Hotel staff: いらっさいませ。

Irasshaimase

Welcome

The expression used in welcoming guests is *Aisatsu no Hyogen*. In this case, the welcome is an expression of daily greeting used by speakers to welcome guests at the hotel.

Data 2

Hotel Staff : いらっさいませ。お荷物を預かりいたします。

Irasshaimase. Onimotsu wo Oazukari itashimasu

Welcome. I brought the bag.

Guest : おねがいします。

Onegaishimasu

Please.

The expression used above to welcome guests is *Yobikake no hyogen* in the form of a greeting expression used to express a soulful welcome to get the interlocutor's attention by carrying guests' bags.

Data 3

Hotel Staff: いらっさいませ。ご宿泊でございますか。フロントへご案内いたします。

Irasshaimase. Goshukuhaku de gozaimasuka. Furonto e go annaitashimasu.

Welcome. Would you like to stay overnight? Let me take it to the front office.

Guest: はい.

Hai

Iya

Hotel Staff: フロントへご案内いたします。

Furonto e go annaitashimasu.

Let me take you to the front desk.

Guest: おねがいします。

Onegaishimasu

Please

The expression used by the hotel staff above to welcome guests is *Yobikake no hyogen* in the form of a greeting expression used to express a soulful welcome to get the interlocutor's attention. The hotel staff escorts the guest to the front desk because the guest is confused when entering the hotel. The hotel staff escorts the guest to the front desk. The second expression is *Hantei Youkyuu no Hyogen*. This expression expresses a question requiring a yes (hi) or no (iie) answer. In that situation, the hotel staff asks the guest if the guest wants to stay at the hotel, and the guest answers yes.

4.2 Expressions for Welcoming Guests to the Hotel in Indonesian

Data 1

Staff: Good morning. Welcome to the hotel.

Guest: Good morning.

The expression used by staff when welcoming guests is *Aisatsu no hyogen*. Good morning is an expression of daily greeting as guests arrive in the morning.

Data 2

Staff: Good afternoon. Welcome to the hotel. I brought the suitcase, Mom.

Guest: Good afternoon, thank you.

When welcoming guests, the expressions used are *Aisatsu no hyogen* and *Yobikake no Hyogen*. A good afternoon is *Aisatsu no Hyogen*, used for everyday greeting as guests arrive at noon. Welcome is *Yobikake no hyogen* because the expression is used to welcome guests with great feelings and to get attention from guests. This is revealed by bringing the guest's suitcase.

Data 3

Staff: Good morning. Welcome to the hotel. If you want to stay overnight, Mom, please go to the receptionist there.

Guest: Good morning. Well, thank you.

When welcoming guests, the expressions used are *Aisatsu no hyogen* and *Yobikake no Hyogen*. Good morning is *Aisatsu no Hyogen*, which is used for everyday greeting as guests arrive in the morning. Welcome is *Yobikake no hyogen* because it expresses

welcoming guests with great feelings and gets their attention by indicating the receptionist's place.

4.3 Expression for Serving Guests at Check-in Hotel in Japanese.

Data 1

Staff: こんにちは、ご予約のお名前ちょうだいできますか

Konnichi wa, Goyoyaku no Onamae choudai dekimasuka

Good Afternoon. Sorry, could you notify me of the name of the booking in this reservation?

Guests: 栗原です。

Kurihara desu.

I am Kurihara.

Staff: こちらにお名前ご住所お電話番号を. . .

kochira ni onamae gojuusho wo denwa bango o...

Please fill in your name, address, and phone number here.

Guest: はい。（Fill out the registration form and submit)

Staff: ありがとうございます。お預かりいたします。

Arigatou Gozaimasu. Oazukariitashimasu.

Thanks. Let me handle it.

The expression for serving guests at check-in above uses *Aisatsu no Hyogen*. *Konnichiwa* is greeting of good afternoon. The expression is used to greet guests with everyday greeting. The following expression is *Irai no hyogen*, which is a pleading expression. There are two data in *Irai no hyogen*, namely, ご予約のお名前ちょうだいできますか dan こちらにお名前ご住所お電話番号を. The first expression is used by staff to ask the guest's name at the time of reservation. After knowing the name, the staff asks the guest to fill in the registration data. The expression of the request falls into polite expression.

Data 2

Staff: いらっしゃいませ。お名前を伺ってもよろしいでしょうか。

Irasshaimase. Onamae wo ukagattte mo yoroshii deshouka.

Welcome. Is it possible to say your name?

Guest: 片桐です。

Katagiri desu.

My name is Katagiri.

Staff: 宿泊票のほうにお名前をおねがいします。よろしければ私が。。。。

Shukuhakuhyou no hou ni onamae wo onegaishimasu. Yoroshikereba watashi ga...

Please write your name on this registration form. If I may ...

Guest: 自分で書けるから大丈夫よ

Jibun de kakeru kara daijoubu yo

It is okay, I will write it myself.

Staff: では宿泊票の表面にご記入ください。

Dewa shukuhakuhyou no hyoumen ni gokinyuu kudasai.

Okay, please fill in this section (while showing the registration form)

Guest: ご丁寧ありがとうございます

Gotenei ni Arigato

Thank you for your kindness.

The expression for serving guests at check-in above uses *Aisatsu no Hyogen* with the greeting *Irasshaimase*, which is welcome. The expression is used to greet guests with everyday greeting. The following expression is *Gimon no Hyogen*, an expression to ask someone something. In this case, the staff asks for the guest's name who will stay. 宿泊票のほうにお名前をおねがいします dan では宿泊票の表面にご記入ください using *Irai no hyogen* (expressing request). The staff asks the guest to write down the guest's name and fill on the reservation registration form. The expression of the petition goes into a polite expression.

4.4 Expression for Serving Guests at Check-in Hotel in Indonesian

Data 1

Staff: Good morning, sir. Is there anything I can help?

Guest: Yes, I want to check in

Staff: Okay, do you have a reservation?

Guest: Yes

Staff: Excuse me, on whose behalf are you doing?

The expression for serving guests at check-in in Indonesian above uses *Aisatsu no Hyogen* with the expression of good morning. The following expression is *Gimon no hyogen*, which contains two data. First, the staff asks the guest if anything could be helped, and the guest answers the purpose of his arrival. Second, the staff asks guests on whose behalf the reservation is. The following expression is *Hantei Youkyuu no Hyougen*. This expression expresses a question requiring a yes (hi) or no (iie) answer. The staff asks if they already have a reservation and the guest only says yes.

Data 2

Staff: Good afternoon. Can I help you?

Guest: Yes, I want to check in.

Staff: Okay, have you made a reservation in advance?

Guest: already.

Staff: On whose behalf is the reservation?

Guest: Kirana.

Staff: Okay, Mrs. Kirana. You are staying for one night. Could you show me your ID card, mam? Moreover, please sign this form.

The expression for serving at check-in in Indonesian above uses *Aisatsu no Hyogen* with the expression *good afternoon*. The following expression is *Gimon no hyogen*, which contains two data. First, the staff asks the guest if anything could be helped, and the guest answers the purpose of his arrival. Second, the staff asks guests on whose behalf the reservation is. The next phrase is *Hantei Youkyuu no Hyougen*. This expression expresses a question requiring a yes (hi) or no (iie) answer. The staff asks if they already have a reservation and the guest only replies *already*. The expression used by the staff also has *irai no hyogen*, which is an expression of requesting guests for ID cards.

4.5 Expression for Serving Guests at Check-out Hotel in Japanese

Data 1

Staff: いらっしゃいませ。

Irasshaimase.

Welcome

Guest: チェックアウト延ばしてもらってすいません。

Check out nobashite moratte suimasen.

Sorry for the late check-out.

Staff: まったく問題ございません。

Mattaku Mondai Gozaimasen.

It is okay.

The expression for serving guests at check-out in Japanese above uses *Aisatsu no Hyogen* with a welcome greeting. The staff welcomes guests cordially and expresses respect.

Data 2

Staff: こんにちは。

Konnichiwa.

Good afternoon

Guest: チェックアウト、お願いします

Check out, onegaishimasu.

I am going to check out.

Staff: かしこまりました。 気をつけていらっしゃいませ。

Kashikomarimashita. Ki o tsukete irasshaimase.

Good. Heart on the road

The expression for serving guests at check-out in Japanese above uses *Aisatsu no Hyogen* with the expression greeting こんにちは and ~ていらっしゃいませ. The staff greets the guest cordially and expresses respect by saying good afternoon, and when the guest hands over the room key, the staff says to be careful on the street, which is an expression of greeting, too.

4.6 Expression for Serving Guests at Check-out Hotel in Indonesian

Data 1

Staff: Good morning, sir

Guest: Good morning. I want to check out. (while handing over the keys)

Staff: Okay, sir. Thank you.

The expression for serving guests at check-out in Indonesian above uses *Aisatsu no Hyogen* with the expression of good morning greeting. The staff greets guests with a smile and is friendly to express respect to guests.

Data2

Staff: Good morning, ma'am

Guest: Good morning, I want to check out yes (while handing over the key)

Staff: Good mom, thank you. The room has been checked, and there are no items left.

Welcome back.

The expression for serving check-out in Indonesian above uses *Aisatsu no Hyogen* with the expression greeting of good morning and welcome back. The staff greets guests with a smile and is friendly to express respect to guests by saying good morning. The staff ends the conversation by saying welcome back.

The following is a table of expressions used when welcoming and serving guests when checking in and out of hotels.

	Expressions	
	Japanese	Indonesian
Welcoming Guests	<i>Aisatsu no Hyogen</i> <i>Yobikake no Hyogen</i> <i>Hantei Youkyuu no Hyogen</i>	<i>Aisatsu no Hyogen</i> <i>Yobikake no Hyogen</i>
Serving Guests at check-in	<i>Aisatsu no Hyogen</i> <i>Irai no hyogen</i> <i>Gimon no hyogen</i>	<i>Aisatsu no Hyogen</i> <i>irai no hyogen</i> <i>Gimon no hyogen</i> <i>Hantei Youkyuu no Hyougen</i>
Serving Guests at check-out	<i>Aisatsu no Hyogen</i>	<i>Aisatsu no Hyogen</i>

Table 1. Differences and similarities between expressions in Japanese and Indonesian at Hotel

The expression used by the hotel staff when welcoming guests in Japanese is *Aisatsu no Hyogen*, a daily greeting for welcoming guests; *Yobikake no hyogen* is a greeting used to express a soulful welcome to get the interlocutor's attention, and *Hantei Youkyuu no Hyougen* expresses a question requiring a yes (hi) or no (iie) answer. The expression used by the hotel staff when serving guests at check-in in Japanese is *Aisatsu no Hyogen*, to greet guests with everyday greeting; *Irai no Hyougen*, a pleading expression; and *Gimon no Hyogen*, an expression to ask someone something. The expression used by the hotel staff when serving guests at check-out in Japanese is *Aisatsu no Hyogen* with greeting expressing respect for the guests.

The expression used by the hotel staff when welcoming guests in Indonesian is *Aisatsu no Hyogen*, a daily greeting for welcoming guests, and *Yobikake no hyogen*, a greeting used to express a soulful welcome to get the interlocutor's attention. The expression used by the hotel staff when checking in in Indonesian is *Aisatsu no Hyogen*, to greet guests with everyday greeting; *Irai no Hyougen*, a pleading expression; *Gimon no Hyogen*, an expression to ask someone something; and *Hantei Youkyuu no Hyougen* expresses a question requiring a yes (hi) or no (iie) answer. The expression used by the hotel staff when serving guests at check-out in Japanese is *Aisatsu no Hyogen* to express respect for the guests.

5. Conclusion

The expressions used by the hotel staff when welcoming guests in Japanese are *Aisatsu no Hyogen*, *Yobikake no hyogen*, and *Hantei Youkyuu no Hyougen*. When serving

guests at check-in, the hotel staff uses the expressions *Aisatsu no Hyogen*, *Irai no hyogen*, and *Gimon no hyogen*. While check-out, the hotel staff in Japanese and Indonesian uses the expressions *Aisatsu no Hyogen*. The expressions used by the hotel staff when welcoming guests in Indonesian are *Aisatsu no Hyogen* and *Yobikake no hyogen*. When serving guests at check-in, the staff uses *Aisatsu no Hyogen*, *Gimon no hyogen*, *Hantei Youkyuu no Hyougen*, and *irai no hyogen* in Indonesian. The hotel staff uses the expressions *Aisatsu no Hyogen* when serving guests at check-out.

The expressions in Japanese and Indonesian have similarities. When welcoming guests, there are *Aisatsu no Hyogen* and *Yobikake no Hyogen*. When serving guests at check-in, the staff uses *Aisatsu no Hyogen*, *Irai no Hyogen*, and *Gimon no Hyogen*. At the time of check-out, the expression used is *Aisatsu no Hyogen*. The difference between the expressions used in Japanese and Indonesian when welcoming guests to a hotel is that in Japanese, it uses *Hantei Youkyuu no Hyougen*. In Indonesian, it does not use the expression. When serving guests at check-in, in Indonesian, the staff uses *Hantei Youkyuu no Hyougen*. There is no difference in the use of expressions in Japanese and Indonesian when serving guests at check-out.

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TRANSLATOR'S HABITUS AND TRANSLATION IDEOLOGY: TRANSLATING THE CONCEPT OF CAPITALS IN THE NOVEL *BUMI MANUSIA* BY PRAMOEDYA ANANTA TOER

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Received: 2023-10-26

Accepted: 2023-12-07

Published: 2023-12-29

Abstract

This study examines the relationship between the translator's habitus and translation ideology in translating the concept of capitals that exists in the two main characters in the novel *Bumi Manusia* by Pramoedya Ananta Toer. This research uses a descriptive qualitative method by taking a case study of two chapters in *Bumi Manusia* and its translation in English. The study found 30 expressions containing modals in the two main characters in chapters 5 and 7. The translation procedures carried out by the translator consist of standard translation (one datum), transference (15 data), modulation (four data), literal (six data), addition (one datum), contextual equivalence (two data), and paraphrasing (one datum). From Minke's character, there were 11 translations with the ideology of domestication and seven data of foreignization; and from Nyai Ontosoroh's character, only one expression that was translated domestically, and the other 11 data were foreignized. Therefore, 12 out of 30 data, i.e., 40%, were translated with domestication ideology, while 18 out of 30 data or 60% were translated with foreignization ideology. In conclusion, a translator's habitus influenced his way of translating which automatically directed his translation ideology.

Keywords: *capitals; habitus; translation ideology; translation procedure*

1. Introduction

The idea of habitus is based on the social reality around Bourdieu's life. Habitus can also be said to be part of a theory of practice centered on the grafting between an individual (agent/actor) and the structure of social life around them. In addition, the concept of habitus tends to be used more often in the field of sociology than in other fields of science. However, the concept of habitus itself can also be used in other fields of science, such as history or literature, because these two fields of science are closely related to the social reality of society. In relation to translation studies, habitus analysis can be conducted in the translation of literary works.

Bourdieu (1993) as quoted by Schirone (2023), habitus can be said to be a form of behavioral pattern or action that is routinely carried out by an individual. Habits that are repeatedly carried out will form characteristics in themselves. The habitus that exists within an individual, of course, will not be separated from the social field that develops around him. This means that the social field plays a very important role in shaping a person's habitus. For

example, the habit of coming on time formed since childhood will continue into adulthood. If you are late, then people who are used to being on time will feel nervous or uncomfortable. Habits like this have become repetitive in our environment. Therefore, this will eventually form a habit within ourselves. In the process of forming one's habitus, an individual will achieve four capitals within himself, including economic capital, cultural capital (a field or knowledge that is mastered), social capital (position or form of relationship with those in power), and symbolic capital (as an object of class distinction). Hong and Zao (2015) supports that no one, either in a group or a class can escape this distinction. In achieving a certain capital, Bourdieu (1993) as cited by Haryatmoko (2016) points out that capital can be a foundation or resource that can be converted into other capitals. Thus, one capital supports the formulation of other capitals.

Bourdieu's theory of cultural phenomena is a methodology can be used in Translation Studies to understand translation as a social action. Concerning this phenomenon in viewing translation as an act of social and cultural practice makes it important to acknowledge the role of translators (Alkhawaja, 2019; Dore, 2016). In Bourdieu's view, the concepts among habitus, field, and capital have formed a relationship between the translator's activities and the structures that influence how translator works (Edgerton & Roberts, 2014; Gouanvic, 2014; Eris, 2019). Therefore, there is no doubt of an agency that shapes habitus in translation, be it the habitus in the text being analyzed, the habitus of the author of the source text, or the habitus of the translator. In this article, I would like to show whether the concept of capitals, in relation to habitus, in the two main characters in the source text is conveyed as the author's intention, or whether the translator's habitus influences the choice of ideology in the translation.

2. Literature Review

2.1 Capitals

Bourdieu (1993) as cited by Schirone (2023) classifies capital into three main types; first, economic capital, or assets that are ready to sell; second, social capital, or the intangible assets formed by networks; and third, cultural capital, or assets that can be sold. Bourdieu (1993) in Wacquant (2018) and Kosman (2020) also proposes the theory of symbolic capital, which consists of other intangible assets, such as prestige, authority and status, and this is in line with Max Weber's sociological ideas.

2.2 Habitus and Translators

Bourdieu's (1993) perspective on habitus is that the characteristics associated with a certain class of existence conditions comprise the general meaning of habitus. In other words, one's social position might influence their personality. For example, according to Gouanvic (2014), families of diplomats will most likely become civil servants, while families of diplomats who often serve abroad will tend to become interpreters. This is an easily identifiable social fact because this typical habit seems normal. The capital associated with working as an interpreter or translator is due to a number of things, such as the acquisition of bilingualism and biculturalism through schooling, a bilingual family, and the mixing of cultures and customs. This condition is something that is already available as a basic capital for a translator or interpreter (Vorderobermeier, 2014; Dore, 2016; Almemhadi, 2020). Bourdieu calls it the original habitus or basic habitus. A translator's habitus is formed exclusively when he translates; thus, his habitus is called a special habitus (Pasmatz, 2012;

Liu, 2012; Gouanvic, 2014; Kun, 2018). This is especially true if the text being translated is a legal text, for example. The translator will treat one text differently from another.

To analyze how the specific habitus of a translator is formed, the habitus of the translator of *Bumi Manusia*, Max Lane, will be reviewed based on information from various online sources. To understand his social capital, we can look at his biography as follows:

- 1) Max Lane's primary habitus was a student at the University of Sydney in 1969-1972. He took the Indonesian Studies program. He came to Indonesia many times as he was interested in Indonesian politics, democracy, and development. In 1974, he spent a year in Yogyakarta studying Javanese language. He also attended politics and sociology classes at Bengkel Teater led by W.S. Rendra. He worked at Bengkel Teater when W.S. Rendra produced *Kisah Perjuangan Suku Naga*. He said he was interested in studying the connection between literature and politics in Indonesia.
- 2) Max Lane returned to Australia in 1975 and began translating *Kisah Perjuangan Suku Naga* into English. The book was first published by St. Martin's Press New York and the University of Queensland Press.
- 3) Max Lane returned to Indonesia in 1978 and worked at the Australian Ministry of Foreign Affairs. In 1980, he moved and worked at the Australian Embassy in Jakarta and began interacting with Pramoedya. Pramoedya gave him a copy of *Bumi Manusia* and he offered to translate it after he read the novel.
- 4) In 1981, Max Lane informed the Australian Embassy that he had finished translating *Bumi Manusia* and hoped to have it published soon by Penguin Books Australia. According to him, the translation of the novel would improve cultural relations between Indonesia and Australia and also promote Indonesian literature. However, the Australian government regarded it differently as a non-diplomatic activity, especially since the Indonesian government during the Soeharto administration banned the circulation of *Bumi Manusia*. The Australian government then repatriated Max Lane as soon as possible before the Indonesian government found out about the translation.
- 5) Max Lane has also translated several poems by Wiji Thukul, Pramoedya's three post-Human Earth novels, *Arok of Java* and *The Chinese in Indonesia*; as well as the book *Social Sciences and Power in Indonesia* published in 2006.
- 6) Apart from being a translator, Max Lane has also written books in English and Indonesian such as *Unfinished Nation: Indonesia before and after Suharto*, Verso in 2008; *The Politics of Indonesia's 1965 Catastrophe* (Working Title), Seagull Books, in 2010 and distributed by the University of Chicago Press; *Unfinished Nation: Indonesia before and after Suharto*, Reform Institute, Jakarta, in 2007; *Wedastara Suyasa, 1945-72 in Bali: from charismatic politics to socio-cultural movement* in 2009.
- 7) He also gave public lectures at several universities in the United States and also at various universities in Europe.
- 8) In addition to being a translator and book author, Max Lane has written for the English language newspapers in Indonesia, *Green Left Weekly*, *Direct Action*, *Nation Review*, *Canberra Times*, and the *National Times*.

Max Lane's specific habitus as a translator and writer can be seen from his social capital. His habitus began when he became acquainted with Pramoedya and translated the novels written by Pramoedya, W.S. Rendra, and also translated Wiji Thukul's poetry. He even worked at W.S. Rendra's Bengkel Teater. This proves that Max Lane also has social capital. Max Lane's habitus of being involved in politics, socio-culture, and Indonesian literature is

characteristic of his specific habitus. Another habitus owned by Max Lane is cultural capital where he associates himself with Pramoedya and other figures such as W.S. Rendra. His ability to speak Javanese has also made it easier for him to interact with prominent figures in Indonesia. Additionally, Max Lane's position as a mid-level staff at the Australian Embassy supports his symbolic capital (Lane, 2017).

2.3 Translation Procedures

According to Newmark (1988), translation procedures differ from translation methods. Translation procedures are applied to smaller levels other than texts, such as clauses, phrases and words, while translation methods are concerned with the whole text. However, in reality, translation methods are also used at the sentence level. Therefore, Newmark offers approximately sixteen alternative procedures that can be applied in finding equivalents (1988). However, Machali (2009) only sees five leading procedures, namely transposition, shift of meaning or modulation, contextualized conditioning, adaptation, and annotated translation. The following are some translation procedures given by Newmark:

- 1) Transference or borrowing. The term transference is also referred to by other translation experts with different terms. Baker (2018) uses the term translation using a loan word, while Vinay and Darbelnet as cited by Munday, Pinto, and Blakesley, (2022) use the term borrowing. Some translation scholars consider that transference is not a translation procedure. However, Newmark (1988) states that when a translator is in a situation where he is required to transfer an unfamiliar cultural word in the source language (SL) that has a specific reference in the SL culture into the target language (TL), he will usually supplement it with another procedure.
- 2) Cultural equivalent translation is also known as translation by cultural substitution introduced by Baker (2018). According to Newmark (1988), this procedure is the translation performed when the cultural word in the SL is translated into the cultural word in the TL.
- 3) Literal translation. Literal translation is a translation procedure which translates words or expressions that are similar to the SL, and adjusts the SL structure to the TL structure.
- 4) Recognized translation. According to Newmark (1988), accepted standard translation procedure is also known as recognized translation procedure. This procedure is chosen so that the translation conforms to the existing meaning in the TL community. Therefore, translators must pay close attention to the TL culture because if they translate a word in SL that already has an equivalent in the TL with a new word, the new word will disrupt the existing translation in the TL.
- 5) Paraphrase. One translation theorist names it as paraphrase (Newmark, 1988), while Baker (2018) called it translation by paraphrase.
- 6) Transposition is a structural shift from SL to the TL. "*Transposisi ini dapat merupakan suatu keharusan agar terjemahan menjadi wajar atau merupakan pilihan berdasarkan gaya penerjemah*" (Dewi & Wijaya, 2021, p. 46). It means that transposition can be a necessity while translating to make the results natural.
- 7) Modulation refers to the phenomenon of shifting point of view, focus, or cognitive categories in conveying a message into the TL (Dewi & Wijaya, 2021). According to Dewi and Wijaya (2021, p. 59), "*dalam prosedur modulasi, makna semantis suatu ungkapan BSu dapat berubah saat dialihkan ke dalam BSA, namun tanpa mengubah pesan dari teks sumber (TSu) itu sendiri.*" By saying this, they mean that in modulation, the

semantic meaning of a source text (ST) can change when it is transferred into the target text (TT).

- 8) Addition is a translation procedure that adds one or more words, phrases, clauses, or even sentences to the translation to clarify the message in the TT (Dewi & Wijaya, 2021).
- 9) Contextual conditioning is an attempt to clarify a product or object so that its meaning can be understood by target language readers. This procedure adds words or phrases from a product or an object that has not been recognized by target language readers.

2.4 Translation Ideology

Ideology has different meanings depending on the scholarly perspective. In general, ideology is a principle that a community in a society believes to be true. Meanwhile, ideology in the context of translation studies is the principle or belief about "right and wrong" in translation (Hoed, 2006). Venuti (2008) adds that ideology is a "correct, acceptable and good" translation which meets certain requirements.

Long before Hoed and Venuti state about "right-wrong" and "right, acceptable, and good" ideology, Nida and Taber (1982) and Hatim and Mason (1997) have given an explanation of this "right-wrong" concept. According to them, the "right-wrong" concept in a translated work should be seen from two points, namely the audience design and the purpose of translation. For example, when a translator is faced with a certain term, such as the word *febris*, s/he must be able to determine the right word equivalent for the term. If the target audience is insurance claimants or health workers, then the word *febris* is simply borrowed without translation. However, if the potential readers are general people or patients, then *febris* should be translated into a *fever* so that readers can understand the term. This is the application of the concept as explained by Hoed, Venuti, Nida & Taber, and Hatim & Mason.

Therefore, to make it easier to determine the ideology of translation, **Newmark (1988)** suggests eight translation methods which he further divides into two major groups. These translation methods are commonly known as Newmark's V-Diagram, as shown in the figure below:



Figure. *Newmark's Translation Methods*

From the figure above, it can be seen that Newmark's translation methods fall into two categories. On the left side, four methods emphasize on the source text (ST), and the other four methods on the right side are emphasized on the target text (TT). The four source text-oriented methods are (1) word-for-word translation, (2) literal translation, (3) faithful translation, (4) semantic translation; while the four target text-oriented methods are (5) adaptation, (6) free translation, (7) idiomatic translation, and (8) communicative translation. If translators emphasize on the ST in their translation work, they are said to apply the ideology of foreignization. Meanwhile, if they are more oriented towards the TT, then the

translators choose domestication. A translation that adheres to the ideology of foreignization is a translation that conforms to the tastes and expectations of readers who want to feel the presence of the source language culture. Here, the target readers are enriched with knowledge by reading something foreign. For example, the greetings of Uncle and Auntie are not translated into *paman* and *bibi*. Meanwhile, translation with domestication ideology is translation that conforms to the tastes and expectations of the reading public who want the translated text to be in line with the target language culture; a translation should not feel like a translation; and it should be part of the writing tradition in the target language (Venuti, 2008).

3. Research Method

The research method used in this research is a descriptive qualitative research method. If knowledge is uncertain and contingent on context, rather than absolute, Nunan (quoted by Hatim, 2012) suggests, practitioners should adopt a research orientation to their own classrooms. It can be said that action research in one's own classroom is research conducted in order to improve or change something in order to obtain a solution. Furthermore, Hatim (2012) also says that a researcher can be seen as someone who can do critical thinking and analytical ability. With their analytical skills, problems can be identified and appropriate solutions can be found and explained. Therefore, it can be concluded that by conducting case studies, lecturers practice what they learn and teach.

The data source in this research is two chapters of the novel *Bumi Manusia* written by Pramoedya Ananta Toer and translated by Max Lane, an Australian citizen who has lived in Indonesia for a long time as a mid-staff level at the Australian Embassy. He is familiar with Pramoedya Ananta Toer and also understands the political conditions of Indonesia at the time, namely during the New Order. Max Lane manages to translate it and it was first printed in 1982 by Penguin Books Australia. According to Max Lane, his translation activity is "Translating more than just the text". He argues that one of the most difficult aspects of Literary Translation is striking a balance between remaining authentic to the original work and attempting to create a new work in the target language that elicits the same emotional response as the original. For example, during a dialogue involving an Indonesian term that includes the word '*buaya*' [English: crocodile] meaning '*mata keranjang*', Lane translates it literally as 'crocodile'. He does not translate an expression that has the same meaning as the English 'womanizer' or 'wolf in a sheep's clothing'.

The first stage of this research is to determine the formulation of the problem. The next step is to determine the research objectives. The next stage is literature search through journals and books related to the capital, the habitus, and the ideology of translation; next, choosing the data and collecting them by reading the data sources, both the novels *Bumi Manusia* in Indonesian and its translation in English. The next step is selecting the dialogs from two chapters where the capitals of the two main characters are found. The two main characters' capitals were then collected and arranged into a table to see how the translator translates them. After that, analyzing the dialogs by paying attention to the translation procedure and determining the translation ideology.

4. Results and Discussion

Based on the expressions containing the four capitals taken from chapters 5 and 7, 30 data are obtained, containing dialogs and capital expressions of Minke and Nyai Ontosoroh.

Table 1 below shows the capitals and the translation procedures of Nyai Ontosoroh in chapter 5 of *Bumi Manusia*. In the economic capital, there are three expressions translated through recognized and borrowing or transference translation procedures; in the cultural capital, there are six data consisting of four types of translation procedures, namely transference, literal translation, modulation, and addition. For the social capital, there are three data consisting of three different types of procedures, namely literal translation, modulation, and transference. For the symbolic capital, there are six data translated through five procedures, namely transference, modulation, literal translation, contextual conditioning, and paraphrasing.

Capital	Translation Procedures	Amount
1. Economic	recognized (1); borrowing or transference (2)	3
2. Cultural	transference (3); literal translation (1); modulation (1); addition (1)	6
3. Social	literal translation (1); modulation (1); transference (1)	3
4. Symbolic	transference (1); modulation (1); literal translation (2); contextual conditioning (1); paraphrasing (1)	6
Total		18

Table 1. Capitals and Translation Procedures in Nyai Ontosoroh's expressions

Meanwhile, **Table 2** shows the capitals and translation procedures for the character Minke as taken from chapter 7 of *Bumi Manusia*. There are 12 capitals consisting of four capitals and translated into four types of translation procedures, namely transference, contextual conditioning, modulation, and literal translation.

Capital	Translation procedures	Amount
1. Economic	transference (5); contextual conditioning1)	6
2. Cultural	modulation (1)	1
3. Social	literal translation (2); transference (1)	3
4. Symbolic	transference (2)	2
Total		12

Table 2. Capitals and Translation Procedures in Minke's expressions

As for the ideology of translation, in the context of Minke, there are 11 translations with the ideology of domestication and seven data of foreignization. Meanwhile, in the context of Nyai Ontosoroh, there is only one expression translated by domestication, and the other 11 data are foreignization. Therefore, in total, 12 out of 30 data, i.e., 40%, are translated with domestication ideology, while 18 out of 30 data or 60% are translated with foreignization ideology.

Lane chooses to foreignize the expressions which contain capitals found in Minke and Nyai Ontosoroh's utterances. Lane claims that he attempts to retain as much "foreignness" as possible, anticipating that the reader would do some work of interpretation and digestion of the language, hoping that not too much labor would be put on the reader to integrate the language into the reader's reading. As far as he can tell, it is a matter of subjective judgment. From his statement, it is clear that Lane is trying to get the target reader to feel the nuances of the source text and he also hopes that the reader will absorb the language used in the target text.

However, what Lane does is not fully approved by the publisher. Lane states that he maintains a number of Indonesian phrases in italics. He notices that the publisher has deleted italics from numerous words in later editions. Thus, an external power exists besides the translator's role. Actually, this is normal because in translation, there are external factors that affect the translation. One of these is the publisher.

The important thing to underline is the link among habitus, the field, and capital with the ideology of translation. The question is whether these concepts of habitus, the field, and capital can also be seen in the translated novel of *Bumi Manusia*. Is the ideology of translation the same or contradictory to Bourdieu's concept on habitus, the field, and capital? Below are some discussions on the findings. From chapters 5 and 7, both Nyai Ontosoroh and Minke's utterances that are formed from their habitus are classified into four capitals.

4.1 Nyai Ontosoroh's capitals

The sentences that contain the four capitals in the expressions uttered by Nyai Ontosoroh are as follows:

a. Economic capital

Example 1:

ST1: *"Dalam setahun telah dapat kukumpulkan lebih dari seratus **gulden**."*

TT1: "Within a year I had saved more than a hundred **guilders**." (p. 88)

Example 2:

ST2: *"Sekarang perusahaan dinamai **Boerderij Buitenzorg**. Karena semua urusan dalam aku yang menangani, orang yang berhubungan denganku memandang aku **Nyai Ontosoroh, Nyai Buitenzorg**."*

TT2: "By then we had named the business **Boer-derij Buitenzorg**. And because I carried out all its affairs, people who had dealings with me called me **Nyai Ontosoroh, Nyai Buitenzorg**." (p. 92)

In examples 1 and 2 above, the translator applies various translation procedures. For example, the word **gulden**: **guilder** is translated by using the recognized translation procedure. Meanwhile, **Boerderij Buitenzorg**:**Boerderij Buitenzorg** is translated by transference procedure; and **Nyai Ontosoroh, Nyai Buitenzorg**::**Nyai Ontosoroh, Nyai Buitenzorg** is also translated by transference technique.

b. Cultural capital

Example 3:

ST3: *Semua pekerjaan di dalam lingkungan perusahaan mulai diserahkan kepadaku oleh **Tuan**. Memang mula-mula aku takut memerintah mereka. **Tuan** membimbing. Katanya: "Majikan mereka adalah penghidupan mereka, majikan penghidupan mereka adalah kau! Aku mulai berani memerintah di bawah pengawasannya."*

TT3: **Tuan** began to hand over all the work within the business to me. At first, I was afraid to give workers orders. **Tuan** guided me. He said: Their employer is their livelihood. You are the master of their livelihood! Then, under his supervision, I began to dare to give orders. (p. 90)

Example 4:

ST4: "*Kau lebih mampu daripada rata-rata **mereka**, apalagi yang **Peranakan**."*

TT4: "You are far more capable than the average **European woman**, especially the **Mixed-Bloods**." (p. 92)

Example 3 also applies the transference procedure for the word **Tuan**, while in example 4, the expressions **mereka:: European woman** and **Peranakan::the Mixed-Bloods** are translated by using the contextual conditioning procedure.

c. Social capital

Example 5:

ST5: *Pada waktu itu **Mama** mulai merasa senang, berbahagia. Ia selalu mengindahkan aku, menanyakan pendapatku, mengajak aku memperbincangkan semua hal. Lama-kelamaan aku merasa sederajat dengannya. Aku tak lagi malu bila toh terpaksa bertemu dengan kenalan lama. Segala yang kupelajari dan kukerjakan dalam setahun itu telah mengembalikan harga diriku.*

TT5: At that time, I began to feel glad, happy. He always paid attention to me, asked my opinion, and invited me to discuss every-thing with him. Gradually I came to feel I was equal to him. I was no longer ashamed if I had to meet with old acquaintances. Ev-erything that I had learned and done during that year had restored my self-respect to me. (p. 86)

The word **Mama** in the example above is translated literally and is also an adaptation. Instead of translating it as **Mother**, the translator uses **I**.

d. Symbolic capital

Examples 6-8:

ST6: "*Kau harus selalu kelihatan cantik, **Nyai**. Muka yang kusut dan pakaian berantakan juga pencerminkan perusahaan yang kusut-berantakan, tak dapat dipercaya."*

TT6: "You must always be beautiful, **Nyai**. A crumpled face and untidy clothes also reflect a crumpled and untidy business. No one will trust you." (p. 91)

ST7: *Tanpa bantuanku **Tuan** takkan mungkin mendirikan rumah kita ini."*

ST7: Without my help **my master** would never have been able to build this house, Ann. (p. 93)

ST8: "*Kau tidak boleh **berkinang**, biar **gigimu tetap putih gemerlapan**. Aku suka melihatnya, seperti mutiara."*

TT8: "You are not allowed **to chew betel nut**, that way your teeth will be gleaming **white**." (p. 91)

From the expressions above, the word **Nyai:: Nyai** is translated by transference, while the word **Tuan::my master** is translated literally. However, in example 8, the translator uses a different translation procedure from the one he chose before, which is contextual conditioning as seen in the expression **Berkinang: to chew betel nut**.

Another example is the expression ***Aku suka melihatnya, seperti mutiara:: ..that way your teeth will be gleaming white***, which is translated literally.

4.2 Minke's Capitals

The following are some examples of Minke's expressions that contain the four capitals.

a. Economic capital

Example 9:

ST9: "*Tidak bisa begitu," bantahku, "aku seorang **Raden Mas**, tak bisa diperlakukan asal saja begini," dan aku menunggu jawaban.*"

TT9: "I'm a **Raden Mas**, I can't be treated in this way," and I waited for an answer. (p.113)

Example 10:

ST10: "*Beribu ampun, **Ndoro Raden Mas**,*" agen itu menyilakan aku keluar dari kantor gelap penuh nyamuk itu."

TT10: "A thousand pardons, **Ndoro Raden Mas**." The officer invited me to leave the mosquito-filled, dark office. (p. 117)

The expressions *Raden Mas*, *Ndoro Raden Mas* are cultural words in the source text. The translator performs the translation technique by borrowing words or expressions in the source text. From the three examples of capital modal above, the translator applies foreignization ideology.

b. Cultural capital

Example 11:

ST11: *Begini jadinya sekarang undangan terhormat yang menggemparkan seluruh kota itu. **Diperkenalkannya aku pada putri-putrinya** kemudian ia pergi."*

TT11: So this was what the honored invitation was all about. **I'm introduced to his daughters** and then he goes. (p. 138)

The phrase **Diperkenalkannya aku pada putri-putrinya** is translated by modulation into the TT as **I'm introduced to his daughters**. The clause changes the point of view from passive sentence to active sentence. In Indonesian, the passive voice is more commonly used than the active voice. This is inversely proportional in English which prioritizes the use of active sentences.

The clause also shows the cultural capital owned by Minke that he has a prominent family background that can be aligned with the daughters of the Dutch family so that he is introduced to them.

c. Social capital

Example 12:

ST12: "*Maka kau kurang tak suka bergaul dengan sebangsamu, bahkan dengan saudara-saudaramu, dengan **Ayahandamu** pun.*"

TT12: So, you don't like to mix with your own people, even your own family, not even **your father**. (p. 130)

The expression **ayahanda**, which is the source language of cultural words, is translated literally. The translator does not provide any additional notes or explanations to the cultural expressions.

d. Symbolic capital

Example 13:

ST13: "...Coba: anak **bupati**, dianggap calon **bupati**, siswa **H.B.S.**, kelas akhir."

TT13: "Imagine: the son of a **bupati**, himself considered to be a future **bupati**, an **H.B.S.** student, final year. ..." (p. 137)

In example 13 above, the transference procedure is applied to the expressions of **H.B.S** and **bupati**. The translator again translated the cultural expressions by applying the ideology of foreignization.

Based on the expressions containing the four capitals taken from chapters 5 and 7, there are 30 data containing expressions of capitals owned by Minke and Nyai Ontosoroh. From the analysis, in the context of Minke, there are 11 expressions with domestication ideology and seven expressions of foreignization. Meanwhile, in Nyai Ontosoroh's utterances, only one expression is translated by domesticating, and the other 11 utterances are foreignized. Therefore, 12 out of 30 data are translated by applying domestication ideology, and 18 out of 30 data are translated by foreignization ideology.

From the findings, it turns out that the ideology of translation is in line with the ideology that the author of the source text wants to convey. The author of the source text, Pramoedya Ananta Toer, wants to convey the message of nationalism in the novel *Bumi Manusia* through utterances made by Minke and Nyai Ontosoroh. Meanwhile, in the target text, the translator also conveys the same ideology desired by the author.

5. Conclusion

From the statements above, it can be concluded that the ideology of translation depends on the purpose of translation and the readership. The translation of cultural words can be used as one of the markers on the type of ideology adopted by the translator. External factors, such as publishers and ST writers, also influence the translation and the ideology of the translation. The concept of habitus, which is basically interrelated with the concept of symbolic violence, can certainly be used as further analysis by linking the concept of symbolic violence in revealing the relationship between power and controlled ones (superiority and inferiority) with examples of cases found in the novel *Bumi Manusia*.

This research certainly has its limitations. Therefore, the suggestion for future research is to analyze all of the chapters in this novel so that researchers can get a complete picture of the translator's ideology in translating modal concepts from the ST to TT. It would be even better if future researchers analyze the entire series of *Bumi Manusia* because Pramudya writes a tetralogy series for this novel. However, more time and in-depth discussion are needed in order to see the influence of the translator's habitus in choosing the ideology while translating.

Acknowledgements

The researcher expresses sincere gratitude to UPPM of Universitas LIA for generously providing support for this research project.

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DIRECTIONAL MOTION VERB CONSTRUCTION IN MADURESE LANGUAGE: A STUDY OF LANGUAGE TYPOLOGY

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Received: 2023-17-22

Accepted: 2023-12-04

Published: 2023-12-29

Abstract

Semantically, the construction of directional motion verbs has two significant points: manner of motion, which refers to the way the motion is performed, and path, which conveys the directional meaning. In the context of verbal construction with directional motion, the path component can be constructed through directional verbs or prepositional phrases as markers of the goal. Based on these patterns, Talmy (1975) and Slobin (2006) classified languages into three frameworks: verb-framed languages, satellite-framed languages, and equipollent-framed languages. This research aims to describe the construction of direct motion verb in Madurese language and critically analyze the position of Madurese as an Austronesian language based on the classification proposed by Talmy and Slobin. Using a descriptive-qualitative approach, this study collects primary data from native Madurese speakers, and the secondary data from article journal related to Madurese language as comparison. In conclusion, Madurese language can be categorized as a verb-framed language overall. Based on the analysis, there are several directional verbs in Madurese that can simultaneously carry meanings consistent with prepositional phrases, although in other sentence contexts, they may exhibit different semantic and syntactic patterns. Furthermore, Madurese tends to fall into the verb-framed language category as it lacks a resultative-adjective pattern, and its directional verbs are not main verbs but rather open-class adjuncts.

Keywords: *direct motion verb; equipollent-framed language; language typology; madurese language; satellite-frame language; verb-frame language*

1. Introduction

Linguistically, Madurese language is classified as an Austronesian language, aligning with the majority of indigenous languages in Indonesia. Despite being classified as an Austronesian language, Madurese language has its own unique characteristics, particularly in terms of its grammatical construction, semantic roles, and language typology (Irham, 2015).

In terms of grammatical construction, the Madurese language exhibits several unique characteristics. One such characteristic is that it has both "asal" verbs and "pangkal" verbs, which share the same singular form (Fadhilah et al., 2019). Additionally, in Madurese language, "pangkal" verbs can only stand alone when functioning as imperative verbs (Sofyan, 2012). In other words, the units of "pangkal" verbs, when used in speech, function

independently without additional affixes but are limited to being used as imperative sentence elements (Irham, 2018). On the other hand, "*asa*" verbs have independent functions and can also be used in imperative sentences (Irham & Rofiq, 2015).

According to Sofyan (2012), based on its semantic roles, the Madurese language consists of causative, benefactive, reciprocal reflexive, locative, repetitive, serialization verbs, and imperative verbs. Madurese exhibits a great deal of diversity and uniqueness in terms of its grammar and language construction. Unfortunately, based on Sofyan (2012), research on the Madurese language is still very limited, particularly in specific aspects such as serialization verbs and language typology.

Language typology, especially in the domain of analyzing serialization verbs with directional motion, has recently become an area of interest for language researchers. According to Subiyanto (2010), typological studies related to the analysis of constructions of serialization verbs with directional motion types have been increasingly conducted and researched since Talmy (1975; 1985) proposes the idea that all languages in the world can be divided into two groups: verb-framed languages and satellite-framed languages. According to Talmy (1985), this division is based on how the components of directional meaning (path) and manner of motion are expressed morpho-syntactically.

In the context of Talmy's (1975) version of verbs with directional motion, it is stated that a language can be categorized as a verb-framed language if it uses a motion verb as the adjunct and a direction-indicating verb as the head. Languages that fall into the category of verb-framed languages include Spanish, Russian, Korean, and French (Son, 2009). Here is an example of sentence in verb-framed languages as quoted from Son (2009).

- (1) *Maria entro' a la casa corriendo*
Maria masuk le dalam rumah lari
Maria ran into the house

To express the construction of directional motion verbs, as seen in example (1) above, Spanish utilizes verb sequences. The sentence construction above is formed based on the path verb "*entro*" which conveys the meaning of "enter" as the head, and the Adjunct is represented by the motion verb "*corriendo*" (running).

On the other hand, according to Talmy (1975), a language can be categorized as a satellite-framed language if the directional meaning is expressed by satellites, which are sisters of the main verb, and the manner meaning is conveyed by motion verbs. Languages that fall under the classification of satellite-framed language include German and English (Wechsler, 2003). The followings are characteristics of satellite-framed languages:

- (2) I walk **out** of the mosque
1T *satelit Prep DEF masjid*
Saya berjalan keluar masjid

In the example above, the word "out" functions as a satellite, which also serves as a sister to the verb "walk" (Subiyanto, 2010). On the other hand, in the given example, "of" plays the role of a preposition. Talmy (1975) argues that the satellite "out" is a sister to the verb "walk," while "of" functions as a preposition that has no connection whatsoever with the preceding two words. However, there is another evidence suggesting that in English, satellites are not always sister constituents of the base verb (Beavers, 2009). Using different

sentences and methods, Beavers (2009) are able to demonstrate that the elements referred to as satellites by Talmy (1975) are also part of prepositional phrases.

Differing from English, in Madurese, directional verbs can be constructed based on serial verbs. These serial verbs serve two distinct functions: the initial verb functions as a motion verb, while the second verb serves as the directional component. Moreover, directional motion verbs in the Madurese language can also be formed based on prepositional phrases, serving the purpose of elucidating the direction of the motion. Therefore, it is somewhat challenging to categorize the Madurese language within the typologies proposed by Talmy (1975) or Slobin (2006). This is because a more in-depth examination and analysis are required to determine the position of the typology of directional motion verbs in the Madurese language.

In reality, the distinction between satellite-framed and verb-framed languages is not only marked by the presence of path and manner of motion encoding within a clause but also by the presence or absence of resultative adjective patterns in sentence structures (Snyder, 2001). Snyder (2001) states that languages that have goal prepositional phrases (goal PP) as markers exhibit resultative patterns. Conversely, languages that lack goal prepositional phrases also lack resultative adjective patterns within them.

Despite of satellite and verb-framed language, Slobin (2006), an expert in language typology, proposes that languages can be universally classified into three groups: satellite-framed language, verb-framed language, and equipollent-framed language. Slobin (2006) suggests that Austronesian languages, for the most part, can be classified as equipollent-framed languages. In this context, Madurese, as one of the Indonesian languages, is also included in the Austronesian language categorization. The question naturally arises: Can Madurese be classified as an equipollent-framed language, or does it fall into the category of verb-framed and satellite-framed languages?

Based on the argument above, this research focuses on examining the Madurese language from the perspective of linguistic typology, specifically regarding verbs with directional motion patterns. Typological analysis based on directional motion verb constructions in Madurese is still limited. Therefore, we aim to comprehensively discuss and analyze the construction patterns of directional motion verbs in Madurese. The main focus of this study is to examine the forms of directional motion verb in Madurese language. In addition to discussing the differences based on the formation of verbs, this research also conducts typological analysis of directional motion verb constructions in Madurese and Javanese as a comparison, to determine whether the position of Madurese can be categorized similarly to the directional motion verb constructions in Javanese.

2. Literature Review

Previous studies have extensively investigated the construction of languages, particularly in the realm of direct-motion verb, conducted by various researchers (Subiyanto, 2010; Maghfiroh, 2021; Ummah, 2018; Muttaqin, 2019; Putri & Subiyanto, 2023; Pamphila, 2011; Khasanah & Subiyanto, 2020). Subiyanto (2010) has already examined the construction of motion verb in Javanese language. Using Talmy (1985) typological language, this research ultimately finds that Javanese language can be classified as verb-framed language due to its lack of resultative-adjective constructions. On the other hand, Muttaqin (2019) focuses on analyzing direct motion verb in Banjar language. Using descriptive-

qualitative combined with Talmy (1985) typological approach, this research finds that Banjar language can be classified as satellite-framed language because of its resultative-adjective. Another research conducted by Pamphilia (2011) encompasses the typological analysis as well as the analysis of semantic components between English and Indonesian language. Using Talmy (1985) approach, the findings of this study indicate that Indonesian and English exhibit distinct characteristics in terms of their manner of expressing motion verbs.

Maghfiroh (2021) has already investigated the motion verbs in Palembang languages. This research uses Talmy (1985) typological language as an approach. Based on the results, Palembang language can be categorized as verb-framed languages and satellite-framed languages. This is attributed to the fact that the Palembang language satisfies the criteria for categorization within these two groupings. Ummah (2018) conducts research on the patterns of variation in serial verbs in the Madurese language using syntactic analysis or X-bar patterns. As a result, the study finds that the construction of serial verbs in the Madurese language, when analyzed using syntactic theory, can yield four different patterns. Sofyan (2012) conducts research on the typology of the Madurese language, focusing on the behavior and meaning of its verbs. The results lead to the conclusion that verbs in the Madurese language can take on a singular form, provided that the verb phrase is in the form of an imperative sentence. Additionally, verbs that are categorized as passive can also be referred to anti-passive verbs.

Putri & Subiyanto (2023) investigate the motion verbs of Dayak Ngaju language. This previous research focuses on directed verbal construction based on Talmy (1975) typological classification. The results designate that Dayak Ngaju language can be formed as both verb-framed and satellite-framed language as it fulfills the criteria of both language typologies. Aside from the previous research, Maulidan (2020) analyzes the formation of serial verbs in different languages, namely Kadang and Bima. The findings of Maulidan (2020) reveals that verb phrases in the Bima language consist of singular clauses.

Several previous studies have examined the construction of serial verbs, particularly focusing on the specific discussion of directional motion types. However, previous researches solely concentrate on the classification of motion verbs based on Talmy's (1975) language typology, namely verb-framed language and satellite-framed language. Different from the previous researches, this present study aims to address the research gap left by previous scholars by conducting an analysis of directional motion verbs in the Madurese language using two distinct theories, namely Talmy (1975) and Slobin (2006). This is undertaken to comprehensively ascertain the linguistic characteristics of Madurese language.

3. Research Method

This study adopts a descriptive-qualitative approach by Creswell (2017) and utilizes the typological frameworks of Motion Verb Constructions (MVC) proposed by Talmy (1975) and Slobin (2006) to describe and understand the patterns of Directional Motion Verb Constructions (DMVC) in the Madurese language.

The study employs two types of data sources: primary and secondary. The primary data source consists of everyday Madurese language obtained through interviews with native Madurese speakers. Additionally, the researchers employ observation, participation, and note-taking methods to enhance the data analysis process. Specific criteria are set for selecting the primary data sources, including: 1) native speakers of Madurese language, 2)

fluency in Madurese language, and 3) a minimum educational background of a bachelor's degree to ensure linguistic competence. As for the secondary data, Javanese language data are utilized from the scholarly journal article by Subiyanto (2010) as a comparative reference.

The data analysis process is divided into three specific classifications. Firstly, the researchers organize the Madurese language data based on the path verb and motion verb constructions that are combined with prepositions. Secondly, the grouped data are subsequently analyzed through testing based on the language typology theories of Talmy (1975) and Slobin (2006), which include verb-framed language, satellite-framed language, and equipollent-framed language. After successfully analyzing the data, the researchers compare them with another Austronesian language, namely Javanese. Lastly, the conclusion is made.

4. Results and Discussion

In this context, Madurese language, as one of the regional languages in Indonesia, cannot be easily categorized into the two typologies proposed by Talmy (1975), even the equipollent-framed language proposed by Slobin (2006).

In Madurese language, there are two types of motion verb constructions. The first type is the directional motion verb construction formed by a motion verb + prepositional phrase. The second type is the directional motion verb construction formed by a motion verb + directional verb. Here are examples of each sentence:

(1) Amir ***ajelen ka' dhalem*** romah riya

3T *jalan PREP dalam rumah itu*

Amir berjalan ke dalam rumah itu

Amir walks into the house

(2) Amir ***ajelen masok*** romah riya

3T *berjalan masuk rumah itu*

Amir berjalan masuk ke rumah itu

Amir walks into that house

The construction of directional motion verbs in Madurese originates from prepositional phrases indicating direction, marked by the preposition "*ke*" (to), and is also formed based on the sequential motion verbs, namely the "*masok*" (enter) directional verb and the "*ajelen*" (walk) motion verb in the given sentence. However, this construction raises a controversy that needs to be addressed promptly. The controversy arising here poses a fundamental question: can Madurese be classified into one of the language frameworks proposed by Talmy (1975) or Slobin (2006)? Additionally, which is the head or core verb among the sequential verbs in Madurese?

To answer these questions, the researchers first need to critically analyze the form of directional motion verb constructions in Madurese in order to gain a deeper understanding of whether Madurese is more appropriately classified as a verb-framed language, satellite-framed language, or possibly an equipollent-framed language. Additionally, comprehensive analysis is conducted to determine the position of the head within the context of sequential verbs present in Madurese language.

4.1 Directional Motion Verb Construction in Madurese Language

The construction of directional motion verbs in Madurese can be formed through two ways: 1) motion verbs followed by direction-indicating verbs, and 2) motion verbs followed by a prepositional phrase. In this study, the researchers have analyzed the construction of directional motion verb constructions based on the form of sequential verbs represented through transitive and intransitive sentences, and it will be compared with the construction of directional motion verb constructions formed by motion verbs and prepositional phrases. Based on the transitivity of motion verbs that form directional motion verb constructions, there are two forms of directional motion verb constructions: transitive and intransitive.

4.1.1 Intransitive Directional Motion Verb in Madurese Language

As demonstrated by Sofyan (2012) in his research, Madurese verb chain sentences can be both transitive and intransitive. The construction of directional motion verbs in Madurese can also be formed based on two types of sentences: transitive and intransitive. Intransitive verbs, in particular, are verbs that do not require a direct object and can stand independently. According to Irham & Rofiq (2015), intransitive verbs are verbs that do not require a noun as an object, meaning that grammatically, the sentence is composed only of a subject and predicate. This also creates a context where transitive verb sentences cannot be passivized. In the context of intransitive motion verbs, according to Subiyanto (2010), the verbs that form such constructions are not separated by any elements. Intransitive directional motion verb constructions are established from manner of motion verbs.

In the construction of intransitive directional motion verbs, the verbs in this construction do not undergo separation with any elements. The most fundamental characteristic of intransitive directional motion verbs is the presence of a motion verb followed by a directional verb without the need for a nominal form. In the context of Madurese, motion verbs include *ajelen* (walk), *berka'* (run), *arangkak* (crawl), and *ngebber* (fly). On the other hand, the context of direction markers in Intransitive Directional Motion Verbs, according to Pancheva (2009), can be categorized into three sub-parts: 1) route direction, 2) source direction, 3) goal direction. The directional verbs in Madurese can also be grouped into;

- a. Goal direction: *Kaloar* (Exit), *Dhessa'ah* (There)
- b. Source direction: *Masok* (Enter), *Dhenna'ah* (Here)
- c. Route direction: *Nganan* (rightward), *Ngiri* (leftward), *Nyebrang* (Cross), *Moteri* (to go around)

There are significant differences regarding the directional markers in the Madurese language compared to other Austronesian languages, for example, Javanese. In Madurese, directional verbs undergo the addition of nasal prefixes (N) as markers. However, the addition of nasal prefixes (N) only applies to certain words, such as "*ke kanan*" (to the right) becoming "*nganan*," and "*ke kiri*" (to the left) becoming "*ngiri*." Here are examples of the use of nasal prefixes as verb markers;

- (3) *Dhini kalenger nganan*
3T *sempoyongan N-kanan*
Dhini sempoyongan ke arah kanan
Dhini walks unsteadily to the right

(4) *Nak-kanak arangkak ngiri*

3T merangkak N-kiri

Anak-anak merangkak ke arah kiri

The child crawls to the left

The directional intransitive verbs in Madurese can also stand alone without any supporting verbs, as illustrated in the following sentence;

(5) *Dhini kalenger*

3T sempoyongan

Dhini sempoyongan

Dhini walks unsteadily

(6) *Dhini nganan*

3T N-kanan

Dhini bergerak ke kanan

Dhini moves to the right

Sentences (3) and (4) result from the fusion of nasal prefixes into Madurese sentences. The meaning of the nasal prefix in both examples implies a change in the function of the words "*ngiri*" and "*nganan*" to directional meanings. In their original form, the word "*nganan*" actually denotes movement towards the right, which is modified by the preposition "*ke*" (to). Similarly, the word "*ngiri*" in its original sentence signifies movement towards the left, with its directional meaning explained by the preposition "*ke*" (to). In the context of sentences (5) and (6), it is evident that the verb phrases forming directional motion verb construction can stand as single clauses, and these sentences are acceptable.

In the Madurese language, not all directional markers can be easily modified by nasal prefixes or other affixations. In this regard, Madurese relies on prepositional phrases to indicate direction, particularly when referring to cardinal directions, which are considered route directions. In other words, cardinal directions in Madurese, specifically in the form of compass directions, require the presence of the prepositional phrase "*ka*" to provide clarification in describing the direction. The cardinal directions in Madurese are as follows: north (*ka'dejeh*), west (*ka'berek*), south (*ka'laok*), and east (*ka'temor*). After a motion verb, a prepositional phrase is necessary to indicate the route direction. Here are examples of cardinal directions in a Madurese sentence that require a prepositional phrase;

(7) *Olar jeriya arangkak ka temor*

3T merangkak PREP timur

Ular itu merangkak ke arah timur

That snake crawls to the east

(8) *Embhik jeriya aberka' ka laok*

3T berjalan PREP selatan

Kambing itu berlari ke arah selatan

That goat runs to the south

The two sentences above indicate that the preposition "*ka*" plays a significant role as a directional indicator in Madurese. If this preposition is omitted or if there is an addition of

nasal prefixes such as "*nganan*" and "*ngiri*," the implication is that the sentence becomes unacceptable. An explanation of the sentence is given below;

(9) *Olar jeriya arangkak ngtemor**

3T *merangkak N-timur*
Ular itu merangkak ke arah timur
That snake crawls to the east

(10) *Embhik jeriya aberka' ngelaok**

3T *berlari N-selatan*
Kambing itu berlari ke arah selatan
That goat runs to the south

In contrast to Javanese, where nasal prefixes (n) can be used as verb markers in indicating cardinal directions, applying the same structure in the Verbal Motion Construction of Madurese would result in the sentence being unacceptable both syntactically and semantically. However, the use of the prepositional phrase "*ka*" as a directional marker in Madurese is limited to specific patterns, such as cardinal directions. It is assumed that the prepositional phrase functions solely as a directional indicator and not as a verb marker. Conversely, in other route directions, nasal prefixes (n) can be used, and the sentence would be acceptable.

However, in its construction, there is a fact that the Verbal Motion Construction in Madurese can be formed with a motion verb followed by a prepositional verb. Semantically, directional motion verbs formed based on verb compounds can have similar meanings and be acceptable compared to directional motion verbs formed based on prepositional phrases, as shown in the examples below;

(11) *Soleh arangkak nganan/ka kanan*

3T *merangkak ke kanan*
Soleh merangkak ke arah kanan
Soleh crawls to the right

(12) *Sarwan ajelen ka dhessa/dhessa'ah*

3T *berjalan ke sana*
Sarwan berjalan ke arah sana
Sarwan walks there

The two sentences above demonstrate that sentences formed based on verb compounds and prepositional phrases in Madurese's Verbal Motion Construction have similar meanings. The verb compounds in the context of sentences (11) and (12), "*arangkak nganan*" and "*arangkak ka' kanan*," have interconnected functions and meanings. The only difference lies in the presence of the prepositional phrase as a directional indicator, without altering any meanings. This is in contrast to Javanese, the comparative language. In Javanese, directional verbs indicating route directions such as "*ngalor*," "*ngidul*," "*ngulon*," and "*ngetan*" cannot be varied with prepositional phrases. The use of prepositional phrases to replace directional verbs renders the sentence unacceptable.

(13) *Malinge mlayu ngetan / (menyang wetan)**

Pencuri Def-lari N-timur ke timur
Pencuri itu berlari ke arah timur
That thief runs to the east (Subiyanto, 2010)

In the above example in Javanese, the directional verb "*ngetan*" indicating the route direction to the east becomes an unacceptable sentence when it undergoes variation with a prepositional phrase as a path marker. The prepositional phrase is represented by the word "*menyang*," which means "to" or "towards" in Javanese. In the context of the sentence, the prepositional phrase cannot be juxtaposed or replace the directional verb, either as a directional indicator or a path marker. The main reason is that the sentence cannot be accepted. There is an exception that the sentence can be accepted if there is a noun functioning as a ground (Subyanto, 2010)

- (14) *Amir mlaku menyang wetan omah / (ngetan omah)**
Amir Def-jalan ke timur rumah N-timur rumah
Amir berjalan ke arah timur rumah
 Amir walks to the east house

Conversely, the example in sentence (14) elucidates that the prepositional phrase "*menyang*" or "*ke*" as a route direction indicator necessitates the presence of the noun "*omah*" to be acceptable. This also signifies that in Javanese, directional verbs do not always require a noun as a ground. In other words, the presence of a noun becomes significant when a prepositional phrase serves as a route direction indicator in a sentence. This concurrently indicates that directional verbs do not always align with prepositional phrases as direction indicators in Javanese.

Nevertheless, in Madurese, not all directional verbs always exhibit variation with prepositional phrases. In certain sentence contexts, directional verbs that employ prepositional phrases as directional indicators have two variations: 1) they can exist in a singular form, and 2) they require the presence of a noun as a ground or signifier.

Additionally, in Madurese, a prepositional phrase can function as a substitute for directional verbs as directional indicators in both singular form and when accompanied by a noun to provide clarification in a sentence, and both forms are considered acceptable. Semantically, both the singular form of the prepositional phrase and the form with an added noun have similar meanings without any significant differences.

- (15) *Maling jeriya ajelen ka temor / (ka temor romah)*
 3T *berjalan PREP timur ke kanan rumah*
Maling itu berjalan ke arah timur rumah
 That thief walks to the east house

The aforementioned example proves that in several Madurese sentences, a prepositional phrase has a dual role. First, the prepositional phrase can be in a singular form without requiring the presence of a noun. Second, in specific sentence contexts, a noun can also be used as a ground. However, the presence or absence of a noun as a ground does not significantly impact the existence of the sentence. With or without noun, the prepositional phrase in the sentence remains acceptable. This is what distinguishes Madurese from Javanese when considering the role of the prepositional phrase as a directional indicator in the Verbal Motion Construction.

On the other hand, the disparity between prepositional phrases and directional verbs in the Verbal Motion Construction of Madurese lies in the endpoint of the action expressed by the motion verb. A prepositional phrase can indicate a specific destination that the motion verb aims to reach. In contrast, a directional verb does not indicate a final

destination but rather a simultaneous event. In Madurese, the adverbs "*parak*" or "*hampir*" (almost) can appear before the verb. However, in Madurese, these adverbs can also appear between the motion verb and the directional verb, indicating that the event expressed by the motion verb has already started, while the event expressed by the directional verb has not yet started or is about to start. Examples of sentences can be seen below;

- (16) *Amir ajelen parak nabrakah motor*
3T *jalan ADV nabrak motor*
Amir berjalan hampir menabrak motor
Amir walks almost hit the motorcycle

Sentence (16) indicates that Amir is currently engaged in the activity of walking, but he has not yet collided with the car. In other words, the events expressed by both verbs are simultaneous. This suggests that the directional verb is not an argument of the first verb, but rather an adjunct. It is actually the motion verb in the sentence that functions as the head.

4.1.2 Transitive Verbal Motion Construction in Madurese

The Verbal Motion Construction in Madurese can also be formed using transitive verbs, in addition to the previously explained intransitive verb constructions. According to Son (2009), transitive verbs are verbs that require an object. If there is no object in the sentence structure, the sentence would be considered unacceptable. The explanation regarding the form of the Verbal Motion Construction in Madurese using transitive verbs will be elucidated in the examples below;

- (17) *Iqbal nyotok parao ka tengah tasek*
3T *mendorong perahu PREP tengah laut*
Iqbal mendorong perahu ke tengah laut
Iqbal pushes a boat to the middle of the sea

Based on the data provided in (17), it can be stated that the transitive Verbal Motion Construction in Madurese is also formed using transitive motion verbs. In sentence (17), the transitive motion verb is marked by "*nyotok*" or pushing. Grammatically, the verb "*nyotok*" cannot stand alone as it requires a noun to form a grammatically acceptable sentence. Without a noun, there is no clarity about what is being pushed, thus the transitive motion verb in sentence (17) must be followed by the word "*parao*" or "boat." In this context, if the motion verb "*nyotok*" stands alone, it would result in ambiguity as there is no clarification or noun following it. The following examples demonstrate the ambiguity that arises when a sentence is formed using a transitive motion verb without a noun afterward;

- (18) *Iqbal nyotok**
3T *mendorong*
Iqbal pushes

The evidence clearly demonstrates that the verbs "*nyotok*" cannot function independently but instead require an object, namely a noun. Based on this evidence, it can be concluded that the construction of directional motion verbs in Madurese can be formed based on both intransitive and transitive verbs. Another characteristic of transitive verbs is

their ability to be transformed into the passive voice due to the presence of a noun object in the sentence.

4.2 Madurese Language Based on Talmy Typology

Based on the explanation above, Madurese has its own distinctive characteristics in the formation of motion verbs and directional information, referring to both satellite-framed and verb-framed languages. In other words, with the features found in Madurese, it is highly likely that the language can be categorized not only as a verb-framed language but also as a satellite-framed language. This is supported by the presence of path markers in Madurese. However, a language cannot be categorically assigned to one of Talmy's typologies. According to Snyder (2001), another characteristic for a language to be classified as a satellite-framed language is the presence of resultative adjective patterns. This is not found in Madurese, as the language employs a preposition before an adjective. Here are the examples:

- (19) *Amir nokol olar sampek mate'*
3T *memukul ular PREP mati*
Amir memukul ular sampai mati
Amir hit the snake until its die

- (20) *Iqbal ngakan mie sampek tadek*
3T *memakan mie PREP habis*
Iqbal memakan mie sampai habis
Iqbal eats a noodle until its gone

Both of the examples above illustrate that Madurese lacks a resultative adjective pattern due to the presence of the preposition "sampek" preceding the adjective, which functions as a periphrastic construction. As a result, it can be concluded that Madurese cannot be considered a satellite-framed language since it does not meet one of the criteria, which is having a resultative adjective pattern.

There is only one possibility, which is classifying Madurese as a verb-framed language. In this typology, Son (2009) explains that the path can be expressed through directional verbs, which serve as the head, while motion verbs function as adjuncts. Additionally, another characteristic that supports the notion that Madurese is a verb-framed language is the absence of a resultative adjective pattern. Based on these considerations, it can be concluded that Madurese is suitable for classification as a verb-framed language as it fulfills the required criteria.

4.3 Madurese Language Based on Slobin's Typology

Languages classified as equipollent-framed languages according to Slobin (2006) include Niger, Congo, Austronesian, and Klamath languages. According to Slobin's classification, there are Austronesian languages, including Madurese as a regional language in Indonesia that belong to the Austronesian language family. This raises the question of whether Madurese can also be classified as an equipollent-framed language according to Slobin (2006). The following presents examples of the analysis of Madurese when it is included in languages within the equipollent typology.

- (21) *Maling jeriya aberka nganan*
3T *berlari ke arah kanan*
Maling itu berlari ke arah kanan
That thief runs to the right

- (22) *Irham ajelen ka temor*
3T *berjalan PREP timur*
Irham berjalan ke arah timur
Irham walks to the east

In sentence (21), the directional verb "*nganan*" functions as an open adjunct rather than an argument. In other words, the manner verb or action verb "*jeriya*" has only one argument, which is focused on the word "*Maling*". This differs slightly from the definition of an equipollent-framed language as stated by Slobin (2006). In his article, Slobin (2006) states that in the construction of an equipollent-framed language, the directional verb should function as an argument. However, in the above examples, the directional verb functions more as an open adjunct rather than an argument. Therefore, grammatically, Madurese cannot be categorized as an equipollent-framed language as it does not fulfill the criteria of that framework.

In example (22), the directional verb appears with variations of prepositional phrases. In the given sentence context, the prepositional phrases function as path markers to indicate the route direction in Madurese. However, despite the presence of prepositional phrases as path markers, the directional verb in the example does not serve as an argument but rather appears as an open adjunct. Based on this analysis, the classification of equipollent-framed language does not seem to apply to the directional motion verbs in Madurese.

5. Conclusion

The construction proposed by Talmy (1975) regarding verb-framed and satellite-framed languages does not fully apply to Madurese. However, based on its characteristics, Madurese shares many similarities with verb-framed languages. This supports the argument that Madurese cannot be categorized as a satellite-framed language since it lacks one of the key characteristics of that framework, which is the resultative adjective pattern.

Furthermore, the directional motion verbs in Madurese cannot be classified as an equipollently-framed language according to Slobin's (2006) version, as in Madurese, the directional verbs do not serve as arguments but rather as adjuncts. This contradicts the concept proposed by Slobin (2006), which states that directional verbs should function as the main verb in complex predicate constructions.

In conclusion, it can be inferred that Madurese shares similar characteristics with Javanese when viewed from the perspective of typological features. Both Madurese and Javanese tend to fulfill the criteria of verb-framed languages. Considering that Madurese is a less researched language, especially in terms of lexical and grammatical aspects, it is suggested that future researchers focus on further exploring different aspects of Madurese, such as conducting valency analysis in Madurese.

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EXAMINING VARIABILITY: A GENRE ANALYSIS OF ENGLISH LANGUAGE EDUCATION STUDENTS' THESIS ABSTRACTS

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Received: 2023-09-07

Accepted: 2023-12-07

Published: 2023-12-29

Abstract

The abstract of the thesis is the initial segment that researchers scrutinize to ascertain its pertinence to their interests. Researchers must possess an inherent comprehension of the section's rhetorical progression, structure, and arrangement. This study investigates the genre of thesis abstract sections produced by undergraduate students from Aceh who are majoring in English Education. The writers are interested in examining the writing style of Acehese undergraduate students when composing their thesis abstracts. The dataset utilized in this study comprises 50 specifically chosen thesis abstracts from 5 universities in Aceh. The data analysis utilizes Hyland's five-move structural model of the abstract section, as well as the status of the motions as described by Huttner. The findings indicate that Hyland's five-move structure model is a useful tool for examining the move structure of the abstract section. Furthermore, there is no notable variation in the move structures across all datasets. The moves that occur most frequently are move 2, move 3, and move 4, making them the mandatory moves. The results could assist English as a Foreign Language (EFL) instructors in instructing and preparing their students to write the abstract section. Additionally, it could enhance the effectiveness of EFL students in composing well-organized abstract sections and improve researchers' understanding and sensitivity while crafting their thesis abstracts.

Keywords: *EFL; genre analysis; moves; thesis abstract*

1. Introduction

Writing a thesis is an obligation for undergraduate students to complete their studies and obtain a bachelor's degree. In this case, the abstract is part of the thesis which is considered very important. In writing abstracts, a writer must have sufficient understanding of rhetorical movements in order to produce a good abstract (Amnuai, 2019). Furthermore, when given to the reader, the abstract represents the heart of the research being reported and contains all of the information from the full study. According to Sidek, Matsaad, and Idris (2016), an excellent abstract will interest readers and persuade them to read the complete thesis. An abstract is also a representation of a paper. As a result, after reading the abstract, the reader should have a good understanding of the issues explored, the theme's objective, and the

research findings. Over the years, various researches have conducted studies on abstract section compared to other sections of academic texts (Amnuai 2019, Noorizadeh-Honami & Chalak, 2018, Majid & Omid 2018, and Alyousef 2021). The popularity of the abstract in academic writing might be attributed to the fact that the abstract has a significant impact on a study. As a result, unlike other passages that simply provide a few specifics about the passage, an abstract provides the audience with an idea of the essential ideas of the work.

Several challenges arise when considering the application and understanding of theory in academic texts, as well as how to effectively utilize these strategies to explain ideas in academic writings, specifically when writing abstracts. Similarly, several individuals encounter difficulties while attempting to articulate their ideas and thoughts proficiently within the context of academic writing. Consequently, the thesis abstracts written by the students are identical copies. In addition, they possess inadequate academic writing skills, and their supervisors fail to consider well-crafted thesis abstracts (Arono, 2019). Consequently, there is a significant demand for genre research, specifically focused on writing abstracts, to tackle students' inadequate comprehension of how to effectively and precisely compose abstracts that encompass all essential elements.

In recent years there has been much attention to genre-centered approaches such as written and spoken discourse analysis in the field of applied linguistics. The genre analysis carried out in this research only focuses on the analysis of written discourse, namely in writing thesis abstracts. Indeed, there are several studies investigating the construction of abstract schemas written by native and non-native authors. However, based on researchers' knowledge, most research only focuses on writing research articles; few focus on thesis writing, especially in the abstract section. Therefore, the researchers hope and believe that the findings from this research will really help ESP, EFL, and EAP teachers in instructing their novice students on schematic patterns for writing thesis abstracts and students can then utilize the models found in their abstract writing and make it easier for them to write abstracts.

Using the abstract writing model proposed by Hyland (2000), this study aims to disclose the writing structure or move patterns found in the thesis abstracts of students majoring in English Education at all universities in Aceh. In addition, using a model created by Huttner (2010), this study intends to determine the frequency of all move patterns contained in the thesis abstracts of students majoring in English Education at all universities in Aceh.

2. Literature Review

Since Swales (1990, 2004) pioneers a genre-based approach to evaluate the rhetorical structure (organization of moves) of research articles, a great deal of scholarship has focused on the structure of academic writing. The CARS (Create a Research Space) model (Swales, 1990, 2004) has provided a precise framework that illustrates the communicative objective of the introductory paragraphs of a research paper, prompting many researchers to do deeper research in this field of study.

Abstracts provide a concise overview of the objectives and findings of a research study and are considered a significant academic undertaking (Seidlhofer, 1995). Furthermore, it establishes the criterion by which manuscripts are evaluated by esteemed members of the academic community before publication (Marefat & Mohamadzadeh, 2013). Understanding the

fundamental framework would ostensibly assist novice members in grasping the criteria necessary to provide precise synopses of their academic publications (Ren & Li, 2011).

Various models have been proposed to elucidate the rhetorical structure of abstracts. The IMRD framework, which stands for Introduction-Method-Results-Discussion, was created by Swales in 1990. Bhatia (1993) proposes several processes, including introducing objectives, detailing methods, summarizing outcomes, and providing conclusions. In addition, Santos (1996) puts up a comprehensive five-step methodology comprising the following stages: contextualizing the study, presenting the research, elucidating the methodology, summarizing the findings, and discussing the implications. Hyland (2000) proposes a five-step framework that encompasses the introduction, purpose, method, product, and conclusion of these notions.

In investigating the introduction of research articles and other sections of research articles in various disciplines, this approach has been applied (Basturkmen, 2012). Although great emphasis has been placed on studying research papers in academic writing, little focus has been paid to thesis writing, particularly the thesis abstract part. According to Paltridge & Starfield (2019), dissertations and theses differ from research articles in terms of goal, audience, assessment, breadth, and requirements that students must meet. The genre analysis of abstract writing in Aceh is recently done by Nazar (2021), focusing solely on thesis abstract writing at Muhammadiyah University of Aceh.

Due to the study's constraints, the researchers contend that further investigation into approaches for producing thesis abstracts is necessary. Consequently, scholars will persist in investigating strategies for composing thesis abstracts across all institutions in Aceh. The objective is for each campus in Aceh to possess cutting-edge expertise in abstract writing, serve as a benchmark for crafting high-quality thesis abstracts, and establish standardized formats or schemes.

3. Research Method

To fulfill the goals of this study, a qualitative approach is used. Qualitative research is a means of exploring and comprehending the significance that individuals or groups place on social or human problems. Data acquired in the participant's environment, data analysis constructed inductively from specific topics to broad themes, and the author's interpretation of the data are all parts of the research process (Creswell & Poth, 2016). As a result, in this study, a qualitative technique is employed to match empirical findings with theory utilizing descriptive methods. In order to compute and demonstrate movement patterns, descriptive statistics is employed to gather the necessary database. Qualitative data also aid in providing an in-depth view of the general structure of the text under consideration.

3.1 Sites for research

The researchers look at the thesis abstracts of English majors at five Aceh universities: Ar-Raniry State Islamic University, Syiah Kuala University in Banda Aceh, Lhokseumawe State Islamic Institute in Lhokseumawe, Cot Kala State Islamic Institute, and Samudera University in Langsa.

3.2 Subjects and Objects of Study

The researchers select the research samples by random sampling. As a result, the sample for this study is 50 thesis abstracts from five public universities in Aceh. The researchers select ten abstracts from all universities. Meanwhile, the purpose of this study is to examine the writing structure employed by students when writing their thesis abstracts. To maintain research ethics, the researchers request permission from each university before using data for this study. As a result, the title and author of the thesis remain anonymous in this study.

3.3 Instrument for Research

The research instrument is a technique for collecting data from study participants on a certain topic. Document analysis is the approach used to obtain data. Additionally, in this study, the researchers examine written papers, specifically thesis abstracts of English Language Education Department students from all Aceh universities.

3.4 Data Collection Methods

Documentation is employed to collect data for this investigation. The following are the stages of the data collection process: first, the researchers create a calendar to schedule visits to each university/institution's library; second, the researchers visit Banda Aceh University libraries, including UIN Ar-Raniry and Syiah Kuala University. The researchers next go to IAIN Lhokseumawe's library, then to Langsa to gather samples from IAIN Cot Kala and Samudera University.

3.5 Data analysis technique

To analyze the data for this study, the qualitative analysis techniques outlined by Miles, Huberman, and Saldana (2013) are used. Three phases are taken in the data analysis for this study: data condensation, data visualization, and generating findings.

- **Condensation of Data**

The researchers attempt to concentrate and simplify the data derived from the sample, typically the thesis abstract, during the data condensation procedure. The researchers next start categorizing data from the condensed sample.

- **Data visualization**

Following the coding procedure, the data obtained are converted into text. The first analysis is the analysis of the moves. Moves and steps are analyzed using the "abstract" movement structure framework (Hyland, 2000). Furthermore, the sequence of movements created by students in writing their thesis abstracts are also analyzed.

Move	Function
Introduction	Establishing context of the paper and motivating the research or discussion
Purpose	Indicating purpose, thesis or hypothesis, outlining the intension behind the paper
Method	Providing information on design, procedures, assumptions, approach, data, etc.
Product	Stating main findings or results, the argument, or what is accomplished.
Conclusion	Interpreting or extending results beyond scope of paper, draws inferences, pointing to applications or wider implications.

Figure 1. Hyland's Framework

Once the movements and steps have been discovered, their frequency is examined to determine the amount to which a given movement or step is used. The criteria are utilized to determine the frequency of moves and steps involved in creating a thesis abstract. (Huttner, 2010) classifies movements into four categories based on frequency of occurrence: (a) obligatory, (b) core, (c) ambiguous, and (d) optional. Both techniques are useful for examining a thesis' abstract part. The results of both analyses are then integrated to provide a solid research outcome. Finally, the conclusions of this study is disclosed.

<i>Frequency of occurrence</i>	<i>Status</i>	<i>Comment</i>
90%-100%	Obligatory	genre exemplar usually considered inappropriate or in some way "flawed" without this move
50%-89%	Core	typical of the genre, considered part of an appropriate and acceptable genre exemplar
30%-49%	Ambiguous	status can only be decided with further expert information – can be core or optional, acceptable or unacceptable (Phase 2 decisive)
1%-29%	Optional	not considered a typical feature of genre, can be considered an acceptable addition (=truly optional) move or unacceptable (-> Phase 2 decisive)

Figure 2. Guidelines for Determining the Status of Moves. (Huttner, 2010)

• Creating Conclusions

The data gathered in this step are utilized to present the verification. Then, by focusing on verification, study findings can be drawn. In summary, the researchers classify each of the two analytical models used in this study, namely generic structure analysis and similarity/frequency analysis.

4. Results and Discussion

The first analysis is the analysis of communicative units or moves in the abstract section of the these in the corpus of this study. In terms of moves structure, the researchers find that all abstracts' sections in all datasets have not completely followed Hyland's) model, and there is the absence of some moves in some abstract sections. The findings of the move structure are explained below.

Abstracts	Moves Structure	Number of moves	Average move
Dataset1 USK			
A1	M1-M2-M3-M4	4	4,1
A2	M1-M2-M3-M4	4	
A3	M2-M3-M4-M5	4	
A4	M2-M3-M4-M5	4	
A5	M2-M3-M4-M5	4	
A6	M2-M3-M4-M5	4	
A7	M2-M3-M4-M5	4	
A8	M2-M3-M5-M4	4	

A9	M2-M3-M4-M5	4	
A10	M1-M2-M3-M4-M5	5	
Dataset 2 UIN			
A11	M2-M3-M4	3	4
A12	M1-M2-M3-M4-M5	5	
A13	M1-M2-M3-M4	4	
A14	M1-M2-M3-M4	4	
A15	M2-M3-M4-M5	4	
A16	M1-M2-M3-M4-M5	5	
A17	M2-M3-M4	3	
A18	M2-M3-M4-M5	4	
A19	M1-M2-M3-M4	4	
A20	M1-M2-M3-M4	4	
Datasets 3 IAIN Lhokseumawe			
A21	M2-M3-M4-M5	4	4,4
A22	M1-M2-M3-M4	4	
A23	M1-M2-M3-M4-M5	5	
A24	M1-M2-M3-M4-M5	5	
A25	M1-M2-M3-M4	4	
A26	M1-M2-M3-M4-M5	5	
A27	M1-M2-M3-M4-M5	5	
A28	M1-M2-M3-M4	4	
A29	M1-M2-M3-M4	4	
A30	M1-M2-M3-M4	4	
Dataset 4 Samudera			
A31	M1-M2-M3-M4-M5	5	3,8
A32	M2-M3-M4	3	
A33	M1-M2-M3-M4	4	
A34	M2-M3-M4	3	
A35	M1-M2-M3-M4-M5	5	
A36	M2-M3-M4-M5	4	
A37	M1-M2-M3-M4	4	
A38	M2-M3-M4	3	
A39	M2-M3-M4-M5	4	
A40	M2-M3-M4	3	
Dataset 5 Cot Kala			
A41	M1-M2-M3-M4-M5	5	3,8
A42	M2-M3-M4	3	
A43	M2-M3-M4-M5	4	
A44	M2-M3-M4	3	
A45	M1-M2-M3-M4	4	
A46	M1-M2-M3-M4	4	

A47	M1-M2-M3-M4	4	
A48	M1-M2-M3-M4	4	
A49	M2-M3-M4	3	
A50	M1-M2-M3-M4	4	

Table 1. Move Structure in all datasets

The move structure, as seen in Table 1 above, is shown through the list of moves of the abstract section in all datasets of this study. It is obvious that the number of moves in each abstract is various ranging from 3 to 5 moves, including unusual ordering patterns. Additionally, there are several linear patterns; (M1-M2-M3-M4-M5) could be found in the collection of data above. All of the abstract are created in several different ways as well as not all of the abstract above occupy the move and step following Hyland's model. The starting point of all abstracts sections of all datasets are with the patterns of M1-M2-M3 (A1, A2, A10, A12, A13, A14, A16, A19, A20, A22, A23, A24, A25, A26, A27, A28, A29, A30, A31, A33, A35, A37, A41, A45, A46, A47, A48, A50) and M2-M3-M4 (A4, A5, A6, A7, A8, A9, A11, A15, A17, A18, A21, A32, A34, A36, A38, A39, A40, A42, A43, A44, A49) to organize their information, followed by M4 Later on in all datasets. Later, there are several abstracts (A3, A4, A5, A6, A7, A9, A10, A12, A15, A16, A18, A21, A23, A24, A26, A27, A31, A35, A36, A39, A41, A43) that end with M5 (conclusion).

The variation among the abstracts section of theses in different datasets in terms of the number of moves is not significant; the average number of moves ranges from 3,8 in datasets 4 and 5 to 4,4 in datasets 3. The variation is not significant in the internal of datasets; the moves is ranging from 3 – 5 moves in each dataset. It seems that the number of moves in the abstracts section of these depends on the supervisor of their theses. Thus, it seems that there is not yet any standard structure of move in the abstract section or the students and their supervisor of the theses are not knowledgeable on the structure of the theses abstract.

The moves and steps identified in the Discussion sections of undergraduate theses are described in the previous sections. The second analysis is the analysis of the frequency of the moves of the abstracts in all datasets.

Moves	Datasets (N= 50)
M1: Introduction	28 (56%)
M2: Purpose	50 (100%)
M3: Method	50 (100%)
M4: Product	50 (100%)
M5: Conclusion	22 (44%)

Table 2. Frequency of All Moves in All Datasets.

Table 2 above shows the overall frequency of the abstract section's moves across all datasets. Move 2 (Reporting Results), Move 3 (Method), and Move 4 (Product) are obligatory (100%), the most frequent move of all the moves identified in all datasets in all 50 abstracts. The second most frequent of all the moves identified is move 1, Introduction (28 occurrences, 56%) and it is classified as Core. The third or the least frequent move of all the moves is Move 5, Conclusion (22 occurrences, 44%) and it is categorized as Ambiguous.

This study investigates the Generic form of the Undergraduate thesis Abstract section in Aceh universities. The move-step analysis is carried out using Hyland's analytical framework, and all identified moves are characterized as obligatory, Core, ambiguous, or optional using Huttner's move-step categorization criteria. The movement analysis results offer light on the organization of abstract parts in undergraduate theses throughout Aceh's universities. Overall, it is revealed that certain abstract parts' move structure is linear with Hyland's analytical framework, while others are not. Instead, all the writers appear to have a lot of freedom in constructing their discussion sections, both in terms of personal tastes and the section's communication goal.

The move-step analysis reveals that Moves 2, 3, and 4 are classed as obligatory moves because they are included in all datasets. The current findings are consistent with those of Amnuai (2019) and Majid and Omid (2019) who find that those moves are categorized as obligatory moves. It can be interpreted that all students consider these moves as must-write moves when writing the abstract of their research. Nevertheless, other moves, Core, ambiguous, and optional classification, are also found meaningful in the thesis abstract. Introduction (M1) is discovered to be core in this study because it does not appear in every Abstract in all datasets.

5. Conclusion

From the results and discussion of this study as discussed above, several conclusions can be drawn. In terms of the move structure of abstract sections, the study discovers that several of them have a linear move pattern according to Hyland's model, and there is the absence of some moves in some abstract's sections. The most dominant moves found in the abstract section of the datasets are Move 2, Move 3, and move 4, making them as an obligatory move. and other two moves are classified as core (move 1) and ambiguous (Move 5).

The findings can lead to important conclusions. From a pedagogical aspect, incorporating the thesis genre into the curriculum would be a viable option for second-language teachers. To complete academic writing, for example, students must be made aware of the discourse community's standards and encouraged or instructed to detect structural complexities and links between functions and language usage. The findings are expected to help L2 non-native learners, particularly those under increasing pressure to complete their thesis, producing a successful thesis. Authors must relate their findings to a larger audience and cultural context when writing a thesis. Understanding the rhetorical form of the thesis, particularly the abstract section, which works primarily to emphasize and generalize research findings to the general audience, would help novice writers organize their work in a way that increases their chances of approval.

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POPULARIZATION OF SCIENCE FICTION: FORMULA ANALYSIS ON ELLE McNICOLL'S NOVEL, *SHOW US WHO YOU ARE*

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Received: 2023-12-05

Accepted: 2023-12-16

Published: 2023-12-29

Abstract

This research is the formula analysis of popularization of science fiction in representing the neurodivergent character, Cora, in *Show Us Who You Are*. The novel, exposes the female autistic who would be the next hologram creation of Pomegranate's experimentation. The method used in this study is an inductive-qualitative approach with comprehensive data collection and analysis that generate arguments and critical thinking. The material object used is the novel *Show Us Who You Are* written by Elle McNicoll, while the formal object is the formula put forward by Raymond Williams about conventions and inventions in the science fiction genre. The combination of science fiction and middle grade makes Elle McNicoll's work unique in reconstructing the romanticization of neurodivergent character from the neurodivergent perspective. Thus, these innovations are presented in various formulas which deconstruct the binary narrative through feminist critique in soft SF formed by the author in the delivery of an inclusive neurodiversity movement.

Keywords: *disability; formula; neurodiversity; science fiction*

1. Introduction

Science fiction is a genre that is based on a combination of technology and scientific knowledge. This combination creates a new world of synthesis between reality and fantasy simultaneously. Thus, the synthesis seeks multidimensionality that can affect the application of equality in various groups. Lombardo (2015) states that science fiction narratives can become interactive multicultural links in the future. This science fiction is also a fictitious prototype in projecting crucial issues in the future (Zaidi, 2019).

This neurodiversity narrative is one of the hot narratives being discussed in various media, especially post-pandemic ones. During the Covid-19 pandemic, all works had to be done by working from home. This sparked discussions from marginalized groups, namely people with disabilities. In the 1990s until now, the narrative of neurodiversity is a disorder of the brain which is indeed difficult to cure. The renewal of adequate technological innovation, namely the development of the internet can support various fields for people with disabilities (Betts et al., 2023).

Middle Grade is a sub-genre of children literature, which is prioritized for readers aged 7-12 years and a medium for writers to voice and popularize individual actions and collective movements, one of them is OwnVoices movement. In the middle grade, the

people represented would also get a safe space in preventing controversy and generating consensus from the results of reflection on reading middle grade literature (Dolet & Salas, 2021).

Elle McNicoll is a neurodivergent author with autism. In the voicing neurodivergence groups, McNicoll has published novels with neurodivergent characters, both standalone and series novels, such *A Kind of Spark* (2020), *Show Us Who You Are* (2021), *Like A Charm series – Like A Charm* (2022) and *Like A Curse* (2023). This research aims to show the convention and invasion between science fiction and middle grade constructed by Elle McNicoll in *Show Us Who You Are* (2021) popularizing the OwnVoices movement for neurodivergence around society which will be revealed by the formula in narrative and female characterization on 'Cora' aged twelve years old as the main contributor in raising the awareness of neurodiversity.

2. Literature Review

This research uses two theories in discovering formula analysis of the twenty-first century of science fiction genre: (1) Formula of Science Fiction, (2) Feminism Disability Theory. The explanations are as follows:

1. The formula in Science Fiction is always about the combination of technology and the future. Raymond Williams (Hake, 2021) states in his book *Utopia and Science Fiction* that "part of the power of science fiction is that it is always a potential mode of authentic shift: a crisis of exposure which produces a crisis of possibility." This indicates that every science fiction narrative will always be transformed following technological, social, cultural, and psychological developments (Diamandis & Kotler, 2020, p. 7). However, the characteristics of science fiction until 1970 are still constructed as male-dominated paradigm (Chakraborty, 2022). Thus, narratives on science fiction written by male authors tend to expose their masculinity, as if they have no other explorations that seem less dominant (Martin, 2023). For example, in the late 1900s, William Gibson, had discovered about the presence of AI in a television matrix, which made him hallucinate as if he could return to his past. This is what is known as the world of cyberspace, a world without boundaries. Thus, various double hauntings appear that are frightening for normal people experiencing *postmnemotechnic*, a simulacra borderline between reality and imagination living effortlessly and without much space inside brain. However, it is these fragmentations that form the basis for the posthuman era which makes memory an alternate world that forces the virtual world to look real. Moreover, this *postmnemotechnic* is finally reformulated by neurodivergent writers to deconstruct narratives that are not related to neurodivergence, which indicate that neurodivergent survivors are always underestimated or seen as useless human beings (Reading, 2022). Therefore, conventions and inventions in science fiction nowadays are evolving within the marginalization on disabilities as an opportunity to resist stereotypes and the struggle they have experienced such as the transformation from male to female hero (Calvin, 2016), hard SF (technology) to soft SF (utopian) (Mirenayat, Bahar, Talif, & Mani, 2017), normal people to neurodivergent (Flynn, 2019).
2. In this study, with reference to the main character, Cora, a little girl who has autism, the Garland Thomson-Feminist Disability theory (Snyder, Brueggemann, & Garland-Thomson, 2022) is used to support the analysis of this study because Cora would be a

scientific sample in order to cure all neurodivergent by her friend's father. This theory explains the subordination of women with disabilities in representing their identities, bodies and activities. The identity position of women in normal conditions has been subordinated to social construction, while Garland adds that physical even mental disabilities make women with disabilities look more marginalized. Thus, as if cultural-constructed, it still counts only men with disabilities could still achieve a position in a cultural and social civilization rather than handicapped woman (Lamb & Garden, 2019).

Jiménez in his journal entitled *Fantasy and Science Fiction in Mohsin Ahmed: Exit West* explains the formula on Exit West which portrays the illegal refugee crisis. The combination of formulas is also the basis for discussing hybridity issues which are dramatized into a form and narrative in the novel *Exit West*. Science Fiction is useful in explaining the ideological construction, while Fantasy enlarges the political landscape in various dimensions (Jiménez, 2020).

Second, a journal proposed by Brown entitled *Swimming Against the Tide: Disability Represented Through Fish Symbolism in (and on) Middle Grade and Young Adult Novels* produces the character, Dory, as a representation of disability in the Finding Nemo sequel. Starting from 2006-2015, several literatures used the symbolization of blue fish to portray the character of disability. Incorporating idioms and imagery strengthens the phenomenon of disability identity in various literary and films consumed by children (Brown, 2019).

Third, a research designated by Sandra Jones entitled *Hey look, I'm not on TV: Autistic People Reflect on Autism Portrayals in Entertainment Media* related to the representation of autistic characters that are displayed fictitiously in television series and films that have pros and cons in constructing perceptions of autism experience without any generalization among the public (Jones, 2022).

Fourth, a research by Bouton entitled *Wonder through the Eyes of Empathy: A Middle Grades Teacher's Guide* trying to use literacy as a tool in voicing diversity towards the middle grade which can become people who are more modest and peaceful among human beings (Bouton, 2019).

Lastly, Shortley in her thesis entitled *But Now I Yearn for A...Story About A Cripple Who Isn't Cured: Representations of Disability in Middle Grade and Young Adult Literature* resulted that people with disabilities are a social construction that compresses their bodies into a perspective that they are human beings who are weak and helpless, while teachers should start to equalize reading for children so that they show that this world contains not only normal people but also those who have special needs (Shortley, 2018).

3. Research Method

The research method used is descriptive-qualitative research. The material object is the novel Elle McNicoll entitled *Show Us Who You Are* published in 2021. The formal object is the formulation of science fiction and middle-grade has transformed the disability narrative to become popularized in society. This novel shows the autism female character, Cora, who tries to oppose the Pomegranate's research on artificial intelligence that attempts to replicate humans with special needs identically to the authenticated humans.

4. Results and Discussion

4.1 Futuristic Inventions

In the formation of science fiction that is more challenging for readers, it is necessary to have a writer who contributes to following civilization and imagining unexpected things that create arousal of expectations, especially in the post-humanist era, one of which is in the film *Blade Runner 2049* (Lindop, 2022). Holograms are an essential element in writing novels that strive for the neurodiversity movement (Krings, Bohn, Hille, & Ludwig, 2023). McNicoll includes these artificial intelligence elements in his novels such as the following narrations:

"What does Pomegranate do? They use artificial intelligence to provide a service. More like holograms." (McNicoll, 2021: 15)

This indicates that Pomegranate is invested in the holograms as said by Krings et al. (2023) in achieving democratic equality for all people even though it has to intersect with the business industry and the technology industry. This would be an intriguing discourse how the (dis)able-ism are being copied and uploaded into artificial intelligence to become a normal version digitally.

"It will be open to the paying public. They can pay money to spend time with the holograms. Well, because some of them will be doubles of famous people. They can pay money and have a long conversation with their favourite actor or musician. Like they're really meeting the person. Hologram that is—will be as humanlike and true to life as possible. They'll study the subject they're recreating and won't activate it until it's identical. It's people's brains and souls uploaded onto a computer and then projected!" (McNicoll, 2021: 16)

Furthermore, in this narration, the hologram looks promising that there is a symbiosis of mutualism when a hologram has a similar but not the same consciousness and soul, but this is the humanistic ideal in achieving a democracy (Määttä, Bodén, & Godhe, 2021). Due to the perfection and pristine condition, everybody would pay any numbers as you throw beneficial and spotlessness to human greed which is entertaining and somehow the blindness hides them from capitalism.

"Well, we interview real people and study them so that we can make a Gram of them and then they can live forever. Virtually. Like virtual immortality. Then their loved ones can visit them after they've died." (McNicoll, 2021: 17)

With the rapid growth of knowledge that is not comparable to practitioners who function as mediators, this consumerism activity results in a shift in perspective which explains that achieving one's wellness will bring about immortality (Wright & Zascerinska, 2022). Meanwhile, being immortal is a basic desire from the side of the dark person in humans. When this civilization is stopped, the world scenario will stop according to Harari's statement in *Homo Deus* (2015):

"Humans are reaching a place where they are capable of being Gods. This level of human power, control and enabling should not be considered lightly, as our species and what it means to be human is either seeing a

controlled modification by those with the power to do so, or could be seen to be under attack."

People in transhumanism believe that they have complete control over the needs they want to achieve so this cannot be considered a trivial matter to celebrate life freely (Hauskeller, 2016).

4.2 Counternarrative of Neurodivergent

So far, we have seen that every neurodivergent sufferer has a fairly glorified life when represented by a non-neurodivergent writer. Therefore, with the advent of OwnVoices, neurodivergent writers have made a counternarrative of neurodivergent life according to reality. This is what makes the Pomegranate company in this novel innovate a new technology, namely 'The Grams,' a holographic human replicated device. Then, Magnus, Adrien's father, invites Cora to become a subject-test for neurodivergent.

"Magnus is really interested in interviewing you for the Golden Department. Well, they're really good at recreating neurotypical people, but he'd love to get a realistically autistic Gram. We never talk about me being autistic. (McNicoll, 2021: 18).

Neurodivergent has always been used as a test-subject by medical authorities and has always been a scapegoat for normalcy desired by parents who do not accept the fact that children have their own uniqueness and intelligence especially empathy testing out for the readers. It would make a dehumanization in neurodivergent and normal people (Hartley, 2022).

"You really think AI can accurately re-create a human being? After that? Yes." (McNicoll, 2021: 55)

"It's a person! A digital person, Adrien. It's amazing. Of course, I'm interested in that." "What about real people? Aren't they much more interesting? There's nothing I would hate more than to be one of those creepy Grams." (McNicoll, 2021: 97)

Even Adrien and Nora have different opinions about the presence of 'The Grams' technology. Adrien really upholds human nature in general, while Cora is not happy with the life that she has been blessed with which makes her want equality with normal humans.

4.3 Female as Hero

From the incident above, that fellow neurodivergent has different parental traits. Women are always used as weak main characters, especially if they have autism. However, in reality when women try to go against human nature with strong feelings and intuitions, they will be completely free, both in spirit and identity.

"My brain knows that I'm looking at a hologram, carefully re-created to represent a human being. The logical part of me knows it to be true. But every other part of me feels like I'm seeing a ghost." (McNicoll, 2021: 115)

"You didn't give me anything back. You didn't even give me a ghost. Or a shadow. You merely broke my heart all over again and gave me a false promise. I'm not ill, Mr. Parton. I don't need a cure. There are lots of things that need curing in the world right now. I'm not one of them. Not everyone will feel like me. Some people might want to change who they are. But that's a choice for them to make. Not their families. Not people like her. Not even you, Minister." (McNicoll, 2021: 188)

All the above narratives indicate that feelings greatly influence one's independence, and even though being born with autism, it does not undermine one's fighting spirit for real friendships and not for togetherness with holograms. So far, women have always had little time to reflect and strengthen their identities, so that is what makes women's classification always subordinated (Dall'Asta, 2021).

5. Conclusion

The conclusion that can be drawn from *Show Us Who You Are* is that McNicoll has succeeded in reconstructing formulas so that the voice of neurodiversity can be achieved for readers; she constructs with the conventions and inventions that occur in her narrative. There are three forms of invention that are applied to the narrative of *Show Us Who You Are*, such as the invention of the hologram technology, the counternarrative neurodivergent perspective, then the female character as the hero in a novel. These three things are related and represent dialectic of issues that are currently happening with the hope that in the future when the marginalized groups become powerless compared to normal people who are far more privileged with their technological abilities, the dialectic issues will successfully voice out the neurodiversity movement.

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THE EFFECTS OF SRSD WITH MNEMONIC TRAP ON EFL UNIVERSITY STUDENTS' READING COMPREHENSION SKILL

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Received: 2023-11-01

Accepted: 2023-12-16

Published: 2023-12-29

Abstract

This paper examines the impact of a Self-Regulated Strategy Development using the mnemonic TRAP on the teaching of English reading comprehension skills. The primary goal of the research is to figure out whether: 1) SRSD with mnemonic TRAP is insightful in enhancing students' reading comprehension skills, and 2) the effects size of SRSD with mnemonic TRAP on students' reading comprehension skills. The research utilizes a quasi-experimental design using a pretest and posttest control group design. As of now, the research has been conducted on fifth semester college students in Sumenep, East Java, Indonesia. This research involves 70 students, with 35 assigned to the experimental group obtaining SRSD with the mnemonic TRAP and 35 assigned to the control group obtaining the RAP method - common strategy. There are significance differences in reading comprehension between students taught using SRSD with the mnemonic TRAP and those taught using the RAP strategy, confirming the results of a paired sample t-test. Students' reading comprehension improves significantly after utilizing the SRSD with the mnemonic TRAP, with an 80% contribution.

Keywords: *reading comprehension; SRSD; TRAP*

1. Introduction

Literacy is defined as the capacity to write and read, as well as the ability to comprehend information and know life skills. Literacy skills are strongly tied to language and text, including the ability to communicate well, compose effectively, and comprehend adequately. Literacy skills are critical for everyone, but especially for students in Indonesia. In Indonesia, students' literacy levels are extremely low. Despite actually, in regards to the Program for International Student Assessment (PISA) report from 2018, Indonesia ranks 74th out of 79 nations with inadequate literacy levels. Furthermore, according to the OECD's 2018 PISA study results, Indonesian students who learned to read obtained an average score of 371 out of a possible OECD score of 487. Between 2015 and 2018, there was no substantial gain in literacy in Indonesia, which previously placed 64th out of 72 countries. As consequently, if this trend persists, it will have a detrimental impact on various areas, including the Indonesian people's willingness to believe fake news or information. This occurs due to insufficient literacy abilities, which prevents people from properly comprehending and processing information. A further consequence is that Indonesians,

particularly today's students, are more acquainted with technology and social media. In the present day, it is uncommon to find student visiting the library; even if it is only to look at a book collection. Students prefer to spend their time playing video games and on social media. Even if students enjoy reading, they choose to read on electronic devices such as smartphones or electronic devices rather than actual books.

In line with early observations undertaken by researchers at a university in Sumenep Regency, East Java, Indonesia, generally, students possess a similar tendency, where they have inadequate interest in reading, and some of them dislike to read at all. They are increasingly interested in playing with electronics along with social media. Their lack of reading enthusiasm and vocabulary expertise pose a challenge difficult for students to succeed in English reading courses. Furthermore, English is a foreign language for them, yet they, as EFL students, persist in trying to acquire Indonesian since their mother tongue is Madurese. As a result, enhancing reading abilities is critical for researchers to tackle.

While there are many more interesting options outside of books, Septia et al., (2022) discover that learners may read literature online via smartphones, which comprise news, novels, bulletins, and invitations. Students who struggle with reading find it challenging to remain affected by this new trend. They are less enthusiastic about reading books, thus reading may assist them in dealing with new trends such as language slang and a lot of new vocabulary. In accordance with Jennings et al. in Rojas, (2022), three environmental elements influence reading comprehension: those related to the family circumstances, social conditions, and the cultural atmosphere. Homes that are burdened by poverty, family instability, and places where violence is prevalent enhance the possibility that children may fail to complete their education. Meanwhile, learners who encounter difficulties with reading and social abilities may be socially insensitive and underachievers. Low-achieving students usually overestimate their popularity. As Lerner in Rojas, (2022), demonstrates, cultural differences, particularly those arising from a culture of poverty, can cause considerable suspicion and discomfort against people witnessed to be in the cultural majority.

Literacy skills must be acquired at a young age, for instance while acquiring knowledge of teaching English at school. Students need to grasp four competencies in the context of English Language Teaching (ELT): listening skill, reading skill, speaking skill, and writing skill. In simpler terms, speaking and writing practices (literacy) are productive components of language production, both oral and written. Acceptance or absorption are the receptive characteristics of listening and reading activities. Reading activities can increase a person's knowledge and global ideas, allowing someone to be proficient in information literacy in this modern era while providing access to information faster. It believes that the Indonesian people will cultivate the habit of reading as a means to boost literacy abilities, primarily for college students in priority to promote critical thinking and understanding. Literacy is thus a talent that everyone must possess in this 4.0 industrial era.

Self-regulated strategy development (SRSD) is one approach used to enhance students' reading skills and reading comprehension while learning English (McKeown, FitzPatrick, Ennis, & Sanders, 2021). *Develop Background Knowledge, Discuss it, Model it, Memorize it, Support it, and Independence Performance* are indeed the six fundamental instructional stages of SRSD. Furthermore, TRAP (*Think before reading, Read a paragraph, Ask for the primary idea as well as significance facts, and Paraphrase the piece*) is a reading

comprehension approach that is designed to strengthen students' reading comprehension skills (Sanders, Jolivette, Rollins, & Shaw, 2021). The efficiency of SRSD was further demonstrated in the research of Özdemir & Kiroğlu, (2022), who discovered that SRSD is typically a strategy that is commonly utilized in writing courses, but in the past few years, SRSD has been employed as well in reading classes, primarily those who are concerned with reading comprehension. The paradigm promotes independent strategy use by combining self-regulation processes with strategy instruction. As a result, a teacher displays goal setting, self-teaching, self-monitoring, and self-evaluation procedures to ensure self-regulation throughout the teaching process. Abdelhaleem, (2022) accomplished the same thing, and the outcome revealed that there was indeed a considerable improvement in the advancement of reading comprehension skills in the experimental group after completing the reading comprehension test by employing the TRAP paraphrasing tactics. Despite all, Hagaman et al., (2016) assessed the effectiveness of the TRAP (Think before you read, Read a paragraph, Ask myself, "What was this paragraph mostly about?" and Put it into my own words) paraphrasing technique taught using the Self-Regulated technique Development model. The subjects in this study were seven middle grade students who were characterized as fluent readers but struggled with comprehension. The TRAP approach promoted reading comprehension as considered by the proportion of text recall and short response questions.

A further investigation carried out by Jozwik et al., (2019) found encompass developing bilingual students with learning difficulties in the research on self-regulated strategy development (SRSD). The effects of classroom instruction on fifth-grade participants' utilization of reading comprehension tactics and proficiency with comprehension question answering were examined in this study. The visual result demonstrated level changes as well as a functional relationship between SRSD training and scores illustrating strategy application and question answering accuracy.

Chandler & Hagaman, (2020), as well as Jozwik et al., (2019), investigated the impact and faithfulness of pre-service teachers' adoption of SRSD on the reading comprehension of middle school students classified as struggling readers. When SRSD is adopted, pre-service teachers can adhere to SRSD components and improve students' reading comprehension.

Several studies on literacy enhancement also have been conducted. Jang et al., (2021) with the title *"The Impact of Literacy on Intention to Use Digital Technology for Learning: A Comparative Study of Korea And Finland"* and Lee et al., (2022) entitled *"The Effects of Technology on K-12 English Language Learners' Literacy Development: A Meta-Analysis"*. Both research studies investigate the impact of technology on literacy skills. The findings of this study indicate that utilizing technology increases literacy skills and that information literacy has a direct effect on the desire to utilize digital technology in Korea and Finland. The more advanced one's information of literacy, the greater one's desire to use digital technology, and the effect of digital literacy on one's intention to utilize technology is fully dependent on habits and performance expectations. Meanwhile, both of these studies use technology to increase literacy abilities, whereas this study uses the SRSD approach with the mnemonic TRAP, which has phases to help children learn reading. According to the findings of the literature review, the application of the SRSD method with the mnemonic TRAP to enhance reading comprehension skills is the primary focus of this research and one of the solutions to literacy challenges in the classroom.

2. Literature Review

Improving students' literacy abilities, such as reading comprehension, is critical and has gained more emphasis in recent years. As a result, comprehension is the ultimate purpose of reading any material. Comprehension, on the other hand, is a diverse and sophisticated process in which learners consistently extract and construct meaning through engagement and involvement with written language. In other words, an in-depth comprehension is a metacognitive process in of which the reader responds to what the author conveys in the text, both implicitly as well as overtly, while utilizing their own prior expertise (Washburn, Abdullah, & Mulcahy, 2021). Reading comprehension, on the other hand, is characterized as the process of generating meaning through the coordination of a variety of complicated processes such as word reading, word and world knowledge, and fluency; nevertheless, it must be aligned with the purpose and text of the reading (Apriyani & Almunawaroh, 2019). Reading is a multidimensional activity that leads to the use of both sense and thought. In reading, word recognition and comprehension are two interconnected processes. The process of identifying how written symbols match to spoken words is known as word recognition. The process of comprehending words, sentences, and related data is known as comprehension. Background knowledge, vocabulary, grammatical comprehension, text expertise, and other tactics are routinely used by readers to assist them interpret written content (Que & Wakim, 2020). Students must be able to receive information and meaning, or have receptive language abilities, in order to communicate effectively. Students not only interact with the material, but they also practice recalling facts from memory, thinking actively, and monitoring their own comprehension. These items aid students' reading comprehension because they allow them to interact with the text, analyzing and recognizing particular material by questioning, recalling, and measuring their own knowledge. This is congruent with a view to of reading comprehension, serving to develop individual engagement in reading material, perceive the important information within the text, as well as memorize text information. In a nutshell, the process of evaluating reading comprehension is arbitrary, prompting a rethinking of evaluation of reading and the utilization of open-ended inquiries in reading comprehension assessments (Kazemi, Bagheri, & Rassaei, 2020; Mama, 2023).

As EFL students, students have numerous challenges following English lectures; restricted vocabulary is the key worry for reading comprehension abilities. One approach to overcome this challenge is to employ reading-related learning methods such as cognitive strategy instruction. The cognitive approach instruction consists of three distinct sections: (a) identifying the targeted approach, (b) discussing the value and usage of the strategy with students, and (c) integrating self-regulation skills to promote the use and maintenance of the strategy. Self-regulated strategy development is an effective, evidence-based strategic education strategy for meeting student needs. SRSD stands for Self-regulated Strategy Development is an evidence-based teaching approach that combines direct instruction of an academic strategy with self-regulation abilities to allow students to apply academic strategies on their own (Li & Gan, 2022; Rogers, Hodge, & Counts, 2020; Sanders, Jolivette, Rollins, et al., 2021; Teng, 2020). SRSD comprises six phases that should be executed in each session in accordance with the teacher's intends and the students' prerequisites, categorized as follows: a) Develop and activate background knowledge, b) Discuss it, c) Model it, d) Memorize it, e) Support it, f) Independent practice.

During the first stage of SRSD, the lecturer develops the students' prior knowledge of connected vocabulary and genre, as well as required abilities like as discovering the main idea and organizing texts. The lecturer considers the mnemonic devices, discusses the method, and wins the students' willingness to utilize the approach into learning agreements and establishing objectives in the second phase, Discuss it. At this instance, the lecturer seeks to figure out TRAP as mnemonic devices. The lecturer then models the approach for students with regard to outlining all of the necessary steps as well as modeling the thinking process involved alongside the specific mnemonic - TRAP. Memorize It, the fourth level, demands students to recall the mnemonic device and stages in the specific technique. This mnemonic comprises of distinct stages, namely, **T**hink before reading, **R**ead a paragraph, **A**sk yourself what the paragraph is largely about and what the most relevant information is, and **P**araphrase the paragraph. In the Support it stage, the lecturer affords scaffolding or directed assistance to students as they strive toward mastery of a particular approach. The last level, Independent Practice, requires fading all aids and each student accomplishing the particular approach individually. All of the above phases enable students to gain insight from a proven instructional approach to teaching reading comprehension skills (McKeown et al., 2021; Salas, Birello, & Ribas, 2021; Sanders, Jolivet, Rollins, et al., 2021).

Precisely stated before, TRAP is a reading comprehension mnemonic presented in conjunction with the SRSD instructional technique, which directly illustrates to learner ways to distinguish the core of the main idea and paraphrase content-specific information. **T** - refers to thinking before reading, **R** - refers for reading the book, **A** - refers for asking questions while reading, and **P** - refers to paraphrase or putting the most important details from the text into your own phrases. The TRAP paraphrasing approach has numerous advantages for students' reading and writing skills. Many academic studies have validated the use of the TRAP paraphrasing approach to engage students in the learning process, boost learning skills, and improve academic success. Students can use the TRAP paraphrasing approach to paraphrase by determining the primary concept and supporting information, as well as understanding the relationship between the phrases in the text being read. Furthermore, paraphrasing assists students in interpreting text passages as it supplies them with the opportunity to receive the target information in order to be instructed, along with stimulates the use of complete sentences. Paraphrasing likewise enables students to embed their grasp of the reading sources into their personal interpretation and argument (Abdelhaleem, 2022; Sanders, Jolivet, Rollins, et al., 2021; Sanders et al., 2020; Washburn et al., 2021).

The RAP strategy is identical to TRAP in the sense that it offers a recap alongside self-monitoring: Read a paragraph; Ask myself, what is the primary idea and details; and Paraphrase or Put the information into own words. The RAP strategy is a process comprised of three stages that requires readers to divide a reading task into smaller portions (such as a passage or a section), read every chunk, assess the major ideas as well as supporting aspects of every component of text, and finally paraphrase or define precisely what is read in each piece of text. This strategy has recently been adapted to the TRAP and now includes a before reading step (Think regarding what you are going to read) in which the reader is set off to employ critical thinking skills to analyze text features (e.g., titles, headings, captions) to formulate an assumption concerning the content they are going to read prior to sectioning and reading text. Along with TRAP, the RAP approach is employed to assist English teachers in enhancing reading comprehension by encouraging readers to read carefully, asking

questions, and providing summaries to make it simpler for students to obtain information, knowledge, and new vocabulary throughout the book as a whole (Surayatika, 2018; Washburn et al., 2021)

3. Research Method

This current research employed a quasi-experimental design comprising a pretest and a posttest. This research is classified into two distinct groups, namely experimental and control. The experimental group acquires reading comprehension using the SRSD with mnemonic TRAP, while the control group gains reading comprehension with regular instruction (RAP). The two groups were examined using the TOEFL reading section pretest and posttest. The participants in this study were all 5th semester students at a university in Sumenep Regency, East Java, Indonesia, at the Faculty of Economics and Business. In this study, 70 students were placed into two groups: 35 experimental class students and 35 control class students. The data used in this research were gathered using two tests: a pretest and a posttest. The research instrument had 50 multiple-choice questions with four possible answers. The pre-test was administered prior to the treatment along with treatment to determine the students' initial reading comprehension skills prior to the SRSD with the mnemonic TRAP was administered. The post-test was then administered to students afterwards they received any kind of treatment to determine their achievement of reading comprehension skills.

As defined by Jozwik et al., (2019) studies, a self-regulated strategy is a framework which encourages autonomous accomplishment with specific techniques whereas highlighting the improvement of self-regulation skills (i.e., goal setting, self-efficacy, self-regulation, monitoring, and self-evaluation). The findings of those research indicate SRSD instruction is beneficial for encouraging comprehension of texts for students with reading difficulties. An additional finding in Hagaman et al., (2016) evaluated the effects of SRSD instruction using TRAP revealed that seven monolingual learners, including one with disabilities associated with learning, enhanced their accuracy with verbally responding to six short answer comprehension questions along with their oral retelling scores.

The data were analyzed using inferential as well as descriptive statistics. The independent and dependent paired sample t-tests were utilized to verify a research hypothesis.

1. Is there a statistically significance difference between students taught with the SRSD with TRAP mnemonic and students taught with the RAP strategy?
2. Is there a significance influence on reading comprehension skills of employing SRSD with the mnemonic TRAP?

4. Results and Discussion

The present research investigated the effectiveness of SRSD with the mnemonic TRAP on the reading skills of college students at one university in Sumenep, East Java, Indonesia. A pretest-posttest quasi-experimental design was employed in this study. Seventy students from the Faculty of Economics and Business were randomly assigned to one of two groups for the fifth semester of English reading classes. Thirty-five students in the experimental group were exposed to SRSD with the mnemonic TRAP, while thirty-five students in the control group were exposed to a common instructional method (RAP). At the

end of a month of treatment, both comparison groups were given a reading comprehension test. The TOEFL reading section of the comprehension test was given to both groups. Statistical investigation of data from the tests' pretest and posttest revealed that SRSD with mnemonic TRAP enhanced reading comprehension in the experimental group as well as enhancing in the control group. The results of descriptive and inferential statistics data analysis using the independent sample t-test and paired sample t-test are shown in Table 1.

Group	Pretest		Posttest		Mean Difference
	M	SD	M	SD	
Experimental	60.8000	10.24063	76.5429	8.08900	+ 15.7429
Control	63.4286	12.48596	74.8857	7.17746	+ 11.4571

Table 1. The results of Descriptive Statistics

According to the descriptive data in Table 1, the control group (M= 63.4286, SD= 12.48596) was slightly higher than the experimental group (M= 60.8000, SD= 10.24063) in terms of SRSD pre-treatment with mnemonic TRAP. This demonstrates that there was no difference in the two groups' skills to reading comprehension prior to the experiment. Yet the experimental group's mean was higher (M= 76.5429, SD= 8.08900) than the control group's (M= 74.8857, SD= 7.17746), as was the mean difference (15.7429 > 11.4571). Both groups improved their reading comprehension from pretest to posttest after treatment. These findings also demonstrate that the experimental group's reading comprehension was considerably higher than the comparison group's, which implies that the SRSD with TRAP mnemonic was more effective than the RAP strategy for enhancing students' reading comprehension skills. Since the data from the statistical analyses indicated normal distributions and homogeneity, the inferential statistics-paired sample t-test was used to evaluate the research's hypothesis. The data were evaluated by Shapiro-Wilk as the sample size was less than a hundred (100), and the result indicated that the significance level was higher than 0.05 ($p > 0.05$), proving that the data was likely assessed using the paired sample t-test.

Tests		N	Descriptive Statistics		Paired T-Test		
			M	SD	T	Df	Sig. (2-tailed)
Pretest	RAP	35	63.4286	12.48596	-7.170	34	.000
	SRSD with TRAP	35	60.8000	10.24063			
Posttest	RAP	35	74.8857	7.17746	-11.550	34	.000
	SRSD with TRAP	35	76.5429	8.08900			

* $p < 0.05$: Significance Value

Table 2. The results of Inferential Statistics
of Experimental and Control Group

Considering the significance value $p < 0.05$, the control group as well as the experimental group demonstrated a significance difference in reading comprehension. Table 2 shows that following treatment, the experimental group had a higher reading comprehension score (M= 76.5429, SD= 8.08900) than the control group (M= 74.8857, SD= 7.17746). It also demonstrated that the two groups had equal levels of reading

comprehension prior to treatment. As the mean difference in reading comprehension between the two groups of students before and after treatment was compared, the experimental group increased by 15.7429 points, while the control group increased by just 11.4568 points. Inferential statistics were employed to examine the research hypotheses, which are as follows:

The 1st Hypothesis

Ha1: There were significance differences on students' reading comprehension pretest achievement among students taught by using SRSD with mnemonic TRAP and those taught by using RAP strategy.

The paired T-test outcomes in pretest of the two groups indicated that the statistical significance level was less than the significance value (0.000 0.05), the null hypothesis was rejected and the alternative hypothesis accepted. In other words, there were statistical significance distinctions regarding the student's pretest mean score within the experimental group and control group.

The 2nd Hypothesis

Ha2: There were significance differences on the student's reading comprehension posttest achievement among students taught by using SRSD with mnemonic TRAP and those taught by using RAP strategy.

Considering this particular instance of Table 2, the probability value was higher than the level of significance (0.05 > 0.000), signifying that the alternative hypothesis was accepted. It demonstrates that there were significance differences in students' posttest reading comprehension proficiency across those taught using SRSD with the mnemonic TRAP and those taught by the RAP strategy.

The 3rd Hypothesis

Ha3: There were significance effects on the students' pretest posttest of reading comprehension achievement in the experimental group.

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest-Posttest	-15.74286	8.06351	1.36298	-18.51277	-12.97295	-11.550	34	.000

Table 3. The results of Paired T-test in the Experimental Group

The result suggested that the degree of significance level was less than the significance value (0.000 0.05). Since the alternative hypothesis was accepted, it could possibly be determined that there were substantial impacts on the experimental group's students' pretest and posttest reading comprehension performance. The eta-squared effect was explored to assess the percentage of significance associated with pretest and posttest

outcomes in both the experimental and control groups. To investigate the effect of eta-square, the following formula was used:

$$\eta^2 = \frac{t^2}{t^2 + (n - 1)}$$

The 4th Hypothesis

Ha4: There were significance effects on the students' pretest and posttest reading comprehension achievement in the control group.

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest-Posttest	-11.45714	9.45374	1.59797	-14.70461	-8.20967	-7.170	34	.000

Table 4. The results of Paired T-test in the Control Group

The findings proved that the level of significance value was at or above the significance level ($0.05 > 0.000$). Therefore, the null hypothesis was rejected thus it could be believed that there were significance effects on the students' pretest and posttest of reading comprehension in the control group. The eta-squared was used to determine the significance effects of the pretest and posttest in the control group.

$$\eta^2 = \frac{t^2}{t^2 + (n - 1)}$$

In terms of outcomes, SRSD with mnemonic TRAP could strengthen the reading comprehension skills of 80% of learners after treatment. Therefore, these findings imply that as compared to the RAP strategy, SRSD with the mnemonic TRAP has more significance influence on enhancing students' reading comprehension. Theoretically, SRSD with the mnemonic TRAP was thought to be an effective approach for improving students reading comprehension. Further studies in the literature are linked to the research findings, and the research findings are addressed in connection to the research questions.

The 1st questions: Is there a statistically significance difference between students taught with the SRSD with TRAP mnemonic and students taught with the RAP strategy? The analysis of comparing the pretest results indicated that all individuals had statistically equal reading comprehension test results. As a consequence, the variance among the individuals in this research was homogeneous. As expected, any noticeable difference in outcomes comparing the control and experimental groups was assigned to treatment. Contrasting the two groups on posttests revealed that the experimental groups outperformed the control group. This demonstrated that combining SRSD with the mnemonic TRAP had a significant favorable impact on the students' reading comprehension skills.

Reading comprehension growth in the comparable groups was monitored further by comparing their performance in the before and post-tests independently. Paired t-tests for reading comprehension tasks demonstrated that the RAP technique used by the control group improved comprehension performance posttest. According to Espinoza's (2020)

research entitled "*Read Ask Put Strategy and Reading Comprehension*", most students improved significantly in determining the primary idea, arguments, and some facts about the reading text. This is consistent with the findings of Apriyani & Almunawaroh's, (2019) research, which found a substantial difference in reading comprehension achievement between students taught utilizing RAP.

Furthermore, by the assistance of RAP, the mean score of the posttest increased after treatment ($M = 74.8857$, $SD = 7.17746$) in this research. Yet, the mean score increases in the experimental group ($M = 76.5429$, $SD = 8.08900$) that assists students with SRSD with mnemonic TRAP is lower. As stated by McKeown et al., (2021); Sanders, Jolivet, & Harris, (2021); Sanders et al., (2020, 2021), those studies demonstrate that the TRAP reading strategy is an adequate approach for teaching reading comprehension skills. Employing the SRSD model to teach the TRAP reading strategy is an efficient way to ensure higher students acquire the reading comprehension skills required for accomplishment. From the outset, the TRAP strategy may offer a time-efficient yet effective strategy for teaching reading comprehension.

The 2nd questions: Is there a significance influence on reading comprehension skills of employing SRSD with the mnemonic TRAP? Table 2's results illustrate that the significance value (p -value) was less than the significance level ($0.000 < 0.05$). It can be inferred that the experimental group had significance influence on the students' pretest and posttest reading comprehension achievement. The significance value of the control group, on the other hand, indicated that the p -value was less than the significance level ($0.000 < 0.05$). It reflects that there were substantial implications on the students' pretest and posttest reading comprehension in the control group.

According to the data, the RAP tackle may raise 60% of students' capacity for reading comprehension after treatment, and yet SRSD with the mnemonic TRAP enhance 80% of students' reading comprehension abilities. The results demonstrate that SRSD with the mnemonic TRAP has a more significance effect on students' reading comprehension than the RAP strategy.

5. Conclusion

The following conclusions can be formed as a result of the research and discussion: 1) There were significance differences in reading comprehension between students taught using SRSD with the mnemonic TRAP and those taught using the RAP strategy. 2) There were considerable effects on students' reading comprehension after using the SRSD with the mnemonic TRAP, with an 80% contribution. Finally, SRSD with the mnemonic TRAP engaged students in critical reading as well as comprehension. As a result, students' who struggled with reading comprehension might benefit from SRSD with the mnemonic TRAP.

This research implies that selecting instructional strategies and learning methods that are suitable and appropriate for students' needs may possess an enormous effect on the enhancement of students' reading skills. Students with high levels of literacy will gain advantages throughout the learning process and will perform better academically. As a result, enhancing student literacy needs to be the main priority in university. This should be a concern for both teachers/educators/lecturers and learners' guardians and parents.

Parents and educators may promote students' interest in reading and literacy by offering instruction reading habits at an early age, establishing an atmosphere that promotes learning, and utilizing technology as a means of instruction. Furthermore, enhancing student

literacy is an uphill battle, but the involvement of parents and educators will undoubtedly and substantially assist students in attaining their academic potential as well as becoming prosperous in the future.

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POLITENESS STRATEGIES USED BY MAJOR CHARACTERS IN JANE AUSTEN'S NOVEL, *PRIDE AND PREJUDICE*

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Received: 2023-11-01

Accepted: 2023-12-19

Published: 2023-12-29

Abstract

The purpose of this study was to describe the language politeness employed by the major character in *The Pride and Prejudice* novel. The method used was descriptive qualitative. The researchers found: first, the data of positive politeness strategies and the data of negative politeness strategies were in line with Brown and Levinson's theory, 10 positive types of politeness strategies. The mostly used were: paying attention to the speaker's interests, wants, requirements and commodities. When the speaker truly means "you" or "me", he can employ the strategy of inclusiveness form to invoke the cooperative presumptions and rectify FTAs, giving or asking for explanations, insisting on reciprocity, goodness, sympathy, understanding, and cooperation. Out of 8 negative types of politeness strategies, the mostly used were: adopting a customarily indirect stance, not taking compliance for granted, expressing pessimism about one's capacity or willingness, to reduce the burden, as cited from the FTAs as an illustration of a general principle. Then, three factors influenced the use of polite language, namely: social distance, power, and degree of impositions.

Keywords: *degree of impositions; politeness strategies; power; social distance*

1. Introduction

A novel functions as reading and educational resources due to their intrinsic and extrinsic values. Modern novels are often presented in prose style. The use of communication in a story or novel can help readers interpret the linguistic usage of the characters. The evolution of novels signifies a shift from a primarily religious outlook on existence to a renewed focus on the intricacies of everyday life. Aligned with the evolution of novels, the rise of a well-educated middle class, the widespread adoption of the printing press, and a transformed economic landscape form the foundational factors driving these noteworthy shifts in literary creativity during the eighteenth century. To this day, the novel retains its dominant position as the literary genre that is mostly favored. The majority of novels are about ordinary people, and the challenges they encounter in their respective cultures are at the root of these important transformations in eighteenth-century literary creation (Pristiwati, Rustono, & Prabaningrum, 2020).

A novel also contains linguistic aspects, which are interesting to be analyzed. According to Setyawan, Binawan, & Nugraeni (2022) the science that studies the meaning

intended by the speaker is known as Pragmatic. Pragmatics is the investigation of the relationship between language form and its users (Kelly & Cordeiro, 2020). The study of pragmatics focuses on meaning. It can be said listeners understand what the speakers are saying. According to the dimensions of pragmatic theory, "direct directive", speech acts are the main kind of persuasive speech employed by spokespersons which (a) comprises speech acts of "indirect directive," such as the statement "JaDi's partner is the best partner," and (b) contains direct utterances of commands or requests, like the phrase "Vote Number 2!" (Taufik, 2014).

Politeness Strategies are the propensity to emphasize proximity between speaker and hearer when using positive politeness form and might be viewed as a solidarity strategy. This may serve as the main plan of action for the entire group or it may be a choice made by a certain speaker on a particular occasion. When face-threatening activities are intended or necessary, politeness strategies are utilized to save the hearer's face (Feng, 2023). People therefore greatly require language as a tool of communication in their daily lives. An essential topic in communication is politeness. Being courteous involves acting in a way that makes an effort to consider the feelings of the individuals being addressed. Being courteous is a universal virtue. Most languages create their own rules for politeness. This pertains to the community's social and cultural ideals. Bald on-record, positive, negative politeness, and off-record are all examples of politeness strategies. Face-Threatening Acts (FTA) are described as behaviors that are fundamentally harmful to the speaker's or addressee's face by acting against the other's wishes and desires (Sapoetra, 2021). A person's negative face is threatened when he or she does not avoid or seek to avoid the restrictions on the freedom of action of his or her interlocutor. The speaker or listener will struggle to communicate due to the negative face, which impedes communication construction, and will surrender to the other. When a bad face is threatened by both the hearer and the speaker, freedom of choice and action is limited. The politeness degree of aggressive speech given by campaign speakers is highly important. The politeness level of the language is significantly impacted by the substance of the conversation and the speakers' already acknowledged local cultural norms (Wedhowerti, 2023).

Syakur, Susilo, Wike, & Ahmadi (2020) state that language serves as a tool for communication and information exchange. A person can communicate with another through language for a variety of goals, such as informing, ordering, persuading, and reassuring them. This concept demonstrates that language is created and used by human civilization, but it also acquires significance as a means of interpersonal communication. Sometimes in communication, the listeners do not grasp what the speaker is trying to say. This might lead to differing interpretations among them.

Yulian & Mandarani (2023) suggest that three factors influence the speakers' employed politeness strategies; they are social distance, power, and the degree of imposition between the speaker and the hearer. People have factors that affect how they use politeness strategies in their lives. Taking into account the potential relationship between the speaker and the interlocutor, the speaker tries to choose the right way to express himself. These three factors are, in fact, are inseparable from one another. In most cases, greater social distance also involves greater power differences, whereas someone who knows well or with whom to share common interests usually falls into the same social category; surely someone will put more effort into avoiding offense when dealing with an official. Fitriyah, Emzir, & Ridwan (2019) describe that the elements of politeness theory,

namely the three sociological factors affect the choice of politeness strategy and the seriousness of the face-threatening action: the distance between speaker and listener; the power difference between the speaker and listener; and ranking of the seriousness of the face threat.

There are three reasons why the researchers take this title; the first reason is that in daily interactions, people sometimes do not recognize if the activities they perform are courteous, resulting in the face loss of their interlocutor, which they do not even realize. Some of them do not even know what politeness is.

The second reason, *Pride and Prejudice* has been one of the most well-known novels ever since it became an instant hit in 1813. Elizabeth Bennet, the novel's vivacious protagonist, is described by Jane Austen "as charming as ever appeared in print" in her own words. This novel is the finest comedy of manners of Regency England because of the romantic conflict between the opinionated Elizabeth and her proud beau, Mr. Darcy, which is a splendid performance of civilized sparring. Jane Austen is radiant with sparkles as her characters dance a delicate quadrille of flirtation and intrigue. This novel demonstrates family relationships rather than romantic relationships, implying that blood is thicker than water (Septianto, Northey, Chiew, & Ngo, 2020). The major characters in the novel also use many expressions, sentences, and body language that contain acts of politeness including the implementation of positive and negative strategies of politeness.

The third reason is that previous studies mostly examined the number of occurrences of politeness strategies such as bald on record, off record, and positive-negative politeness in movies. In this research, the researchers want to analyze the factors that influence the major characters in the novel *Pride and Prejudice* using politeness strategy.

2. Literature Review

2.1 Positive politeness

Positive politeness is focused on reducing a threat to the hearer's positive face ensuring that the hearer is comfortable, including avoiding arguments and jokes, being unbeaten, using solidarity, making a commitment, listening to the hearer's needs and wishes, and being optimistic (Prayitno et al., 2022). Having a positive attitude is necessary for someone to feel loved and welcomed by others.

- P1 (Positive 1) : Paying attention to the speaker
- P2 (Positive 2) : Being dramatic
- P3 (Positive 3) : Increasing the listener's interest in the speaker's contribution
- P4 (Positive 4) : Utilizing in-group identification indicators in speech
- P5 (Positive 5) : Seeking consensus on secure subjects
- P6 (Positive 6) : Steering clear of conflict
- P7 (Positive 7) : Asserting, promoting, and presupposing shared ground
- P8 (Positive 8) : Cracking a joke to lighten the mood
- P9 (Positive 9) : Asserting or implying awareness or care
- P10 (Positive 10) : Making an offer and a promise
- P11 (Positive 11) : Having faith of the FTAs
- P12 (Positive 12) : Invoking the cooperative presumptions and rectifying FTAs.
- P13 (Positive 13) : Giving or asking for explanations
- P14 (Positive 14) : Insisting on reciprocity

P15 (Positive 15) : Being good, sympathetic, understanding, and cooperative

2.2 Negative politeness

Typically, this is seen from the listener's dejected face. Negative face is the desire to maintain one's independence, so it is more acceptable for the speaker to include the audience by using distance-creating styles like apologizing (Erkinovna, 2019) The desire to be free to act, free from imposition, and unhindered by others.

- N1 (Negative 1) : Adopting a customarily indirect stance
- N2 (Negative 2) : Not taking compliance for granted; asking, then hedging
- N3 (Negative 3) : Expressing pessimism about your capacity or willingness
- N4 (Negative 4) : Reducing the burden
- N5 (Negative 5) : Being respectful
- N6 (Negative 6) : Expressing regret
- N7 (Negative 7) : Impersonalizing the speaker and the listener. It can be polite to keep the identity of the speakers and listeners secret during a conversation
- N8 (Negative 8) : Citing the FTA as an illustration of a general principle
- N9 (Negative 9) : Nominalizing to put the actor further away and to create formality
- N10 (Negative 10) : Declaring yourself to have incurred a debt or not to have incurred one

2.3 Social distance

It is about the speaker and hearer in a symmetric relation (Jannah & Ghofur, 2022); how successful the interaction between the speakers and the hearers is from social status or close relationship.

2.4 Power

How strong the influence and position in the relationship is between the speakers and the hearers. It is about the speaker and hearer in a relative power (Ambarwati & Kuncorohadi, 2023).

2.5 Degree of imposition

According to AlAfnan (2022), the value of impositions might still change depending on the situation. There are two tiers, one for impositions requiring services (including the contribution of time) and one for impositions requiring products (including nonmaterial goods like information). Both impositions apply to actions that result in FTAs. When a speaker exhibits more FTAs in his utterances, the act's imposition increases. As a result, the speaker will employ extremely typical politeness methods when conversing.

3. Research Method

This study uses a descriptive qualitative approach, mentioned by (Xirera, Muth'im, & Nasrullah, 2021) that focuses on the meanings and the traits of events, people, interactions, settings/cultures, and experiences, as well as on defining characteristics. It is based on explanation or description, not statistics. The researchers explain the data which are taken from major characters in *Pride and Prejudice novel* by Jane Austen. The data of the research are all words, phrases, and sentences related to the positive and negative politeness Strategies used by major characters in *Pride and Prejudice Novel* by Jane Austen and the

novel becomes the primary data source, while the secondary data sources are taken from respective references.

The researchers concentrate on all novel passages that mention both constructive and destructive politeness strategies. Xie (2021) argues that a comprehensive system for distinguishing and relating all the types of data with which measurement and scaling theories deal, regardless of the behavioral context of the data or their sources, data are descriptively analyzed.

There are four different ways to acquire data: through observations notes, interviews, documents, and audiovisual sources. In line with Peterson (2019) the first instruments are the researchers reading the novel briefly and deeply. The second instruments are observation notes, documents, and table sheets. The document is the e-novel namely *Pride and Prejudice* Novel by Jane Austen. The observation notes are for taking notes on all analysis activities. The table sheet is for identifying, classifying, and the purpose of analysis process.

Next, the data are classified according to the face-saving act (FSA) of the speaker and interlocutor, and speech act phrases are analyzed using the politeness strategy theory of Brown and Levinson and the speech act theory of J.L. Austin (Raji et al., 2020). The three concurrent flows of processes that comprise data analysis are data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994) cited by Ernawati, Issusilaningtyas, & Sefiani (2022).

There are two data analysis procedures taken, the first is analyzing the type of politeness strategies in which sentences or dialogue in the novel include 15 positive types of politeness and 10 negative types of politeness; second is analyzing the factors of politeness strategy of Brown and Levinson (1987) emphasizing that choosing a particular politeness strategy is determined by three factors, namely: social distance, power, and degree of imposition. Taking into account the potential relationship between the speaker and the interlocutor, the speaker tries to choose the right way to express himself.

4. Results and Discussion

4.1 Politeness Strategy Employed

The findings describe the type of positive politeness strategies employed by major characters in the novel *Pride and Prejudice*, and the second section describes the factors underlying the major character's preferences in using certain politeness strategies. The researchers find positive politeness strategies and negative politeness strategies in the novel. The table below shows the politeness strategies employed in the novel.

Negative Politeness	n1	Adopt a customarily indirect stance
	n2	Don't take compliance for granted. Ask, then hedge
	n3	Express pessimism about your capacity or willingness
	n4	Reduce the burden
	n5	Be respectful
	n6	Express regret
	n8	Cite the FTAs as an illustration of a general principle
	n10	Declare yourself to have incurred a debt or to not have incurred one

Table 1. Negative Politeness

Positive Politeness	p1	Pay attention to the speaker's (interests, wants, requirements, commodities, etc.)
	p3	Increase the listener's interest in the speaker's contribution
	p5	Seek consensus on secure subjects
	p6	Steer clear of conflict
	p7	Assert, promote, and presuppose shared ground
	p10	Make an offer and a promise
	p12	When the speaker truly means "you" or "me", he can employ this strategy's inclusive "us" form to invoke the cooperative presumptions and rectify FTAs.
	p13	Give or ask for explanations
	p14	Insist on reciprocity
	p15	Goods, sympathy, understanding, and cooperation

Table 2. Positive Politeness

From the table above (n= negative politeness, p= positive politeness), it can be seen that the positive politeness that is mostly used is paying attention to the speaker's interests, wants, requirements and commodities. This increases the listener's interest in the speaker's contribution in making an offer and a promise, when the speaker truly means "you" or "me", and he can employ this strategy of inclusiveness "us" form to invoke the cooperative presumptions and rectify FTAs., giving or asking for explanations, insisting on reciprocity of being good, sympathetic, understanding, and cooperative. While for negative politeness the mostly used are not taking compliance for granted, asking then hedging, expressing pessimism about capacity or willingness, to reduce the burden, as cited from the FTAs as an illustration of a general principle.

4.2 Positive vs Negative Politeness

This section describes in detail about which types of positive and negative politeness strategies appear mostly and which are only occasional.

P1. Pay Attention to the speaker's (interests, wants, requirements, commodities, etc)

C-1/P-1/01

Darcy :

Dear Miss Elizabeth, I am sure my attentions have been too marked to be mistaken. Almost as soon as I entered the house I singled you out as the companion of my future life.

Darcy's remark demonstrated his increased interest in Lizzy. Darcy desired Lizzy's attention

P3. Increase the listener's interest in the speaker's contribution.

C-1/P-1/01

Darcy :

Dear Miss Elizabeth, I am sure my attentions have been too marked to be mistaken. Almost as soon as I entered the house I singled you out as the companion of my future life.

Lizzy :

(cont'd) But before I am run away with my feelings perhaps I may state my reasons for marrying. Firstly, that it is the duty of a clergyman to set the example of matrimony in his parish. Secondly, that I am convinced it will add greatly to my happiness, and, thirdly, that it is at the urging of my esteemed patroness Lady Catherine that I select a wife.

Darcy :

My object in coming to Longbourn was to choose such a one from Mr Bennet's daughters, for I am to inherit the estate and such an alliance will surely suit everyone. (drops to his knee) And now nothing remains for me but to assure you in the most animated language of the violence of my affections.

Darcy's remark demonstrates his increased interest in Lizzy. Darcy desires Lizzy's attention. Furthermore, he explains why he should marry and how he comes to choose Lizzy. Darcy does it so Lizzy would be interested in Darcy and accepts him as her husband. Darcy, on the other hand, admires Lizzy, so he keeps her cheerful demeanor. Darcy expresses some of his desires to increase the interest in his own contribution to the discourse by telling a wonderful story. Darcy employs vivid explanation or description as the speaker. As a result, it could bring Lizzy's right into the heart of the events being discussed, even if only symbolically.

P5. Seek consensus on secure subjects

C-55/P-428/16

'You are a good girl;'

'and I have great pleasure in thinking you will be so happily settled. I have not a doubt of your doing very well together. Your tempers are by no means unlike.'

The father provides a sense of security and comfort, gives confidence to his daughter for happiness after marriage. He does not even have to think about wealth and the best service in his life. In this context, it can be said that Jane's life is guaranteed, there is no doubt about it.

P6. Steer clear of conflict

C-17/P-114/10

Lizzy applied from Darcy:

'Sometimes. One must speak a little, you know. It would look odd to be entirely silent for half an hour together; and yet for the advantage of SOME, conversation ought to be so arranged, as that they may have the trouble of saying as little as possible.'

The speaker wants a secure subject to steer the conflict then the listener gives an argument that it is better to be silent or talk less to avoid problems (taking agreement). In social life we must understand that what is said must be accounted for and circumstances force us to follow the rules applied.

P7. Assert, promote, and presuppose share ground

C-17/P-114/08

Darcy to Lizzy:

'Do you talk by rule, then, while you are dancing?'

The speaker is of the opinion that even though he is in a position to carry out activities, namely dancing, the listener still maintains his speech according to the ethics of a polite person and speaks little according to the rules (small talk or gossip). The degree of impositions plays a role here because of the application of the above rules.

P10. Make an offer and a promise.

C-17/P-140/12

Mrs. Bennet:

'What do you mean, Mr. Bennet, in talking this way? You promised me to INSIST upon

Darcy to Lizzy:

'Are you consulting your own feelings in the present case, or do you imagine that you are gratifying mine? ' her marrying him.'

Mrs. Bennet confirms to her husband what Mr. Collins has promised. Power clearly appears here because Mr. Bennet as a father as well as Lizzy's parent has the right to determine who she marries for the honor and future of the family. Social distances are clearly visible between the landlord and his tenants. Degrees of impositions also appear with indications of an element of coercion and intimidation from Mr. Collins with his privileges and powers.

p12. When the speaker truly means "you" or "me," he can employ this strategies inclusive "us" form to invoke the cooperative presumptions and rectify FTAs.

C-14/P-84/04

Caroline:

"Miss Bennet, let us take a turn about the room.

(cont'd) It's refreshing, is it not, after sitting so long in one attitude?"

Lizzy:

When the speaker truly means "you" or "me," he can employ the inclusive strategy "us" to invoke the cooperative presumptions and rectify FTAs. *Let's* is an inclusive "we" expression in English. "Miss Bennet, let us take a lap around the room," is a suggestion that Caroline makes in an attempt to persuade Elizabeth to fulfill her own desire. *Let's here* is equivalent to "us." Additionally, the request implied is intended for both Caroline and Lizzy. The close relationship between Caroline and Lizzy makes it so that the two of them do not feel awkward in being (social distance) eroded by themselves.

p13. Give or ask for explanations

C-33/P-238/15

Lizzy :

Had not my feelings decided against you had they been indifferent, or had they even been favourable, do you think that any consideration would tempt me to accept the man who has been the means of ruining, perhaps for ever, the happiness of a most beloved sister?'

Lizzy asks for an explanation about Darcy's statement that Darcy loves Lizzy; nothing happens and again distance and social status affect the relationship between the two.

p14. Insist on reciprocity.

C-17/P-111/05

Lizzy:

I have to have your spotted muslin,

Jane :

No, I need it! It makes Kitty look like a pudding.

Lizzy:

Oh please Jane, I'll lend you my green slippers.

In effect, Lizzy might say. *If you do X for me, I'll do Y for you.* It demonstrates that Lizzy —the speaker—tries to reach a compromise with Jane. Lizzy wears Jane's spotted muslin since she wants to attend the event and agrees to lend Jane her green slippers. Lizzy here just tries to agree with Jane. The two of them compromise each other to exchange their belongings with the aim of being mutually beneficial to each other; here social distance no longer exists because they are sisters.

p15. Good, sympathy, understanding, and cooperation

C-1/P-1/03

Mr. Bennet:

'You want to tell me, and...

Mrs. Bannet:

I have no objection to hear- ing it.'

Showing an attitude of sympathy and also cooperation between the two makes social distance less and less; this is because they suppress each other's ego (Power) in resolving a conflict to find a final solution. After the two previous factors appear, it can be concluded that there is no element of imposing from this situation.

n1. Adopt a customarily indirect stances

Mrs. Bannet :

'This, madam, is a faithful narrative of every event in which we have been concerned together; and if you do not absolutely reject it as false, you will, I hope, acquit me henceforth of cruelty towards Mr. Wickham. I know not in what manner, under what form of falsehood he had imposed on you;

Learning from a less or impolite attitude makes us not much lower than other people, but with a good attitude it actually allows someone to adopt this attitude indirectly and improve themselves. Indeed Power plays an important role here because with that power a person can freely do whatever he wants.

n2. Don't take compliance for granted. Ask, then hedge.

C-4/P-8/02

Lizzy :

Will you come to the Netherfield ball then, Mr. Wickham?

Will you come to the Netherfield ball then, Mr. Wickham? Lizzy asks Wickham whether he will attend Bingley's party. Her words could be interpreted as an appeal for Wickham to attend the event.

n3. Express pessimism about your capacity or willingness

C-17/P-114/06

Lizzy:

'Both,' 'for I have always seen a great similarity in the turn of our minds. We are each of an unsocial, taciturn disposition, unwilling to speak, unless we expect to say something that will amaze the whole room, and be handed down to posterity with all the eclat of a proverb.'

Lizzy emphasizes that even though in our minds we are the same but different in some ways such as social life, desires, and positions. There is a sense of pessimism that arises from it and Darcy does not realize it directly. In this case again social influences affect one's perspective.

N4. To reduce the burden

C-20/P-140/08

Mr. Bannet :

'I have sent for you on an affair of importance. I understand that Mr. Collins has made you an offer of marriage. Is it true?' 'Very well—and this offer of marriage you have refused?'

Mr. Bannet (Lizzy's father) accepts Mr. Collins to reduce the burden of life by marrying off her daughter (Lizzy) to a rich landlord. In that way one problem can be solved because Lizzy has an established life in the future. With Power as a father, Mr. Bannet imposes his will on his daughter, Lizzy.

n5. Be respectful

C-55/P-422/21

Jane to Lizzy :

'Lizzy, you must not do so. You must not suspect me. It mortifies me. I assure you that I have now learnt to enjoy his conversation as an agreeable and sensible young man, without having a wish beyond it. I am perfectly satisfied, from what his manners now are, that he never had any design of engaging my affection.'

Jane asks Lizzy to respect, appreciate and be able to accept the decision to marry the man she loves, although at first her character is arrogant and proud of her wealth and family status but with time and a mutually supportive relationship she could finally change for the better. It can be seen that there is an element of coercion so that Lizzy can accept Jane's decision sincerely.

n6. Express regret.

C-7/P-40/04

Mr. Bingley :

I know this is all very untoward, but I would like to request the privilege of speaking to Miss Jane (cont' d)- alone.

Bingley acknowledges the impingement after his statement. With the expression "I know this is all very unseemly, but I would like to request the privilege of speaking to Miss Jane - alone," Bingley merely acknowledges that he is intruding on Mrs. Bennet's face. Bingley does not say "I'm sorry," but instead he makes a self-effacing comment about how his arrival might be untoward, which serves as an apology. In his request, Bingley expresses his regret or resistance to perform an FTA.

n8. Cite the FTA's as an illustration of a general principle

C-23/P-173/10

Jane :

'I must think your language too strong in speaking of both,' 'and I hope you will be convinced of it by seeing them happy together. But enough of this. You alluded to something else. You mentioned TWO instances. I cannot misunderstand you, but I entreat you, dear Lizzy, not to pain me by thinking THAT PERSON to blame, and saying your opinion of him is sunk. We must not be so ready to fancy ourselves intentionally injured. We must not expect a lively young man to be always so guarded and circumspect. you are supposing. They have known her much longer than they have known me; no wonder if they love her better. But, whatever may be their own wishes, it is very unlikely they should have opposed their brother's. What sister would think herself at liberty to do it, unless there were something very objectionable? If they believed him attached to me, they would not try to part us; if he were so, they could not succeed.

Jane thinks that Lizzy's words are too direct and justify the character of Mr. Collin. Even though she is of an uncivilized character but Lizzy should not say that; in general principle she has looked down on Mr. Collin from one side only. While his intentions are good because he wants to alleviate poverty from the Bannet family, one of which is by marrying one of his daughters. Social factors are clearly influential here because Mr. Collin is the landlord with a higher social status.

n10. Declare yourself to have incurred a debt or to not have incurred one

C-23/P-172/09

Lizzy :

My dear Jane, Mr. Collins is a conceited, pompous, narrow-minded, silly man; you know he is, as well as I do; and you must feel, as well as I do, that the woman who married him cannot have a proper way of thinking. You shall not defend her, though it is Charlotte Lucas.

Lizzy really does not respect and does not like the character of Mr. Stupid, narrow-minded Collin, on his own. Lizzy also believes that a woman who marries him will not be able to think rationally because she only thinks about pleasure. Honor and dignity do not mean anything to Mr. Collin. Social distance is an element that is so obvious because of the difference in status and wealth between the host and the tenants, especially those from less well-off families.

4.2 The factors that influence the use of positive politeness strategy

According to Hastuti & Wijayanto (2023) there are three factors that influence the use of polite language, namely: Social distance, Power and Degree of Impositions. The table 4.4 below displays the phenomenon of elements in the data connected to positive politeness strategy in *Pride and Prejudice* novel.

No	Factors	Frequency	Percentage
1	Social distance	11	36,7%
2	Power	13	43,3%
3	Degree of impositions	6	20%
Total		30	100%

Table 3. The factors influencing the use of positive politeness strategies

Social distance occurs 11 (36,7%), Power 13 (43,3%) and Degrees of Impositions 6 (20%) for total of 100%. It turns out that what influences mostly is the Power. The reason is because if someone can restrain or control his power or position, his ego will drop so that he tends to produce or express positive polite language and vice versa.

4.3 The factors that influence the use of negative politeness strategies

There are factors that influence the major characters in *Pride and Prejudice* novel in using certain positive politeness strategy. The table 4 below displays the phenomenon of elements in the data connected to negative politeness strategy in the novel.

No	Factors	Frequency	Percentage
1	Social distance	12	37%
2	Power	9	29,7%
3	Degree of impositions	10	33,3%
Total		30	100%

Table 4. The factors that influence the use of negative politeness strategies

Table 4 shows the factors that influence the major character in using negative politeness strategies. Totally there are 30 of the 39 politeness strategies used. It accounts for social distance that occurs 13 (37%), Power 8 (29.7%) and Degrees of Impositions 9 (33,3%) for total of 100%. It turns out that what influences the most is social distance, in this context the reason is because the father's social distance; he is awkward so that the language of politeness that is produced tends to be negative and vice versa.

5. Conclusion

Related to type of positive politeness strategies in *Pride and Prejudice* novel that are used by major characters, the findings show that ten types of positive politeness strategies can be found in the characters' utterances, they are: Increase the listener's interest in the speaker's contribution, Seek consensus on secure subjects, Steer clear of conflict, Assert, promote, and presuppose shared ground, When the speaker truly means "you" or "me", he can employ this inclusive strategy "us" form to invoke the cooperative presumptions and rectify FTAs, Give or ask for explanations, Pay attention to the speaker's (interest, wants, requirements, commodities, etc.), Make an offer and a promise, goodness, sympathy, understanding, and cooperation and Insistence on reciprocity. Meanwhile five other

strategies are not used, they are: Being dramatic (strategy number 2), Utilizing in-group identification in speech (strategy number 4), Cracking a joke to lighten the mood (strategy number 8), Asserting or implying awareness and care (strategy number 9), and Having faith to the FTA's (strategy number 11). The researchers find out that there are 39 data in the dialogue in *Pride and Prejudice* novel which contain positive politeness strategies.

The findings shows that the characters employ eight positive politeness strategies. For negative ones, they are each one cited from the FTAs as an illustration of a general principle (strategy number 8), one strategy Adopting a customarily indirect stance (strategy number 11), Not Taking Compliance for Granted. Asking, then hedging (strategy number 2), to reduce the burden (strategy number 4), Declaring yourself to have incurred a debt or not having incurred one (strategy number 10), Being respectful (strategy number 5), Expressing regret (strategy number 6) and the strategy occurs more than five at the high ranks (Expressing pessimism about your capacity or willingness (strategy number 3). Strategies that are not used are: Impersonalizing the speaker and the listener; It can be polite to keep the identity of the speakers and listeners secret during a conversation (strategy number 7) and Nominalizing to put the actor further away and to create formality (strategy number 9).

Related to the discussion of the factors that influence in underlay politeness strategies, the researchers find three types of factors. They are social distance, power and degree of impositions. Based on the data, the factors that influence the major character in underlying positive politeness strategies have the greatest rank, accounting for 30 of 39 data points. In other words, it accounts for each social distance occurring 11 (36,7%), Power 13 (43,3%) and Degrees of Impositions 6 (20%) for total of 100%. It turns out that what influences the most is the Power factor; in this context the reason is because if someone can restrain or control his power or position then his ego will drop so that he tends to produce or express positive polite language and vice versa.

The factors that influence the major character in underlying negative politeness strategies have the greatest rank, accounting for 30 of the 39 data points. In other words, it accounts for each social distance occurring 13 (37%), Power 8 (29.7%) and Degrees of Impositions 9 (33,3%) for total of 100%. It turns out that what influences the most is the Social distance factor, in this context the reason is because The farther has social distance, he is awkward so that the language of politeness is produced tends to be negative and vice versa.

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