

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

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

VOLUME 4, NUMBER 2

DECEMBER 2020



FAKULTAS SASTRA  
UNIVERSITAS ISLAM SUMATERA UTARA  
MEDAN

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

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

**VOLUME 4, NUMBER 2**

**DECEMBER 2020**

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

*Language Literacy: Journal of Linguistics, Literature and Language Teaching* is a blind peer-reviewed international journal biannually published by the Faculty of Literature, Universitas Islam Sumatera Utara (UISU), Medan, Indonesia. Publication is issued in June and December. Its first issue was published in December 2017. It has been added to DOAJ since 27 June 2018, and is nationally accredited with Grade 4 (SINTA 4) by the Ministry of Research Technology and Higher Education of Republic Indonesia based on the Decree Number: 28/E/KPT/2019 dated 26 September 2019. The accreditation is valid from Volume 2 Number 1 2018 to Volume 6 Number 1 2022 (5 years). In 2020, this Journal was submitted for reaccreditation, and as a result it is upgraded to SINTA 3 based on the Decree issued by the Ministry of Research Technology and Higher Education of Republic Indonesia number: 148/M/KPT/2020 dated 3 August 2020, which is effective from Volume 3 Number 2, 2019 to Volume 7 Number 2, 2023 (five years).

Authors are encouraged to submit complete unpublished and original works or research results, which are not under review in any other journals.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.

#### **Editor in Chief**

Purwarno

#### **Editor**

Sri Wulan  
Susie Ekalestari  
Pardi  
Muhammad Fatih Suhadi

Islamic University of North Sumatra, Medan  
Islamic University of North Sumatra, Medan  
Islamic University of North Sumatra, Medan  
Islamic University of North Sumatra, Medan

#### **Editorial Board**

Prof. Abdur Raheem Kidwai  
Prof. Zuraidah Mohd Don  
Prof. Mohd. Asaduddin  
Prof. Didi Suherdi  
Prof. Amrin Saragih  
Prof. Aiman Sanad Al-Garrallah  
Prof. Mashadi Said  
Prof. Jumino Suhadi  
Prof. Effendi Barus  
Assoc.Prof.Dr. Mohd.Nazri Latiff Azmi  
Dr. Ni Luh Nyoman Seri Malini  
Dr. Nguyen Thi Thuy Loans  
Dr. Noordin Mohd. Noor  
Dr. Suzanna Muhammad  
Dr. Harun Al-Rasyid  
Dr. Ida Baizura Binti Bahar  
Dr. Dentisak Dokchandra  
Dr. Rahmah Fithriani  
Dr. M. Manugeren  
Dr. Wan Zumusni Hj. Wan Mustapha

Aligarh Muslim University, Aligarh, India  
Malaya University, Kuala Lumpur, Malaysia  
Jamia Millia Islamia, New Delhi, India  
Indonesia University of Education, Bandung, Indonesia  
State University of Medan, Indonesia  
Al-Hussein bin Talal University, Amman, Jordan  
Azzahra University, Jakarta, Indonesia  
Islamic University of North Sumatra, Medan, Indonesia  
Islamic University of North Sumatra, Medan, Indonesia  
Sultan Zainal Abidin University, Terengganu, Malaysia  
Udayana University, Bali, Indonesia  
Kalasin University, Kalasin, Thailand  
University Sains Malaysia, Penang, Malaysia  
University Sains Malaysia, Penang, Malaysia  
State Islamic University of North Sumatra, Medan, Indonesia  
Universiti Putra Malaysia, Malaysia  
Kasetsart University, Thailand  
State Islamic University of North Sumatra, Medan, Indonesia  
Islamic University of North Sumatra, Medan, Indonesia  
Universiti Teknologi Mara, Negeri Sembilan, Malaysia

#### **Published by**

Sastra UISU Press

Jl. Sisingamangaraja Teladan Medan 20217

Telp. (061) 7869911, e-mail: admin@sastra.uisu.ac.id

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.

## TABLE OF CONTENTS

Rokeya Sakhawat Hossain's Sultana's Dream: An Avant-Garde of Economic Independence of Women Towards Freedom <i>Mahbubul Alam, Nawshan Ara Rima</i> .....	185 – 195
Students' Learning Outcomes of Blended Learning Implementation in Writing Lesson <i>Ayuni Madarina Abdul Rahman, Mohd Nazri Latiff Azmi</i> .....	196 – 202
The Use and Symbolism of Animals in The Wonderful Wizard of Oz <i>Taymaa Hussein Kheirbek, Roza Awat Ezzat</i> .....	203 – 211
The Disconnected Voices of Motherhood and Daughterhood in Toni Morrison's Paradise: Journey from Uncertainty to Chaos <i>Ahdiyeh Alipour, Zanyar Kareem Abdul</i> .....	212 – 222
Indonesian to English Singable Translations by Local and Foreign Translators <i>Gloria Christine Setiyowati, Andika Wijaya</i> .....	223 – 234
Idiomatic Expression Translation Strategy in Rhonda Byrne's Book The Magic <i>Fitriyah Fitriyah</i> .....	235 – 243
Intercultural Aspects in Teaching Indonesian as a Foreign Language (BIPA) <i>Winasti Rahma Diani, Sisilia Setiawati Halimi</i> .....	244 – 254
The Effect of Input Spacing on EFL Learners' Vocabulary Knowledge <i>Ashraf Bagherian Sararoodi, Mohammad Taghi Farvardin</i> .....	255 – 262
Adverb of Time in Arabic Simple Sentence <i>Muhammad Ivan Fauzi, Deli Nirmala, Agus Subiyanto</i> .....	263 – 270
The Role of Online English Community During Covid-19 Pandemic <i>Siti Hadianti, Bobi Arisandi</i> .....	271 – 279
Design Thinking Approach in Translating Banyumas Tourism Texts <i>Nadia Gitya Yulianita, Nisa Roiyasa, Tri Wahyu Setiawan Prasetyoningsih</i> .....	280 – 287
Dimantra: Lingual-Tactual Sensory Media for Bali Blind Tourism <i>Dewa Ayu Dyah Pertiwi Putri, I Gusti Ngurah Adi Rajistha, Dewa Ayu Kadek Claria</i> .....	288 – 298

Freudian Tripartite on Detective Fiction: The Tokyo Zodiac Murders <i>Dina Amelia, Jepri Daud</i> .....	299 – 305
Morris' Semiotic in Religion Perception and Conception in Gane of Polinaki Traditional Wedding Ritual in Ethnic Kulawi <i>Indah Lestari, Burhanuddin Arafah, Harlinah Sahib, Mustafa Makka</i> .....	306 – 315
Cultural Values in Oral Literature of Krinok: Antropolinguistics Study <i>Arie Sugiyartati, Burhanuddin Arafah, Fathu Rahman, Mustafa Makka</i> .....	316 – 321
Need Analysis of ESP for Non-English Study Program <i>Rini Ekayati, Imelda Darmayanti Manurung, Elvita Yenni</i> .....	322 – 332
English Taboo Words in Sex Education TV Series <i>Cindy Eliza Ramadhani Lubis, Syahron Lubis, Dian Marisha Putri</i> .....	333 – 339
Exploring EFL Students' Problems in Listening to English News Broadcasts <i>Zulfikar, Cut Tarri Aulia, Saiful Akmal</i> .....	340 – 352
Intralingual Translation: A Simplified Version of The Original Novel David Copperfield <i>Fani Hafizah, Syahron Lubis, Muhizar Muchtar</i> .....	353 – 357
Reviewing English Subject on English for Specific Purposes (ESP) in Vocational Schools <i>Fadlia, Evi Zulida, Surya Asra, Rahmiati, Allif Syahputra Bania</i> .....	358 – 367
Elements of Narrative and Function of Narrator on Jun Chiu's Crop Circles <i>Dini Oktavia, Rahmadsyah Rangkuti, Muhammad Yusuf</i> .....	368 – 374
Presupposition in Beauty and the Beast Movie Script <i>Yossi Kristy, Deliana, Yulianus Harefa</i> .....	375 – 383
The Problems in The Application of Google Translate as a Learning Media in Translating <i>Christanta Rejuna Phanes S Brahmana, Rudy Sofyan, Dian Marisha Putri</i> .....	384 – 389
Variations in Metadiscourse Use in English Language Introduction and Literature Review Thesis Chapters <i>Osei Yaw Akoto, Joseph Benjamin A. Afful</i> .....	390 – 408

## ROKEYA SAKHAWAT HOSSAIN'S *SULTANA'S DREAM*: AN AVANT-GARDE OF ECONOMIC INDEPENDENCE OF WOMEN TOWARDS FREEDOM

Mahbubul Alam<sup>1</sup>, Nawshan Ara Rima<sup>2</sup>

<sup>1</sup>Jazan University, Jazan, Kingdom of Saudi Arabia

<sup>2</sup>Islamic University, Kushtia, Bangladesh

E-mail: mahbub.ju80@gmail.com

Received: 18 August 2020

Accepted: 01 December 2020

### Abstract

Critics and research scholars, so far have observed and considered Rokeya Sakhawat Hossain's (1880-1932) *Sultana's Dream* to be a feminist utopia—an imaginary place of ideal perfection or any non-existent society described in her considerable detail—overlooking main purpose, to an extent, in writing the novella. When the idea of female emancipation and awakening was completely unknown and unimaginable to Indian women in general, Begum Rokeya tried to instill its zeal in these ignorant women, got them to believe in their power, and showed a way of their ultimate freedom as something real and possible through a dream. The bitter discrimination she experienced in her own family as a girl, and the misfortune of the women of her society and women of undivided India bled her soft heart and urged her to work for the advancement and empowerment of women breaking all the traditional, social, cultural and religious barriers. In this regard, besides quality education, she believed that the first and the most important condition for female emancipation is self-reliance or economic independence where she differed from all other major contemporary feminists of the world for her unequivocal approach. The paper, therefore, aims at exposing the pathetic consequences of deprived and distressed women drowned under the dirt of illiteracy, fanaticism, superstitions, and prejudices showing the way they can be educated, economically solvent, self-reliant towards ultimate freedom and attributed state power and responsibilities which Begum Rokeya presents in the disguise of a dream in *Sultana's Dream*.

**Keywords:** emancipation, feminism, utopia, freedom.

### 1. Introduction

*Sultana's Dream*, first published in 1905 in the English periodical *The Indian Ladies Magazine*, is one of the earliest pieces of writings in English by an Indian woman Rokeya Sakhawat Hossain. Later, it appeared as a book from S.K. Lahiri and Company in Calcutta in 1908. In this story, "Sultana arrived in her dream, like Gulliver, in a place where the normal social situation was reversed. Men lived in the murdana or male zenana and tended to domestic chores while women belonged to the public world of politics and state management" (Hossain, 1992). Here, Begum Rokeya sketches a Lady Land where women are independent and free of seclusion and men are confined within the boundary of the house.

But the relation between men and women are not equal there; women are dominant and powerful and men are secluded in *murdana*- places for men inside the house. Men take care of the children, look after the house, and do all house-hold work like women in India. They are not fit for any skilled work outside the house. They don't have any participation in the development of the country as men in India thought of women at that time. Therefore, many readers and critics consider *Sultana's Dream* as terrible revenge on men for their patriarchal attitude towards women. Jahan (1988), in her book, quotes critic Abul Hossain who says,

The extreme measure of secluding men in Lady Land was a reaction to the prevailing oppression and vulnerability of our women.... Perhaps R.S. Hossain wrote this to create a sense of self confidence among the very vulnerable Bengali women.... That women may possess faculties and talents equivalent to or greater than men – that they are capable of developing themselves to a stage where they may attain complete mastery over nature without any help from men, and create a new world of perfect beauty, great wealth and goodness. (Hossain, 2005:2)

From this observation, it seems that Rokeya has portrayed the prevalent idea of gender in Indian society through the conversation between Sultana and Sister Sara in the story where Sultana represents the Indian stereotype and Sara presents the idea of Rokeya. Through the character of Sultana, Begum Rokeya satirizes the male-dominated patriarchal Indian society, customs, mal interpretation of religious scripts that tend to suppress women secluding them in *zenana*- inside the boundary of the house, deprive them of receiving education, and above all, get them dependent on men for their survival. On the other hand, she has expressed the idea of self-confidence, self-strength, and self-reliance through the character of Sister Sara in the *Lady Land* to encourage Indian women to believe in their infinite power to achieve economic independence for meaningful female emancipation.

## 2. Literature Review

The oppression and subjugation of women by the male-dominated patriarchal society has been one of the major concerns for the writers and critics around the world these days. Even in the Indian sub-continent, umpteen books and researches address the issue to alleviate the problems of women. However, the scenario was completely different throughout the 18th to 20th century when women were secluded inside the house and deprived of education and basic human rights in the name of fanatical social customs and religious sensibility in greater India. In such a state, as a girl of the world, Rokeya's experience in her own house as being deprived of education and secluded inside her house and the plight of women in her society encouraged her to work for the cause of women and to dream for a society where women would enjoy equal rights of men. Consequently, she expressed the dream of female emancipation and the rise of woman conspicuously in *Sultana's Dream* at the beginning of her literary career. Although *Sultana's Dream* pictures Rokeya's long and urges for female emancipation, she is not the only writer who brought the issue in front of the world stage at the beginning of the 20th century. Many other writers like Mary Astell, Daniel Defoe, Hannah More, Catherine Macaulay in the west talked about the issue even before Begum Rokeya and most of them emphasized the necessity of limited education either to be a better mother or to be a well- mannered wife. Nevertheless, the issue of female freedom was not a central concern for them.

It was Wollstonecraft (1759-1797) who, for the first time, discerned and emphasized complete education for women to enrich all of human society in her *A Vindication of the Rights of Women*. Wollstonecraft says, "Men and women must be educated, in a great degree, by the opinions and manners of the society they live in." She also wants an equal and quality education for the woman that enables them to become enlightened citizens of the country and earn their subsistence, and recognizes that woman, as a man, is a creature of thoughts, feelings, and reasons. Apart from education, it seems that Wollstonecraft has talked about the necessity of economic independence of women in some places or others in her vindication. In chapter-IV, she says, "Happy is it when people have the cares of life to struggle with, for these struggles prevent their becoming a prey to inveterate vices, merely from idleness" (Wollstonecraft, 2004: 71). She suggests her women earn their bread through work. "It is true", she says of dependent women, "they are provided with food and raiment, for which they neither toil nor spin; but health, liberty, and virtue are given in exchange" (Wollstonecraft, 2004: 72-3). Apparently, though it seems that she wants her women to stand on their own, she actually laments here for those women who lost their earning with a dairy farm, a small brewery, or in a domestic industry because of industrialization throughout Europe during the last part of 18th century. It is obvious when Wollstonecraft says in chapter IX, "How many women thus waste life away the prey of discontent, who might have practiced as physicians, regulated a farm, managed a shop, and stood erect, supported by their own industry..." (Wollstonecraft, 2004: 185). On the other hand, she has her limitations regarding her intention of economic independence of women. She has directed her argument only to the middle-class women eradicating upper class and lower class women from her reformed society. Despite all her concerns about the economic independence of women, above all, she depends on men to free women as she says in Chapter XII, "make women rational creatures, and free citizens, and they will quickly become good wives, and mothers; that is – if men do not neglect the duties of husbands and fathers" (Wollstonecraft, 2004: 222).

John Stuart Mill (1806-1873) in his *Subjection of Women* has also talked about the economic independence of women. He believes that "the power of earning is essential to the dignity of women" (Warren, 2009: 384). But immediately after this he makes a paradoxical statement and says that the character of a married woman's life, however, must still be primarily domestic, her education a source of spiritual enrichment rather than how she gains economic independence.

Virginia Woolf (1882-1941), the closest contemporary of Begum Rokeya also explores the deplorable condition of women in her society. Her writings like *A Room of One's Own* and *Mrs. Dalloway* reflect the suppression of women in Victorian society as a whole. (Zaman, Sultana & Shurovi: 2016) in their paper "Women in Virginia Woolf and Begum Rokeya: A View from Western and Islamic Perspective" observe that women were insignificant and could not articulate their mental agony because of fear, shame, and rejection of the Victorian male-dominated patriarchal society that did not encourage them to attend universities or to participate in intellectual debate. Apart from talking about the oppression of women, it seems that Virginia Woolf talks about the financial affairs of women as she criticizes her own biased and prejudiced society for not providing women a congenial environment to exercise their imagination to become a writer and get equal payment of men. It is evident when the omniscient narrator of Woolf (2012), in her *A Room of One's Own* decries with a moan:

if only Mrs. Seton and her mother and her mother before her had learnt the great art of making money and had left their money..... we might have looked forward without undue confidence to a pleasant and honorable life time spent in the shelter of one of the liberally endowed professions (Hossain, 2005:42).

Woolf believes that women must have money and a room of her own to be a great writer, which may entirely change women's relationship with men. In this regard, she proposes that only women of higher class and private means can think of taking up the pen and write fiction to earn money. In doing so, Woolf disregards lower class illiterate women in general and could not show any way to these women to earn their livelihood, whereas Begum Rokeya dreams of a society where women from all classes and all religion earn their livelihood.

Nineteenth and twentieth-century India witnessed a lot of prolific writers and social reformers like Ram Mohan, Keshob Chandra, Akhsoy Datta, Radha Nath Shikder, Perichand Mitra who thought about the rights of women in a society profoundly. According to (Alam: 2009), the main purpose of all reform-attempts was to tear the fetters of womanhood and establish their rights restraining Sati, forbidding polygamy, allowing widow-marriage, resisting the practice of aristocracy and spreading female-education (Alam, 2009: 40). Regarding female freedom and education (Kopf, 1975) observes that Bengali reformers, Brahmo and otherwise, still held the nation first propagated widely in 1855 by Akhoy Kumar Dutt and Vidyasagar, that Hindu social reform in Bengal must start with the emancipation of women. Because women played such a crucial role in shaping the character and thought of children, it was essential that they be educated properly. On the other hand, "Keshab Chandra always believed that no substantial progress in society was possible without first emancipating women from the fetters of ignorance, superstition and inhibiting customs... a solid education should be given to women if their miseries were to be alleviated" (Sinha, 1968: 251). It seems that the main purpose of their writings and reform activities was to raise awareness of female distress wishing for its remedy. However (Hasan, 2008) observes that though they used the term 'female emancipation' in some or other places, it was completely absent from their writings if it means the acknowledgment of female independent personality. (Hasan, 2008: 121).

Few writers like Faizunnesa and Kazi Imdadul Haque, Taherunnesa, and Latifunnesa in Indian Muslim society also wanted to spread education among women for the sake of the development of society. In this regard, the observation of Kazi Imdadul Haque is worth to mention, "Now it seems that we don't have any hope of development without spreading education. Especially female education is a must to spread immediately. There is no way out of it" (Hasan, 2008: 121). Though they realized the necessity of spreading education among women, they wanted limited education for them to be an ideal housewife and a good mother.

In this regard, Rokeya's thought is very much distinct and radical even at present times and wonders us. She believes that education is indeed a primary requirement for female freedom that she expressed in her writings like *Women's Downfall* and *Padmarag*. At the same time, she thinks that only education is not enough to attain freedom. According to Rokeya, the first and most important condition of freedom for women is economic freedom or self-reliance besides education that she has shown vividly in *Sultana's Dream*. Because of this reason, she planned this novel to get Indian women to believe in their infinite power as

revenge and protest against the unjust and oppression of male-dominated patriarchal society. Her purpose was to make women conscious of their distressed state, infuse a desire for freedom inspiring them with the courage to stand on their own through economic independence.

### 3. Research Method

A qualitative descriptive method has been employed to analyze the data collected from primary and secondary sources to achieve the main objective of the current study. Primary sources here refer to the works of the writer Begum Rokeya from where the researcher has directly collected data in the form of notes. In this research study, the novella *Sultana's Dream* has been used as a primary source along with her some other writings like *Women's Downfall* and *Padmaragh* by Rokeya Sakhawat Hossain. All the quotations, sentences, and words related to the main idea of the research have been examined and investigated through a thematic and textual analysis approach. Consequently, all the information about the oppression of women, the status of women under repressive patriarchal the then Indian society and economic affairs from these works have been collected in the form of notes to compare and contrast with the other writers written on the same idea. Secondary sources here refer to the research works done by other research scholars, critics, and writers on the literary pieces of Begum Rokeya available in the form of books, book chapters, journals, articles, and websites. Information from all these sources related to the main idea of the research has also been carefully collected and analyzed in the current study. However, a thorough literature review has also been conducted to show the contribution of other prominent writers like Marry Wollstonecraft, John Stuart Mill, and Virginia Woolf in their major works along with some other writers from the West and the East in the same field. The researcher has made a comparative study between the contribution of these writers and the contribution of Begum Rokeya based on the analysis of the primary and secondary data to show Begum Rokeya as an advocate of the economic independence of women towards freedom.

### 4. Results and Discussion

At the beginning of the story of *Sultana's Dream*, Begum Rokeya has depicted the real plight of Indian women and the freedom of woman in a lady- land through a dialogue between Sultana and Sister Sara. When they were walking in the street of the lady- land on a fine morning, Sultana was 'feeling shy' since she walked 'in the street in broad daylight'. She also said, "I feel somewhat awkward. As being a purdahnishin or veiled woman I am not accustomed to walking about unveiled." (Bagchi, 2005: 143) Such a very simple statement of Sultana is enough to understand the condition of Indian women of that time. Women did not have any right to walk in the street even without a veil if men see their faces. They had a very limited excess to the outer world. Here Rokeya is very critical about the prevalent purdah observation of Indian women particularly in Muslim society. It does not necessarily mean that she was against this purdah. Rather she maintained purdah throughout her life. But she was against the strict and unjustified purdah a lot of women maintain in Indian society. Rokeya considers such purdah as an obstacle in their way of advancement of women. In her other work, *Oborodhbashini* or *Secluded Ones* (Hossain, 1931/1988: 2) has reported some incidents of observing purdah in different parts of India. One such report is like:

"Once, a house caught fire. The mistress of the house had the presence of mind to collect her jewellery in a hand bag and hurry out of the bedroom. But at the door, she found the courtyard full of strangers fighting the fire. She could not come out in front of them. So she went back to her bedroom with the bag and hid under her bed. She burnt to death but did not come out. Long live purdah!"

These women maintained purdah not only against men but also against women of other families. Married women tried to hide even from a gypsy woman. Unmarried girls were not allowed to go in front of women except their maidservants and near relatives. Even a wealthy urban woman observed purdah against an unveiled Hindu and Christian missionary women. It was almost like the woman who could hide more in the corner of the house was considered more aristocratic.

Although Rokeya was critical about the purdah observation of Muslim society, she was equally aware of the oppressions and exploitations of the women of other religions. Like Muslim women, many Hindu girls were forced to maintain purdah custom. During the classical era of Hindu culture, when India's economy was flourishing and many foreign traders and rulers came to visit the country, to protect women from these foreign influences, "Upper caste women were placed in the inner apartments of their houses and used the veil when they went out" (Quayum, 2017: 54). This veiling custom was also very prominent among Hindu women in the north and central India. As a part of respect relations, these women used to veil their faces before their husbands', elder male relatives, and the people of the village into which she comes as a stranger after marriage. This custom taught them how to behave in the social order- with whom they may interact and communicate. (Sharma, 1978) notes that veiling teaches a Hindu woman "the distinction between those situations in which she ought to be passive and submissive and those in which some degree of responsible activity and control are allowed her." In her writing the *Abarodhbasini* or Secluded Ones (Hossain, 1931: 391) reports another incident of Hindu purdah customs:

A Hindu bride from western region of India went for a bath in the river Ganges with her mother in law and husband. After taking bath she couldn't find them in the crowd. At last she started walking behind a gentleman. In the meantime, police raid the area to search the bride and caught the gentleman saying you are abducting the wife of X. Out of his surprise, he found the bride standing behind him and holding the loose part of the knot of his cloth. Being questioned, the bride said that since she always keeps long veil, she couldn't see her husband very well. She saw her husband wearing a dhuti (a long piece of cloth) with yellow stripe. Since this gentleman wore a dhuti with yellow stripe, she was under the impression that he was her husband and started to follow him.

These are the ways Indian women both Muslim and Hindu observed purdah in their society which, very often, reduced them to invisible object and an object of derision. This practice of purdah is also deadly and devastating for women at the same time. In the name of religion, they were bound to follow this custom by the patriarchal society. Consequently, women were advised to keep themselves inside the house known as zenana. This state of women is again satirized by Sister Sara in *Sultana's Dream*. According to Sara, this is quite unfair to shut innocent women in zenana whereas Sultana feels safe in it. However, besides

these women live in utter seclusion, they are exploited in many other ways which is evident from the speech of Sultana as she says to Sister Sara:

“We have no hand or voice in the management of our social affairs. In India man is lord and master. He has taken to himself all powers and privileges and shut up women in the zenana.” (Hossain, 2005: 5)

Begum Rokeya has reflected the pathetic consequences of the misfortune of the life of Indian Women through this statement of Sultana. Gender discrimination is obvious in every sphere of life. The relation between men and women is like that of a master and a slave. Women do not have any choice, any voice, any independence, or any participation in socio-political activities. Men consider them like a drawing-room object without any physical movement. There is no spirit in her body and mind. Her head and heart have become perpetually weak living in utter seclusion in zenana. It is something like they are born to be dependent on men leading them to complete slavery. Rokeya has depicted this state of women in her another work *Women's Downfall*:

“This is because for a very, very long time all the higher faculties of women have been nipped in the bud, so that their outer and inner personalities, brain, heart, everything, have become slaves. We no longer have self-dependence or force in our heart.” (Hossain, 2015: 23)

Begum Rokeya, as a girl of the world, was moved by these devastating and tragic conditions of women. She thought of a number of possible ways to turn them into a better life and empower them. She finally came up with *Sultana's Dream* as a remedy for the destitute Indian women challenging the traditional male dominated social conducts and mal-interpretation of religious scripts by so-called scholars. Rokeya has tried to encourage them to believe in their power through the achievements of Sister Sara and the women of the Lady Land as a whole. From the yard of a house to the Queen's palace of the country, women have a great contribution to every aspect of life. From the beginning to the end of the story, Sister Sara talks about her work at home, in the laboratory, the Universities for women where all professors are also women, and the contributions of women in science and technology. She also canvasses the encouragement and patronization of the good queen in different social welfare projects and activities that reflect Rokeya's idea of economic independence, one of the most important requirements for women's empowerment towards freedom.

All women in the Lady Land are hard-working and very much dedicated and professional to their sphere of work. Equally, they work at home and in their offices with great patience. In this way, they earn their livelihood. Sister Sara is very much skillful in embroidery, knitting, and needlework for household decoration. At the same time, she works in a laboratory that provides her economic independence. This idea is clearly expressed in a short conversation between Sultana and Sister Sara:

‘Have you done all this work yourself?’ I asked her pointing to the various pieces of embroidered teapoy cloths?

‘Yes.’

‘How can you find time to do all these? You have to do the office work as well? Have you not?’

‘Yes. I don't stick to the laboratory all day long. I finish my work in two hours.’ (Hossain, 2005: 6)

Furthermore, Begum Rokeya has emphasized education for women to enable them to work in different social institutions, to contribute to the development of the country as a whole. The underlying idea behind spreading education among women is to get them self-reliant, solvent economically, and earn their bread without depending on others. Therefore, the Queen of Lady Land, who loves science and technology, "circulated an order that all women in her country should be educated. Accordingly, a number of girls schools were founded and supported by the government and education has spread far and wide among women." (Hossain, 2005: 7)

There are two Universities, run by lady principal of course, in the capital of the Lady Land where women engage themselves with different scientific researches and inventions. The lady staffs of these Universities are always in a competition to invent something new. The ladies of one University invented a wonderful balloon by which they can draw as much water they need from the atmosphere whereas the other invented an instrument by which they can collect as much solar heat as they want. Later, in the novel, these inventions have proved very much useful for social development and the security of the country. When male soldiers failed to protect their country from a foreign invasion, "Lady Principal along with her two thousand students marched to the battlefield, and arriving there directed all the rays of the concentrated sun-light and heat towards the enemy" (Hossain, 2005, p. 10) and defeated them completely.

They cultivate lands that are tilled utilizing electricity. They draw rainwater as much as they need for cultivation through a water balloon. They sprinkle the ground with plentiful showers drawn from artificial fountains during summer and keep their rooms warm with solar heat in winter. They are also busy in aesthetic activities of the country as Sister Sara says:

We are all very busy making nature yield as much as she can. We do not find time to quarrel with one another as we never sit idle. Our noble queen is exceedingly fond of botany; it is her ambition to convert the whole county into one grand garden. (Hossain, 2005: 12)

However, this great achievement of women of the Lady Land came through education and the development-oriented mentality and patronization the Great Queen as she says:

"We dive deep into the ocean of knowledge and try to find out the precious gems, which nature has kept in store for us. We enjoy nature's gifts as much as we can." (Hossain, 2005: 14)

Throughout this whole process of education, women learn, teach, work in 'laboratories', 'manufactories' and 'observatories' which reflect nothing but their self-reliance and economic independence.

The idea of economic independence, a mere dream in *Sultana's Dream*, finds its real ground as a proposal in her other essay *Women's Downfall* for alleviating the misfortune of women and as a means of freedom. Rokeya believes that the speech of female freedom is meaningless in a society where they completely depend on their husbands economically. She, therefore, asks women to start their job, trade, and business to be self-reliant. She also gives a clear guideline for the women to attain economic freedom:

"Firstly, we must have the will and an unwavering resolve to work alongside the men in all affairs of life. We should also have a firm conviction that we were not born as slaves. We will do all we have to in

order to attain equality with the men. If earning a livelihood freely brings our freedom, then we will do that. If need be, we will begin by becoming clerks and then magistrates, barristers-at-law, judges; we will work in every profession" (Hossain, 2011).

However, Begum Rokeya has implemented the idea of economic independence, which was a dream in *Sultana's Dream*, and a proposal in *Women's Downfall*, in her other famous work *Padmarag[Rubi]*. Here in this novel she has brought all destitute women from different religion and different corner of the country to the workshop of Tarini Bhavan where they work together like sisters:

"In the workshop, all categories of women- spinsters, wives and widows- were to be found. They were occupied in various kinds of work- sewing, spinning, weaving cloth on a loom, binding books and preparing different types of sweet meats and selling them. Some were given training that would make them eligible for a teaching job; some learnt typing, while others trained to become nurses. To sum it up, the women belonging to this section earned their own living." (Hossain, 2005:31)

According to Rokeya, the economic independence of women is a means to the development of the country. Since women constitute half of the society, it is completely impossible to develop a society without changing the economic status of women. Through the success stories of women in the Lady Land, she tries to inspire the enslaved Indian women to believe in their own will power, achieve knowledge, work hard, earn their livelihood and ensure economic independence towards freedom. "She impels women to walk side by side with men in both the material and spiritual spheres of life and suggests Indian women not to become a terrible burden, rather become a companion, a co-worker and a lover of men in the way to the progress of the society" (Alam, 2013, p. 663).

But Begum Rokeya didn't confine herself only in writing for the cause of Indian women. She shouldered a great responsibility of reforming the then society. As part of her reform activities, she established a girls' school in Calcutta known as Sakhawat Memorial Girls School on 16 March 1911 despite many obstructions from so-called social reformers and religious scholars of the then patriarchal society. She wanted wholeheartedly Indian women to achieve a proper place in all spheres of life. She also founded Anjuman-i- Khawatin-i-Islam in 1916 intending to gear the movement of female emancipation of Bengali Muslim women for the greater sake of the country. The activities of this organization were "setting up of vocational training centers for women from financially deprived backgrounds, providing aid for widows in distress, helping young girls from unprivileged backgrounds to settle down by getting them married off and persuading educated women to teach in slums and train their residents for different kinds of income – generating work" (Bagchi, 2005: x).

## 5. Conclusion

Now it seems that Begum Rokeya, for the first time, connected the idea of economic independence of women to the movement of female emancipation whereas most of her contemporary writers, social reformers, and philosophers both in the West and East emphasized restricted education. Although Mary Wollstonecraft raised the issue in her *Vindication to the Rights of Women*, it was so narrow and dispersed in supplication since she excluded lower and upper-class women from her vindication. John Stuart Mill, on the other

hand, realized the necessity of earning money for the dignity of women. But he placed them in the domestic affairs and urged them to be educated for their spiritual development. Virginia Woolf also talked about the financial benefits of women as a writer and demanded equal payment like men. In the end, she too was concerned only about the educated and aristocratic women to earn money through pen disregarding the middle and lower class illiterate women in general. Rokeya, in this regard, differs completely from these writers in terms of education and economic independence. According to Rokeya, the purpose of education for women is not only to develop their spiritual faculty to become a good daughter, a good wife, and a good mother but also to develop their rational being for the socio-economic and cultural development of the country. She believed that the speech and discussion of emancipation are impossible in a society where women depend on men economically. It is Rokeya who understood the necessity of self-reliance and economic independence and urged Indian women from all caste, class, and religion to rise from their life long bondages and from their dependence on men and become a useful and competent citizen of the country. Therefore, the freedom Indian subcontinental women enjoy today, their equal participation in education, job field, and national politics, and their ability to lead the nation as well are the resultants of the successful implementation of the dream of Begum Rokeya which she dreamt in *Sultana's Dream* before one hundred years ago.

## References

- Alam, M. (2013). *Rokeya Sakhawat Hossain: An Unknown Voice of Bengal*. *Sino- US English Teaching*, 10(8), 663. [http://www.asiaticsociety.org.bd/journal/H\\_December\\_2015/5%20H\\_896\\_D2015.pdf](http://www.asiaticsociety.org.bd/journal/H_December_2015/5%20H_896_D2015.pdf).
- Alam, M. S. (2009). *Rokeya Sakhawat Hossain: Jiban O Shahittyakarma*[*Rokeya Sakhawat Hossain: Life and Literary Works*]. Dhaka: Bangla Academy.
- Bagchi, B. (2005). *Rokeya Sakhawat Hossain: Sultana's Dream and Padmarag*. New Delhi: Penguin Books.
- Hasan, M. S. (2008). *Begum Rokeya: Somoy O Sahitya*[*Begum Rokeya: Time and Literature*]. Dhaka: Mowla Brothers.
- Hossain, R., S. (1931). *Rokeya Rachanabali* [Works of Rokeya]. (A. Kadir, Ed.). Dhaka: Bangla Academy.
- Hossain, R.S. (2005). *Sultana's Dream and Padmarag*. (B. Bagchi, Trans.). New Delhi: Penguin Books. (Original work published 1905)
- Hossain, R., S. (2011). *Istrijatir Abanati* [Woman's Downfall]. (M.A. Quayum, Trans.). *Transnational Literature*, 4(1), 6. (Original work published 1903). <https://icsai.org/procarch/7icllce/7icllce-051.pdf>.
- Hossain, R. S. (2015). *Motichur: Sultana's Dream and other writings*. (R. Roy & P. Bandyopadhyay, Trans.). New Delhi: Oxford University Press.
- Hossain, Y. (1992). The Begum's Dream: Rokeya Sakhawat Hossain and the Broadening of Muslim Women's Aspirations in Bengal. *South Asia Research*, 12(1), 1. [https://www.researchgate.net/publication/273898717\\_Commemorating\\_Rokeya\\_Sakhawat\\_Hossain\\_and\\_Contextualising\\_her\\_Work\\_in\\_South\\_Asian\\_Muslim\\_Feminism](https://www.researchgate.net/publication/273898717_Commemorating_Rokeya_Sakhawat_Hossain_and_Contextualising_her_Work_in_South_Asian_Muslim_Feminism)
- J. Warren, K. (2009). *An Unconventional History of Western Philosophy: Conversations between men and women philosophers*. Maryland: Rowman and Littlefield Publishers.
- Jahan, R. (1988). *Sultana's Dream: A Feminist Utopia and Selections from the Secluded Ones*. New York: The Feminist Press.

- Kopf, D. (1975). *The Brahmo Idea of Social Reform and the Problem of Female Emancipation in Bengal*. in J. R. Mclane(Ed.), *Bengal in the Nineteenth and Twentieth Centuries* (p. 46). Michigan: Asian Studies Center, Michigan State University.
- Quayum, M. A. (2017). *Inspired by the Bengal Renaissance: Rokeya's Role in the education and Emancipation of Bengali Women*. In M. A. Hasan(Ed.), *A FEMINIST FOREMOTHER: Critical Essays on Rokeya Sakhawat Hossain* (p. 54). Hyderabad: Orient Blackwan Private Limited.
- Sharma, M., U. (1978). *Women and Their Affines: The Veil as a Symbol of Separation*. *Man, New Series*, 13(2), 226. <https://www.scribd.com/document/142736800/Sharma-Women-and-Their-Affines>.
- Sinha, N. (1968). *Freedom Movement in Bengal*. Calcutta: Education Dept., Govt. of West Bengal.
- Woolf, V. (2012). *A Room of One's Own*. Hertfordshire: Wordsworth Classics.
- Wollstonecraft, M. (2004). *A Vindication of the Rights of Women*. London: Penguin Books.
- Zaman, F., Sultana, M, & Shurovi, M. (2016). *Women in Virginia Woolf and Begum Rokeya: A View from Western and Islamic Perspective*. *IOSR Journal of Humanities and Social Sciences*, 21(2), 31. [http://www.iosrjournals.org/iosr-jhss/pages/21\(2\)Version-1.html](http://www.iosrjournals.org/iosr-jhss/pages/21(2)Version-1.html).

## STUDENTS' LEARNING OUTCOMES OF BLENDED LEARNING IMPLEMENTATION IN WRITING LESSON

**Ayuni Madarina Abdul Rahman, Mohd Nazri Latiff Azmi**

Faculty of Language and Communication

Universiti Sultan Zainal Abidin, 21030 Kuala Nerus, Terengganu, Malaysia

E-mail: ayunie858@gmail.com

Received: 02 November 2020

Accepted: 01 December 2020

### Abstract

Writing requires specific skills in brainstorming, organizing, editing, and proofreading. There are varieties of research conducted in finding which approach is the most impactful to teach writing and one of the approaches emphasized is blended learning, widely acceptable in education field. Nevertheless, its effectiveness on writing is still questionable and the effort to integrate blended learning in teaching writing needs a thorough consideration. Therefore, the purpose of the study is to research the adequacy of blended learning approach on students' writing performance. Employing an explanatory research type, an experimental research design was applied. A mixed-method method was executed to collect, analyse and interpret data. For quantitative, a quasi-experimental design was carried out to 60 respondents who were selected through purposive samplings and distributed to control and experimental groups. The study used pretest and posttest for both groups. The result shows that there is no significant difference of blended learning and students' writing performance between the experimental group and control group in the pretest and posttest. Overall, the study shows that both instructions have place in writing. Hence, educators have to become eclectic practitioners who are able to apply suitable approach that can contribute to the growth of teaching and learning writing.

**Keywords:** blended learning, writing, learning outcomes, teacher-centred learning.

### 1. Introduction

There are various issues highlighted in teaching writing in an English classroom as second language that somehow affecting overall students' language performance. Students were unable to acquire writing specific skills such as brainstorming, organizing, editing, and proofreading. Therefore, there are various researches conducted in finding which approach is the most impactful to teach writing.

In the era of modernization, technology has really brought positive impacts specifically to the educational world. Thus, many researches have discussed educators' and students' experiences, perceptions using technology in teaching and learning. The research proposed to conduct lessons using both traditional and online learning instructions will contribute to more powerful achievement.

According to Bowyer (2017), blended learning is the mixture of online and face to face learning, also known as hybrid learning or flipped classroom in some literatures. In further

elaboration, Boelens, et.al (2015) defines blended learning as a situation that occurs in instructional context that is characterized by a cautious combination of online and classroom-based involvements to provide and initiate learning.

Blended learning is believed to be one of the tools that is able to improve students' understanding in learning second language. The combination of offline and online activities is expected to give better outcome than the traditional face-to-face activities. In comparison, traditional way of teaching occurs when educators solely give lecture whilst students enjoy note taking and one-way interaction learning (Banditvilai, 2011).

Thus, this study would like to see the significant difference of blended learning approach and students' writing performance between the experimental and control group in the pretest and posttest.

## **2. Literature Review**

Writing is a necessary skill in mastering English language that is important not merely for education purpose but also for any career fields after graduation (Thirusanku & Yunus, 2014). Writing is considered one of the four important and critical language skills for all students in all academic levels (Ahmadpour & Khaasteh, 2017). It is also more significant for second language (SL) and foreign language (FL) students since they have to write in English language other than in their native languages (Challob, Bakar, Latif, 2016).

Novariana, et.al, (2018) has investigated the internal and external problems of writing. The internal problems are: 1) low motivations in learning English, 2) difficulty to choose the appropriate words in writing, 3) lack of vocabulary, 4) difficulty to arrange words in the appropriate order, 5) difficulty to spell the words, 6) difficulty to write the sentences in appropriate grammar, and 7) tendency to be passive learners in classroom activities. Meanwhile, the external problems are: 1) lack of practice, and 2) there is no feedback on their writing. The result indicates that students still have the identical difficulties as previous. Thus, e-journal is used to reduce the problems where simultaneously has motivated students and improved their writing.

According to Annamalai, et.al, (2016), who conducted a study on a group of students who were required to do writing exercise and revision using Facebook medium, students tended to play a teacher like role when answering questions posted by their friends that showed their involvement in learning activities and increase their tech-savvy nature and this resulted in good learning behaviour since students had continuously built their confidence by engaging in online learning activities. Therefore, it is crucial for educators to find another solution or strategies to teach writing in ESL classroom for instance, blended learning as it is proven to be an effective approach (Annamalai, Tan & Abdullah, 2016).

Milad (2017) conducted a study entitled Blended Learning Approach: Integrating Reading and Writing Research Skills to Improve Academic Writing. There were 31 students involved in this study that have taken Academic Writing course at the Faculty of Language Studies at one respective university. The study was conducted to examine students' performance in reading and writing skills in 15 weeks of duration. The teacher used Web-Quests to employ blended learning approach in integrating reading and writing in students' learning. Students were connected to other students and the lecturer through online learning platform. The researcher has analysed the pre-test and post-test taken by students. The results yielded that the mean scores for the post-test was higher than the pre-test. Hence, it indicates that students' reading and writing research skills have improvement due to the involvement in blended learning approach using Web-Quests.

Indriani (2017) has investigated the usage of Storybird.com in teaching English writing in her action research. There are 28 participants involved in this research from Writing Intensive Course class, English Department, Faculty of Education and Teacher Training. The research used non-test and test technique for data collection. The non-test are: (1) observation, it has been done to get the data of the students' behaviour in teaching and learning process, (2) documentation, it is the technique that is used to collect the data and information about the teaching and learning process. Test is used as one of the research instruments in pre cycle, cycle I and cycle II. As a result, students portrayed improvement in writing ability that illustrates the increment of the writing scores from 56.14 per cent to 84.28 per cent. The researcher concluded that students prefer to use blended learning medium in English leaning specifically with the usage of technology advancement and varied learning activities as for this study, Storybird.com website.

These highlighted issues of teaching and learning writing that may hinder students' writing performance that consequently affects their overall language performance. Thus, the research has been done in order to find out the most suitable approach to develop students' learning. One of the most effective ways is blended learning approach that is still widely used in educational field. Blended learning offers teaching and learning flexibility that enable to maximize students' anticipation in classroom. Besides that, blended learning offers tremendous materials available such as academic software, learning resources, e-notes, live streaming video, forum, blogs and others since students nowadays are keen to technology and more open to this kind of education as supported in study conducted by Ike and Okechukwu (2015).

Students coming to class have a wide assortment of requirements, interests, previous information, and support, making this a challenge for instructors to separate these requirements while expanding all students' level of comprehension. Kubat (2018) discusses that school is moving far from the one-size-fits-all lesson design and educators' lesson plan must be advanced out of their usual range of comfort zone and push new ideas, keeping in mind the end goal to promote the learning of every last one of their students. Never again would educators be able to educate at the centre of the class and anticipate that everybody will fly on the grounds that the level of comprehension can be definitely not the same as class to class, table to table, seat to situate.

Nevertheless, there is still a scarce research pertaining to blended learning implementation in Communicative English 1 course particularly in Polytechnic Malaysia. In the light of the above, this study aims to study the impacts of blended learning on students' writing performance

### **3. Research Method**

#### **3.1 Research Design**

The researchers used experimental research design to conduct this study. According to Fraenkel, Wallen and Hyun (2012), experimental research is unique in two crucial aspects. First, it is the only type of research that directly attempts to influence a particular variable. Second, when properly applied, it is the best type for testing hypothesis about cause-and-effect relationships.

For this study, the researchers used quasi-experimental and focused to collect data from dependent variables of this study which was the result for writing performance before and after blended learning intervention for both groups. In addition, quasi-experimental is the

manipulation of independent variable and the absence of randomization selection. It is generally used to establish causality (effect of independent variable on dependent variable) in situations where a researcher is not able to randomly assign the subjects to groups for various reason. Therefore, it is very crucial to use this approach in order to examine the outcomes of different learning approaches implementation.

### 3.2 Research Approach

Quantitative research approach is used in this study to collect the data in order to see the relationships among variables. Harwell (2011) mentions that the key features of quantitative study are the use of instruments such as tests or surveys to collect data, and reliance on probability theory to test statistical hypotheses that correspond to research questions of interest.

### 3.3 Data Collection

For quantitative data collection procedure, 60 respondents were placed in two different groups known as control group and experimental group for 12-week study. Students were given pre-test for the first week of the implementation to discard any initial difference in both experimental and control groups. Using a writing module and following a writing module schedule, students in treatment group went through experiments using different learning materials, tools under blended learning climate. Meanwhile, control group learned under teacher-centred approach. At the end of the study, in week 12, the respondents answered the post-test given.

### 3.4 Data analysis

For this study, IBM SPSS version 23 was used to conduct The Mann-Whitney U test analysis to examine the significant difference between the experimental and control group. Firstly, the pre-test marks were analyzed from both groups to discard any initial difference in both experimental and control groups. Secondly, the data obtained from post-test were then analyzed using same medium to test for differences between two independent groups on a continuous measure.

## 4. Results and Discussion

The Mann-Whitney U Test is used to test for differences between two independent groups on a continuous measure

### PRE TEST BETWEEN GROUPS

Table 1: Pre Test Between Groups

**Descriptive Statistics**

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
PRE ESSAY GROUP	60	4.65	1.260	2	8	4.00	4.00	5.00
	60	1.5000	.50422	1.00	2.00	1.0000	1.5000	2.0000

Table 2: Pre Test Between Groups

Ranks				
	GROUP	N	Mean Rank	Sum of Ranks
PRE ESSAY	CONTROL	30	30.58	917.50
	EXPERIMENTAL	30	30.42	912.50
	Total	60		

Table 3: Pre Test Between Groups

Test Statistics <sup>a</sup>	
	PRE ESSAY
Mann-Whitney U	447.500
Wilcoxon W	912.500
Z	-.038
Asymp. Sig. (2-tailed)	.969

a. Grouping Variable: GROUP

IBM SPSS version 23 was used to conduct Mann-Whitney U test analysis to examine the significant difference between the experimental and control group. A Mann-Whitney test indicated that the pretest was significantly greater for control group as compared to experimental group (Mdn = 4)  $U = 447.5$ ,  $p = .969$ . There was no statistically significant difference.

## POSTTEST BETWEEN GROUPS

Table 4: Posttest Between Groups

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
POST Essay Marks	60	5.65	1.325	4	8
GROUP	60	1.5000	.50422	1.00	2.00

Table 5 : Posttest Between Groups

Ranks				
	GROUP	N	Mean Rank	Sum of Ranks
POST Essay Marks	CONTROL	30	28.65	859.50
	EXPERIMENTAL	30	32.35	970.50
	Total	60		

Table 6: Posttest Between Groups

Test Statistics <sup>a</sup>	
	POST Essay Marks
Mann-Whitney U	394.500
Wilcoxon W	859.500
Z	-.842
Asymp. Sig. (2-tailed)	.400

a. Grouping Variable: GROUP

Mann-Whitney U test analysis was conducted to investigate the significant difference between the experimental and control group in the pos-test. Mann-Whitney test shown that the posttest was significantly greater for experimental group as compared to control group,  $U = 394.5$ ,  $p = .400 > 0.05$ . There was no statistically significant difference. The Result indicates that students who learned through the implementation of blended learning approach had obtained better results in their writing as compared to those who learned using traditional instruction. The implementation of writing module, writing strategies, online learning medium, interactive media, and face-to-face combination in a blended learning classroom has successfully affected students' writing performance.

In addition, educators might consider to mix traditional approach with technological advancement and online activities that can accelerate students' English learning specifically in writing skills. Nonetheless, the adopters of blended learning approach must consider the challenges and barriers (Mtebe & Raisamo, 2014; Mtebe & Raphael, 2013; Kisanga & Ireson, 2015) that might be encountered to avoid any unnecessary incidents during the implementation.

## 5. Conclusion

There are a few limitations in conducting this study hence the results obtained cannot be generalized to other course and other institution. Firstly, the sample of the study is only from semester one students who learned Communicative English 1 in one respective Polytechnic Malaysia out of total population of 34 polytechnics. Thus, the result of this study cannot be generalized to other institutions or courses.

Second, the instruments used for the study were limited to one writing test, questionnaires and interview. The purpose of this study is to see which learning approach has given better writing performance for students. Nonetheless, if given more time and would benefit the literature, this topic can also further investigate the difference in pretest, posttest and delayed writing tests for both approaches. The questions in the questionnaires only comprised the general concept on Accessibility, Interaction, Benefits and Impacts of intended learning approach and it could be more focused on the tools, strategies, techniques in each instruction nevertheless it's another venture that can be taken into consideration.

To sum up, blended learning is a promising pedagogical approach that combines online delivery of content and instruction with some element of student centred learning and offline learning. Blended learning may expand learning viability, fulfilment, and productivity which promotes students' access, adaptability and flexibility to higher levels of information and learning skills. In addition, it may facilitate increased enrolment and improved utilization of physical facilities by requiring less physical involvement than fully face-to-face conventional learning.

## References

- Ahmadpour, Z. & Khaasteh, R. (2017). *Writing Behaviors and Critical Thinking Styles: The Case of Blended Learning*. Doi: 10.5782/2223-2621.2017.20.1.5.
- Annamalai, N., Tan, K. E., and Abdullah, A. (2016). *Teaching Presence in an Online Collaborative Learning Environment via Facebook*. *Pertanika Journal of Social Sciences & Humanities*. 24(1), 197-212.
- Banditvilai, C. (2016). *Enhancing students' language skills through blended learning*.

- The Electronic Journal of e-Learning, 14 (3), 220-229. Retrieved from [www.ejel.org/issue/download.html?idArticle=508](http://www.ejel.org/issue/download.html?idArticle=508).
- Boelens, R., Van Laer, S., De Wever, B., & Elen, J. (2015). *Blended Learning In Adult Education: Towards A Definition of Blended Learning*. Retrieved from <https://biblio.ugent.be/publication/6905076>.
- Bowyer, J. (2017). *Evaluating blended learning: Bringing the elements Together*. Retrieved from <http://www.cambridgeassessment.org.uk/Images/375446-evaluating-blended-learning-bringing-the-elements-together.pdf>.
- Challob, A. I., Bakar, N. A., & Latif, H. (2016). *Collaborative Blended Learning Writing Environment: Effects on EFL Students' Writing Apprehension and Writing Performance*. <http://www.ccsenet.org/journal/index.php/elt/article/view/60035>.
- Fraenkel, J.R., Wallen, N. E., & Hyun, H. (2012). *How to Design and Evaluate Research in Education*. Boston. McGraw Hill Publisher.
- Harwell, R. (2011). *The SAGE Handbook for Research in Education: Pursuing Ideas as the Keystone of Exemplary Inquiry*. New York: SAGE Publications.
- Ike, E., & Okechukwu, I. B. (2015). Effective learning systems through blended teaching modules in adult secondary education systems in developing nations: need for partnership. *Journal of Adult and Continuing Education*, 21(1). Retrieved from <http://journals.sagepub.com/doi/abs/10.7227/JACE.21.1.3>.
- Indriani, L. (2017). Using Storybird for Teaching Writing in Blended Learning Environment: Is It a Waste of Time? <https://sinta.istikbrin.go.id/authors/detail?page=2&id=6149789&view=documentsgs>.
- Kisanga, D., & Ireson G. (2015). Barriers and strategies on adoption of e-learning in Tanzanian higher learning institutions: Lessons for adopters. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 11(2), 126-137. <https://files.eric.ed.gov/fulltext/EJ1074165.pdf>.
- Kubat, U. (2018). Identifying the Individual Differences among Students during Learning and Teaching Process by Science Teachers. *International Journal of Research in Educational and Science, (IJRES)*, 4(1), 30-38. doi:10.21890/ijres.369746.
- Milad, M. (2017). Blended Learning Approach: Integrating Reading and Writing Research Skills to Improve Academic Writing. <https://files.eric.ed.gov/fulltext/EJ1207987.pdf>.
- Mtebe, J. S. & Raisamo, R. (2014). Investigating Perceived Barriers to the Use of Open Educational Resources in Higher Education in Tanzania. *The international review of research in open and distributed learning (IRRODL)*, 15(2). <http://www.irrodl.org/index.php/irrodl/article/view/1803>.
- Mtebe, J. S. & Raphael, C. (2013). Students' experiences and challenges of blended learning at the University of Dar es Salaam, Tanzania. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 9(3), 124-136. <https://files.eric.ed.gov/fulltext/EJ1071342.pdf>.
- Novariana, Sumardi and Tanjana. (2018). Senior High School Students' Problems In Writing: A Preliminary Study of Implementing Writing E-Journal as Self Assessment to Promote Students' Writing Skill. Retrieved from <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3540>
- Thirusanku, J. & Yunus. M. M. (2014). Status of English in Malaysia. *Canadian Center of Science and Education*, 10 (14), 254-260. Retrieved from <http://www.ccsenet.org/journal/index.php/ass/article/viewFile/37998/21197>

## THE USE AND SYMBOLISM OF ANIMALS IN *THE WONDERFUL WIZARD OF OZ*

**Taymaa Hussein Kheirbek, Roza Awat Ezzat**

Department of English language, College of Education,  
Charmo University, Alsulaymania, Kurdistan Region, Iraq  
E-mail: taymaa.hussein@charmouniversity.org

Received: 07 October 2020

Accepted: 07 December 2020

### Abstract

This paper is the result of a qualitative research that follows an animal-based interpretative theory. It sheds the light on the use and symbolism of animal characters in *The Wonderful Wizard of Oz* written by L. Frank Baum and published in 1900. It seems to be a modern fairy tale with an American setting and charming fantasy characters. It is an immensely popular text among children and adults, so it is considered a classic of children's literature. It also attempts to answer why and how Baum used animals; whether for their qualities or for the sake of creating characters opposite to their symbolism. Therefore, the role and function of animal characters are extensively discussed. The findings show how L. Frank Baum presents a distinguished world from a non-human perspective and at the same time he teaches morality, religion, and accepting diversity in nature in an exciting narrative full of adventures. These animal characters can serve as a symbolic role models for young readers.

**Keywords:** symbolism, children's literature, narrative, fantasy.

### 1. Introduction

When *The Wonderful Wizard of Oz* was first published, it caught the readers' and the critics' attention alike. According to the New York Times, the story's comic sense and philosophy are the reasons behind making children enjoy the story. In addition to that, the atmosphere gives an optimistic feeling. Patric Hearn believes that "The Scarecrow, the Tin Woodman, and the Cowardly Lion have entered the collective consciousness of childhood" (*The Wonderful Wizard of Oz*, 2020), moreover, he compared Baum to Twain and Dicken's rare talent of creating unforgettable characters. Though most of the characters are not humans, the way Baum created them for questing human attributes is unique. Philip Jose Farmer remarks that "all the characters possessed the qualities which they desired yet they did not realize it, they are "the stuff of which classics are made" (Ibid). James Thurber also stated that Baum took the experiment of making unrealistic animals to see if he could make animated creatures look real (Ibid). Many critics think that not only children like the book, but adults appreciate it too. Farmer explained the role of fantasy, which leads to escaping from adulthood into childhood again.

Amanda Spake adds that "One hundred years after its publication, it remains the most significant children's book in American history: No other fantasy is more beloved, hated, cited, imitated, interpreted, adapted, or marketed" (Ibid). Some scholars believe it is an allegorical work written to describe America's circumstances at that time. While Baum

argued that his only intention was entertainment, so he created unreal animals such as Kalidahs (Ibid).

L. Frank Baum dedicated *The Wonderful Wizard of Oz* to children who aimed for pure entertainment. As he stated, “modernized fairy tale, in which the wonderment and joy are retained and the heart-aches and nightmares are left out” (Holleran, 2014). An essential part of the text’s magic is its fabulous animal characters. They play a significant role in the plot since they participate in most of the major events. The use of animals in literature is very old, but Baum succeeded in modernizing it by presenting various characters with different roles and uses.

Despite the fact that *The Wonderful Wizard of Oz* has been considered significant for literary analysis, the special techniques that Baum used in the utilization of animals has not been studied. This paper studies the animal characters in relation to their use and symbolism. Each animal is discussed in details with mentioning the purpose behind using it in the text.

## 2. Literature Review

Animals play significant roles in literature. The ancient storytellers used animals for teaching morality, such as Aesop’s Fables. In the beginning, writers used domestic animals in their writing such as (hens, horses, dogs, lambs, donkeys, ducks, cows, etc.). Then, wild animals were used like (lion, tiger, beast, pigs, bears, and fox) (Carpenter and Prichard, 1999: 10). *Black Beauty* by Anne Sewell used a horse as a protagonist and through this character she explained humans’ attitude and cruelty towards animals. Charles Dickens used a dog to represent the owner’s violent and criminal side in *Oliver Twist*. *The Call of the wild* in 1903 by Jack London presented the character of Buck to show human qualities, thoughts, and behaviors. Poets like Alexander Pope demonstrated great compassion for animals in his writing. In one of his famous poems *Essay of Man*, he claimed that animals share the feeling of joy, love, pleasure, and pride with human beings (Prior, 2011). William Blake’s *The Lamb*, Hans Christian Andersen’s *The Ugly Duckling*, and Oscar Wilde’s *The Happy Prince* are other significant examples of using animal characters. For some authors, animals must retain at least some of their natural behavior, thereby they tend to create a story that is unique to that particular animal” (Dunn, 2011:2-4).

Another important reason for authors to choose animals in their writing is that most children prefer reading books that contain animals. Hence, animals are more interesting than humans which makes children find it easier to connect to them. Carolyn L. Burke and Jobby G. Copenhaver point out that “those animals add an emotional distance that makes them ideal characters for addressing difficult subjects like death, bullying, race, and social class, respect differences, and making the right decision when the story-telling is powerful or painful” (Azmiry, 2014: 27). In addition to that fantasy creates an imaginative world. Animals also allow developing a great variety of characters in a short book with few words. Most of the children do not see animals as mere creatures, they believe that animals have human characteristics (Markowsky, 1975: 461).

## 3. Research Method

The paper is a qualitative research about the use and symbolism of animals in *The Wonderful Wizard of Oz*. It is an animal-based research in which all the animal characters are studied. The study also provides the relevant analysis of animals and their symbolism with evidence of the causes behind their uses. The animals are mentioned according to their

appearance in the text. Certain differences are taken into consideration and thoroughly discussed such as being talking or nontalking, male or female, and wild or domesticated animals. An extensive historical background of the use of each animal in literature is also given. The results show how these animal characters can serve as a symbolic role models for young readers.

#### 4. Results and Discussion

The novel *The Wonderful Wizard of Oz* was written by Lyman Frank Baum in 1900. He took ideas from his real-life to create some characters and elements in the novel like The Tin Tinman and the yellow road. Baum was a heart patient, so let the Tin Tinman search for a heart. Moreover, he took the idea of a yellow path when he was at the Peekskill Military Academy as hope for soldiers returning home. Frank got the image of creating scarecrows through a dream that he had and said: "every time I had a nightmare about that screw chased me but collapsed into a pile of straw before catching me". Baum caught the idea of using animals in his writing through the zoology activities in his newspaper *The Local News* (Rogers, 2002: 1-5).

*The Wonderful Wizard of Oz* became the best-selling book of the 19th century. The popularity of the book made Frank write 12 other books as a series. The illustration and Baum's imagination created the success of the novel. Michael Patrick Hearn stated that Baum was interested in children, and he was able to recognize what children want (Abrams, 2010, 67-71). Indeed, All the characters in the novel have pictures that attracted readers, entertained them, and each design described action as Baum believed in performance. Those pictures that twist with the conversations are more innovative and gave them a distinctive shape. For instance, in the beginning of the first chapter Dorothy appears leaning on the capital letter with a picture (Abrams, 2012: 67-71). The researchers study the animals in *The Wonderful Wizard of Oz* according to their appearance in the novel. At the beginning of the story, Toto appeared then the Old Crow and The Cowardly lion. After them, Kalidahs, the Stork, the Wildcat, the Queen of the Field Mice, and the Winged monkeys emerged in the novel.

##### Toto

Baum, in *The Wonderful Wizard of Oz* includes numerous figures of speech, and to convey his message he simply uses animals. Authors prefer dogs rather than any other animals. According to the Legend of the Tehuelche Indians, god created a dog immediately after he created Adam and Eve to keep them company (the Mythical Zoo). Dogs are "man's best friend" the faithful, loving companion (Dunn, 2011: 9).

Toto is a dog in the novel, during the 19th century Toto was a famous name for dogs. He is the first animal which appears at the beginning of chapter one, Baum describes him as:

A little black dog, with long silky hair and small black eyes that twinkled merrily on either side of his funny, wee nose. Toto played all day long, and Dorothy played with him, and loved him dearly (Baum, 1900:3).

This shows that Toto differs from others who have lived in Kansas since he was black, not grey, and played with his mistress all day, not similar to Aunt Em or Uncle Henry who were busy. Baum used Toto as a tool to symbolize that maximum times one adores something or a person who causes difficulties unintentionally, still produces happiness that one cannot neglect. Toto is responsible for Dorothy's trip to Oz City and her failure to return

to Kansas. During the cyclone, Dorothy was looking for Toto where she falls asleep and the cyclone takes her to a new place. Plus, when she is about to return Toto is missing and Dorothy did not wish to leave her dog so the balloons rose into the air and left them behind.

Dorothy considered Toto her dog, although Baum designed Toto as a "mongrel" dog (Hearn, 2000: 21). This explains that whatever gives pleasure man will objectify it. Furthermore, she considers him part of her little family and is always concerned about him throughout their adventure. Dorothy is an orphan girl, who finds a mother in Aunt Em and at the same time, she has a motherhood feeling for Toto. Thus, they have a parallel relationship.

Baum wanted to provide a moral lesson through Toto's role which is animals are part of our universe. When the Cowardly Lion wants to hurt him instantly she slaps him and says "Don't you dare to bite Toto! You ought to be ashamed of yourself, a big beast like you, to bite a poor little dog!" (Baum, 1900: 42). This clarifies that Baum wanted to advise children to respect every part of nature whether it is a living or non-living creature. Furthermore, Toto pursues the mice and finds no harm in it. This shows that whoever has power abuses others. When the Cowardly Lion asks whether Toto "Is he made of tin, or stuffed?" (Baum, 1900, 43). Next, Dorothy responds "Neither. He's a- a- a- meat dog" (Baum, 1900, 43). This proves that Toto represents a state of animals. According to Hearn, Baum distinguished Toto from the other fanciful characters, by using the word "meat" (Hearn, 2000, 110).

Toto is the only character in the novel who does not speak. The man in the house talked to Toto, but he only wagged his tail as he could not say: I am unable to talk. Plus, when the Wicked Witch of West caught them, Dorothy was sad and sometimes she cried for hours, Toto was sad but could not describe it. These examples show he is the only animal from the real world. Aleksandr Volkov describes Toto as "dumb" since all the animals speak, and he chooses to stay silent. In another book in the series of Oz, readers discover that he can talk, and according to Aleksandr "the clever and the loyal Toto ought also to speak" (Hearn, 2000, 168).

As long as Dorothy is with him, Toto does not care where he is, which shows he is a trustworthy comrade. He exposes the Great Oz behind the curtains. The Wizard of Oz is an ordinary man, who tries to deceive them. According to Littlefield Toto represents Prohibitionists since Baum has played with his name "teetotaler" political associates of Populists.

Baum established Toto as a loyal friend who shows unconditional love for his owner. The purpose behind using a dog is that dogs are regarded as domestic and faithful animals and decent fellows that protect its owner. Baum required a creature that sheltered and entertained his leading character. For instance, when the Wicked Witch of West struck Toto with her umbrella, he quickly grips her leg because he knew that by striking him; she attempts to damage Dorothy (Gutierrez, 2014).

### **Old Crow**

The crow is considered a spiritual animal. Which symbolizes Intelligence, Prophetic, Love, Mindfulness, Honesty, and Sincerity. Scientists believe that he is a genius animal that warns other animals about hunters (Biraban, 2019). Baum used the Old Crow as those people who interfere in other's life and criticize them. The Old Crow comforted the Scarecrow when he is sad for being an inadequate Scarecrow.

If you only had brains in your head you would be as good a man as any of them, and a better man than some of them. Brains are the only things worth having in this world, no matter whether one is a crow or a man (Baum, 1900: 30).

The Old Crow is intelligent and wise. He talks like a philosopher, and he encourages Scarecrows to travel for finding a brain. The Old Crow represents the people who support others to reach their goals.

### **The Cowardly Lion**

Authors habitually use lions not only as powerful beasts, but noble and glorious ones. As lions own limitless strength, they petrify other creatures. Lions are popular for royalty, bravery, and stateliness. The Cowardly Lion is the third character to join Dorothy and her companion. He seeks courage, yet all his action describes bravery. According to him, the reason behind his roar is to show how superior and powerful he is. He does not realize that courage means acting in the face of fear, which he performs that regularly. The cowardly lion believes due to his title "The King of Beasts" he is embarrassed about his cowardice. After he takes the liquid produced by Oz, the cowardly lion enjoys his power and performs it without pondering it.

The Cowardly Lion appears at the beginning of Chapter 6. He could not obtain an impression although he roared noisily. After the Cowardly Lion attempts to bite Toto, he gets a slap by Dorothy and words that hurt Lion's reputation and emotion seriously. It is not the first time that writers consume lions for attacking but, unlike others, Baum tries to manipulate the reader's preconceptions. For example, when Dorothy angrily mocks The Cowardly Lion by declaring "You are nothing but a big coward" (Baum, 1900: 43), Baum proves that no matter how large a person is one requires courage and strength to justify actions. Baum uses "big Coward" for the lion which is an unusual way to describe this creature. According to Denslow, the idea behind choosing a coward title to a lion is to occupy elements of entertainment as a gesture to handle both wild and domestic animals. Plus, Baum demonstrates that the lion is as innocent as a house pet so no need to be terrified. One might look at Denslow's illustration of The Cowardly Lion and notice his tail between his legs this shows his cowardice (Hearn, 2000: 108).

The Coward Lion's conversation with Dorothy Proves that he also makes fun of himself "No one would think of biting such a little thing except a coward like me," (Baum, 1900, 43). This indicates he is ashamed of himself. When Dorothy asks him, what makes him a coward, he replies "It's a mystery" (Baum, 1900, 44) it clears that he is upset because of society especially his cultural name, and then he says: "I learned that if I roared very loudly every living thing was frightened and got out of my way" (Baum, 1900, 44). This explains the nature of imitation as people perform it without assuming it. Moreover, few people believe that by increasing voice one can achieve his/ her goal like the Cowardly Lion's state when he prepares meeting Oz "If he is a beast when I go to see him, I shall roar my loudest, and so frighten him that he will grant all I ask." (Baum, 1900: 93). Another interpretation of this character, according to Littlefield, is that The Cowardly Lion represents William Jennings Bryan because of his cowardice and roar was the influential director, in the Populist Movement (Liebhold, 2016).

Baum used irony to describe self-sufficiency; the Cowardly Lion considers himself a coward, but his actions contradict his statements like when he desires to kill a deer for Dorothy. The first opportunity that proves the Cowardly lion's courage is when he helps

them crossing a ditch. He proves Ernest Hemingway's proverb that "courage is grace under pressure" (Hearn, 2000: 124). This reveals the hard work behind Cowardly Lion's attempts to justify his power. He is a marvellous comrade that sacrifices his life to his companions. One can say, Baum, explains the significance of friendship through this "Stand close behind me, and I will fight them as long as I am alive." (Baum, 1900: 53).

The Cowardly Lion cares for his reputation, hence he goes to meet the Great Oz and says "I am a Cowardly Lion, afraid of everything. I came to you to beg that you give me courage, so that in reality I may become the King of Beasts, as men call me." (Baum, 1900: 94). This indicates he cares for his reputation. Finally, after he swallows the portion, the Cowardly Lion gets an opportunity to demonstrate himself by killing a giant evil spider-like monster which was the size of an elephant and threatened the animals in the forest. Consequently, animals respected and considered him as a "King of Beasts."

The Cowardly Lion represents the confidence and courage in every man's heart. Baum uses a lion ironically to draw the reader's attention to the point of respect and calmness, also for protection and indicating limitless power.

### **Kalidahs**

Kalidahs are mighty and ferocious beasts with figures the same as bears and heads like tigers. According to the Cowardly Lion, they have large and sharp claws that could cut him into two pieces simply. While Dorothy and her comrades continuing their adventure, two Kalidahs try to attack them. The Cowardly Lion succeeds in saving them by giving a loud and terrible roar that stops them for a short time. After Kalidahs know that they are bigger and more in number than the lion, they chase them again. Luckily, they escape because of the Tin Woodman who chops the tree so they can cross over the cliff.

Hearn believes that the name Kalidahs comes from "Kaleidoscope"; a kind of children doll that creates patterns from patterns shapes and mirrors. Another opinion is that Kalidahs comes from the Greek "Kaleidoscope" which means "beautiful form." (Fain, 22). Reilly & Britton assume that Kalidahs appear in other series of Oz, while Baum declared that "The Kalidahs do not appear in any of my books except The Wizard and not much about them there." (Hearn, 2000: 125). Baum combined two of the mightiest animals, bear and tiger, to form Kalidahs that shows both of animals' strength.

Kalidahs represent the difficulties that one gets rid of during their journey towards success and achievements. Baum used Kalidahs to provide the pleasure of something creative and modern to the children, also creating an outstanding world of fantasy far away from harshness or any blood.

### **The Stork**

The Stork is among the animals that helps Dorothy and her friends in their adventure. According to Hearn, the stork was part of most of Baum's works as he was a feminist so he used the Stork as the first female to help them (Hearn, 2000: 137). Stork represents new life or beginning. Etymology, the stork is a Greek word that means "Mother love" (Bostwick, 2019). Baum used Stork for two fundamental reasons; first, to wish good luck to Dorothy and her friends, especially the Scarecrow since she is his savior and gives him new life, secondly, to show the power of women. When Dorothy informs her that Scarecrow is held in the river, she says "If he wasn't so big and heavy I would get him for you" (Baum, 1900: 60).

This proves that Baum advocated for women's equality and rights. He presents women as physically different from men, but they have the right to live and get the opportunity like

males. Women in the 19th century were staying at home taking care of their children. However, some of them chose to work outside too which presented in the character of the Stork "I always like to help anyone in trouble. But I must go now, for my babies are waiting in the nest for me" (Baum, 1900: 61) she portrays women empowerment and equality.

### **The Wildcat**

The Wildcat is the creature that chases the Queen of the Field. Baum describes him as "A yellow Wildcat, its ears were lying close to its head and its mouth was wide open, showing two rows of ugly teeth, while its red eyes glowed like balls of fire." (Baum, 1900, 65). This shows that he is a savage beast and loves to chase innocent animals. After observing this, The Tin Woodman feels sad, so he "Raised his axe, and as the Wildcat run by, he gave it a quick blow that cut the beast's head clean off from its body, and it rolled over at his feet in two pieces." (Baum, 1900: 65).

Even though that *The Wonderful Wizard of Oz* is a child book, Baum used some violent words "Cut the beast's head clean off from its body." (Baum, 1900, 65). Modern critics of Juvenile literature believe that Children's books should not contain any of the violent elements. Baum created the Wildcat to show the contradiction of the Tin Woodman. He said: "The Tin Woodman was a peaceful man, but when occasion required he could fight as fiercely as a Roman gladiator" (Hearn, 2000: 149). The Wildcat symbolizes the injustice one observes or performs.

### **Queen of the Field Mice**

Mice are familiar in literature. They are considered divine creatures, even in some countries they worship them. When Dorothy and her friends travel to Oz City, they come across "The Deadly Poppy Field" which causes Dorothy, Toto, and The Cowardly Lion to sleep. The Scarecrow and the Tin Woodman do not fall asleep as they do not have blood. They identify a wildcat trying to chase a little grey field mouse. When The Tin Woodman releases the mouse, he realizes that she is the queen of the field mice.

Baum was a supporter of women's rights and equality, so he created a charismatic girl like The Queen of the Field Mice. Since he was a religious man, he deployed a holy animal for two reasons; first, Baum used the Mice as an angel for Dorothy and her Ozian friend's savior. The Queen tells her people that Tin Woodman rescued her, and he must be awarded "So hereafter you must all serve him, and obey his slightest wish." (Baum, 1900: 66). Secondly, he wanted to show the quality of each character; Lion's cowardice, The Scarecrow's intelligence, and The Tin Woodman's emotion. For example, when they do not know how to go back to Emerald City, they call the Queen of the Field Mice "Suppose we call the Field Mice, they could probably tell us the way to Emerald City" (Baum, 1900: 72). When a big Lion is saved by a small Mouse, this shows that although The Queen knows that maybe she would be eaten by the Cowardly Lion, she saved his life from the deadly flowers.

Hearn believes that Baum investigated a similar theme as "The Wonderful Pump" where the poor woman saves a beetle who is the King of all the insects who decides to reward her for her kindness. The Queen rewards Dorothy and her friends for their contribution to saving her life. She says: "If you ever need me, come out into the field and call and we shall hear you and come to your assistance. Goodbye!" (Baum, 1900, 70). According to David L. Green, a member of Oz Club, he relates this event to Androcles and The Lion, in which favor repaid

by another. The Queen of the Field Mice represents the spirit in one's life that encourage and support whenever necessary (Hearn, 2000: 149).

### **The Winged Monkeys**

Monkeys are the most used animals in literature. During the 16th century, the word "Monkey" was added to the language, before that time, the term "apes" applied to indicate it. Monkeys are religious creatures, especially in India and China furthermore in many mythologies. Apes and monkeys are regarded as alternative human beings (Sax, 2001: 7). Winged Monkeys are those animals that help the Wicked Witch of West to catch the Cowardly Lion, Dorothy, and Toto, moreover, destroy the Tin Woodman and the Scarecrow. After Dorothy melts the Wicked Witch of West, Winged Monkeys help Dorothy and her friends.

The Winged Monkeys are the slaves of the Golden cap, whoever has the cap has to obey his/ her three wishes. When the Wicked Witch orders them to destroy Dorothy and her comrades, they stated, "Your commands shall be obeyed." Hearn believes that Baum used "the modernized equivalent of the stereotyped genies of the Arabian Nights" (Hearn, 2000: 210). After melting the Wicked Witch, Dorothy and her companion use the power of Golden Cap to transfer them to the Emerald City.

Monkeys signify pleasure, although the Winged Monkeys are the slave of the Golden Cap, yet their personality stays the same "but if you are going to call the Winged Monkeys we must run away, for they are full of mischief and think great fun to plague us." (Baum, 1900: 120). According to Hearn, Baum created animal fairies since the Winged Monkeys have wings; they can talk also they are similar to the Indian Monkey God "Hanuman" he also had wings (Sax, 2001, 8). Dorothy asks the Winged monkeys "Why do you have to obey the charm of the Golden Cap?" (Baum, 1900: 122) They reply:

Once, we were a free people, living happily in the great forest, flying from tree to tree, eating nuts and fruit, and doing just as we pleased without calling anybody master. Perhaps some of us were rather too full of mischief at times, flying down to pull the tails of the animals that had no wings, chasing birds, and throwing nuts at the people who walked in the forest. But we were careless and happy and full of fun, and enjoyed every minute of the day. This was many years ago, long before Oz came out of the clouds to rule over this land (Baum, 1900: 122).

One day the Winged Monkey's Grandfather and her friends chase the princess husband 's Quelala by carrying him in their arms and drop him in the water. This made the princess Gayelette angry, and she decides to make them the slaves of the Golden Cap. One may observe the Winged monkeys as Native Americans as some of Baum's early writings about Native Americans are similar to Winged Monkeys' descriptions. The Good Witch Glinda demand The Golden Cap to return Dorothy to Kansas City, then she grants freedom to the Winged Monkeys.

### **5. Conclusion**

Animals play an essential part in literature, particularly children's literature. Writers prefer using animals because they do not apply any political agenda or indication of racism. In addition to that, they create a comfortable bond with children, since they send hopeful messages about humanity, morality, good behaviour, kindness, and respect. Animal stories enable children to learn powerful lessons, which can be dramatic, but are not harmful.

Many critics consider *The Wonderful Wizard of Oz* far superior to the other children's books, since Baum succeeded in creating a wonder without horror. Presenting fantasy in a moral lesson frame enabled him in making it one of the most famous classics in children's literature. Through animal characters, the text teaches children that instead of avoiding worries, one can face them. As a result, reading about these characters enables children to form their own of values.

## References

- Abrams, D. (2010). *L. Frank Baum*. New York: Chelsea House.
- Azmiry, N. (2014). *Animals and their Functions in Children's Literature Since 1900*. Bangladeshi: university of Liberal Arts. [www.academia.edu/11220842/Animals\\_and\\_Their\\_Functions\\_in\\_Childrens\\_Literature\\_Since\\_1900](http://www.academia.edu/11220842/Animals_and_Their_Functions_in_Childrens_Literature_Since_1900)
- Baum, L. (1900). *The Wonderful Wizard of Oz*. Chicago: Hill Company.
- Biraban, I. (2019). *Crow Animal Totem Symbolism & Meanings* | Sunsigns.Org. Sun Signs. <https://www.sunsigns.org/crow-animal-totem-symbolism-meanings/>
- Bostwick, L. (2019). *Stork Animal Totem Symbolism & Meanings* | Sunsigns.Org. Sun Signs. <https://www.sunsigns.org/stork-animal-totem-symbolism-meanings/>
- Carpenter, H. and Prichard, M. (1999). *The Oxford Companion to Children's Literature*. Oxford: Oxford University Press.
- Dunn, E. (2011). *Talking Animals: A Literature Review of Anthropomorphism in Children's Books*. UNC: Carolina Digital Repository. <http://cdr.lib.unc.edu/indexablecontent/uuid:627a29d7-25f1-4481-9363-72e74c0c4b3f>.
- Fain, R., n.d. *Introduction Of The Bible Using The Wonderful Wizard Of Oz*. Figtree Christian. [http://www.figtreechristian.org/uploads/1/2/9/0/12907370/introduction\\_to\\_the\\_bible\\_using\\_the\\_wonderful\\_wizard\\_of\\_oz.pdf](http://www.figtreechristian.org/uploads/1/2/9/0/12907370/introduction_to_the_bible_using_the_wonderful_wizard_of_oz.pdf)
- Gutierrez, L. (2014). *What Does It All Mean? Scholars Study 'The Wizard Of Oz'*. [online] Kansas City. Available at: <https://www.kansascity.com/entertainment/wizard-of-oz/article1277530.html>
- Hearn, M. P. (2000). *The Annotated Wizard of Oz: The Wonderful Wizard of Oz*. New York: Norton.
- Holleran, S. (2014). Book Review: *The Wonderful Wizard of Oz* (1900) by L. Frank Baum. Scott Holleran. <https://www.scottholleran.com/books/book-review-wonderful-wizard-oz-1900-l-frank-baum/>
- Liebold, P. (2016). *Populism and the World Of Oz*. National Museum of American History. <https://americanhistory.si.edu/blog/populism-oz>
- Markowsky, J. (1975). *Why Anthropomorphism in Children's Literature*. JStore, 52(4), p.461. <http://www.jstor.org/stable/41592646>
- Prior, K. S. (2011). *Ask the Animals and they will Teach You*. Flourish Magazine. <http://www.flourishonline.org/2011/07/lessons-from-literature-about-animals>.
- Rogers, K. (2002). *L. Frank Baum: Creator of Oz*. 1st ed. Martin's Press.
- Sax, B. (2001). *The Mythical Zoo: An Encyclopaedia of Animals in World Myth, Legend, and Literature*. Oxford: Harry N. Abrams.
- The Wonderful Wizard Of Oz. (2020). Encyclopedia.Com. <https://www.encyclopedia.com/arts/educational-magazines/wonderful-wizard-oz#Style>

## THE DISCONNECTED VOICES OF MOTHERHOOD AND DAUGHTERHOOD IN TONI MORRISON'S *PARADISE*: JOURNEY FROM UNCERTAINTY TO CHAOS

Ahdiyeh Alipour<sup>1</sup>, Zanyar Kareem Abdul<sup>2</sup>

<sup>1</sup>Department of English, University of Applied Science and Technology, Iran

<sup>2</sup>Department of English, College of Education, University of Charmo, Iraq

E-mail: aa\_1210@yahoo.com

Received: 20 June 2020

Accepted: 06 October 2020

### Abstract

This paper is an attempt of analysing the problematic mother-daughter relationship in *Paradise* (1998), a female coming-of-age novel by Toni Morrison. In the novel, a black woman and her daughter had an uneasy relationship. The daughter strived to shape her own identity and future, but her uneasy relationship with her mother profoundly affected her choices and the way she lived. Undoubtedly, the patriarchal environment that had moulded the female identity and shaped a woman's world resulted in a dysfunctional relationship between mother and daughter. Although the seed of maternal love existed in her heart as in all mothers, she was often incapable of transferring this love into words and actions, overwhelmed as she was by the pressures patriarchal society. The oppressive pressure on black women is depicted far surpassed that on the whites, and the former were ostracized from society merely because of who they were and by the colour of their skin. This paper explores how patriarchy and conventional beliefs could influence the mother-daughter relationship and prevented the expression of a mother's true love, consequently depriving them of the opportunity or ability to perform physiologically and psychologically as mothers, biological or otherwise, in black communities. To liberate herself, the daughter had to struggle in the swamp, which her ancestors had created by the force of convention and patriarchy. However, when she eventually discovered the way to free herself from the swamp, she felt no welcome from society and so continued to remain isolated and ostracised.

**Keywords:** patriarchal society, relationship, choices, swamp, ostracised, black communities.

### 1. Introduction

Morrison insisted on calling this novel *War* initially, but several publishers were concerned that this title would repel readers, so in spite of her doubts, she named her seventh novel *Paradise*.

*Paradise* is set in a small town in Oklahoma and attempts to reveal the fact that history and past events are closely connected in establishing the present and future of a community. This study presents an overview of African-American history, not unlike Morrison's former works. The story evolves from the African-American history of slaves and their ancestors in the 19<sup>th</sup> century, and how they escape from the widespread cruelty of racism in the South.

Some former slaves from the South attempt to escape the bonds of slavery and relocate to a smaller place in search of freedom and hope, lured by the promise of recruitment campaigns and land incentives.

Morrison incorporates in *Paradise*, the north-western departure of African Americans in the US mythic history of westward migration. The town of Ruby is depicted as a haven for these coloured people who were forced to escape the pain and torture they experienced at the hands of the light-skinned people of Oklahoma, an event known as the Disallowing, in addition to the economic and political exclusions imposed upon them by the white people. The issues that arise in the all black towns of Oklahoma and Kansas culminate in these westward migrations. Two of these all black towns were Morrison's motivation for *Paradise*. One of them is Boley in Oklahoma, a town with 4000 residents, where not even a single arrest had been observed for many years, and which brings to mind images about Haven and Ruby in *Paradise*'s primary chapter as being crime free: "It neither had nor needed a jail". Another town was Langston City, also in Oklahoma, which published its own local paper and where all residents were urged to do their share of work as responsible citizens in order to succeed. The American West's significant virtues of its people were independence and pride. None of the townsfolk were allowed to dwell on the many unfortunate and destitute events, chiefly because failures were not accepted among the all black societies of the West. Therefore, they are resolute in upholding these principles and warn newcomers and black immigrants from the West to "Come Prepared or Not at All." The characters in *Paradise* are extremely frightened by this sign that appears on their way to Haven. Morrison mentions both Boley and Langston City in this work since these towns had to bear several burdens and shocking events. In *Paradise*, Morrison tells the story of how these coloured settlers tolerate hardship and torture in the imaginary town of Ruby.

In African American history, slavery is the most indelible stain in black people's lives, causing much pain and suffering, humiliation and bloodshed that leaves them with a lifetime of trauma. When slavery was abolished, thousands of black people fled from the north to south in search of new opportunities for a better economic future, and freedom to gain control over their own destinies.

Toni Morrison created her masterpiece, *Paradise*, based totally on African American history; it depicts the different issues confronting these communities. In Toni Morrison's trilogy of novels, *Beloved*, *Jazz*, and *Paradise*, she repeats this theme with a different storyline each time to create multiple versions of stories, which demonstrate the process of healing, change, and insight. In *Paradise*, Morrison depicts the volatile relationship between race and gender. She portrays racial abuse which is connected to gender, class and sexual relations, and utilises contemporary feminist, black, and postmodern theories of representation in her book. Morrison, as an African American feminist, examines the lives of blacks especially black women who have lived in America.

The problematic relationship between two communities, the small towns of Ruby and Oklahoma, and a very small but extremely independent group of women, who live in a Convent located in the suburb of Ruby, form the basis of this novel. The town's communal spirit is challenged, and in a desperate search for a solution, the people blame the convent women for this threat. These women are portrayed as unfortunate victims who silently suffer oppression by the dominant men of Ruby; these women are abandoned and deemed incapable of rehabilitating their shattered homes and lives.

*Paradise* is a combination of complicated characters who navigate life amid turmoil and struggle. The novel highlights the efforts made to protect Ruby from destructive elements. In

the first chapter, several men from Ruby attack the defenceless women who live in a mansion, called 'the Convent'. The attackers believe this is the best solution towards protecting their lifestyle. To the reader, this onslaught on women cannot be justified because they are not seen as a threat. The reader is gradually provided with detailed information about the characters of the people in Ruby, and the women of the Convent. The story moves forward in time, but the omniscient voice provides the narrative of the story through different aspects of the characters' past memories. The reader is able to unfold the history of the town, its development, the secrets of the townsmen and their vicious attitudes towards women. Ruby was founded in 1950 by a group of African Americans who had fought in World War II. Ruby was built out of the ruins of another town, Haven, which was founded in 1890 by black settlers from Mississippi and Louisiana, i.e., the ancestors of the people of Ruby. Many of those early settlers held jobs and high social positions, but a racist society forced them to leave their jobs and everything behind and move elsewhere to create a prosperous future. These black immigrants suffered from several misfortunes and hardships. Most of Ruby's residents used to live in Haven, which was a wealthy and thriving town from 1890 to 1940 before it lost its affluence. There was an old building, a few miles from Ruby, which was called The Convent because it used to be a Catholic school, but when the nuns left, this mansion told a different story.

Connie is one of several women who had lived most of her life with the nuns at the convent, which also served as a shelter for women. These women comprised an unfortunate wife and mother who had been harassed by her own family; a young woman attempting to reform her life independent of other people's dictated standards of morality and two young women whose lives have been uprooted by several misfortunes. The impartial and welcoming environment of the Convent was paradise to them, but living nearby to Ruby's fanatical people brought numerous conflicts, which ended in bloodshed. The noticeable message of this novel could be that paradise cannot be achieved without any struggles and endeavours. This story is a challenging historical novel encompassing family genealogy and mysticism, which evokes different interpretations and responses from readers. The reader is able to feel the torment and suffering of women inflicted by men of society, who steadfastly hold on to traditional and extremist beliefs which wreak havoc.

This complicated storyline slowly unravels and gains clarity in the final chapters the reader is encouraged to read this work because it is challenging, due in part to Morrison's non-chronological technique of writing. In addition, the reader is forced to work through the novel to discover the truth, not unlike piecing together different pieces of a puzzle.

## 2. Literature Review

The significant role of mothers in family and society has been a favourite subject of many remarkable writers, and the most eminent of African American writers who consistently writes around the theme of motherhood is undeniably Toni Morrison. Andrea O'Reilly in her book *"Toni Morrison and Motherhood: A politics of the heart"* examines all of Morrison's works, which depict African American women's experiences, a subject ignored by white feminism. She states that politics of the heart, expounds an African American theory that expresses the coloured women's fight against racism, sexism, and suppression in a patriarchal society. She scrutinizes the historical differences in motherhood between white women and enslaved ones in the 19th century, and notes that the Industrial Revolution inspired the belief of 'True Womanhood', which reflected passivity, virginity and virtue; qualities that inevitably led to the oppression of women. However, Morrison does not

represent, in her writings, a fixed portrayal of the black 'mammy', which, traditionally, conjures up a picture of the black woman as refugee, and whites as arrogant slave masters who treat black women as inferior beings. Morrison focuses on the black women's ability to nurture her offspring although working in a cruel and exploitative society. In addition, Bakerman (2013) in her article "*Failure of love: female initial in the Novels of Toni Morrison*" states that whereas all the female characters in Morrison's novels are seeking love, sexual gratification etc., the most significant ones seek a sense of genuine values. She continues that Morrison's initial works speak of the black women's real values, these values had been assigned only to middle-class whites, hence the values of black women change because of restrictions imposed by men who attempt to control them. She declares that female inspiration for rebellion is a joke, because it cannot justify a better world for them; their fate lies in marriage and motherhood because there is no way out for them. Either way, their life only offers tragic consequences for themselves and others. Generally, there are several interpretations about the meaning and role of motherhood, and these themes are dealt with in various literary works. Ross (2013) also studies this theme in recent history in her article "*New thoughts on The Oldest Vocation: Mothers and Motherhood in Recent Feminist scholarship*". She scrutinizes the role of mothers by studying their daily activities that revolve around their children and how they emote in circumstances that challenge their parenting abilities. Parenting can have different connotations. She proclaims that motherhood is challenging because it is fraught with a whole range of feelings and frustrations; it has its high and low points and more so the latter, especially where a woman has to deal with criticism and hostility. Adams (2013) in her article "*Maternal Bonds: Recent Literature on Mothering*" believes black mothers, poor mothers, single mothers, lesbian mothers, or generally all mothers, who are not defined in terms of norm as middle class and white mothers, are psychologically and socially dangerous. Consequently, feminists have to theorize mothering in their works. She states that mothers are the main foundations of anxiety and emotional pain for their children, particularly for their daughters. Daughters in the society are forced to reject their mothers' role in order to become free, but this way they will be called rebels. They also imitate their mothers' role as an obedient housewife who is depended on men and lacks self-esteem. However, black women's perception is somehow different from European notions based on Chaney's article (2013) "*The character of womanhood: How African American women's perceptions of womanhood influence marriage and motherhood*". She asserts that the meaning of womanhood in an African American family structure and their experiences are tremendously different from that of white women. She believes African American women define a new meaning of womanhood with regard to their own social class and economic status in their black community as well as in relation to black men. Consequently, their perspective on marriage and motherhood is highly different.

*Paradise* is an eminent novel of Morrison that numerous women have studied and worked on for it depicts the courageous efforts of black women to achieve their rights under an oppressive society. Mayberry (2013) in "*Everything about Her Had Two Sides to It: The Foreigner's Home in Toni Morrison's Paradise*" expresses a critical analysis about the relations between host and home of the female heroes in *Paradise*. All the female characters believed they were outsiders in their own home because they had been isolated from their own family and friends; they also felt far away from the promises of freedom. They escaped from patriarchal society, and sought refuge in the delightful but temporary convent, which felt like home and where they could breathe freely in spite of their oppressions. In addition,

Meyberry claims that male focus on physical beauty and romantic love made women feel uncomfortable in body and soul; consequently, these women had hoped for and got a perfect home of their own. Davidson (2012) in *"Racial Stock and 8-Rocks: Communal Historiography in Toni Morrison's Paradise"* focuses on the significance of reconstruction of community in *Paradise* and Morrison's beliefs in the role of narrative in the community. Davison states that the convent women are the protagonists and the community of Ruby as antagonist in this novel. He believes that Ruby is the main narrative, which focus on patriarchy and a superb collective historiography based on the submissive attitudes of individuals in the community. He also proclaims *Paradise* could be an extensive metaphor, an allegory of nationhood. Indeed, the convent women are the major focus of several studies. Krumholz (2012) in *"Reading and Insight in Toni Morrison's Paradise"* discusses the unstable combination of race and gender in the process of insight, which is comprehensible through the different aspects of history and ideology. She believes in *Paradise* the women are the image of innocence like Eve, and it is men's responsibility to prevent their exile from the Garden of Eden, which is earthly *paradise* in their minds. She continues to assert that the Ruby patriarch acts as if they are fully aware of God's will. She says that Morrison strives to create challenge in racial imagery with gender, class and sexual relations based on current black feminist theories. O'Reilly (1999) in *"Maternal Resistance and Redemption in Toni Morrison's Paradise"* tries to narrate Morrison's maternal philosophy in *Paradise*. She divides her article into three parts, first; she expounds Morrison's maternal theory, next she places this novel into this thematic framework and eventually, she explains how *Paradise* deals with Morrison's idea of motherhood and maternal redemption. She believes motherhood has a purpose, which is both political and public and black women are both nurturers and breadwinners. She states that mothering offers considerable healing which embraces all women in *Paradise*.

Many writers often depict the endless challenges that women face and the brutality of men in *Paradise*, but the problematic mother-daughter relationships are neglected in this novel. This article has endeavoured to present differing perspectives from others studies and uncover the unseen angles of motherhood through the mother-daughter relationships.

### 3. Research Method

The preparation of this paper has entailed careful reading and an accurate analysis of the elected fiction by Toni Morrison, because the study uses a qualitative research approach and thus it will discuss the mother-daughter relationship, the true meaning of which has been confused and overwhelmed by the overall dominance of patriarchy especially in the black community. The significance and extent of motherhood and how it assumes another identity under a male-dominated society; the effects of slavery and the economic situation of that era, are circumstances that have necessitated a profound understanding of what Morrison's stories wish to convey.

### 4. Discussion

The men of Ruby have endeavoured to create a secure place free of corruption by rejecting any form of discrimination and humiliation imposed by whites and/or fair skinned black people. They have sworn to protect their women but end up oppressing them. The male inhabitants describe their town as safe and free, where a woman can venture anywhere, anytime: "In, out, beyond the limits of town, because nothing at the edge thought she was prey" (Morrison, 1998: 9).

All of their attempts at constructing paradise are seen from their perspective: the women are like Eve who was expelled from the Garden of Eden. These men behave as if they know God's will, so their fear leads them to prevent this 'chaos' before their eyes. On the other hand, women have painted a picture of paradise that is free from male domination and rules. Morrison depicts two different views of paradise, where the people on the outside influence the lives of those on the inside. In one paradise, Ruby, the male dominated town is uniquely characterised. In the other paradise, there is the Convent, for females seeking refuge. In both Ruby and the Convent, the female characters are searching for self-identity; both groups of women are searching for a sense of self that will permit them to feel free. The Convent is primarily female in this novel. It is a real paradise for helpless refugee women who have to deal with oppression, and represents a stage in their lives that empowers and gives them independence, away from the men of the city.

The oven in the city could also be a personification of women. Although built by men, the main purpose is to dominate women in their power. They constructed it to prevent women from working for the whites. Ironically, no one bakes bread in the oven since all of the townspeople buy their bread from the Convent. This act embodies an anomaly in the power of men over women, with women seemingly gaining power over men. This is then viewed by men as a threat to their manhood. The men of society, especially twin brothers Steward and Deacon, are the main leaders of oppression in the novel. To them, female domination must be suppressed in order to ensure their superiority and power over them, while also maintaining their perfect existence in town. These forlorn women however, commence their journey of self-discovery and find their voices thorough their relationships with their daughters. As Collins (1991) discusses in her book, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, the black woman's journey is unlike any other:

"The conceptualisation of self that is part of Black women's self-definition is distinctive. Self is not defined as the increased autonomy gained by separating oneself from others. Instead, self is found in the context of family and community. "(Morrison, 1998: 105)

She also describes the act of becoming a mother as:

"a significant step towards womanhood" (Morrison, 1998: 137). She also defines one perception of mothering: "Motherhood can serve as a site where Black women express and learn the power of self-definition, the importance of valuing and respecting ourselves, the necessity of self-reliance and independence, and a belief in Black women's empowerment". (Morrison, 1998: 118)

In *Paradise*, Toni Morrison explores the spirituality of motherhood, female society and its requirement in the Black woman's search for self. She uses the African American interpretation of 'maternal' and removes the social limitations placed on motherhood to bring a new concept to mothering. She endeavours to examine the image of motherhood, and challenges the traditional definition of mothering. Motherhood, in Morrison's view, is basically essential for black women in their fight against racism and sexism, and for their own self-worth. Motherhood empowers them to seek a better world for themselves and their children. All children are brought into the world with a hope and desire to see their growth into valuable human beings. Motherhood is a symbol of hopefulness. Value and

empowerment result from the relationship between mother and child, especially mother and daughter. These values are inculcated by mothers, and simultaneously daughters confirm these values in their mothers. However, it is necessary to bear in mind that under the oppressive shadow of patriarchal rule, mother-daughter relationships can turn sour. The women in the Convent could be rejecting patriarchal society. As can be observed in the novel, most of the mother- daughter relationships are volatile because mothers, under the oppressive pressures of patriarchy, are unable to convey their true maternal love to their daughters.

A prominent example of this can be seen in the relationships between Delia and Patricia and between Patricia and Billie Delia. Delia, because of her fair skin and features, is said to have no name and no family, and is thus rejected in Ruby. Delia dies at childbirth because the men in the town were unwilling to assist her in getting medical care. Delia's sudden death then makes it impossible to inculcate in her daughter Patricia, the values and self-identity that she will require to withstand oppression in this town. Patricia's lack of a mother's love and affection while growing up strongly affects her role as a mother. Patricia does not have any role model to follow in her relationship with her daughter, Billie Delia. Patricia, as an observer of all the cruelty in town is also considered an outsider: "Well, help me figure this place out. I know I'm an outsider, but I'm not an enemy.' 'No, you're not. But in this town those two words mean the same thing' "(Morrison, 1998: 212). However, she reveals the opposite image of motherhood than that of her own mother. As Collins (1991) points out: some women view motherhood as a truly burdensome condition that stifles their creativity, exploits their labour, and makes them partners in their own oppression" (Morrison, 1998:118).

Patricia could be under the umbrella of a notion of abjection, according to Julia Kristeva; abjection has been very practical in establishing a diagnosis of the domination of oppression. Matricide is our crucial essential because to become subjects through a male dominated culture, we have to abject the maternal body. However, women cannot abject the maternal body with which they are recognized as women, and can develop what Kristeva mentions as depressive sexuality. She advocates that on the stage of our individual psychosexual development, the abject is the time when we separated ourselves from the mother, when we start to achieve cognition towards a border between me and other, also between me and (m) other (McAfee 47). She writes a letter to her mother that shows she is still living in the past and eventually writes a letter to her mother. Her first act of motherhood appears at that moment when she burns all of her notes and papers for the genealogy project, as a means of catharsis for herself. It is only at this stage that Patricia frees herself; frees the memory of her mother and probably will have an opportunity to be a better mother for Billie Delia: "She felt clean. Perhaps that was why she began to laugh." (Morrison, 1998:217).

Billie Delia, her daughter, is essentially one of the most moral characters in *Paradise*. She is able to escape from all the inhumanity in *Paradise*. Her flight is made possible not by her own mother, but by others. They are not biological mothers, but provide the same nurturing that an ideal mother would provide her children. According to Kristeva, the maternal function cannot be reduced to the biological mother or women, and she suggests that to some extent, anyone has the ability to perform the maternal function, men or women. It means there is no obligation for a biological mother to apply the maternal role, for anyone in the family or community could take on a motherly role (Oliver, 2012). Indeed, Patricia strives to be a better mother but unconsciously the barrier still exists between her and her daughter. Dovey Morgan serves as an Other mother to Billie Delia. Billie Delia's

connection with her Other mothers has given her self-worth, and ultimately paves the way for her to escape the patriarchal town. Dovey's approval of Billie Delia is a cure for her loneliness since Dovey herself was controlled by her mother and the patriarchal society of Ruby. Considering her secret friend's age, Dovey can be thought of as a mother to her. Although she is always concerned about her husband and tries to be a good wife to him, Steward constantly spurns her attentions. In addition, being childless causes her much anguish and loneliness and it is all because of Steward. Dovey's mysterious friend is an enchanting distraction for this emotionally oppressed woman because Steward's silence as a husband creates a life devoid of meaningful chatter for her. Her true personality as a mother is revealed in her meeting with this friend who is twenty years younger. She goes beyond the expectations of patriarchal society. She speaks about everything which occupies her mind, as a mother would talk to her child, and she excels in the motherhood role, which gives her pleasure as well as freedom to express repressed emotions:

"Thing was, when he came, she talked nonsense. Things she did not know were on her mind. Pleasures, worries, things unrelated to the world's serious issues" (Morrison, 1998:92)

The repercussions of oppression can be observed in other mother-daughter relationship such as Seneca, Mavis, and Pallas. These women, who are exhausted from this discrimination and its effects on family, propels them to break all the rules and break out of their cages, and seek sanctuary in the Convent as their own paradise. Seneca is a shy woman who was abandoned by her fourteen-year-old sister, Jean, when she was just five years old. She is unable to speak about her innermost feelings because she grew up in a foster home and was sexually assaulted. Indeed, her sister is her mother, who was the victim of egotistical men, and due to her shame and fear of such a male dominated society, had to leave her child without any protector. Therefore, she has not had an opportunity to play the role of mother and create an emotional relationship with her child. This helpless girl without a mother as a guide is entrapped in a chain of abusive relationships: first, out of loneliness, she gets involved with another heartless man Eddie, who was in prison, and behaves inappropriately with her. Afterwards, there seems to be no other choice but to become a prostitute in Norma's house. All this unpleasantness and trauma causes her to seek a new identity and she comes to the Convent, which she sees as her new free world. At the end of the novel, her young mother looks for her to appease her own guilt, by the concise and short conversation, however again her stony-heart husband's rush does not let her to have a longer and deep conversation. Although this conversation is painful for her and the expression of regret does not bring any reconciliation, there is some relief for them when Seneca says, "everyone makes mistakes" (Morrison, 1998: 317).

The expression of regret also exists for other mothers in this novel especially Dee Dee, who is the mother of Pallas. Pallas is a young girl, who has a bitter and troubled past. She is a child from a multiracial marriage. She lives apart from her mother, and has a poor and inappropriate relationship with her father, which leads her to become a needy, defenceless person. She starts a relationship with her school janitor, Carlos, who is much too old for her. This happens as a result of growing up in deprived surroundings. Possibly, she has thought that she found her prince and her fortune; she abandons her father and drives off towards her mother. When they reach her mother's house, everything changes. Unfortunately, she comes to understand that Carlos and her mother are lovers. The loneliness of her mother affects her role of motherhood and certainly serving another man represents her as a victim.

She has a profound sense of indignation towards these two people in her life. Eventually, she stumbles upon stability and prosperity in the Convent. When she temporarily leaves the Convent, she is raped by another abusive man. However, her self-worth and new identity, which she had obtained through life in the Convent assist her to overcome this trouble. The motherhood instinct of Dee Dee finally comes to the fore, so at the end of novel, she searches for her daughter and forgiveness. But the repercussions of betrayal by a tactless man only serve to put more distance between mother and daughter instead of reconciliation. The only mother and daughter who are able to bury the hatchet at the end of the story are Mavis and Sal. Mavis is an ordinary housewife who is hit by tragedy when her twins suffocate and die in a car. She not only has to endure this terrible crisis but also face a barrage of thoughtless questions from reporters and photographers. Her husband, Frank, and her daughter, Sal, do not seem to understand her grief, hence are not supportive; she alone has to bear the terrible burden of loss. This failed mother has attempted to please her love maker and achieves more attention toward herself, however the result is an opposite of her expectation, and brings shame to her life. Her behaviour obviously depicts her poor marital relationship with Frank. After her mistake movement, her abusive husband, instead of perceiving any angles of her deed and protecting her, he chooses silence. Frank communicates with others about everything but neglects her altogether. The coldness and unforgiving eyes of Sal, and her husband's indifference leads to fear and detachment, as they endeavour to hurt her (26). No one is trying to kill her, but the deep effect of that incident and her family's manner towards her, leads to paranoia. She has to bear the full responsibility of her children's deaths alone. Sal frequently hurts her mother in obvious ways under the shadow of her father's inconsiderate behaviour. There is no other option for Mavis but to leave and find a place where she can breathe freely; a place like the convent, which is non-judgmental, safe and comfortable. The Convent offers her a sense of stability and well-being and she begins to believe that her children exist with her and will grow up to be strong. In other words, she creates an intricate fantasy about the spirit of her contented children and this offers healing in her new life. At the end of her complicated story, she manages to put her past behind through a brief and emotional conversation with Sal. Finally, Sal seeks forgiveness albeit light-heartedly, and the process reinforces her motherhood role and completes her.

For her and the many other women, the dissimilarity between mother and daughter is blurred; there is no clear distinction between self-identity and motherly love. None of them have the ability to create any order out of their own emotional chaos. However, with Connie's aid as the mother of others, the women could support each other in their unique quest for an independent identity. In this novel, Connie plays the role of other mother for all these frustrated women. Connie's failure at love with Deacon, who prefers the patriarchal rules of his town over her, could be the turning point of her life and awakens something inside her. She decides to create an anti-male dominated strategy to change the lives of the suppressed women around her. Patriarchal power is a double-edged sword of oppression for these women in society. Eventually, the root of all these problems and difficulties in women's relationship with their daughters and others, lies in patriarchal society. Undeniably, the pressures of male domination in family and society create a kind of barrier, which unconsciously blocks the physical attention and maternal love between mothers and daughters. Furthermore, although women endeavour to be superb mothers, the shadow of patriarchal rule and its fanatical system prevent them from removing the barriers between

them; indeed, the abolishment of patriarchy could lead women to have fulfilling relationships not only with their daughters but also with others.

## 5. Conclusion

The primary sense of motherhood is love and positivity, and the primary experience of mother and child is ideally, the exchange of love between them. Indeed, the child has to be loved before she can love herself as a valuable and precious creature. A mother's relationship with her children and especially her daughters is the most powerful bond in the world albeit a fragile one. Toni Morrison strives to depict motherhood, which mirrors the social and cultural differences in society. She draws the image of motherhood within African American communities of the South and depicts the history of the south as well. She goes to show how all these factors affect motherhood for women without choices. It is apparent that the themes of motherhood and maternal love are invaluable to Morrison, and she strives to paint different facets of motherhood under the southern culture and social conventions.

The major feature, which most affects African American communities, is definitely that of class and race discrimination. Both men and women have borne the brunt of racial prejudice, but women have it worse because they experience humiliation and oppression from both black and white society. The role of black women as mothers under the heavy strain of pressure is an extremely complicated one and distinguishable from the rest of the women. To a black mother, sustaining and providing for her family take precedence over emotional expression. It is extremely difficult for a black mother to survive with tenacity under brutal oppressive rule and at the same time offer unwavering love and attention to her daughters. Black mothers' love, sacrifices and struggles for their daughters are often misconstrued as lack of maternal love and emotional attachment in their daughters' eyes. Chodorow (1978) argues:

"Black females are socialised by adult figures in early life to become strong, independent women, who because of precarious circumstances growing out of poverty and racism might have to eventually become heads of their own households. Black mothers teach their female offspring to perform adult tasks" (Chodorow, 13)

Unquestionably, lack of time and knowledge lead them to be cruel and cold mothers, in their daughters' eyes. The daughters scream to be heard, but their mothers do not hear them. The repercussions are anger and betrayal - strong emotions that the daughters feel towards their mothers. The mother-daughter relationship mirrors the emotional health and safety of these women and also their attitude towards other human beings. When a woman's emotional and social needs are fulfilled and they are treated right, their relationship with their daughters will also be loving and supportive. Conversely, a high level of conflict and negativity in a woman's life brings strain and turmoil to her relationship with her daughter; and these volatile mother-daughter relationships could be observed in communities, where women are treated like servants and not given an emotional outlet. Eventually, they learn to internalise their feelings and assume an uncaring persona. Daughters who come from these backgrounds aim to flee from their mothers, but the prevailing mother-daughter relationship, more often than not, causes them to replicate their mothers' behaviour.

## References

- Adams, Alice. (1995). *Maternal Bonds: Recent Literature on Mothering*. Chicago: The University of Chicago: 414-427. Web. 30 May 2013.
- Bakerman, Jane S. (2013). *Failures of Love: Female Initiation in the Novels of Toni Morrison*. *JSTOR*. American Literature 52 (1981): 541-563. Web. 29 Apr. 2013.
- Chaney, Cassandra. (2011). *The character of womanhood: How African American women's perceptions of womanhood influence marriage and motherhood*. 512-53. <https://journals.sagepub.com/doi/10.1177/1468796811415764>.
- Chodorow, Nancy. (1978). *The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender*. Berkeley: University of California Press, Print. <https://www.ucpress.edu/book/9780520221550/the-reproduction-of-mothering>.
- Collins, Patricia Hill. (1991). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge, Print.
- Davidson, Rob. (2001). *Racial Stock and 8-Rocks: Communal Historiography in Toni Morrison's Paradise*. *Twentieth Century Literature* 47 : 355-373. <https://read.dukeupress.edu/twentieth-century-lit/article-Zabstract/47/3/355/22367/Racial-Stock-and-8-Rocks-Communal-Historiography>.
- Krumholz, Linda J. (2002). *Reading and Insight in Toni Morrison's Paradise*. *JSTOR*. African American Review 36: 21-34. <https://www.jstor.org/stable/i345958>.
- Mayberry, Susan Neal. *Everything about Her Had Two Sides to It: The Foreigner's Home in Toni Morrison's Paradise*. " *JSTOR*. African American Review, 42 (2008): 565-578.
- Morrison, Toni. (1998). *Paradise*. New York: Alfred A. Knopf, Print.
- Oliver, Kelly. *Kristeva and Feminism*. Feminist Theory Website: Julia Kristeva. 1998. Web. 1 Nov. 2012. <https://philpapers.org/rec/OLIJKF>.
- O'Reilly, Andrea. (1999). *Maternal Resistance and Redemption in Toni Morrison's Paradise*. *Journal of the Association for Research on Mothering* 1: 187-195. <https://profiles.laps.yorku.ca/profiles/aoreilly/>.
- Ross, Ellen. (1995). *New Thoughts on The Oldest Vocation: Mothers and Motherhood in Recent Feminist Scholarship*. Chicago: The University of Chicago 20: 391-413.

## INDONESIAN TO ENGLISH SINGABLE TRANSLATIONS BY LOCAL AND FOREIGN TRANSLATORS

**Gloria Christine Setiyowati, Andika Wijaya**

Universitas Indonesia (UI), Depok, Indonesia

E-mail: gloriachristines@gmail.com, andika.wijaya@ui.ac.id

Received: 24 October 2020

Accepted: 04 December 2020

### **Abstract**

Song lyric translation is important because in these recent decades people can access songs worldwide. The aim of this research is to gain an understanding of the difference between singable translations made by an Indonesian translator and a foreign translator by investigating what translation procedures and methods occur in two translated songs from Indonesian to English using qualitative descriptive method. The result of this research indicates that the singable translation made by a foreign translator is more identical to the source language (SL) compared to the one made by an Indonesian translator. However, despite the differences, the two translated songs share something in common, for instance the singability and the length of lyrics. Taking the findings into consideration, it could be said that the foreign translator is more faithful to the source text (ST), while the Indonesian translator emphasizes the target language (TL) more.

**Keywords:** singable translation, procedures, methods, source text, target text.

### **1. Introduction**

Song is one of the most important kinds of entertainment in human life. In general, song is written and also sung only in one language. However, there are also songs which are translated from one language to another language for several reasons. Some may just transfer a song to another language in order to understand the meaning of the lyrics, while some others may translate it to be sung in another language. This research discusses the second purpose of song translation, which is singable translation, or a translation of a song which later can be performed by a musician. This is certainly not an easy task for the translators because they need to make a translation that sounds as if it has been made for the music (Low, 2005). Therefore, a skilled song translator is thus a combination of someone who is competent in linguistics and also in music.

According to Sebnem (2008), music is such a big part of our everyday life. Despite its significance in human life, however, song lyric translations have not been an explored field within translation studies until quite recently. Some studies have been done to analyze song lyric translations from one language to another language using the translation strategies (Åkerström, 2009), techniques (Anggasta and Pattinasarany, 2013), methods (Mazni, Murni, and Pohan, 2018), and approximation theories (Laurer, 2019), but not many have compared the translation made by a foreigner and a native of the source language (SL), particularly Indonesian.

This research focuses on the translations of two Indonesian songs as the source texts (ST) to English as the target texts (TT) by Christian Bautista and NIDJI, namely “Till the End of Time” and “Lights of Love”. Both songs have been chosen as they have perfectly portrayed how differently Indonesian songs are translated by a foreign translator and an Indonesian translator. The aim of this research is to compare the translation made by a foreign translator and an Indonesian translator by looking at the singable translations. The specific research questions concern translation methods and strategies used in the translation of the two songs above, for these procedures and methods are very important to make such a good translation that fits the original melody of the song. In order to analyze those songs, theories about translation methods (Newmark, 1988) and procedures (Vinay and Darbelnet, 2015) are used.

## 2. Literature Review

These following studies have analyzed the use of paraphrasing in song lyrics translations. Åkerström (2009) in her study has examined three translated song lyrics from Sweden to English. In another study, Anggasta and Pattinasarany (2013) have investigated the translation of English popular songs to German. On the other hand, Laurer (2019) has analyzed popular German songs and its translation in English. The results from these studies show that there are a lot of paraphrasing used in the target language (TL) translation in order to deliver the meaning smoothly from the SL.

Unlike the previous studies, the study from Mazni, Murni, and Pohan (2018) have investigated the errors made by tenth grade students in Tanjung Pinang when translating song lyrics from Indonesian to English. The kinds of errors in this study are analyzed using the theory of errors in translation, which is divided into five categories; inversion, addition, omission, modification, and deviation. Mazni, Murni, and Pohan have also used a similar theory to this research, which is the method of translation theory by Newmark (1988). The results of their study show that the subjects still made all kinds of errors in translating song lyrics, and most errors that the students made were the errors of deviation which accounted for 119 errors.

Another study about translation has been done by Chen (2020). In his study, Chen has found that translation made by a professional translator and translation made by the original author bring different results. While the result of translation that was made by a professional translator is close to the original text, the self-translated text provides a freer result in terms of meaning.

It can be seen that previous studies have started the study on song translations, however, none of them has analyzed Indonesian songs that are translated to English by a foreign and an Indonesian translator. This research discusses it further by looking at the procedures and methods used by each translator. By using different procedures and methods, of course the meaning delivered in the song translations could be different. Thus, it is important to understand the procedures and methods used by a foreign translator and an Indonesian translator.

Two songs that are originally written in Indonesian are used as the corpora. The first song “*Hingga Akhir Waktu*” is translated to “Till the End of Time” by the singer Christian Bautista as a foreign translator and the second song titled “*Bila Aku Jatuh Cinta*” and its translation “Lights of Love” have both been originally written and translated by the Indonesian band Nidji. This research investigates how singable translation from Indonesian

to English made by a foreign and an Indonesian translator are different. Through the analysis, the translation procedures and methods used are figured out. Then this paper elaborates how these differences affect the meaning of the translated songs.

Translation according to Hatim and Munday (2004) is a phenomenon that has a huge effect on everyday life. Translation itself is a practice of rendering one language to another that has been a very important service since ancient times (Chen, 2020). Back then, the translation was only used for written materials, like novels, stories, and newspapers. However, in recent decades another form of translation has emerged, which is audiovisual translation. As Matkivska (2014) has said, audiovisual translation refers to the translation of cinematographical products. Some examples of audiovisual translation are television script, games, and song lyrics.

This research focuses on singable song lyric translation. As Low (2017) has stated, songs are really close and important in human culture. Therefore, there are some reasons why people translate song lyrics. The most common answers are: 1. to understand the lyrics, and 2. to sing the song in a different language. If it is the first reason, then the translation process is just similar to other forms of translation sources (text). However, some songs are translated to be sung in another language. As Desblache (2019) has said, the translation of song lyrics can make those songs more meaningful musically, linguistically, and culturally to the audience in the TL. When doing so, the translator needs to pay attention not only to the linguistic aspects but also to the musicality aspects in order to make a good singable translation.

A singable translation, according to Low (2008), is intended for performance, thus the translator usually pays extra attention to the rhyme that has to be the same as the source language. However, Low (2008) has also explained that there are four other aspects that need to be considered to create a good singable translation in addition to rhyme, which are sense, naturalness, rhythm, and singability. Therefore, the translator is flexible to use the strategy in finding the right words in its TL because an exact equivalent is always impossible (Desblache, 2019). A good song translator is not only a linguist but also a poet and a musician as well (Low, 2008). Other aspects that form a good singable translation are the translation procedures and methods used.

Vinay and Darbelnet (1995) have suggested two translation procedures: direct translation procedures (borrowing, calque, and literal) and oblique translation procedures (transposition, modulation). Direct translation procedures are often used to overcome the gaps between the SL and TL by transposing the message piece by piece from SL to TL (Walinski, 2015). The first procedure, borrowing, is relatively the simplest of all procedures used for translation. It involves the use of foreign phrases in the target text. Next, calque is a special kind of borrowing in which the TL borrows an expression from the SL by translating literally each of the original elements. Literal translation, or word for word translation, is a translation procedure which translates each word in the SL to the exact same word in the TL. Using this procedure, the translator focuses predominantly on adhering to the linguistic rules of the SL.

In some cases, for example when there is no natural equivalent found in the TL, some more complex procedures are needed to convey the meaning of the SL. Thus, oblique translation procedures can be used. The first oblique translation procedure is transposition. Transposition involves replacing one-word class with another without changing the meaning of the text. Transposition consists of five shifts. The first one is a level shift. It is a shift from

lexical expression to grammatical expression. Next is a structure shift, which is a shift in the order of the structure. Then there is a class shift that occurs when the translation equivalent of a SL item is a member of a different class in the TL. Also there is a unit-shift. The last one is an intra-system shift that occurs internally or within the language system. One example can be seen in Indonesian and English pronouns of a person. English has he and she (gender based) pronouns where Indonesian only has *dia* for both male and female. For this reason, it can be said that Indonesian has a neutral pronoun. The second oblique translation procedure is modulation. Modulation involves changing the form of the message through a change in perspective. An alteration of this kind may be required in contexts where a literal or transposed translation still sounds awkward in the TL, despite being grammatically correct utterance. There are two kinds of modulation. The first one is a different point of view and the last one is a different scope that sees the SL from a wide to narrow meaning or vice versa.

Later, Vinay and Darbelnet's (1995) translation procedures are used to deal with incompatibilities between SL and TL structures and distinguish two major methods of translation. Newmark (1998) has said that in translating a text, there are two methods approaches that can be used. The first one is the SL emphasis, and the other one would be the TL emphasis. The two approaches are broken down into more details. SL emphasis methods consist of word-for-word, literal, faithful, and semantic translation.

### 3. Research Method

This research primarily uses qualitative descriptive methods. These descriptive methods analyzed data by using various strategies. In this research, the data or corpora were organized in their original order to provide a clear explanation.

The corpora used in this research were the song lyrics of two Indonesian songs and its English singable translations made by a foreign translator and an Indonesian translator. The first Indonesian song "*Hingga Akhir Waktu*" was translated to "Till the End of Time" by a Filipino singer Christian Bautista. Meanwhile, the second song "*Bila Aku Jatuh Cinta*" was translated into "Lights of Love" by its original singer, Nidji group band. These songs and their translations were carefully chosen since both represented how differently a foreigner and an Indonesian translator created a singable English translation from Indonesian songs.

The lyrics of the songs were put in a table of three columns. The first column consisted of the SL of the song, which was Indonesian. The next column represented the TL of the songs that were made by each translator. Then the third column showed the literal meaning of the original lyrics in English. All three lyrics were aligned side by side in a table in order to see clearly how they were translated. The translation methods and procedures were noted and later used to compare the translation methods and procedures which were used by both translators to see if any interesting differences could be found. Afterwards, the results of the analysis were presented.

### 4. Results and Discussion

The analysis of the two songs has been carried out individually. The song lyrics and their singable translations are first presented side by side along with the literal meaning of the original lyrics as a comparison. Then it is followed by tables of the translation methods and procedures that can be found in each song. The words or phrases in bold are the ones that meet the translation methods or procedures. Below each table, the complete explanations

on the translation methods and procedures are provided. The first analysis is about an Indonesian song to its English translated version made by a foreign translator with the title “*Hingga Akhir Waktu*” and “Till the End of Time”.

### 1. Song 1 “*Hingga Akhir Waktu*”

Table 1. Translation of Song 1 “*Hingga Akhir Waktu*”

ST	TT	ST's Literal Meaning
“ <i>Hingga Akhir Waktu</i> ”	“Till the End of Time”	“Until the End of Time”
<i>Kucoba untuk melawan hati Tapi hampa terasa di sini tanpamu Bagiku semua sangat berarti lagi Kuingin kau di sini tepiskan sepiku Bersamamu</i>	I try to resist what my heart feels But I'm falling into pieces Drifting further away from you Everything won't seem right If you were here with me You'd brush away this loneliness from me	I try to resist the liver But empty is felt here without you For me everything is very meaningful again I want you here fend off my loneliness With you
<i>Takkan pernah ada yang lain di sisi Segenap jiwa hanya untukmu Dan takkan mungkin ada yang lain di sisi Kuingin kau disini tepiskan sepiku Bersamamu</i>	There will never be another by my side Because all I am is just for you And there can never be another by my side I need you here with me And brush away this loneliness from me	There will never be another by the side The entire soul is just for you And it's never possible that there is another by the side I want you here fend off my loneliness With you
<i>Bagiku semua sangat berarti Kuingin kau di sini Bagiku semua sangat berarti lagi Kuingin kau di sini</i>	Everything was seem so right If you were here with me Everything was seem right, once again I need you here with me	For me everything is very meaningful I want you here For me everything is very meaningful again I want you here
<i>Takkan pernah ada yang lain di sisi Segenap jiwa hanya untukmu Dan takkan mungkin ada yang lain di sisi Kuingin kau di sini tepiskan sepiku Bersamamu</i>	There will never be another by my side Because all I am is just for you And there can never be another by my side I need you here with me You brush away this loneliness from me	There will never be another by the side The entire soul is just for you And it's never possible that there is another by the side I want you here fend off my loneliness With you
<i>Hingga akhir waktu Hingga akhir waktu</i>	'Till the end of time 'Till the end of time	Until the end of time Until the end of time
<i>Takkan pernah ada yang lain di sisi Segenap jiwa hanya untukmu Dan takkan mungkin ada yang lain di sisi Kuingin kau di sini tepiskan sepiku Bersamamu</i>	There will never be another by my side Because all I am is just for you And there can never be another by my side I need you here with me You brush away this loneliness from me	There will never be another by the side The entire soul is just for you And it's never possible that there is another by the side I want you here fend off my loneliness With you

<i>Hingga akhir waktu</i> <i>Hingga akhir waktu</i>	'Till the end of time 'Till the end of time	Until the end of time Until the end of time
--	--	--

### 1.a. Translation Methods

Table 2. Faithful translation methods in song 1

Translation Methods	ST	TT	ST's Literal Meaning
Faithful Translation	1. <b>"Hingga Akhir Waktu"</b> 2. <i>Kucoba untuk melawan hati</i> 3. <i>Takkan pernah ada yang lain di sisi</i>	1. <b>"Till the End of Time"</b> 2. I try to resist what my heart feels 3. There will never be another by my side	1. <b>"Until the End of Time"</b> 2. I try to resist the liver 3. There will never be another by the side

Looking at the entirety of the song and its translation, it can be said that the dominant translation methods occurring in the first song is faithful translation. The translator here was faithful in terms of the meaning and the number of words used in the translation. In every verse or stanza, it is seen that the length of the ST and the TT is quite similar, which shows that the translator does not paraphrase the text. Instead, the translator follows the pattern of the TL and only changes minor parts of the lyrics with the aim of composing a melodic singable translation that has identical rhythm to the original song.

In order to clarify the claim, three examples in the table are explained further. The first example of faithful translation methods can be seen in the title of the song itself. From the TL *"Hingga Akhir Waktu"*, it is translated to *"Till the End of Time"*. In this translation, the TL means exactly the same as the SL; however, the translator abbreviated the word *"until"* into *"till"* in order to make an identical rhythm with the SL. Next, the line *"untuk melawan hati"* is translated to *"to resist what my heart feels"* which can also be translated to *"to resist my heart"*. However, to make the translation equivalent to the original song's music, the translator added more words. Another example is in the phrase *"yang lain di sisi"* which translated to *"be another by my side"*. The translation still means the same as the SL and does not feel awkward in the TL. By that it means that the translator does intend to make the singable translation close to the SL but still melodic to be sung.

### 1.b. Translation Procedures

#### 1.b.1 Literal translation

Table 3. Literal translation procedures in song 1

Translation Procedures	ST	TT	ST's Literal Meaning
Literal Translation	1. <b>"Hingga Akhir Waktu"</b>	1. <b>"Till the end of time"</b>	1. <b>"Until the End of Time"</b>

In the example above, one translation procedure that is found is a literal translation. As what has been explained in the previous section, literal translation is one of the direct translation procedures that put emphasis on the SL. Literal translation in this finding shows the use of the exact same words and structure in both the original song and translation which can be seen in the title of this song *"Hingga Akhir Waktu"* that is translated to *"Till the end of time"*.

### 1.b.2 Transposition unit shift

Table 4. Transposition unit-shift in song 1

Translation Procedures	ST	TT	ST's Literal Meaning
Transposition Unit-shift	1. <i>Kucoba untuk melawan <b>hati</b></i> 2. <i>Kuingin kau di sini <b>tepiskan</b> sepiku <b>bersamamu</b></i>	1. I try to resist <b>what my heart feels</b> 2. I need you here with me You'd <b>brush away</b> this loneliness from me	1. I try to resist <b>the liver</b> 2. I want you here <b>fend off</b> my loneliness with you

Moving on to transposition, there are two unit-shift examples that are found in this song. The first one is the single word “*hati*” that is translated to a phrase “what my heart feels”. The additional words are needed in order to give a clearer explanation on how the person needs to resist his feelings, not his heart as an organ. Next, the word “*tepiskan*” is shifted to “brush away”. It is seen that the unit of rank in the ST is a word, but then it is translated into a phrase. This is used to make the text in the TL sound natural.

### 1.b.3 Modulation different point of view

Table 5. Modulation different point of view in song 1

Translation Procedures	ST	TT	ST's Literal Meaning
Modulation Different Point-of-View (POV)	1. <i>Kucoba untuk melawan <b>hati</b></i> 2. <i>Tapi <b>hampa</b> terasa</i>  3. <i>Kuingin kau di sini <b>tepiskan</b> sepiku <b>bersamamu</b></i>	1. I try to resist what my <b>heart</b> feels 2. But I'm <b>falling</b> to pieces  3. I need you here with me You brush away this loneliness <b>from me</b>	1. I try to resist <b>the liver</b> 2. But <b>empty</b> is felt  3. I want you here fend off my loneliness <b>with you</b>

In this song, there are three modulations in different POV that are found. The first one, the word “*hati*” is translated to “heart”. If the word “*hati*” in Indonesian is translated literally to English, it will be the internal organ “liver”. Both words, “*hati*” and “heart” in this context, are associated with love, not human organs. These words show different points of view on how Indonesian and English associate love, but when reading the text, the same meaning can still be acquired. Next is the word “*hampa*” to “falling”. In English, “*hampa*” means “empty” which is very different to the word “falling”. This shows the difference on how they express loneliness. Lastly, the word “*bersamamu*” is shifted to “from me”. In English the word “*bersamamu*” means “with you”, which creates a different distance to the translation “from me”.

### 1.b.4 Modulation different scope

Table 6. Modulation different scope in song 1

Translation Procedures	ST	TT	ST's Literal Meaning
Modulation Different Scope	1. <i><b>Segenap jiwa hanya untukmu</b></i> 2. <i>Kuingin kau <b>disini</b></i>	1. Because all I am is just <b>for you</b> 2. I need you here with <b>me</b>	1. The entire soul is just <b>for you</b> 2. I want you here

For the modulation in a different scope, there are two examples found. First, the word “*jiwa*” which means “soul” in English is translated to “all I am”. It is clearly seen that the translator has changed the meaning because “all I am” means not only specifically his soul but also his physical body. Therefore, the meaning is changed from specific to general. Next, the word “*ingin*”, or “want” in English, is translated into “need”. In this example, the translator has changed the word in terms of degree of requirement. Whereas “want” means something that a person wishes to have, “need” means something that a person must have.

All in all, by looking at the translation methods and procedures used, it can be said that the foreign translator here respected and stayed loyal to the original song lyrics. From the length of the song lyrics to the overall translations, they are all identical to the original songs. However, although only in minor parts, some changes and shifts can still be found in order to make the translation more acceptable in the TL.

## 2. Song 2 “*Bila Aku Jatuh Cinta*”

Table 7. Translation of Song 2 “*Bila Aku Jatuh Cinta*”

ST	TT	ST’s Literal Meaning
<p><i>“Bila Aku Jatuh Cinta”</i></p> <p><i>Bila aku jatuh cinta</i>  <i>Aku mendengar nyanyian</i>  <i>1000 dewa dewi cinta</i>  <i>Menggema dunia</i></p> <p><i>Bila aku jatuh cinta</i>  <i>Aku melihat matahari</i>  <i>Kan datang padaku</i>  <i>Dan memelukku dengan sayang</i></p> <p><i>Bila aku jatuh cinta</i>  <i>Aku melihat sang bulan</i>  <i>Kan datang padaku</i>  <i>Dan menemani aku</i></p> <p><i>Melewati dinginnya mimpi</i>  <i>Melewati dinginnya mimpi</i></p> <p><i>Bila aku jatuh cinta</i>  <i>Jatuh cinta</i>  <i>Bersama dirimu</i></p> <p><i>Peluk aku</i>  <i>Dan ciumlah aku</i>  <i>Sayang</i>  <i>Sayang</i></p>	<p><i>“Lights of Love”</i></p> <p>Kill me now because I am lonely  I can hear a thousand songs  Singing in salvation  Shouting at the world</p> <p>As my soul begins to journey  I can see the sun and glory  Dancing with desires  And blast me with the lights of love</p> <p>Kiss me now because I’m lonely  I can see a tears of hunger  Open up your eyes  Open up your heart</p> <p>And I lost for your love till I die  And I lost for your love till I die</p> <p>And now  Since you in my hand  Wake up now I’m feel the same  Feel the same as one</p> <p>Wake me up  Let us shine  Let us shine  Tonight  Tonight</p>	<p><i>“If I Fall in Love”</i></p> <p>If I fall in love  I hear the song of  A thousand gods and goddesses of love  Echoing the world</p> <p>If I fall in love  I see the sun  That will come to me  And hug me dearly</p> <p>If I fall in love  I see the moon  Will come to me  And accompany me</p> <p>Getting through the coldness of dream  Getting through the coldness of dream</p> <p>If I fall in love  Fall in love  With you</p> <p>Hug me  And kiss me  Dear  Dear</p>

<i>Melewati dinginnya mimpi</i> <i>Melewati dinginnya mimpi</i>	And I lost for your love till I die And I lost for your love till I die	Getting through the coldness of dream Getting through the coldness of dream
<i>Bila aku jatuh cinta</i>	Kiss me now before I	If I fall in love

## 2.a. Translation Methods

### 2.a.1 Adaptation translation

Table 8. Adaptation translation methods in song 2

Translation Methods	ST	TT	ST's Literal Meaning
Adaptation Translation	1. <b><i>"Bila Aku Jatuh Cinta"</i></b> 2. <b><i>Bila Aku Jatuh Cinta</i></b> 3. <b><i>Melewati dinginnya mimpi</i></b> 4. <b><i>Kan datang padaku</i></b>	1. <b><i>"Lights of Love"</i></b> 2. Kill me now because I am lonely 3. And I lost for your love till I die 4. Dancing with desire	1. <b><i>"If I Fall in Love"</i></b> 2. If I fall in love 3. Getting through the coldness of dream 4. That will come to me

The second analysis showed an Indonesian song that is translated by a native Indonesian. In contrast to the first song, the methods of translation that are found in the song *"Bila Aku Jatuh Cinta"* and its English translation put more emphasis into the TL which can be seen from the first and dominant translation methods found, adaptation. When this song is seen as a whole, it can be said that the length of each stanza or verse is quite identical between the SL and the TL. However, when taking a more detailed look at this song, it can be inferred that the meaning from the SL is totally changed in the TL.

The first proof that shows adaptation methods used in this song can be seen in the title of the song itself, which is from *"Bila Aku Jatuh Cinta"* (literally "If I fall in Love") to "Lights of Love". Instead of using the literal meaning of the title, the translator chose to replace it with something that is totally different in meaning yet it still preserved the plot and theme of the song, which is about love. Next, the first line of the song, *"Bila aku jatuh cinta"*, is translated to "Kill me now because I am lonely". *"Bila aku jatuh cinta"* as what has been mentioned before means "If I Fall in Love" or "When I Fall in Love" literally in English. This shows that the translator has changed the original lyrics to a translation that has no similarity in meaning and message. Another one can be found in the line *"Melewati dinginnya mimpi"* that is translated into "And I lost for your love till I die". The source language if being translated literally to English would mean "To get through the coldness of dream". Lastly, another indication of the adaptation methods can be seen in the line *"Kan datang padaku"*. In English, this line means "Will come to me", but it is translated to "Dancing with desire" that has no similarity with the line in the SL. Those examples show that the target text deviates from the SL, particularly in terms of meaning.

## 2.a.2 Free translation

Table 9. Free translation methods in song 2

Translation Methods	ST	TT	ST's Literal Meaning
Free Translation	1. <i>Aku melihat matahari</i> 2. <i>Dan memelukku dengan sayang</i>	1. I can see the sun and glory 2. And blast me with the light of love	1. I see the sun 2. And hug me dearly

Although the length of the TL is quite similar to the SL if being seen as a whole, there are actually some lines where the translator added meanings to the translation. This shows that another methods of translation is used in this singable translation, which is the free translation methods.

There are two lines where the free translation methods can be found. In the line “*Aku melihat matahari*” (lit. “I see the sun”), the translator added meanings to the translation because he translated it to “I can see the sun and glory”. Meanwhile, there is no information about “glory” in the ST. Lastly, the line “*Dan memelukku dengan sayang*” (lit. “And hug me dearly”) is translated to “And blast me with the light of love”. As what can be seen in the SL, there is no information about “blast” and “light”. This shows that the translator put some additional messages in the translation.

## 2.b. Translation Procedures

### 2.b.1 Modulation different point of view

Table 10. Modulation different POV in song 2

Translation Procedures	ST	TT	ST's Literal Meaning
Modulation Different POV	1. <i>Aku mendengar nyanyian 1000 dewa dewi cinta</i> 2. <i>Dan memelukku dengan sayang</i>	1. I can hear a thousand songs singing in <b>salvation</b> 2. And <b>blast me</b> with the light of love	1. I hear the song of a thousand <b>gods and goddesses of love</b> 2. And <b>hug me</b> dearly

In this song and its English translation, there are no translation procedures that resemble the direct meaning of the SL. What can be found in this song are oblique translation procedures in which the translator interprets the original song. The first one to be discussed is modulation of a different point of view.

The line “*Aku mendengar nyanyian 1000 dewa dewi cinta*” (lit. “I hear the song of 1000 gods and goddesses of love”) is translated into “I can hear a thousand songs singing in salvation”. Gods and goddesses have different meanings to salvation. By this, it can be inferred that the translator sees gods and goddesses as something saving. Next, modulation of a different point of view can be found in the line “*Dan memelukku dengan sayang*” to “And blast me with the light of love”. The word “*memelukku*” means “hug me” in English. However, instead of using that translation, the translator chose to change it to “blast me”. In this example the difference between the word “hug” and “blast” is clear enough to spot. By hugging something, it means that the distance between a person and the thing being hugged

is getting shorter. Thus, if a person blasts something the distance between the person and the thing must be farther.

## 2.b.2 Modulation different scope

Table 11. Modulation different scope in song 2

Translation Procedures	ST	TT	ST's Literal Meaning
Modulation Different Scope	1. <i>Menggema dunia</i>	1. <b>Shouting at</b> the world	1. <b>Echoing</b> the world

The next modulation that will be discussed is a different scope. The example can be seen in the line “*Menggema dunia*” which means “echoing the world” literally in English. However, it is translated to “Shouting at the world” which is different from the SL. The verb echo, according to the Oxford dictionary means to send back or to repeat a sound. On the other hand, the verb shout according to the Oxford dictionary means to say something in a loud voice, which is harsher than echo. By this it can be seen that the translator changed the meaning from a word that is more subtle to a word that is harsher.

Taking everything into account, it can be said that the translation of this song departs considerably from the original lyrics. In other words, this translation can also be seen as a recreation of the original song. This most possibly happened since the original song lyricist and the translator are the same person and because of that, the translator knows exactly the soul of the song. Therefore, the translator owns the authority and the authorial status to reconstruct the song differently in another language (Chen, 2020).

## 5. Conclusion

Based on the findings in this research, it can be concluded that the singable translation of Indonesian songs made by a foreign translator is different from the translation made by an Indonesian translator. The song translation made by a foreign translator is more faithful to the SL, in this case Indonesian, by looking at the entirety of the translation which only uses faithful translation methods. By this, it can be said that the foreign translator respects and stays loyal to the SL in order to preserve the true meaning of the song. In contrast, the findings of this research show that the song translation made by an Indonesian translator leans more on the TL, which is English. This can be seen from the translation methods used, which are adaptation and free translation methods. As a result, the translation made by an Indonesian translator conveyed a different meaning to the original text while still preserving the genre and plot of the song. These findings propose similar results to what have been previously found by Åkerström (2009), Anggasta and Pattinasarany (2013), and Laurer (2019) about the use and number of paraphrasing in song translations. However, in Nidji's translation the number of paraphrasing is more than the other song which is in line with what Chen (2020) has suggested about self-translation.

Despite all the differences found between the singable translation of Indonesian songs to English made by a foreign translator and an Indonesian translator, there are also some similarities between those two. Both translations are singable and as what has been mentioned before, the two translations can be sung using the same melody as their original songs. Other than that, both translations have identical length of line and stanza to its original songs.

This research about Indonesian song translations, however, requires further investigation since this research is very limited in scope. This research has only used two corpora as the main data for the research. Therefore, it should be noted that the results provided only refer to the corpora of texts that have been worked on. Different results can possibly appear when the theory is applied on different corpora, for example if the translator is a native of the SL but not necessarily the original song lyricist. Thus, future studies on song translations that involve more song lyrics and translations as the corpora might provide different results.

## References

- Anggasta, G. & Pattinasarany, M. (2013). *Analisis Teknik Terjemahan Padanan Leksikal Lagu Populer Amerika dalam Bahasa Jerman*. Depok: Universitas Indonesia.
- Åkerström, J. (2009). *Translating Song Lyrics*. Sodertorn: Sodertorn University.
- Chen, Y. (2020). *Corpora-based Investigations into the Differences in Translation Styles between Translators and Self-translators in SKASE Journal of Translation and Interpretation*. 13: 1. Singapore.
- Desblache, L. (2019). *Music and Translation: New mediation in the digital age* (pp.284). Basingstoke: Palgrave Macmillan.
- Hatim, B. & Munday, J. (2004). *Definitions of Translation in Translation: An advanced resource book* (pp.3-10). New York: Routledge.
- Laurer, J. (2019). *The translation in Song Lyrics in Popular Music: German Lyrics and their Translation into English*. Smaland: Linnaeus University.
- Low, P. (2005). The Pentathlon Approach to Translating Songs in *Song and Significance: Virtues and Vices of Vocal Translation* (pp. 185-212). New York: Rodopi.
- Low, P. (2008). *Translating Songs that Rhyme, Perspectives: Studies in Translatology* (pp.1-20). DOI: 10.1080/13670050802364437.
- Low, P. (2017). *Translating Song Lyrics and Texts*. New York: Routledge.
- Matkivska, N. (2014). *Audiovisual Translation: Conception, Types, Characters' Speech and Translation Strategies Applied* (pp.1-3). Ukraine: Kyiv National Linguistic University
- Mazni, Murni D. & Pohan, E. (2018). *Method of Translation in An Error Analysis of Indonesian-English Translation by Using Song Lyric at the Tenth Grade Students of SMA Negeri 4 Tanjungpinang* (pp.4-5). Tanjung Pinang: Universitas Maritim Raja Ali Haji.
- Newmark, P. (1988). *Translation Methods in A Textbook of Translation* (pp.45-48). New York: Prentice HaH International vUIO Ltd.
- Sebnem, S. (2008). *Translation and Music: Changing Perspectives, Frameworks and Significance. The Translator: Translation and Music*. 14:2 (pp.187-200). Manchester: St. Jerome Publishing.
- Vinay, J.-P., & Darbelnet, J. (1958/2000). *A Methodology for Translation. [An excerpt from Comparative Stylistics of French and English: A Methodology for Transla- tion, trans. and eds. J. C. Sager & M.-J. Hamel, Amsterdam: John Benjamins, 1995, first published in 1958 as Stylistique comparée du français et de l'anglais. Méthodede traduction] In L. Venuti (Ed.), The Translation Studies Reader* (pp. 84–93). London: Routledge.
- Vinay, J.-P., & Darbelnet, J. (1995). *A Methodology for Translation*. Amsterdam: John Benjamins Publishing Company.
- Walinski, J. (2015). *Translation Procedures* (pp.58-64). Lodz: University of Lodz.

## IDIOMATIC EXPRESSION TRANSLATION STRATEGY IN RHONDA BYRNE'S BOOK *THE MAGIC*

Fitriyah Fitriyah

Universitas Bina Sarana Informatika, Jakarta, Indonesia

E-mail: fitriyah.fit@bsi.ac.id

Received: 27 October 2020

Accepted: 05 December 2020

### Abstract

One of the problems in translation is idiom. Idiomatic expressions are unique because their structures cannot always be translated literally and even tend to form new meanings. This research aims to analyze the strategy of English idioms translation in Rhonda Byrne's book *The Magic* which was translated into Indonesian entitled *The Magic* by Susi Purwoko and to find out the most dominant strategy used by translator. This research is a qualitative descriptive study. The data are English idioms and their translation in Indonesian. There are 48 data. Those are analyzed based on Baker's Idiom translation strategies. They are (1) using an idiom of similar meaning and form, (2) using an idiom of similar meaning but dissimilar, (3) Translation by paraphrase. The result shows that there are three strategies of English idioms translation in Rhonda Byrne's book *The Magic*. They are (1) using an idiom of similar meaning and form (15 %), (2) using an idiom of similar meaning but dissimilar (31 %), (3) Translation by paraphrase (54); and the most dominant strategy is a translation by paraphrase.

**Keywords:** idiom, Source Language (SL), Target Language (TL), idiom translation strategy.

### 1. Introduction

Nowadays, translation activities are increasingly attracting many people from various disciplines. The translation is an alternative activity that gets the attention of the public because it is hoped that translation will be able to bridge problems that arise due to different languages. The translation is becoming increasingly important because most texts on scientific and technological information originate from developed countries and are written in English or other foreign languages. Only with translation can people know and understand the contents of the text.

Translation demands a deep understanding of both grammar and culture. Translators need to know the rules of a language as well as the habits of the people who speak it. In addition, even for the most experienced professionals, confusion and frustration are familiar feelings. Every language sits inside a defined structure with its own agreed upon rules (Saragih, 2020). When we are communicating with people from different cultures, it is best to know what is appropriate in their culture and act with regard to that, so as to avoid misunderstandings caused by culture differences (Fitriyah, Emzir, & Ridwan, 2019).

Several problems are related to the mastery of source language (SL) and target language (TL). They become very complicated because the lack of mastery of SL (English) and TL will cause the translator to be unable to understand the message contained in SL properly, and

the lack of mastery of TL (Indonesian) will result in the translator having difficulty expressing the message to the public.

Therefore, it is not surprising to say that translating is difficult and complicated. In addition to having special skills, a translator must also master linguistic and non-linguistic aspects well. The linguistic aspect includes the source language (SL) and the target language (TL), while the non-linguistic aspect includes the cultural aspects of the source language and target language. The translation technique is expected to be a solution to the translation problems faced by translators.

In this study, the researcher chose a popular book, which is a type of book that deals with certain issues that are interesting to be listened to and known by the general public. Due to the wide variety of popular books, a translator must be able to transfer messages from SL into TL appropriately, especially in translating idioms. For example, the idiom to *follow someone's* which means walking straight on, to *hand in a request* means submitting a request, *his fingers are all thumbs* which means he is very awkward. For example, idiom to *follow one's* which means *berjalan lurus terus*, to *hand in a request* which means *mengajukan suatu permohonan*, *his fingers are all thumbs* which means *ia sangat canggung*, and so on.

Among the many popular books published to date, Rhonda Byrne's book *The Magic*, which was released in 2012, is her third book (still in *The Secret* book series), after her first book, *The Secret*, then her second book *The Power of The Secret*. The third book is *The Magic*. The researcher chose this book because it is the newest book by Rhonda Byrne. *The Magic* is one of the popular books that received a warm welcome and is quite taken into account by readers. This is because the themes discussed in the book are very interesting, as well as a personal experience of the author. Besides that, the use of idiom expressions in the book is quite diverse so that researchers are interested in examining the translation.

In this regard, one of the most problems in translation is idioms. The Idiom expressions are unique because their structures cannot always be translated literally and even tend to form new meanings. In addition, idiom expressions have special characteristics, namely oddities or deviations from the usual (anomaly), regarding the problem of the meaning of the idiom. Although it is unique and tends to be difficult, the use of idioms is almost inevitable. The idiom used can take many forms.

From the problems set out above, this study aims to describe and analyze the form of English idioms in the book *The Magic*.

## 2. Literature Review

Translation consists of transferring the meaning of the first language into the form of the second language by paying attention to its semantic structure. Translation involves two languages, the source language (SL) and the receiving language (TL) and the act of translation is an act of producing the meaning of messages, statements, utterances, and BS text styles into BP text (Verity & Larson, 1986)

Bell (1991: 6) argues that translation is the replacement of a representation of the same text in a second language. Text in two different languages can be the same in different degrees (in whole or in part). Bell further adds that translation is a replacement for the representation of the same text into a second language text, especially those related to similarity in context, semantics, grammar, lexical, and so on, and at different levels (word-for-word, phrase-for-phrase, sentence-for-sentence). Due to the different perspectives of

experts in defining translations, in principle, they agree on the consideration of meaning as the most important consideration.

Next, another thing that is no less important is language style. In translation, a language style is not the same as that in the field of literature, according to Nababan (2003). The language style in translation is more focused on the official level of the target language form adjusted to the official level of the source language form. In line with Nababan, Kridalaksana (in Nababan, 2003) says that the translator is a source of transferring a message from SL to TL by first expressing its meaning and then the style of the language. This opinion seems to be embraced more by the translators because this definition can better represent things that are often encountered by translators when carrying out translation activities.

Before carrying out a translation, it is necessary to select a procedure or strategy of translation. It is necessary to know whether the message can be understood or not. To oversee the transfer of the meaning and message of the source language (SL) into the target language (TL), the first thing to know is the meanings that are related to words, word formation, and word sequences that form various units from the smallest units to the text overall.

When reading a translated text, various problems are found in understanding the contents of the text. This is due to various factors, such as differences in the culture of the author of the text and the readers, which can significantly result in the interpretation or insight of the concept of words or terms used by the author. Sometimes readers also encounter words or terms that are considered foreign by readers so that they do not understand the meaning contained in them. Therefore, in the process of transferring the contents of the text, one should pay attention not only to the structure of the sentence but also to the understanding of the meaning of the word or term as a whole.

According to Hatim and Munday (2004:6), the translation process that produces a translation product cannot be separated from the surrounding social and cultural context. Matters related to cognitive, linguistic, visual, cultural and ideological phenomena are an inseparable part of the translation process and product. Thus, translation does not only transfer messages from one language to another, but also considers social and cultural factors that exist in the text of the source language and the text of the target language.

Bell (1991:20) divides the translation process that occurs in human memory into 2 stages, namely the analysis stage and the synthesis stage. At the analysis stage, the translator tries to see the source text and understands the text from a linguistic and non-linguistic perspective. This activity is carried out by reading, understanding, and analyzing the SL text, while linguistic analysis covers various levels, starting from the highest level to the lowest level, or vice versa. At the synthesis stage, the translator combines the semantic image into the TL text or more clearly depicted the meaning of SL into TL. This process occurs in the translator's brain or is the inner process of the translator.

There are language criteria which have a direct influence on translation principles. The point is that in translating a text, a translator must consider the components of meaning, grammatical patterns, and sentences as a whole because all these forms are identified differently in other languages and all expressed with different meanings or functions.

Meaning is studied from the first language form to the second language form to see the semantic structure. The meaning that is transferred must be continuous (constant) and only the form changes. To produce an effective translation, what must be paid attention to is to find the meaning of SL and use the TL forms which express that meaning in a natural way.

By knowing the type of translation to be used in translating, a translator is expected to be able to transfer the intended message or meaning properly. To get a good translation result, a translator must pay attention to every process that must be passed in the translation process itself.

Various theories and opinions regarding the translation method can be obtained from various sources. One of them is Larson (Verity & Larson, 1986), stating that the translation method is categorized into two types, namely (1) literal translation and (2) idiomatic translation. The literal translation is also called form-based translation, which is the translation process by following the form of the source language. For example, SL: *How are you?* TL: *Bagaimana kamu?* Meanwhile, idiomatic translation is also called meaning-based translation. This type of translation focuses more on the fairness of its equivalence in the target language, so that the translation product is expected not to reflect the source language, but another form of original writing with the same idea content as the source language. For example, SL: *cats and dogs' rain*. TL: *hujan deras*.

Molina and Albir said that the translation method justifies the entire translated text, while the translation technique focuses more on analyzing the components of the language and classifying all of the components so that an appropriate equivalent is found in Hartono, (2020: 1). In this connection Molina and Albir explain five basic characteristics of translation techniques: a) Translation techniques affect the translation results, b) Translation techniques compare SL with TL. c) Translation techniques affect the smallest units of text, for example, words, phrases, and sentences. d) Translation techniques are natural and contextual discursive (logical). e) Translation techniques are functional.

Newmark (in Hartono, 2020) proposes eight translation methods that are grouped into two parts. The first part (four methods: word-for-word, literal, faithful, and semantic) emphasize the source text and the second part (four methods: adaptation, free, idiomatic, and communicative) tend to emphasize the target text. All eight methods of translation lead finally translators to have two strategies of translation: foreignization and domestication or both are well known as translation ideology. If the translator tends to use four of eight methods emphasizing the source language, he tends to keep the foreignization ideology and vice versa.

Many translation experts define this translation method. One of them is Larson who said that idiomatic translation uses the natural grammatical forms and lexical choices in the target language. A truly idiomatic translation does not look like a translation, it is like a native word. As if the writing is directly written by the original or native speakers. In terms of idiomatic translation usage, a good translator will translate the text idiomatically, searching equivalent as naturally as possible, replacing the original idioms with the target idioms. In short, in this case, idioms are translated into idioms, proverbs to proverbs, metaphors to metaphors, figuratively to figuratively, personification to personification, assonance to assonance, and alliteration to alliteration (Hartono, 2020:47).

Newmark (in Hartono, 2020) adds that idiomatic translation reproduces messages in the target language text with expressions that are more natural and familiar than the source-language text. Meanwhile, Baker (1992:63) clarifies the above opinion by stating, "in the case of idioms, often carry meanings which cannot be deduced from their individual components.

From these opinions, it can be said that the meaning of idioms cannot be drawn from the meaning of the lexical elements that make them up according to the prevailing

grammatical rules. The meaning of the idiom must be seen as a unit, not from each of the components that make up the idiom.

Seeing from the shape, idioms are classified based on different levels of semantic units and differences in their structure so that it seems clearer that idioms can be in the form of expressions, grammatical constructions, and phrases.

Regarding the structure, Baker (1992) says, "*Idioms (and fixed expressions)... are frozen patterns of language which allow a little or no variation in form, and in the case of idioms, often carry meaning which cannot be deduced for their individual components*". This definition explains that there are two important things in studying idioms. The first is the structure of the idiom that cannot change, the second is the meaning of the idiom which must be seen as a unified whole. For example: the word *carry the ball*. It consists of the elements form *carry* and *the ball* which form a single unit. This definition implies that (1) these elements cannot be changed or replaced by synonyms or other words which become an extension or even a narrowing of the meaning of the word. For example, the word ball is replaced by tennis ball so that it becomes carry the tennis ball. The phrase *carry the ball* has a figurative meaning, while *carry the tennis ball* has real meaning. (2) related to the meaning, an idiom cannot be translated word for word but must be seen as a whole from its constituent elements.

According to Baker (1992:71), there are four idiom translation strategies. They are (1) using an idiom of similar meaning and form. This strategy involves using an idiom in the target language which conveys roughly the same meaning as that of the source language idiom, and in addition, consists of equivalent lexical items. (2) using an idiom of similar meaning but dissimilar. It is often possible to find an idiom in the target language which has a similar meaning to that of the source idiom or expression, but which consists of different lexical items (3) Translation by paraphrase. This is by far the most common way of translating idioms when a match can not be found in the target language or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of the source and target language, we may find the paraphrase (4) Translation by omission.

### 3. Research Method

This research used a qualitative approach and descriptive analysis method to analyze the idiom translation strategies in Rhonda Byrne's book *The Magic* and the translation book entitled *The Magic* which was translated by Susi Purwoko. This research is basic research because it only aims to understand a problem without leading to finding ways to solve problems with actions that are practical applications (Sutopo,1996:109). In general, qualitative research uses a basic strategy in the form of case studies in the form of single case because in this study the nature of the data under study consists of only one character (as an idiom).

The researcher used the strategy of idiom translation of Baker (1992). They are (1) using an idiom of similar meaning and form. This strategy involves using an idiom in the target language which conveys roughly the same meaning as that of the source language idiom, and in addition, consists of equivalent lexical items. (2) using an idiom of similar meaning but dissimilar. It is often possible to find an idiom in the target language which has a similar meaning to that of the source idiom or expression, but which consists of different lexical items (3) Translation by paraphrase. This is by far the most common way of translating idioms when a match can not be found in the target language or when it seems

inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of the source and target language, we may find the paraphrase (4) Translation by omission.

To test the validity and correctness of the data, data triangulation, and method triangulation were used. Meanwhile, the analysis technique uses interactive analysis techniques. This analysis model has three main components, namely data reduction, data presentation, and drawing conclusions or verification.

#### 4. Results and Discussion

In this study, the researcher analyzed the data based on the original text (*The Magic* by Rhonda Byrne), called SL (source language) and the translated text (*The Magic* that was translated by Susi Purwoko), called TL (target language). The findings are shown below:

Table 1: The Idioms Expression Translation of *The Magic*

No	Strategy	Amount	Percentage (100%)
1	Using an idiom of similar meaning and form	7	15 %
2	Using an idiom of similar meaning but dissimilar form	15	31 %
3	Translation by paraphrase	26	54 %
	Total amount	48	100 %

Based on the findings in table 1, the idioms expression translation are divided into several strategies as follows:

##### (a) Using an idiom of similar meaning and form

This strategy involves using an idiom in the target language which conveys roughly the same meaning as that of the source language idiom, and in addition, consists of equivalent lexical items (Mona Baker, 1992). Based on the table 1 there are 7 data that using similar meaning and form. The examples are follows:

(1) **SL:** *The magical power of gratitude turns your life into gold*

(Byrne, 2012a: 16)

**TL:** *Daya ajaib dari syukur mengubah hidup Anda menjadi emas*

(Byrne, 2012b:16)

(2) **SL:** *The more gratitude you have, the more abundance you magnetize* (Byrne, 2012a:7)

**TL:** *Semakin banyak syukur yang Anda miliki, semakin banyak kelimpahan yang Anda tarik* (Byrne, 2012b:8)

(3) **SL :** *You reap what you sow, you get what you give* (Byrne, 2012a:7)

**TL:** *Anda memanen apa yang Anda tanam, Anda mendapatkan apa yang Anda beri* (Byrne, 2012b:8)

In translation cases, the translator usually gets a problem when translating text from the source language into the target language especially in translating idioms. So, the translator usually finds the similar words that have a close meaning and form with the source language.

### **(b) Using an idiom of similar meaning but dissimilar form**

Baker said that it is often possible to find an idiom in target language which has similar meaning to that of the source idiom or expression, but which consists of different lexical items. Based on the findings in table 1 there are 15 data that using a similar meaning but dissimilar form. The examples are follows:

- (1) **SL** : *I don't get along with my parents* (Byrne, 2012a:7)  
**TL** : *Aku tidak akur dengan orangtuaku* (Byrne, 2012b:7)
- (2) **SL** : *I think I'm coming down with something* (Byrne, 2012a:7)  
**TL** : *Aku rasa aku akan mengalami sesuatu yang buruk* (Byrne, 2012b: 7)
- (3) **SL** : *One week after another, one day after another, great news pours in!* (Byrne, 2012a:137)  
**TL** : *Dari minggu ke minggu, hari ke hari, kabar-kabar gembira membanjiri!* (Byrne, 2012b:150)

There are language criteria which have a direct influence on translation principles. The point is that in translating a text, a translator must consider the components of meaning, grammatical patterns, and sentences as a whole, because all these forms are identified differently in other languages and all expressed with different meanings or functions. That is why, the translator will use the words that have a similar meaning, although have dissimilar form.

### **c) Translation by paraphrase**

This is the most common way of translating idioms when a match can not be found in the target language or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of the source and target language, we may find the paraphrase. Based on the table 1 there are 26 data that use paraphrase. The examples are follows:

- 1) **SL** : *But somehow as we grew into adults, responsibilities, problems, and difficulties took their toll on us,* (Byrne, 2012a:2)  
**TL** : *Tetapi, ketika kita tumbuh dewasa, tanggung jawab, masalah, dan kesulitan membuat kita tidak bahagia* (Byrne, 2012b:2)
- 2) **SL** : *Maybe they were someone you didn't even know, and they appeared in your life briefly, performing a random act of kindness that touched you to the core.* (Byrne, 2012a:118)  
**TL** : *Mungkin dia adalah seseorang yang bahkan tidak Anda kenal, yang muncul sesaat di dalam hidup Anda, melakukan tindak kebaikan yang sangat menyentuh Anda.* (Byrne, 2012b:130)
- 3) **SL** : *But then reality of having to work harder to pay for those pleasures would sweep over me* (Byrne, 2012a:11)  
**TL** : *Tetapi realita harus bekerja lebih keras untuk membayar kenikmatan itu membuat saya semakin stress.* (Byrne, 2012b:12)

When reading a translated text, various problems are found in understanding the contents of the text. This is due to various factors, such as differences in the culture of the author of the text and the readers, which can significantly result in the interpretation or insight of the concept of words or terms used by the author. Sometimes readers also encounter words or terms that are considered foreign by readers so that they do not understand the meaning contained in them. Therefore, in the process of transferring the contents of the text, one should pay attention not only to the structure of the sentence, but also to the understanding of the meaning of the word or term as a whole.

From these findings, it can be said that the meaning of idioms cannot be drawn from the meaning of the lexical elements that make them up according to the prevailing grammatical rules. The meaning of the idiom must be seen as a unit, not from each of the components that make up the idiom. The idiomatic translation reproduces messages in the target language text with expressions that are more natural and familiar than the source language text.

## 5. Conclusion

Based on the research, there are 48 idioms in Ronda Byrne's book *The Magic*. From the four Baker's idiom translation strategies, the researcher found only 3 strategies that used by the translator in translating idiom. They are (1) using an idiom of similar meaning and form (15 %), (2) using an idiom of similar meaning but dissimilar (31 %), and (3) Translation by paraphrase (54 %).

Based on the findings above, the most dominant strategy used in *The Magic* is translation by paraphrase, because it is easier to make paraphrase when we do not find the appropriate or similar meaning in the target text.

## References

- Bell, R. T.-. (n.d.). (1991). *Translation and Translating\_ Theory and Practice*. [https://www.academia.edu/38460208/Translation\\_and\\_Translating\\_Theory\\_and\\_Practice](https://www.academia.edu/38460208/Translation_and_Translating_Theory_and_Practice).
- Byrne, R. (2012a). *The Magic*, (86400), 16–19, 133,. <https://febs.onlinelibrary.wiley.com/doi/full/10.1002/1873-3468.13747>.
- Byrne, R. (2012b). *The Magic (terjemahan)*. Jakarta: Gramedia Pustaka Utama.
- Fitriyah, F., Emzir, E., & Ridwan, S. (2019). *Cultural Values of Politeness in Efl Classroom: a Study of Ethnography of Communication. Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 3(2), 207–216. <https://doi.org/10.30743/ll.v3i2.1965>
- Hartono, R. (2020). *TRANSLATION The Essential Reference for Translators*. [https://www.researchgate.net/publication/337632508\\_Product\\_Label\\_Translation\\_in\\_Indonesia\\_Mistakes\\_Quality\\_and\\_Solutions](https://www.researchgate.net/publication/337632508_Product_Label_Translation_in_Indonesia_Mistakes_Quality_and_Solutions).
- Hatim, B., & Munday, J. (2004). *Translation: An advanced resource book* (Vol. 53). <https://doi.org/10.1017/CBO9781107415324.004>
- Mona Baker. (1992). *In Other Words A Coursebook on Translation*. [https://www.academia.edu/5675886/In\\_Other\\_Words\\_A\\_Coursebook\\_on\\_Translation\\_Mona\\_Baker](https://www.academia.edu/5675886/In_Other_Words_A_Coursebook_on_Translation_Mona_Baker).
- Nababan, M. (2003). *Teori Menerjemah Bahasa Inggris*. Yogyakarta: Pustaka Pelajar.
- Saragih, A. E. (2020). *The Translation of Phrasal Verbs in Thirteen Reasons Why. Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 4(1), 160–167.

<https://doi.org/10.30743/ll.v4i1.2307>

Sutopo, H. . (n.d.). *Metodologi Penelitian untuk Ilmu-ilmu Sosial dan Budaya*. Surakarta: UNS Press.

Verity, D. P., & Larson, M. L. (1986). *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. *The Modern Language Journal*, 70(1), 95.  
<https://doi.org/10.2307/328112>

## INTERCULTURAL ASPECTS IN TEACHING INDONESIAN AS A FOREIGN LANGUAGE (BIPA)

**Winasti Rahma Diani, Sisilia Setiawati Halimi**

Universitas Indonesia, Depok, Indonesia

E-mail: winastirahma@gmail.com

Received: 22 October 2020

Accepted: 10 December 2020

### Abstract

Learners should be intercultural speakers in foreign language teaching that promotes the intercultural dimension. In mastering the intercultural competencies, students are expected to be able to position themselves based on the background of their origin cultures and the culture that they learn in intercultural situations. This study aimed to find out how teaching the intercultural competencies was implemented in the course of Indonesian as a Foreign Language (BIPA), especially at the beginner level. This study investigated the intercultural teaching through textbooks, classroom observation, cultural program, and assessment used for the beginner course at the Institution X. The results of the analysis showed that the textbooks used contain themes of intercultural learning for the survival needs of novice students. The results of the classroom observation also showed that intercultural teaching was well executed. However, the results of the field trip observations that were part of the cultural program showed that the activities were not integrated with language learning. Besides, the results of the assessment analysis indicated that the exercise books and the tests used were not considered as the intercultural aspects. Therefore, this study is expected to provide input for intercultural teaching in BIPA courses, especially at the beginner level.

**Keywords:** assessment, intercultural learning, class observation, cultural program.

### 1. Introduction

In the study of foreign language teaching, practitioners and academicians have recognized the importance of *communicative language teaching* (CLT). Based on this approach, the learners require not only grammatical skills and knowledge but also the ability to properly apply the foreign language that has been learned. This is important because it aims to enable learners to appropriately communicate culturally. According to Standards (Moeller & Nugent, 2014), a culturally appropriate interaction occurs when two individuals participate in a reciprocal conversation based on a common understanding and openness.

From communicative language teaching, the study of foreign language teaching continues to grow. The Council of Europe that developed the Common European Framework of Reference (CEFR) has made improvement by incorporating the intercultural dimension in CEFR. The purpose is to take into account that the intercultural dimension can make the learner as an intercultural speaker or mediator between his or her original cultural background and the culture that have been studied.

The aforementioned intercultural competence has drawn the attention of the researchers to conduct this study. Based on the literature and findings from the internet, the researchers have not found any studies on the intercultural competence in teaching Indonesian as a Foreign Language (BIPA). Thus, this study is one of its kinds in the Indonesian context.

Intercultural competence is vital for the learners to be able to communicate well in intercultural situations, i. e. situations where people from different cultural backgrounds gather in a specific place. Without intercultural competence, learners can only understand the language used by an interlocutor. As a result, learners can miss the message the interlocutor wants to convey because it lacks the intercultural competence to understand the culture or background of the interlocutor.

Furthermore, culture is considered as an important matter in Indonesian society. For example, in Indonesian culture, asking the age of a person early in the introduction is a common thing. This is done to determine a polite greeting sentence so that further communication can run well. However, for foreigners who do not understand the purpose, this can be considered rude. Therefore, the people involved in intercultural situations are expected to understand each other's cultural background.

The researchers chose Institution X as the research place because an institution that provides Indonesian as a Foreign Language (BIPA) courses supporting the learning of Indonesian culture. Another supporting aspect is the location of Institution X in *Daerah Istimewa Yogyakarta* known for the richness of its local culture. The researchers are interested in studying the intercultural competence integrated in textbooks, additional programs, and assessment contained in the BIPA course for beginner level.

## 2. Literature Review

### 2.1 Intercultural Dimension

The intercultural dimension provides a new different orientation in foreign language teaching. According to Scarino (2010), prior to the implementation of intercultural dimension, the cultural component of foreign language teaching includes only the generalization of knowledge about the target culture and its people, from literature and art to everyday life. Meanwhile, intercultural-oriented language teaching seeks the transformation of students' identities in the act of learning (Singh, binti Marsani, Jaganathan, Abdulah & Karupian, 2016).

Intercultural competence in foreign language teaching encourages students to be intercultural speakers. Intercultural speakers should be able to act as mediators to embrace the complexities of their cultural identity and that of their counterpart, as well as to avoid the stereotypes accompanying a person (Garrett-Rucks, 2016). To be intercultural speakers, foreign language learners need to acquire intercultural competence. The main components of intercultural competence can be subdivided into five *savoir* in the conceptual framework compiled by Byram (1997).

The first component of intercultural competence is 'knowledge' (*Savoirs*). This competence includes the knowledge of their social and cultural groups, similar knowledge about their counseling countries, and similar knowledge of the processes and interactions at the individual/social level.

The second and third components of competence are part of 'skills' which can be divided into *Savoir-comprendre* and *Savoir-apprendre/savoir-faire*. For *savoir-apprendre/savoir-faire*, the skills refer to the ability to learn the culture and determine the meaning of specific cultural phenomena independently. *Savoir-comprendre* refers to the ability to interpret and relate cultures (Byram, 2015).).

The fourth and fifth components of competence are part of the 'attitudes', consists of *Savoir-etre* and *Savoir-s'engager*. *Savoir-etre* is the ability and desire to ignore ethnocentric attitudes and views so that learners can establish and maintain relationships between themselves and foreign cultures. *Savoir-s'engager* refers to a critical engagement with foreign culture under the consideration and personal thought of the learner.

Furthermore, Covert (2014) adds that student's intercultural sensitivity plays an important role to perceive intercultural success. A student with high intercultural sensitivity could be more tolerant of cultural differences. Thus, the student would be able to engage in a more competent communication interculturally.

## 2.2 The Role of Textbook in Foreign Language Teaching

The textbook is one of the most used materials in foreign language teaching. The textbooks are produced by commercial publishers, ministry of education, and institutions. They usually come with supporting materials, such as teacher's book, student's workbook, reading book, visual material (graphic or flash cards), and video or audio material (McGrath, 2013).

From the textbook, students could learn about the culture of target language and teacher could explore the cultural themes. To examine the cultural content, most of the studies have taken a critical orientation and looked at cultural representations as evident in the textual and visual material of textbooks, either as presenting the target language culture, the source culture of the learners, or offering an international cultural orientation which builds on a multitude of contexts and resources (Pasquarelie, 2018). An instrument to study the cultural content in the textbook has been developed by Lee (2009), namely the list of intercultural learning themes.

Table 1. List of Intercultural Learning Themes

General Cultural Themes	Specific Cultural Learning Themes	
	'Culture' Learning	'culture' Learning
1. The self as a cultural being	1. Races/geography/historical sites	1. Freedom
2. Impact of culture on human community	2. Arts/crafts/national treasures	2. Privacy/individualism
3. Cultural adjustment stages	3. Agriculture	3. Equality/egalitarianism
4. Cultural learning	4. Literature	4. Fairness
5. Culture shock: social distance	5. Medicine/science	5. Competition
6. Culture stress	6. Currency/shopping/market/ Industry/business	6. Materialism
7. Intercultural development	7. Infrastructure/metropolitan	7. Hard work
8. Cultural identity	8. Education	8. Confrontation
9. Cultural marginality	9. Dress/style/food/housing	9. Novelty-oriented
10. Cultural learning strategies	10. Festivals/party/ceremonies/ celebrations	10. Self-improvement
11. Strategies dealing with intercultural stress	11. Holidays	11. Nurture
	12. Postal system/mass communication	12. Personal control over environment
	13. Various social customs	13. Control over time
	14. Region/regional varieties	14. Action (work)-oriented
	15. Regions	15. Informality
		16. Directness/openness/honesty
		17. High involvement
		18. Liberal

12. Intercultural communicative competence	16. Sports/leisure/music/recreation	19. Experimental
13. Intercultural perspective taking skill	17. Traffic/transportation	20. Future-oriented
14. Ability to culturally adapt	18. Family	21. Rules/regulations-oriented
15. Positive attitude toward culture learning	19. Meaning of touch/space/artifact	22. Male-dominated
16. Intercultural attitude toward cultural differences	20. Nonverbal behaviors	23. Self-interest oriented
	21. Space communication	24. Self-reliance
	22. Government/politics	25. Weak-face consciousness
		26. Result-oriented

Based on table 1, it can be concluded that Lee compiled the list of themes covering 16 general culture themes, 22 'Culture' themes, and 26 'culture' themes. The general cultural themes refer to material aimed at enhancing the students' understanding as a cultured human who wishes to learn about other cultures and become intercultural speakers. Cultural aspects are specifically divided into two, namely 'Culture' written in capital letters and 'culture' written in lowercase. The material on 'Culture' refers to issues related to the tangible culture, such as art, history, geography, and others. Meanwhile, 'culture' is related to things that are more abstract and need a deeper understanding, such as values, norms, beliefs, etc.

According to Weninger and Kiss (2013), the textbook provides potential sources of cultural learning. The activity in the textbook should be the unit of examination when studying the cultural potential of language teaching material. In other words, texts, images, and tasks that form an activity should be treated together because it facilitates learning and creates opportunities for cultural messages to surface in the lesson.

### 2.3 Developing Intercultural Competence Through Extracurricular Activity

Aside from learning intercultural competence through the textbook, students could join extracurricular activities to experience the target culture by themselves. Some extracurricular activities that support intercultural competence learning e. g. student exchange, field trip, dance class, cooking class, etc. According to Reva (2012), students who joined in an extracurricular activity are benefited in learning language and intercultural competence. In learning language, students admitted getting significant progress in acquiring vocabularies and improving pronunciation. In learning intercultural competence, they gained more knowledge about the target culture. Moreover, students feel more motivated to learn a foreign language.

Similar research also was done by Liu (2016) who examined the advantages of extracurricular activities for EFL students. First, the students who joined in extracurricular activity gain more friends from different backgrounds. Second, students could practice using English in real-life communication. Third, they gained more appreciations to their origin cultures. Fourth, they obtained positive perceptions of intercultural communication. Fifth, they gained more intercultural awareness.

### 2.4 Assessing Intercultural Competence

The assessment takes an important role in foreign language teaching. With the help of assessment, students know whether they make adequate progress and in which areas

improvement is needed. For teachers, assessment help them to find out whether their learners are learned what they have taught (Tsagari & Vogt, 2017).

To assess students' intercultural competence, Skopinskaja (2009) developed a specification of components of intercultural competence by the level of student competence. First, the objective of assessing intercultural knowledge in foreign language learning was to evaluate the learners' understanding of the similarities and differences between the culture from which they originated and the target culture. Second, the objective of assessing intercultural skills was related to the ability of the learners to function and interact in the target language. Third, intercultural attitude assessment aimed at measuring cultural awareness, enabling students to demonstrate openness, and showing students' empathetic attitudes toward other cultures.

### 3. Research Method

This study was conducted by using qualitative research method. There are three research questions in this study. The first research question is on the teaching materials used in learning BIPA at the beginner level in Institution X, the 1A and 1B textbooks. Second, is on the teaching activities of the Indonesian language in the classroom and the cultural programs (cultural class and field trip). Third, is on the 1A & 1B exercise books and tests for beginner level BIPA students. Besides, BIPA teachers and the research and development division manager became informants in the interviews conducted by the researchers to find out how intercultural competence was assessed.

The data were collected by the researchers using four instruments, namely the list of intercultural competence learning themes (Lee, 2009), the researchers' note, audio recording, and interview questionnaire. The list of the intercultural aspect themes was used to analyze the textbooks used for the beginner level of BIPA at Institution X in Yogyakarta. The researchers' records and audio recordings were used at the time of observing the learning process in class and during the cultural programs. Besides, audio recordings and a list of questions were used by the researchers during the interview with the research and development division manager and the teachers. Furthermore, the data that have been collected were analyzed by the researchers to answer the research questions.

## 4. Results and Discussion

### 4.1 Textbook Analysis

The textbooks of Indonesian as a Foreign Language (BIPA) analyzed in this research were compiled by Institute X for the beginner level, namely the 1A and 1B textbooks. To analyze the content of the textbooks related to intercultural learning, the researchers utilized a list of learning themes from Lee (2009). With the list of themes, the researchers selected dialogues (D), pictures (P), activities (A), and texts (T) related to the intercultural learning themes.

First, the researchers present the findings of the 'general culture' themes in textbook 1A in the following table.

Table 2. The General Culture Themes in Textbook 1A

General Culture Themes	D	P	A	T
1. The self as a cultural being			1	
2. Intercultural communicative competence			1	1
3. Ability to culturally adapt				1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>

Based on table 2, it is learned that in textbook 1A there are three themes 'general culture', namely the self as a cultural being, intercultural communicative competence and ability to culturally adapt. The themes were found in activities and texts. The activities were in the form of writing stories about the student's cultural origin and role play. The texts found were in the form of cultural notes and narration.

Furthermore, the theme of 'general culture' was also found in textbook 1B. However, in textbook 1B, the researchers only found one theme of 'general culture', namely 'cultural identity'. The theme was found in an activity, namely composing a brief essay on the student's home country. Then, for the discussion of 'specific culture' themes, the researchers divided it according to the categories of 'Culture' and 'culture' learning themes. As mentioned earlier, 'Culture' deals with things that can be seen in its being, whereas 'culture' is abstract. The following is a table listing the 'Culture' learning themes in textbook 1A.

Table 3. Themes of 'Cultural' Learning in Textbook 1A

General Culture Themes	D	P	A	T
1. Races/geography/historical sites			1	2
2. Arts/crafts/national treasures		2		
3. Currency/shopping/market/industry/business	3		2	
4. Infrastructure/metropolitan		1		
5. Dress/style/food/housing	1	3		
6. Festivals/party/ceremonies/celebrations	1	1		
7. Postal system/mass communication	2	1	2	
8. Various social customs				1
9. Region/regional varieties				1
10. Traffic/transportation	1	4	2	1
11. Family			1	
<b>Total</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>5</b>

From table 3, it can be learned that in textbook 1A there are 11 themes of learning 'Culture'. The themes were found in 8 dialogues, 12 pictures, 8 activities, and 5 texts. The related activities are in the form of interviews, role plays, filling parts of the board, and others. The text containing the knowledge of 'Culture' include cultural notes and narrations.

The theme of 'Culture' learning is also contained in textbook 1B. The following table shows the list of the themes of 'Culture' learning in textbook 1B.

Table 4. Themes of 'Cultural' Learning in Textbook 1B

General Culture Themes	D	P	A	T
1. Races/geography/historical sites	1	4	4	3
2. Arts/crafts/national treasures		1		
3. Infrastructure/metropolitan			1	
4. Dress/style/food/housing		3	1	
5. Holiday	1		1	
6. Sports/leisure/music/recreation	2		1	
<b>Total</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>3</b>

Table 4 shows that the themes of learning 'Culture' in textbook 1B were less than those in textbook 1A. In textbook 1B, the researchers found 6 themes of 'Culture' consisting of 4 dialogues, 8 pictures, 8 activities, and 3 texts. The activities were in the form of responding to

statements with 'true/false', discussion, presentation, and others. For texts, in addition to cultural notes, the researchers learned that the exposition texts were used to discuss the theme of learning 'Culture'.

Then, the last theme category discussed was the theme of learning 'culture'. The following table shows the theme of 'cultural' learning in textbook 1A.

Table 5. Themes of 'cultural' Learning in Textbook 1A

General Culture Themes	D	P	A	T
1. Hard work	1			
2. Confrontation	1		3	
3. Informality				1
<b>Total</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>1</b>

Table 5 shows that there were three themes of 'cultural' learning in textbook 1A. The themes were included in 2 dialogues, 3 activities, and 1 text. The activities were role-plays and filling in blanks. The text was a cultural note. The themes of 'cultural' learning contained in textbook 1B are presented in the following table.

Table 6. Themes of 'cultural' Learning in Textbook 1B

General Culture Themes	D	P	A	T
1. Materialism			2	1
2. High involvement			1	
3. Rules/regulations-oriented	1		1	1
<b>Total</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>2</b>

Table 6 shows three themes of 'cultural' learning in textbook 1B. The themes were found in 1 dialogue, 4 activities, and 2 texts. The activities were interviews, discussions, and opinions. The texts were a cultural note and an exposition text.

From the aforementioned explanation of the themes of intercultural learning, it can be concluded that the most common categories of themes in the textbooks Bahasa Indonesia 1A and Bahasa Indonesia 1B are the categories of the 'Cultural Learning'. Nevertheless, the amount of theme content of 'Cultural learning' and 'General Culture' has been adequately addressed. The results showed that the intercultural learning themes featured in the beginner level textbook are selected to be useful for the survival needs of the learners.

## 4.2 Teaching Observation

In this study, the researchers did not only conduct an observation of the teaching process in the classroom but also in the implementation of cultural programs, namely field trips and cultural classes. For the teaching process in the classroom, the researchers conducted the observation six times. Then, the researchers also observed two field trips. Meanwhile, for the cultural class, the researchers only conducted one observation in the cooking class.

In Institution X, the BIPA learning classes were conducted in a private session or there were only a teacher and student in each class. The researchers observed three classes of 1A level and three classes of 1B level. This was intended to see how the intercultural competence learning materials in the book were presented and how the teachers explored the themes of intercultural competence in the classroom.

The teaching of the 'knowledge' (*Savoirs*) about the Indonesian culture can be sourced from the materials in textbooks and information submitted by teachers. Based on the

observations, the researchers learned that materials of both 'Culture' and 'culture' were discussed during classroom teaching. Usually, the discussions on specific cultural themes occurred by the textbook materials being studied. However, for the study of the cultural influences on language, it occurred after an active learner asked a question to the teacher. Then the 'skills' aspect can be divided into two, namely *savoir comprendre* and *savoir-apprendre/savoir-faire*. *Savoir comprendre* refers to the ability to interpret and relate cultures. Meanwhile, *savoir-apprendre* refers to the ability to learn culture and determine the meaning of certain the cultural phenomena.

The teaching process of the 'skills' of *savoir comprendre* often occurred in discussions between the teacher and the student in the classroom. Usually, the lesson begins with a question from the teacher: "How about (the culture) in your country?" After that, the students explain the differences or similarities of their culture of origin with the Indonesian culture.

Meanwhile, based on the results of the class observations, there are two patterns of teaching the *savoir-apprendre* 'skills'. The first pattern is by training the students' skills in interacting through role-play activities. Through role-play activities, the students can practice their skills to interact in a situation resembling the real situations. The teaching pattern of the *savoir-apprendre* skills is by looking at the skills of how the students have been exploring the Indonesian culture through the stories of the students' experiences. From the second pattern, teachers usually continue by encouraging the students to continue to explore Indonesian culture.

Then, the attitude competence can be divided into two, namely *savoir-etre* and *savoir-s'engager*. For the *savoir-etre* attitude, it can be seen from the positive attitude shown by the students during the learning of the intercultural aspects and the students' comments consisting of compliments towards the Indonesian culture. Meanwhile, for the *savoir s'engager*, the researchers discovered it in the role-play activities aimed at training the attitude of the students in interacting with Indonesians.

Besides, positive results were also found from the observation of the cooking class. In the class, each of the students was asked to practice cooking a recipe written in Bahasa Indonesia printed on paper. The recipe that must be practised by the students in the cooking class included *cah kangkong* (sautéed water spinach), *bakwan sayur* (fried vegetable cake), and chicken satay. The teachers were tasked to accompany them during the cooking class. So, when there were things that the students did not understand, such as the name of cooking ingredients or cooking steps, the students could directly ask the teacher. The researchers also observed that teachers tried to convey all instructions and explain things that were not understood by the students by using Bahasa Indonesia.

In contrast to the results of the observation of the teaching process in the class and the cooking class that were quite satisfactory. The researchers discovered unexpected results from the field trip observation. After doing two field trip observations, namely to Borobudur Temple and the Palace of the Sultan of Yogyakarta, the researchers learned that the activity did not support the learning Indonesian language. During the activity, the students only received input of knowledge and information in English. So, it can be concluded that the field trips for BIPA beginner level students were not integrated with the learning of Bahasa Indonesia.

#### 4.3 Assessment Analysis

To learn how the teacher assesses the intercultural competence of the beginner BIPA students, the researchers interviewed a lecturer of Institution X. The lecturer interviewed was

a lecturer with the initial 'E', whose class has been observed by the researchers. In addition, E is also a companion lecturer on the field trip activities to the Palace of the Sultan of Yogyakarta observed for this research.

Before asking about the assessment, the researchers asked the teacher's comprehension of the term 'intercultural'. With some hesitation, the teacher replied that he had heard of the term. Because of that, the researchers also explained the term 'intercultural' in advance in brief, before asking further questions.

Furthermore, the researchers asked about the assessment used to assess intercultural competence. From the interview, it is learned that the related assessment of the intercultural learning is not mandatory for the students due to the limited time and the students' reluctance to leave the class.

In addition to conducting interviews, the researchers also analyzed the assessments for beginner-level students, the 1A & 1B exercise books, as well as the final test. Based on the analysis results, it was understood that the exercise books used as companions to the textbooks were only used to assess the language skills of students only, especially in terms of grammar. The researchers did not see any attempt to assess the students' understanding of intercultural competence learning, although the themes of intercultural competence were studied in the classroom.

The researchers also did not see the test problems intended to assess the learning outcomes of the intercultural aspects in the final test. Although there was a text containing little information about Indonesian culture, the researchers did not find any problems related to it. In fact, if prepared well, questions based on culturally charged texts could have been used to assess the intercultural knowledge of the students.

Those findings are unfortunate because intercultural competence teaching has been done well enough in the observed classes. However, the tests which given to the students did not pay attention to intercultural competence. Therefore, it is important for the responsible parties in Institution X to pay attention to the intercultural aspects in the final test of BIPA beginner level students in order to know about the learning outcomes.

## 5. Conclusion

This study is a case study conducted to determine the extent to which the intercultural competence was considered in teaching Indonesian as a Foreign Language (BIPA) at the beginner level in a course institution. Therefore, the researchers tried to look at the intercultural competence contents of the textbooks used, classroom teaching, and cultural programs, as well as the assessments used at the beginner level.

Based on the results of the textbooks analysis, it is learned that both textbooks *Bahasa Indonesia 1A* and *Bahasa Indonesia 1B* contain aspects of intercultural competence learning. The themes of 'Cultural' learning are mostly found in both textbooks. The exposure of 'Cultural' learning in the beginner BIPA textbook is the right step to introduce the Indonesian culture which form can be experienced in everyday life. In addition, the results of the textbook analysis also showed that the team of book compilers also paid attention to the theme of learning 'culture' and 'general culture'. According to the researchers, the content of both categories of themes is sufficient for the survival needs of beginner level students.

Furthermore, based on the observations from six classes of BIPA and one cooking class, the researchers can conclude that the teaching of intercultural competence is conducted well enough. The teaching of the intercultural competence is strongly influenced by the initiative and the enthusiasm of the students because of the limited materials regarding intercultural

competence learning in the textbooks. The researchers found all aspects of the intercultural competence teaching in the classroom observation.

In contrast to the observations of BIPA teaching classes and cooking classes, the researchers found no satisfactory results from the field trip activities. The researchers also observed that the material in the two field trip activities was delivered in English. The field trips held for beginner level students have not been integrated with the teaching of Indonesian language.

Then, the researchers conducted interviews with the teachers, analysed the exercise books and tests used to learn how the intercultural competence of the beginner level students were assessed. Based on the findings, the researchers learned that Institution X supports intercultural competence teaching at the beginner level. However, Institution X has not considered the importance of assessment to measure the intercultural competence of the students. This is evident from the forms of assessment that focused on assessing language skills only.

Finally, the researchers gave some suggestions and recommendations for the institute where this research was conducted. First, the researchers suggested that the contents of the textbooks used for learning need to be revised or updated. Second, based on the observation and the interviews, it was learned that not all activities related to intercultural competence learning in the textbook were given to the students. Preferably, the activities supporting intercultural competence learning of the students, such as interviews, perhaps not to be ignored. Third, the researchers recommended that there should be a form of assessment of the field trip activities. Prior to following the field trip, teachers could assign tasks to search for information related to the places to be visited. Besides, the institute needs to re-evaluate the final test given for the beginner level students. From the findings, the researchers learned that the tests given did not consider intercultural competence.

## References

- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Byram, M. (2015). Culture in foreign language learning – The implications for teachers and teacher training. In W. M. Chan, S. K. Bhatt, M. Nagami and I. Walker, *Culture and foreign language education: Insights from research and implications for the practice* (pp. 45-71). Boston: Walter de Gruyter, Inc.
- Covert, H. H. (2014). Stories of personal agency: undergraduate students' perceptions of developing intercultural competence during a semester abroad in Chile. *Journal of Studies in International Education*, 18(2), 162-179.
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.
- Garrett-Rucks, P. (2016). *Intercultural competence in instructed language learning: Bridging theory and practice*. Charlotte: Information Age Publishing, Inc.
- Lee, K. Y. (2009). Treating culture: what 11 high school EFL conversation textbooks in South Korea do. *English Teaching*, 8(1), 76-96.
- Liu, K. L. (2016). Exploring intercultural competence through an intercultural extracurricular activity in Taiwan. *Journal of Language and Cultural Education*, 4(1), 99-109.
- McGrath, L. (2013). *Teaching materials and the roles of EFL/ESL teachers: practice and theory*. London: Bloomsbury Academic.

- Moeller, A. K. & Nugent, K. (2014). Building intercultural competence in the language classroom. *Faculty Publications: Department of Teaching, Learning, and Teaching Education*, 161.
- Pasquarelie, S. L. (2018). Defining an academically sound, culturally relevant study abroad curriculum. In S. L. Pasquarelie, R. A. Cole, and M. J. Tyson (eds.), *Passport to change* (pp. 28-54). Virginia: Stylus Publishing LLC.
- Reva, A. (2012). *The role of extracurricular activities in foreign language learning in university settings* (Doctoral dissertation, University of Saskatchewan).
- Scarino, A. (2010). Assessing intercultural capability in learning languages: A renewed understanding of language, culture, learning, and the nature of assessment. *The Modern Language Journal*, 94(2), 324-329.
- Singh, M. K. M., binti Marsani, et. al. (2016). Promoting intercultural understanding among school students through an English language-based reading programme. *Advances in Language and Literary Studies*, 7(5), 128-136.
- Skopinskaja, L. (2009). Assessing intercultural communicative competence: test construction issues. *Synergies Pays Riverains de la Baltique*, 6, 135-144.
- Tsagari, D. and Vogt, K. (2017). Assessment literacy of foreign language teachers around Europe: Research, challenges and future prospects. *Language Testing and Assessment*, 6(1), 41-63.
- Weninger, C. and Kiss, T. (2013). Culture in English as a foreign language (EFL) textbook: a semiotic approach. *TESOL Quarterly*, 47(4), 694-716.

## THE EFFECT OF INPUT SPACING ON EFL LEARNERS' VOCABULARY KNOWLEDGE

**Ashraf Bagherian Sararoodi, Mohammad Taghi Farvardin**

Department of English Language Teaching, Ahvaz Branch,  
Islamic Azad University, Ahvaz, Iran  
E-mail: farvardin@iauahvaz.ac.ir

Received: 15 October 2020;

Accepted: 19 December 2020

### Abstract

The lag or the intersession interval (ISI) is the gap between two learning sessions. Lag effects are one of those effects that few studies have examined. Moreover, albeit a huge bulk of research on input spacing (i.e., phenomenon of distributed learning conditions) has been done in laboratory setting, few studies have directly examined this issue within real contexts. Therefore, the purpose of this study was to examine the impact of not only spaced-short but also spaced-long condition on the vocabulary knowledge of EFL learners. To achieve this goal, 37 intermediate level EFL learners were selected from four intact classes. The whole process took place in nine weeks; two testing sessions for pretest and a 28-day delayed posttest, two learning sessions and a final review session. Learning was done in two sessions. In this process, 20 target items were divided into 10 target words from each two lists. The first 10 words were studied during the first session, and reviewed during the review session. Eight days (intersession interval) ISI was specified for the spaced-long condition. Finally, a 1-day ISI was specified for the spaced-short condition. To do so, the second 10 words during the second session were studied, and then they were reviewed during the review session. The results of paired samples t-test revealed that spaced-long input was more effective than the space-short. Spaced-long condition could help learners for conceptual understanding to develop, reduce forgetting and provide opportunities for learners to learn more efficiently.

**Keywords:** EFL learners; input spacing; vocabulary knowledge; spaced-long condition; spaced-short condition

### 1. Introduction

Vocabulary is considered as an indispensable component of language learning (Nation & Webb, 2011). It is also believed that vocabulary learning is indisputably dependent upon constant encounters with the target words (Rohrer, 2015). Therefore, researchers have argued that the spacing between repetitions is of high importance in improving vocabulary retention (Goossens, Camp, Verkoeijen, & Tabbers, 2016). The term spacing is the phenomenon of distributed learning conditions (Bui, Ahmadian, & Hunter, 2019; Rogers, 2017). Moreover, the latest studies have illustrated the importance of intervals during studying which are separated in time in particular vocabulary learning (Namaziandost et al., 2020). Spacing is also believed to enhance memory during learning events compared to

learning in one session that is easily forgotten (e.g. Cepeda et al., 2006). Contrary to massing or cramming, breaking down larger tasks into smaller ones is the most important influence and effect of spacing on learning (Cepeda et al., 2008).

The most common spacing effect is referred to the effective of lag and retention interval (RI). The retention interval is the period between a learner's exposure to information and being tested for retention of that information. During the retention interval, the learner maybe exposed to a distractor or other information (gap between the last learning session and the final test session). The lag or the intersession interval (ISI) is the period among the end of one academic session and the beginning of the next session (gap between two learning sessions) (Cepeda et al., 2006; Lotfolahi & Salehi, 2017). Lag effects are one of those effects that few studies have investigated (Rogers, 2017; Rohrer, 2015).

Vocabulary knowledge is also categorized into two types, receptive and productive (Nation, 2001; Tahmasbi & Farvardin, 2017). If you understand the meaning of a word when you hear or read it is part of your receptive vocabulary (Webb, 2005, 2008). On the other hand, when you are able to produce a word during listening or writing in a way that is appropriate is part of your productive vocabulary (Nation, 2001). In other words, receptive vocabulary knowledge is referred to the capability to comprehend a word when the learner hears or sees it, while productive knowledge refers to producing a word when learner can use it in his/her writing or speech (Laufer & Goldstein, 2004). Regarding the above-mentioned issues, this study aimed to examine the effect of spaced-long and spaced-short on the second language vocabulary knowledge.

## 2. Literature Review

The importance of distributed practice has been considered during studying about spacing and lag effect. The more amount of study time, the more long last-lasting learning (Baleghizadeh & Shafeie, 2019; Carpenter, 2017; Cepeda et al., 2006; Ullman & Lovelett, 2018). However, the findings have had pedagogical implications for vocabulary teaching and learning (Goossens et al., 2016). Furthermore, according to some studies, superiority of distributed practice over massed practice is emphasized (Baleghizadeh & Shafeie, 2019; Nakata, 2015).

It has been also reported that the positive effect of spacing on vocabulary learning and retention is more than cramming (Farvardin, 2019; Goossens et al., 2016; Sabel, Cepeda, & Kapler, 2011). In an experimental study, Nakata (2015) focused on spacing effects (expanding and equal) on L2 vocabulary learning. Twenty English words were taught to 128 participants who were Japanese college students. In order to teach a series of words, two sets of ten items including six nouns and four verbs were set. The result showed the importance and significance of expanding spacing. In addition, it was concluded that the enhancing of vocabulary learning through expanding spacing.

Lotfolahi and Salehi (2017) later tried to explore the spacing effects in vocabulary learning. To this end, 28 seventh-grade students were selected. Ten words with different tenses were chosen to be taught. Then, students were randomly assigned to two groups, spaced and massed. The findings revealed that students who learned words in long space (long term retention of information) were more successful than massed group.

Rogers and Cheung (2018) investigated the effect of input spacing on EFL learners' vocabulary learning. In this study, three aspects of spacing effect were examined: input spacing, lag effect and vocabulary learning. The participants, who were 8 or 9 years old (study grade3), were chosen to learn twenty English adjectives. Multiple choice recognition

was selected as a pre-test. Nine weeks plus two testing sessions were specified for the whole experiment. Twenty words were taught by dividing into two lists. The results revealed superiority of spaced-short condition over spaced-long condition. Therefore, it can be implied that shorter time between training and review is more beneficial for young learners in real classroom. It is believed the practical and effective way of learning vocabulary is through the distributed way rather than one single session (Küpper-Tetzel, 2014; Toppino & Gerbier, 2014). Therefore, there indeed exists a strong relationship between spacing/lag effects and vocabulary learning. There are also more aspects of spacing and vocabulary learning to be investigated, especially in EFL contexts.

The present study used some methods to improve students' memory for reminding and using the words automatically. The target vocabulary was taught to participants by applying input spacing. Therefore, the effect of spaced-short and spaced-long conditions were examined in this context. Moreover, there is inadequate evidence about the effect of input spacing on vocabulary knowledge. Thus, in this study, it was aimed to bridge the existing gap by examining the effect of spaced-short and spaced-long input on the vocabulary knowledge of intermediate level EFL learners. To deal with the objective of this study, the following research question was raised:

Q: To what extent do spaced-short and spaced-long input affect intermediate level EFL learners' vocabulary knowledge?

### 3. Research Method

This study utilized a pretest-posttest design. The whole process took place in nine weeks; two testing sessions for pretest and a 28-day delayed posttest, two learning sessions and a final review session.

#### 3.1 Participants

Initially, a total of 40 female EFL learners from four intact classes at Safir institute in Ahvaz, Iran, were selected. However, 3 of them did not participate in the post-test, leaving 37 students as the final sample. All participants had been studying English in a language Institute for eight semesters. The institute had already determined the participants' level of language proficiency as intermediate. The participants' age ranged from 18 to 26 ( $M = 22.50$ ,  $SD = 1.67$ ). The classes were held three times a week for 75 minutes.

#### 3.2 Instruments and Materials

Twenty English nouns were selected as the target items. All of these nouns were related to crime and criminals which the students were going to study in that semester. These nouns were chosen due to the students' needs. EFL learners would confront with the title of the lesson that was related to these words. However, the target words surely were not in their books. The target words were *arson*, *genocide*, *manslaughter*, *forgery*, *mugger*, *assassination*, *corruption*, *bribe*, *abduction*, *pilferage*, *fraud*, *assault*, *embezzlement*, *blackmail*, *perjury*, *smuggler*, *treason*, *vandal*, *libel*, and *slander*. The relevant images were provided during teaching the target words. A power point file including the photos, pronunciations, meanings, and examples of the target words was designed and sent to the teacher. This was done for two reasons: first, it caused motivation, enthusiasm and confidence for students to understand the meaning of each word better and made positive impact on individual learning. Second, showing images made learners not be reluctant for learning and eager to use the words towards their own personal growth.

Two weeks before the treatment, the participants took a pretest. The test was taken from learners to make sure that the participants did not know the meaning of the words. It was truly the first time for the learners to see the target words. The posttest was taken 28 days after each review session. The participants were asked to complete 20 sentences in the delayed post-test. They should complete the sentences in 10 minutes. The first letter of the word was written and hyphens were arranged to the number of letters. The reliability coefficient of the test was measured as 0.82 through KR-21 test. The content validity was also determined by giving the test to three well-experienced teachers who held PhD in English language teaching. A sample sentence is presented below:

*The cinema was burned out in north London last night. The police suspect a - - - -.*

### 3.3 Procedures

Thirty-seven Iranian EFL learners from Safir institute in Ahvaz, Iran, were selected. The procedure was done according to Rogers and Cheung (2018). The whole process took place in nine weeks; two testing sessions for pretest and a 28-day delayed posttest, two learning sessions and a final review session. Learning was done in two sessions. In this process, 20 target items were divided into ten target words from each two lists. The first 10 words were studied during the first session, and reviewed during the review session. Eight days ISI was specified for the spaced-long condition. Finally, a 1-day ISI was specified for the spaced-short condition. To do so, the second 10 words during the second session were studied, and then they were reviewed during the review session. All 20 words were taught by the teacher with the same method. The first 10 selected words for spaced-long were *arson, genocide, manslaughter, forgery, mugger, assassination, corruption, bribe, abduction, and pilferage*. The second 10 selected words for spaced-short were *fraud, assault, embezzlement, blackmail, perjury, smuggler, treason, vandal, libel, and slander*.

Before the beginning of treatment, the reason of experiment and procedures were discussed and laid out to the teacher, then the specified sheets and relevant materials were given to the teacher to be used in class. Teacher was supposed to teach the first 10 words during 15 or 20 minutes during the first session of teaching words. The same procedure was done in the second session. Finally, 20 minutes of class time were allotted to review the total words.

In step one, the pictures were shown to the learners and they were asked whether each knew the meaning, then the word was shown; the picture was on the left side of the projector and the word with its meaning on the right. Then, the teachers pronounced each word in particular some words that seemed difficult for the learners to say. After that, the teacher read out Persian meaning when necessary. Next, the sample example was shown, and students were given their own examples.

In step two, definitions of the words written on some pieces of papers were given to the participants in order to write the definite words. After that, each student read out the definitions and others had to guess the word. Two sample sentences are presented below:

*The illegal burning of a building or other property: the crime of setting fire to sth*

The activity was done for two reasons: one reason was enabling students to check their understanding and learning, and the other reason was making a positive relationship between the students to help them learn and memorize the words better.

In the third step, a session after training, a paper that contained 10 sentences was given to the participants. They were asked to complete the sentences. The first letter of the word

was written and hyphens were arranged to the number of letters. The paper was given to each learner. They should complete the sentences in 10 minutes. Participants compared their answers to their partners then checked with the teacher in order to make sure that their answers were right. A sample sentence is presented below:

*He claimed he was a licensed psychologist, but he turned out to be a f- - - .*

### 3.4 Data Analysis

Spaced-short and spaced-long learning conditions were used as the target items in this study. The gathered data were analyzed through using SPSS software, version 24. First, Kolmogorov–Smirnov (K-S) test was used to check the quality of data normality. Second, descriptive statistics were calculated. Third, a paired samples t test was run to measure the effects of the treatment on the students' vocabulary learning.

## 4. Results and Discussion

Before conducting any analyses on the post-test, the normality of the distributions was checked. The results of the K-S test showed that the distribution of scores was normal. Then, the descriptive statistics including mean and standard deviation of the two learning schedules was measured (see Table 1).

Table 1. Descriptive Statistics of the Post-test Scores

Tasks	N	Mean	Std. Deviation
Spaced-short	37	5.81	1.603
Spaced-long	37	7.05	1.325

As Table 1 depicts, the participants' mean score on the spaced-short condition was 5.81 and on the spaced-long condition was 7.05. The means of the treatments are different and the spaced-long condition seems to be better than the spaced-short condition. In Table 2, paired samples t test was run to show if there was any significant difference between the post-tests.

Table 2. Results of Paired-Samples T-tests

Table 2: Results of Paired Samples t-tests						
	Paired Samples t-test			t	df	Sig.
	Paired differences					
	Mean	SD	SEM			
Spaced-long– Spaced-short	1.24	1.458	.205	11.58	36	.000

As Table 2 displays, a statistically significant difference between the performance of the groups on the post-test was observed since the p value is lower than 0.05. In fact, the participants learned the words in the spaced-long condition better than the spaced-short condition on the post-test.

Based on the results and statistics derived from different tests, the superiority of the result of spaced-long treatment (8 days ISI) showed better effect on the EFL learners' vocabulary knowledge than the spaced-short treatment (1day ISI specified). Although Rogers

and Chaung (2018) found that spaced-short led to better retention, the findings here suggest the superiority of spaced-long condition in learning vocabulary. In this regard, the optimum spacing capacity can be at variance across learners' motivation, group members, and acquiring skill settings (Rogers, 2017). The learners were eager to learn the first 10 words in long spacing. Despite teaching in every class, each participant had more time to review the first 10 words. According to the literature, in case that spacing benefits learning, the superiority of long spacing for learning has been emphasized over short spacing. Other studies have also confirmed the predominance of longer spacing for memory maintenance than short (e.g., Chaung, 2018; Rogers, 2017).

Taken together, the findings in vocabulary learning suggest that instruction from spaced-long condition was significantly better than spaced-short condition. One of the main reasons is participants' needs because of the lack of words in the participants' text book (Touchstone 3), the learners were eager to learn the words related to their lesson topics and they were all interested in learning the first 10 words in long spacing. On the other hand, the longer the distance, the better the learning (Namaziandost et al., 2020).

Despite teaching in every class, each participant had more time to review the first 10 words. According to some studies, in case that spacing benefits learning, longer spacing gaps are more beneficial for retention than short spacing (Goossens et al., 2016). According to Sobel et al. (2011), the advantage of vocabulary learning and retention from spacing is more practical and effective than cramming. Furthermore, the reason of this difference between the results of this study with some other studies can be related to the participants' proficiency level.

Furthermore, the results displayed that re-study activity was more effective after a delay. The positive effects of spacing in vocabulary learning are boundless for the reason that learners could learn, retain vocabulary items better and easy to access in future. Spaced-long condition could help learners for conceptual understanding to develop, reduce forgetting and provide opportunities for learners to learn more efficiently. Serrano and Huang (2018) believe that distributing words across learning sessions is better than massing them into one learning session when learners are learning vocabulary. The way that spaced-short was less effective than spaced-long cannot be explained by repetition effects. In this study, learning vocabulary might be better for longer-term retention.

## 5. Conclusion

The present study was undertaken to find out the effect of spacing on second language learning vocabulary by intermediate EFL learners. The results of this study showed that the longer the spacing in learning vocabulary, the better the retention and remembering the words. Therefore, the findings, in general, seem convincing enough to claim that lag effects would be better and learning could be facilitated when learners were in a real situation. The results of the present study are by no means complete. However, more research should be done for the way that authentic education environment could be facilitated through teaching and learning.

Since the impact of spacing in particular long spacing could help learners learn vocabulary, strategies can be trained to use strategically to learn how and when use these strategies. Thus, English teachers should know that teaching vocabulary in a legitimate context help learners improve their learning. They can also be trained to pay special attention to distributed learning conditions instead of just relying on rote memorization that leads to a superficial grasp of material that is quickly be forgotten. Therefore, input spacing

and lag effects have finished up focal points of appropriated practice, with longer holes between instructional courses bringing about more prominent long haul maintenance of educational that is the point at which different learning scenes are spread over a more extended timeframe, bringing about better learning and maintenance (Cepeda et al., 2006; Rohrer, 2015).

There are some limitations in this investigation: First, the participants were EFL learners, and the context was not authentic. Second, if the participant size could be larger, the results would be more reliable. Finally, another limitation was time. The results could be different if it was conducted during a longer period.

## References

- Baleghizadeh, S., & Shafeie, S. (2019). The effect of teaching formulaic sequences through spaced and non-spaced retrievals on Iranian EFL learners' oral fluency. *Journal of English Language Teaching and Learning*, 11(24), 79-114.
- Bui, G., Ahmadian, M. J., & Hunter, A. M. (2019). Spacing effects on repeated L2 task performance. *System*, 81, 1-13. doi: 10.1016/j.system.2018.12.006
- Carpenter, S. (2017). Spacing effects on learning and memory. In Wixted J. T. (Ed.), *Cognitive psychology of memory: A comprehensive reference* (pp. 465-485). 2nd edition. Oxford: Academic Press.
- Carpenter, S., Cepeda, N., Rohrer, D., & Pashler, H. (2007). Enhancing learning and retarding forgetting: Choices and consequences. *Psychonomic Bulletin & Review*, 14(2), 187-193. doi.: 10.3758/BF03194050
- Cepeda, N. J., Pashler, H., Vul, E., Wixted, J. T., & Rohrer, D. (2006). Distributed practice in verbal recall tasks: A review and quantitative synthesis. *Psychological Bulletin*, 132, 354-380.
- Cepeda, N. J., Vul, E., Rohrer, D., Wixted, J. T., & Pashler, H. (2008). Spacing effects in learning: A temporal guideline of optimal retention. *Psychological Science*, 19(11), 1095-1102. doi: 10.1111/j.1467-9280.2008.02209.x
- Farvardin, M. T. (2019). Effects of spacing techniques on EFL learners' recognition and production of lexical collocations. *Indonesian Journal of Applied Linguistics*, 9(2), 395-403.
- Goossens, N. A., Camp, G., & Verkoeijen, P. P. (2016). Distributed practice and retrieval Practice in primary school vocabulary learning: A multi-classroom study. *Applied Cognitive Psychology*, 30(5), 700-712. DOI: 10.1002/acp.3245
- Huang, Y., Liu, D., Tsai, T., & Pan, Y. (2016). Effects of expanded vocabulary support on L2 listening comprehension. *Language Teaching Research*, 1-19. DOI: 10.1177/1362168816668895
- Küpper-Tetzel, C. E., Erdfelder, E., & Dickhäuser, O. (2014). The lag effect in secondary school classrooms: Enhancing students' memory for vocabulary. *Instructional Science*, 42(3), 373-388. DOI: 10.1007/s11251-013-9285-2
- Laufer, B., & Goldstein, Z. (2004). Testing vocabulary knowledge: Size, strength, and computer adaptiveness. *Language learning*, 54(3), 399-436. DOI: 10.1111/j.0023-8333.2004.00260.x
- Lotfolahi, A. R., & Salehi, H. (2017). Spacing effects in vocabulary learning: Young EFL learners in focus. *Cogent Education*, 4, 1-10. DOI: 10.1080/2331186X.2017.1287391

- Nakata, T. (2015). Effects of expanding and equal spacing on second language vocabulary learning: Does gradually increasing spacing increase vocabulary learning? *Studies in Second Language Acquisition*, 37(4), 677-711. DOI: 10.1017/S0272263114000825
- Namaziandost, E., Sawalmeh, M. H. M., & Soltanabadi, M. I. (2020). The effects of spaced versus massed distribution instruction on EFL learners' vocabulary recall and retention. *Cogent Education*, 7(1).
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge, UK: Cambridge University Press.
- Nation, I. S. P., & Webb, S. (2011). *Researching and analyzing vocabulary*. Boston, MA: Heinle Cengage Learning.
- Rogers, J. (2017). The spacing effect and its relevance to second language acquisition. *Applied Linguistics*, 38(6), 906-911. DOI: 10.1093/applin/amw052
- Rogers, J., & Cheung, A. (2018). Input spacing and the learning of L2 vocabulary in a classroom context. *Language Teaching Research*, 1-26. DOI: 10.1177/1362168818805251
- Rohrer, D. (2015). Student instruction should be distributed over long time periods. *Educational Psychology Review*, 27, 635-643. DOI: 10.1007/s10648-015-9332-4
- Rohrer, D., & Pashler, H. (2007). Increasing retention without increasing study time. *Current Directions in Psychological Science*, 16(4), 183-186. DOI: 10.1111/j.1467-8721.2007.00500.x
- Serrano, R., & Huang, H. Y. (2018). Learning vocabulary through assisted repeated reading: How much time should there be between repetitions of the same text? *TESOL Quarterly*, 52(4), 971-994. DOI: 10.1002/tesq.445
- Sobel, H. S., Cepeda, N. J., & Kapler, I. V. (2011). Spacing effects in real-world classroom vocabulary learning. *Applied Cognitive Psychology*, 25(5), 763-767. DOI: 10.1002/acp.1747
- Tahmasbi, M., & Farvardin, M. T. (2017). Probing the effects of task types on EFL learners' receptive and productive vocabulary knowledge: The case of involvement load hypothesis. *SAGE Open*, 7(3). DOI: 10.1177/2158244017730596
- Toppino, T. C., & Gerbier, E. (2014). About practice: Repetition, spacing, and abstraction. In B.H. Ross (Ed.), *The psychology of learning and motivation: The psychology of learning and motivation*. San Diego, CA: Elsevier Academic Press.
- Ullman, M. T., & Lovelett, J. T. (2018). Implications of the declarative/procedural model for improving second language learning: The role of memory enhancement techniques. *Second Language Research*, 34(1), 39-65. DOI: 10.1177/0267658316675195
- Webb, S. (2005). Receptive and productive vocabulary learning: The effects of reading and writing on word knowledge. *Studies in Second Language Acquisition*, 27(1), 33-52. DOI: 10.1017/S0272263105050023
- Webb, S. (2008). The effects of context on incidental vocabulary learning. *Reading in a Foreign Language*, 20, 232-245. Retrieved from <https://files.eric.ed.gov/fulltext/EJ815123.pdf>

## ADVERB OF TIME IN ARABIC SIMPLE SENTENCE

Muhammad Ivan Fauzi, Deli Nirmala, Agus Subiyanto

Universitas Diponegoro (UNDIP), Semarang, Indonesia

E-mail: ivanfauzi@students.undip.ac.id

Received: 29 October 2020

Accepted: 05 December 2020

### Abstract

This research aims to describe the pattern of Arabic simple sentences attached by adverb of time and the distribution of the adverb of time in Arabic simple sentences. The research data are in the form of a simple sentence, which contains adverb of time from a paper in the book *Al-Arabiyyah Baina Yadaik Volume 4a* by Al-Fauzan, et al. (2014). The data collection was carried out using the observation method. The analysis of adverb of time in Arabic simple sentence was done by a tree diagram with the guidelines proposed by Chomsky (2002). The results showed that the adverb of time is inherent in verbs and was only found in the original verb and not a derivational verb. In addition, the sentence patterns of Arabic simple sentence attached by adverb of time consist of PS, SP, SPO, and PSO. The researchers also found the distribution of adverbs of time inside the predicate, behind the object, in front of the predicate, and behind the subject.

**Keywords:** adverb of the time, simple sentence, Arabic, tree diagram.

### 1. Introduction

As a means of communication, language is composed of words, phrases, and sentences. Every sentence that is spoken has an intonation and forming elements such as subject, predicate, object, complement, and adverb. But in general, sentences uttered by humans in everyday communication are not always complete, namely sentences that are composed of the constituent elements. Sometimes a sentence consists of only a subject, such as a word "I" which is the answer to the question "Who made this cake?". There are also sentences that are just adverbs, such as the sentence "to school" in response to the question "Where did Reno go?". In everyday speech, sentences are pronounced using intonation, but in written language, the sentence can only be given a punctuation mark to determine the speaker's intention. The sentences "I" and "to school" are grammatically acceptable sentences, because if the sentence is translated, it becomes "I made the bread" and "Reno went to school". The two sentences consist of a subject, predicate, and adverb, which are the building blocks of the sentence. Therefore, the two sentences have been translated into a simple sentence.

Simple sentences in Arabic have a variety of patterns and arrangements. Just like in Indonesian, a simple sentence in Arabic consists of one clause, but the difference is that a simple sentence in Arabic sometimes ends with a comma instead of a period. In a single Arabic sentence, the adverb of time is always present and must always be included. Apart from adverbs of time, Arabic also includes gender in every sentence. This is because the adverb of time in Arabic always accompanies the predicate. As an example of the sentence *Akaltu ar-ruzza* 'I have eaten rice' and *Akulu ar-ruzza* 'I am eating rice'. The words 'akaltu' and 'akulu' are predicates which are always followed by an adverb of time.

The adverb of time attached to the predicate can show the past as well as the present. The indicators of the past and present can be seen through the types of verbs and letters that accompany the verbs. In addition to the adverb of time which is always attached to the predicate, there is an independent time statement called *zharaf zaman* (adverb of time). The presence of *zharaf zaman* in a sentence does not always depend on the predicate. Without the predicate, *zharaf zaman* can already form sentences.

## 2. Literature Review

Research on word construction was carried out by Febriani, et al (2015), entitled "Morphological Process or Word Construction in Arabic". Through this study, researchers analyzed word-formation or morphological processes in Arabic through *al-ziyādah* (additions, additions, or extras). The results showed there were four types of *al-ziyādah* in the formation of Arabic verbs, namely-*sawābiq*, *al-hasyw*, *al-lawāhiq*, and *al-muzdawijah*. Word formation through *al-ziyādah* in Arabic is an addition of letters used to form the word which is the result of the formation of Arabic. Further research was done by Liusti (2016) entitled "Sentence Analysis Based on Basic Sentence Patterns and Predicate Calculus". this research analyzed sentences using the basic Indonesian sentence pattern approach and predicate calculus. Both approaches place of the predicate as a determining component for the presence of other components in the sentence structure. The research data are in the form of Indonesian declarative sentences. it was found that that the analysis of basic sentence patterns could only identify the internal elements of sentence patterns, while predicate calculus could simultaneously identify the internal elements of simple sentences and compound sentences.

Another research was written by Nur (2018) entitled "Statement of Kala and Aspects in Arabic: Semantic Analysis of Verbs". The research data are in the form of Arabic spoken sentences. The researcher used a structural linguistic approach in analyzing the data and it was found that perfect verb conjunctions (*mādhī*) to imperfect verbs (*mudhāri* ') can express the semantic concepts of times and aspects. Other elements that express the *kala* and aspects are the auxiliary verb *kana* particle *qad*, *sawfa*, *lan*, and the prefix *sa-*. The aid verb *kana* expresses the past time when interacting with the imperfect verb, but when interacting with the perfect verb it states the perfective aspect. *Qad* particles represent the perfective aspect when interacting with the perfect verb, whereas the particles *sawfa*, *lan*. Research on sentence construction was also written by Al-Shammiry (2016) with the title "Adverbs in Saudi Northern Region Dialect of Arabic", which revealed morpho-syntactic patterns and distribution of adverbs in sentences. The research data are in the form of everyday spoken sentences in one of the dialects of Saudi Arabia in the Northern Region. Based on data analysis, the researcher found that there were three types of adverbs used. Those adverbs were preverbal adverbs, post-verbal adverbs, and sentential adverbs.

Based on previous studies above, the research related to adverbs in sentence structure has been carried out. However, there is no research that focuses on the adverb of time in Arabic simple sentences using a tree diagram specifically. So this research needs to be done.

A simple sentence is a sentence that occurs from one free clause (Suharto and Fauzi, 2017). Meanwhile, according to Alwi, (in Liusti, 2016) a simple sentence is not always in a short form consisting only of a subject and predicate, but can also belong to the presence of arbitrary elements, such as objects, complements, or adverbs. From the experts' information, it can be concluded that a simple sentence is a sentence consisting of one clause and can stand alone. As an example of "*Akaltu ar-ruzza*" (I have eaten rice). This sentence consists of the subject "*tu*" (me), the predicate + adv of time "*intellect + tu*" (have eaten), and the object "*ar-*

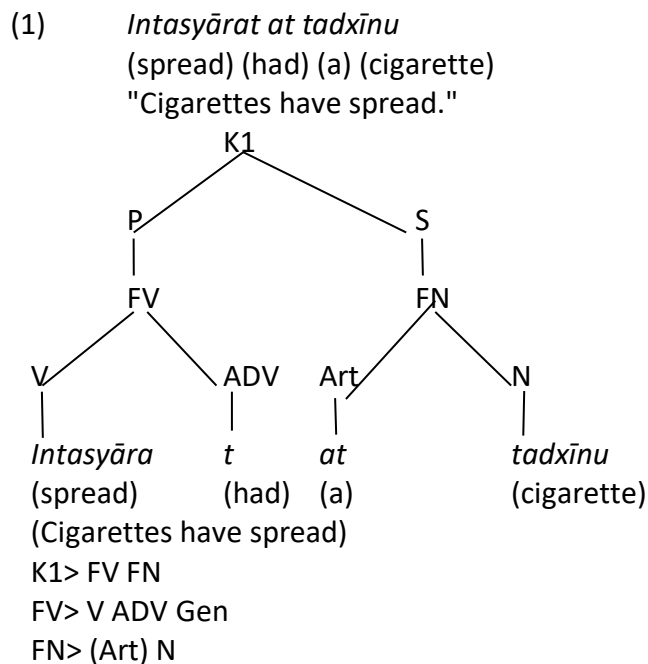
265

such as words, syntactic functions, clauses, and so on (Sudaryanto, 2015). *Agih* method is used to determine the adverb of time. The technique used by researchers is direct distribution, namely the method used at the beginning of the analysis by dividing the lingual unit of data into parts or elements which are considered as a part of a lingual unit. The data analysis of adverb of time in Arabic sentences is by tree diagrams proposed by Chomsky (2002).

#### 4. Results and Discussion

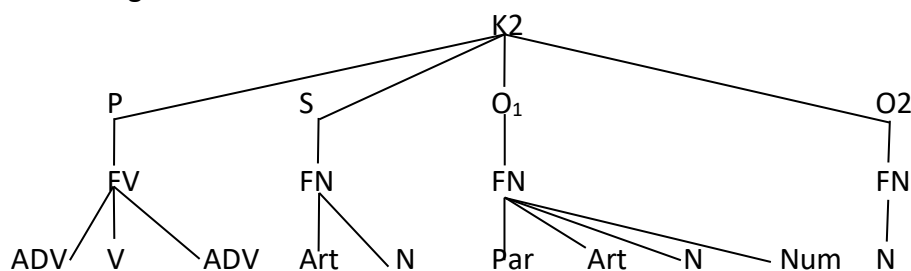
##### The pattern of Arabic simple sentence attached by adverb of time

In the book *Al-'Arabiyyah Baina Yadaik* Volume 4a, there are 20 simple sentences that have an adverb of the time either attached to the predicate or independently. The following are the analysis of sentences containing adverbs of time based on their location in the Arabic simple sentence.



Sentence 1 (K1) in data (1) is an intransitive active sentence because the predicate function in the sentence does not require an object. The predication function is filled by the prerequisite verb phrase and the subject function is filled by the noun phrase *at-tadxīnu*. Sentence pattern 1 shows that the predicate consisting of V, Adv, and Gen is located at the beginning, while the subject is at the end so that the pattern of the sentence is PS. The following are the analysis of transitive active sentences in Arabic with an SPO pattern.

- (2) *laqad a'thā al ilāhun kilā al ixwan aini mālan*  
(Have) (give) (have) (Allah) (second) (brother) (two) (treasure)  
"Allah has given wealth to these brothers."



*laqad a'thā ø al ilāhun kilā al ixwan aini mālan*  
 (had) (give) (had) (God) (second) (brother) (two)(treasure)  
 (Allah has given wealth to the brothers)

K2> FV FN

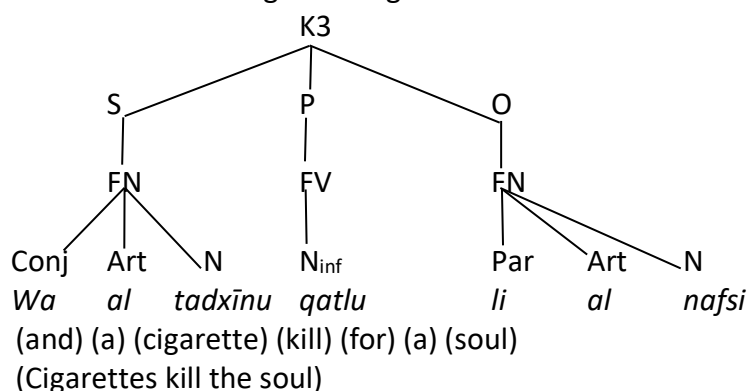
FV> (ADV) V ADV

FN> (Par) (Art) N (Num)

The second sentence (K2) in data (2) is a transitive active sentence that requires two objects. In K2, the P function is filled by FV which consists of particles in the form of the word *laqad* which means that when followed by the past verb, and the verb *a'thā* which shows the adverb of time *ø* (zero) which means showing the past verb. The S function is filled by FN, while the O1 and O2 functions are also filled by FN. The rule of sentence structure in K2 is PS-O1-O2.

- (3) *Wa al tadxīnu qatlu li al nafsi*  
 (And) (a) (cigarette) (kill) (to) (a) (soul)  
 "Cigarettes kill the soul."

The third sentence (K3) in data (3) shows a more complex tree diagram because the sentence is a transitive active sentence whose predicate function requires an object. The S function in K3 is filled by FN which consists of Konj + Art + N. The predicate function in K3 is filled with infinitive nouns, namely nouns derived from verbs (Schulz, 2012: 121). The adverb can be seen in the following tree diagram.



K2> FN FV FN

FN> (Conj) (Par) (Art) N

FV> Ninf

Adverbs of time can only be attached to the original verb and cannot be attached to infinitive verbs. Meanwhile, the O function is filled by the FN category, which consists of Par + Art + N.

From the findings above, it can be concluded that the adverbial time inherent in verbs are only found in verbs that come from the original verb and not the derivational verb. Besides, Arabic simple sentence patterns that attached by adverb of time are also found in the book *Al-Arabiyyah Baina Yadaik* Volume 4, consisting of PS, SP, SPO, and PSO.

### The distribution of adverb of time in Arabic simple sentence

Chomsky (2002) states that distribution is all positions occupied by language elements. The following are athen analysis table of the distribution of adverbs of time in Arabic simple sentences.

- (4) *Māta al-abu.*  
(Died) (father).  
'Father (has) died.'

Table 1. adverb of time in the Predicate

(4)	<i>Mata</i>	<i>al-abu</i>
	Died (v perfect, pron 3, male singular)	Father (definite noun)
	Father (has) died	

The sentence in the data (4) is an intransitive sentence. In data (4) there is the word *māta* which is a perfect verb (expressing past adverb of time) which is implied to contain the third person pronoun, singular male. The verb has a function as a predicate. Meanwhile, the word *al-abu* is a definite noun that functions as a subject. The adverb of time is inherent in the word *mata* as the predicate.

- (5) *Jā'a hu Jibrīlu bi awwali sūratin minal Qur'āni fī Ramadhāna 'āmi al-arba'īna limaulidihi.*  
(has come) (it) (Angel Gabriel) (with) (beginning) (letter) (from) (Al-Qur'an) (at) (month of Ramadan) (on) (year) (40th) (since birth).  
'Jibril came to him with the first letter that was revealed in the Qur'an in the month of Ramadan at the age of 40.'

Table 2. Adverb of time located behind the object

(5)	<i>Jā'a</i>	<i>hu</i>	<i>Jibrīlu</i>	<i>bi</i>	<i>Awwali</i>	<i>sūratin</i>	<i>minal</i>	<i>Qur'āni</i>
	already come (v perfect pronoun 3 male singular, functions as P)	his (pronoun 3, male singular, functions as O)	Jibril (noun as S)	With	Early	letter	from	Al- Qur'an
				ADV1				
	Jibril came to him with the first letter that was revealed in the Qur'an in the month of Ramadan at the age of 40.							
<i>Fī</i>	<i>Ramadhāna</i>	<i>minal</i>	<i>'āmi</i>	<i>al-arba'īna</i>		<i>limaulidihi</i>		
On	Ramadhan month	On	year	40th		since his birth		
ADV2								

The sentence in the data (5) shows that the adverb of time can be located after the object. The word *jā'a* is a perfect verb that denotes the past tense and denotes the 3rd singular male pronoun. *Hu* functions as an object denoting the 3rd pronoun and referring to the Prophet Muhammad. Meanwhile, *Jibril* is the subject. The first statement states the meaning of means, in answer to the question "How did the angel Gabriel come?" While the second statement states the meaning of time in order to answer the question "When did the angel Gabriel come to Muhammad?".

- (6) *Faqad kāna yadhkhaku wa yamzakhu bi Al-qauli Ash-shādiq.*  
(Has) (at that time) (laughs) (and) (kidding) (with) (speech) (honest).  
'At that time the Prophet laughed and joked with honest words.'

Table 3. Adverb of time that is located in front of the predicate

(6)	<i>Faqad</i>	<i>Kāna</i>	<i>yadhkhaku</i>	<i>Wa</i>	<i>Yamzakhu</i>	<i>bi</i>	<i>Al-qauli</i>	<i>Ash-shādiq</i>
	Has been	at that time	Laugh (v imperfect, pron 3, sing male, serves as P which implies the function S)	and (conj)	Kidding (v imperfectpron 3, sing male, serves as P which implies the S)	with	words	honest
	ADV1					ADV2		
	At that time the Prophet laughed and joked with honest words.							

The sentence in the data (6) shows that the adverb of time in a single Arabic sentence can come before *yadhkhaku* as the predicate. The word *qad* is a particle which emphasizes that the event occurred in the past. Meanwhile, *kāna* is a verb that also has a means of meaning.

(7) *Lam yakun al-masjidu fi al-mādhī makāna shalātin fakhashbu.*

(not) (to be) (mosque) (in) (past) (place) (prayer) (only)

"In ancient times, mosques did not only function as places of prayer."

Table 4. Adverb of time located behind the subject

(7)	Lam	Yakun	al-masjidu	fi	al-mādhī	makana	shalātin	fakhash-bu
	Not (neg)	Becomes (imperfect verb which shows the present time, functions as P)	Mosque (definite noun as S)	in (part)	past (definite noun denoting the past)	the place	Salat	only
				ADV		O		
	In ancient times, the mosque did not only function as a place for prayer.							

The sentence on the data (7) shows that the adverb of time (*fi-almadhi*) can lie after the subject (*al-masjidu*). The predicate function is filled by the negation verb, namely *lam yakun*, which indicates an imperfect verb. But there is a time lag that shows what happened in the sentence occurred in the past.

From the findings above, it can be concluded that the adverbial elements inherent in verbs are only found in verbs that come from the original verb and not the derivational verb. Besides, by using tree diagram the researcher reveals the Arabic simple sentence patterns that attached by adverb of time in the book *Al-Arabiyyah Baina Yadaik* Volume 4. there are four patterns consisting of predicate subject (PS), subject predicate (SP), subject predicate object (SPO), and predicate subject object (PSO).

Furthermore, it was found that the distribution of adverb of time in Arabic simple sentence that is inherent in Predicate, behind Object, in front of Predicate, and behind Subject. The result of this research can be considered as a complementary of the previous research results conducted by Nur (2018) who investigates tense and aspect in Arabic in the

frame of a semantic approach and also research by Al-Shammiry (2016) describing type of adverb in Saudi northern dialect of Arabic.

## 5. Conclusion

Based on the analysis above, it can be concluded that the adverbial elements inherent in a simple sentence are only found in verbs that come from the original verb and not derived from the verb. In addition, Arabic sentence patterns were also found in the book *Al-Arabiyyah Baina Yadaik Volume 4a* consisting of PS, SP, SPO, and PSO. Furthermore, based on the analysis the researchers found that the distributions of adverb of time are as follows: (1) the distribution of adverb of time that is inherent in the predicate, (2) the distribution of adverb of time located behind the object, (3) the distribution of adverb of time located in front of the predicate, and (4) distribution of the adverb of time which lies behind the subject.

The result of this research is expected to be useful as a reference for understanding the distribution of adverbial time in Arabic. Moreover, this research is expected to inspire other researchers to investigate the topic from another theoretical approach or examine the adverbs of time in other languages.

## References

- Al-Fauzan, et al. (2014). *Al-Arabiyyah Baina Yadaik Volume 4a*. Jakarta: PT. Future Media Gate.
- Al-Shammiry, K. M. J. (2016). "Adverbs in Saudi Nothern Dialect of Arabic (SNRDA)". *International Journal of English Linguistics*, Vol. 6 (1). <http://www.ccsenet.org/journal/index.php/ijel/article/view/56998>.
- Chomsky, Noam. (2002). *Syntactic Structures*. Berlin and New York: Mouton de Gruyter.
- Dahda, A. 1981. *Mu'jam Qawa'id al-Lutghah al-'Arabiyyah*. Beirut: Maktabah Lubnan.
- Febriani, Vovi, et.al. (2015). *Proses Morfologi atau Konstruksi Kata dalam Bahasa Arab*. Jurnal Diskursus Islam, Vol. 03 (3), Desember 2015. 401-414. [http://journal.uin-alauddin.ac.id/index.php/diskursus\\_islam/article/view/7440](http://journal.uin-alauddin.ac.id/index.php/diskursus_islam/article/view/7440).
- Kridalaksana, Harimurti. (2002). *Struktur, Kategori, dan Fungsi dalam Teori Sintaksis*. Jakarta: Universitas Katolik Indonesia Atma Jaya
- Liusti, Siti Ainim. (2016). *Analisis Kalimat Berdasarkan Pola Kalimat Dasar dan Kalkulus Predikat*. Adabiyat, Vol. XV (2), Desember 2016. 157-175. <http://ejournal.uin-suka.ac.id/adab/Adabiyat/article/view/1064/761>.
- Nur, Tajudin. (2018). Pernyataan Kala dan Aspek dalam Bahasa Arab: Analisis Semantik Verba. *Arabi: Journal of Arabic Studies*, Vol. 3 (1), 2018. 36-51. <http://journal.imla.or.id/index.php/arabi/article/view/65>.
- Ramlan, M. 2005. *Sintaksis*. Yogyakarta: Karyono.
- Schulz, Eckehard. 2012. *Bahasa Arab Baku dan Modern*. Yokyakarta: LKIS Printing Cemerlang.
- Sudaryanto. (2015). *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: Duta Wacana University.
- Suharto, T., dan Fauzi, A. (2017). *Analisis Kesalahan Sintaksis Dalam Buku Teks Bahasa Arab Untuk Perguruan Tinggi Keagamaan Islam*. Arabiyât : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban, 4, (1). <https://core.ac.uk/download/pdf/296425321.pdf>.
- Susandhika, et. al. (2016). *Fungsi, Kategori, dan Peran Sintaksis Dalam Talk Show One "Indonesia Lawyers Club" di TV One*. LINGUISTIKA, Vol. 23. No. 44. [https://www.researchgate.net/publication/346037213\\_ANALISIS\\_KALIMAT\\_BERDAS\\_ARKAN\\_POLA\\_KALIMAT\\_DASAR\\_DAN\\_KALKULUS\\_PREDIKAT\\_1](https://www.researchgate.net/publication/346037213_ANALISIS_KALIMAT_BERDAS_ARKAN_POLA_KALIMAT_DASAR_DAN_KALKULUS_PREDIKAT_1).

## THE ROLE OF ONLINE ENGLISH COMMUNITY DURING COVID-19 PANDEMIC

Siti Hadiani<sup>1</sup>, Bobi Arisandi<sup>2</sup>

<sup>1</sup>English Education Department, Universitas Terbuka, Indonesia

<sup>2</sup>English Department, Universitas Pamulang, Indonesia

E-mail: sitihadiani@ecampus.ut.ac.id

Received: 26 October 2020

Accepted: 08 December 2020

### Abstract

The outbreak of coronavirus disease 2019 (COVID-19) has caused many new challenges for educational institutions. Most schools and universities have been transforming the learning mode into an online platform and it leaves teachers and students in a challenging situation. The existence of English community which helped to provide exposure and practice toward English learning is postponed due to COVID-19 pandemic. Online English community as an alternative to replace English community has not been observed well before. Its flexibility in learning is assumed that it can enhance a better engagement in the English learning activity. The purpose of this study is to investigate the role of the online English community during COVID-19 pandemic. Fifteen university students that are involved in one online English community participated in the research. The researchers chose the sample by using purposive sampling. The data was collected through questionnaire and interview and the method that is used is qualitative research with a case study design. The researchers found that there are at least 3 roles of online English community during COVID-19 pandemic.

**Keywords:** Covid-19 pandemic, teaching learning activity, online learning platform.

### 1. Introduction

The coronavirus outbreak that happens recently all over the world brings a new phenomenon in people's life. The pandemic started in the city of Wuhan, Hubei province, China and has brought many new challenges to many sectors in various countries. Indonesia is the fourth most populous country in the world, and thus is predicted to suffer greatly and over a longer time period, when compared to other less-populous countries (Djalante, 2020). One of the sectors that experience quite significant changes is education. According to Rahiem (2020), because of the threat posed by COVID-19, educational institutions have transformed its teaching learning activity into virtual classrooms. Schools and universities have decided to cancel all face-to-face classes, including laboratories and other learning activities. Students are also required to study from home to help avoid the spread of the coronavirus.

In Indonesia, the closure on schools in some provinces, e.g. DKI Jakarta, Central Java, Banten, West Java, and Aceh started on March 16, 2020 meanwhile nationwide school closures began on March 23, 2020 (Kumparan, 2020). It has given impact to millions of

learners and educators who study or teach at 425,451 educational institutions from early childhood to higher education.

Responding the issue, the Minister of Education and Culture of Republic of Indonesia has given instructions to schools to carry out online learning since 17 March 2020 for COVID-19 affected areas. Soon after that, all education units have been ordered to run online learning form due to the increasing spread of COVID-19. These policies lead students to learn from home with various online learning platform.

However, teaching through online mode is not ideal for English language learning. To acquire English language, learners are demanded to have a lot of exposure and practices which lack to be provided by the schools' e-learning system. Students need to experience real communication and practice their English with lecturer or their peer which is now difficult to do. According to Bahar (2014), many studies show that the level of communicative competence in English demonstrated by many university graduates is still very low. The fact shows that almost all English learners spend their time on studying English in the classrooms. Meanwhile, students need various exposure to improve their English skills.

In line with the problem above, the challenges may emerge in the online EFL learning from the students' point of view. The first problem is that some students do not have their own smartphone. It is usually caused by the financial condition of their family. The second one is about the unstable internet connection. The cellular signal and internet coverage still become a problem in remote and rural areas. In fact, some students live in remote, rural, and mountainous areas. The financial condition of the students and their family also generate another problem that is the inability to afford sufficient mobile data for online learning. They can only afford a small internet mobile data that is not enough to take part in the online learning comfortably. Many students have low digital literacy. They find difficulties in operating the applications and platforms used for online learning. A logical reasoning behind this is that the students did not use to learn through online learning and interact with those applications and platforms. All the problems mentioned previously brings students into limited exposure in learning.

Referring to the problem mentioned above, it is expected that English community can provide sufficient learning exposure because it focuses on practice and improve their English skills. Unlike learning activities from university that depend on the curriculum, learning through English community is more flexible in term of location and time. The phenomenon of English community occurs because in Indonesia, English is taught and learnt as a foreign language.

Being part of a community is important for language learning because students can get immersed in the learning process. Traditionally, students involved in a community with a face to face mode. Because of today's situation, English community needs to be transformed into the online mode. An online community is defined as a group of individuals who get together for a specific purpose to exchange opinions and ideas or to satiate particular needs. They are directed by formal and/or informal rules and policies and supported by computer-mediated technology (Jones & Preece, 2006). The online English community is assumed can sustain the benefit of English community as a supplement to English learning.

By establishing an online English community, it hopes to preserve the role of traditional English community in the same way. It is also expected to work well in term of supporting teaching and learning. Many studies have been conducted to explore the English language learning in covid 19 outbreak. One of the research conducted by Nur Agung (2020) entitled

“Students’ Perception of Online Learning during COVID - 19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino” identified three major obstacles in conducting online learning in English Language Education Study Program at STKIP Pamane Talino. Another study by Atmojo (2020) entitled “EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia” focus on the EFL online class. However, there is lack of attention that had been put on the role of online English community during pandemic. Therefore, this present study investigates the role of online English community during COVID-19 pandemic.

## **2. Literature Review**

### **2.1 Online Learning**

In the modern era, learning can be done through online platform. Online learning derives as process of learning which is conducted in such a networking environment. As it is stated by Singh & Thurman in Dhawan, (2020), online learning is defined as:

“learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students”

In line with explanation above, implementation of online learning performs in various type such as website, application, email, and virtual conferences. According to Dhull (2017), online learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It means in application all learning process in form of internet based can be called as online learning.

Atmojo (2020) states that teachers perform the online learning in synchronous mode and asynchronous mode. The synchronous mode means that the teachers carry out online learning at certain time in a week. Meanwhile, the asynchronous mode means that the teachers hold the online learning in a range of longer period, one week for instance. From the description, asynchronous mode is more flexible than the synchronous. This condition also applies in higher education system. University fully replaces face-to-face learning in classroom setting into online learning which possibly lasts till the end of semester due to the COVID-19 pandemic.

During pandemic, online learning become more and more developed. However, the existence of online learning happens long before that. Universities tend to adopt online learning since it can provide a better learning environment for students in term of accessibility and flexibility (Roddy, 2017). This claim is supported by Brown (2011) who argues that accessing course materials online allows unprecedented levels of flexibility and accessibility for students from around the world and overcomes geographical barriers that might prevent students accessing on-campus course offerings.

Based on all theories above, the researchers redefine the definition of online learning. Researcher concludes that online learning is all process of transferring knowledge and value using internet-based platform. This definition is partially used to define online English community due to the lack of literature concerning that matter.

## 2.2 English Community

English community is a term that commonly used by EFL learner in Indonesia. It refers to a group of people who are willing to improve and regularly practice their English. Cobigo (2020) defines community as a group of people that interact and support each other, and are bounded by shared experiences or characteristics, a sense of belonging, and often by their physical proximity. In other words, community may be understood as a group of individuals who live in the same territory, share a particular interest in common, and display a sense of belonging to the place where they live. Being part of a community is important for language learning because students can get immersed in the learning process.

The phenomenon of English community is widely spread in Indonesia from primary to tertiary or university level. According to Sargsyan and Kurghinyan (2016), this is interesting because a current phenomenon shows a unique tendency where many young EFL learners prefer to practice English outside the classroom than in the classroom. It can be understood since English is the official language in Indonesia, but there is limited learning exposure. To prevent that problem, English community can be a good solution.

Unfortunately, during COVID-19 pandemic, English community could not carry out the learning activity. Unlike formal learning, English community is informal, and it is not supported by sophisticated technology that can sustain the activity. In this research, researcher try to see the possibility of online English community whether it can work as good as conventional English community.

## 3. Research Method

The purpose of this study is to explore the role of online English community during COVID-19 pandemic. Based on this goal, the researcher used qualitative approach with a case study method as a design. As supported by Creswell (2014) that “qualitative research is a means for exploring and understanding the meaning individuals or group ascribe to a social or human problem”. In this study, the researcher focused on phenomenon that happened in one online English community.

Initially, this English community is an English course established by an English lecturer in one of the private universities in Lampung. It is now functioned as an online English community where anyone can join. To join with the community, participant has to register online without fee charge. The online English community held its class once a week for an hour through WhatsApp. They now have 40 members and always engage in active lessons.

The researcher used purposive sampling to choose the participants of the study. Palys (2008) defines purposive sampling as virtually synonymous with qualitative research. Purposive sampling signifies that one sees sampling as a series of strategic choices about with whom, where and how one does one’s research. This statement implies that the way where the researchers take the sample must be tied to the objectives. The respondents of the research were 15 university students of English Education department. The researcher approaches the issue by using qualitative method. The data collecting techniques that the researcher used including questionnaire interview. For the questionnaire, the researcher asked the participants to answer several questions. The second data collecting technique that is used by the researcher was interview. It consists of several questions that are relevant to the research question.

## 4. Results and Discussion

The results of this research is relevant to answer the research questions on the role of online English community during the COVID-19 pandemic. There are 3 (three) roles that will be discussed. The first role is as a medium of English exposure and practice in English language learning. Second, to motivate students to learn better and the last can be an additional medium to share various information.

### 4.1 Medium of English exposure and practice

The first role of online English community is an easy medium of English exposure and practice. Since English language learning demands a lot of exposure, providing a learning medium as supplement is necessary. However, this is difficult to be done since lecturers already feel overwhelmed to have more responsibility. By having online English community, it facilitates students to practice and get exposure easily. Online English community is an informal community where students do not have to think and worry about the score. So, its learning mode also more flexible. Tutor can use many kind of learning mode including WhatsApp application. Students can express their interest in learning without burden. Students are given opportunity to learn easier since the community only used WhatsApp platform in conducting the activity. In the usual online classroom, students have to be ready if they need to have online meeting by using video meeting platform, such as Zooms. They do not always have good signal and internet mobile data. So, the online English community can be alternative for them.

The idea that online English community can be a medium of English exposure and practice is expressed in the excerpt below.

- |           |   |  |
|-----------|---|--|
| Student 1 | : | Yeah it really helps me. Because I can keep practicing my English.   |
| Student 2 | : | It really helps me. The tutor in the community gives many exercises like TOEFL, finding the verbs, and guess the star. |
| Student 3 | : | Here, I find many strategies in learning and increase my vocabulary.   |

Based on the excerpt, it is known that online English community can help students to explore more regard to their English practice. It happens since it provides various activity which increase the level of exposure toward English language. In this online English community, teachers give several topics mostly by using games. For example, they play what so called as "Guess the Stars". Here, teacher gave example of maximum 3 sentences that describe someone uniqueness. Other participants have to guess the star that is being discussed. This strategy has raised students' activeness by trying to answer. Beside that, this strategy can also enhance students' writing skill.

Another topic is "Find the Verbs". With this topic, students are expected to listen to the song audio recording and find all the verbs through the lyrics. Teachers provide students with a short audio clip from famous singer. The purpose of this strategy is for students to practice their listening skills and improve students' vocabulary by finding the past form of the verbs.

The role of online English community as medium of learning exposure and practice happens because it only needs low cost during the activity. Online learning actually provides process of learning with exposure and practice; however, since the process demands good

internet connection, it puts burdens on students. Students need to have a good internet connection which is not free and difficult for them due to financial disadvantages. The condition explained in the excerpt below.

Student 1 : I feel difficult to understand the material without direct explanation or face to face and I am not satisfied. Then, internet data which is used also burden me, especially in the learning session that using hard application (ex: zoom). But, if only wa, I'm okay.

#### 4.2 Motivate students to learn better

Not only delivering the knowledge, the teacher also always gives motivation to the students on how to improve their English skills. The second role of online English community is it can motivate students to learn better. It can be seen from the transcript that the students are helped by the teacher in improving their motivation in learning English.

Student 1 : This community helped me through an online class and gained my spirit to learn English even I just learn from home and didn't meet others.

Student 2 : This community helped me to keep learning English and I feel enjoy.

Student 3 : It is motivated me to learn more and give me new knowledge or something that I have to forget in a good way.

Student 4 : I found new friends who can gain my knowledge by learning from them. I learned new things from them and also the tutors. The tutors also gave some advices and motivation to me.

As learning is not merely process of transferring material but also value, learning through online mode can be challenging. Students tend to feel the absence of lecturer during process of learning. There is no motivational speeches or story which commonly inserted by lecturer during the up and down of learning atmosphere. It happens probably because the lecturers are overwhelmed with so many students they have to deal with personally.

Mantiri (2015) states that the success on foreign language learning is infused with many factors as intelligence, attitudes, abilities, and motivation. Among them, motivation is the main factor affecting foreign language learning since it mediates the attitudes toward the target language and the outputs in the process of learning it. Although motivation is an essential part of the learning process, especially an autonomous one, researching on it is not enough. While the volume of research concerning motivation itself in psychology and education is vast, there have been very few source about learning English in online modality and motivation to learn it. Even thus, this situation remains a worldwide concern (Busse and Walter, 2013)

Since the online English community is flexible and it is not legally connected with scoring in the university; so, it can be less stressful and enjoyable by students. In addition, due to the

flexibility of its learning process, the online English community can be designed based on students' mood and level of motivation. Therefore, the instructor tends to motivate students which positively correlated with their learning mood.

#### 4.3 Medium for sharing new information

The third role of online English community is it can be used as a medium or place to provide various information which rarely discussed in the classroom, yet useful for students' education and growth. Since online English community is bondless with university curriculum and solely focuses on increasing students' English competence, various information that can improve students' knowledge can be freely added in the activity.

In this online English community, instructor inserts scholarship and study abroad information in the lesson by considering scholarship and study abroad is popular among students. Moreover, using scholarship information during the learning activity within online English community can bring positive washback in students' learning performance. As it is stated by Murr (2010) that the data from the pre-tests and post-tests on general learning suggest that the scholarship workshop used at Texas State University is an effective tool for increasing the knowledge of high school students with respect to completing a competitive scholarship application. Also, the results obtained from the general assessment indicate that the program's format, materials, and perceived benefit were well received by students. This is an important component to successful learning.

In addition, accessing new information interactively can be a problem during COVID-19 pandemic situation. The idea of online English community can be an alternative medium to share new information and this can be seen in the excerpt below:

- |           |   |  |
|-----------|---|--|
| Student 1 | : | With this community, I can get many knowledge and important informations even though in this pandemic era.                 |
| Student 2 | : | There are many experience and knowledge that I got, particularly regarding international scholarship. I like it very much. |
| Student 3 | : | I can improve my vocabulary, get new friends, and of course I feel motivated to study abroad                               |

From the result of the questionnaire, it can be concluded that online English community can help students in providing a place for sharing. Since pandemic occurred in the beginning of the year, students dealt with a limited access toward an important information that can help them to reach their dream. Online English community is proven to be a useful place to share the up to date information.

#### 5. Conclusion and Suggestion

It can be concluded that there are at least 3 (three) roles of online English community in pandemic era. The first is it can act as medium for English language exposure and practice. The existence of online learning community can be a supplement media for students to have a wider experience in term of English practice. Student will get more opportunity to learn and do some trials and errors which they can not acquire from classroom due to the time constraint.

The second is to provide sufficient motivation. Motivation is crucial in boosting teaching and learning. However, the tight schedule and responsibility to finish all the material during teaching and learning makes this motivational injection from teacher to students is neglected. Online English community can solve that problem since it has more flexible program and time constraint.

The last role is the online English community can create a medium for sharing information. Teaching and learning is supposed to be an activity where information can be delivered from teacher and students rapidly. An information that probably is not inline with material directly but can support students learning development in the future. Online English community can make it possible to happen.

Regarding the conclusion, the writers would like to suggest several things. The first is, considering the availability of online English community within university to enrich exposure. English language learning demands a lot of exposure particularly interaction among teacher and students where it is quite challenging during pandemic. So, establishing this community may help students to gain more exposure in English.

Second, an intervention from faculty member to arrange the English community that inline with the university curriculum because online English community tends to be separated from curriculum and works in different direction. Of course, preserving its uniqueness is necessary. However, keeping it supervised by university can maintain (online) English community original goal that is as a support system to English teaching and learning.

Third, since this research is carried out by qualitative method, there will be another possible finding related to this topic from another research method. Moreover, this research is a case study from one university, increasing the number of participants for further study probably can give a wider perspective toward the same topic of research.

## References

- Atmojo, A. E. P. & Arif Nugroho. (2020). *EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia*. Register Journal, 13(1), 49-76. <https://scholar.google.co.id/citations?user=jiLCValAAAAJ&hl=en>.
- Bahar, A. K., & Latif, I. (2019). *Society-Based English Community (Sobat): EFL Learners' Strategy in Learning and Practicing English Outside the Walls*. Jurnal Ilmu Budaya, 7(2), 255-265. <https://scholar.google.com/citations?user=nDsFh8AAAAJ&hl=id>.
- Brown, V. (2011). Changing demographics of online courses. *US-China Educ. Rev.* 8, 460–467. <https://files.eric.ed.gov/fulltext/ED530681.pdf>.
- Busse, V and Walter, C. (2013). *Foreign Language Learning Motivation in Higher Education: A Longitudinal Study of Motivational Changes and Their Causes*. *Modern Language Journal* 97(2):435-456. <https://maint.onlinelibrary.wiley.com/>.
- Cobigo, V, Lynn M., Rawad, M. (2016). *Understanding Community*. *Canadian Journal of Disability Studies*, 5(4). [https://www.researchgate.net/publication/312186833\\_Understanding\\_Community](https://www.researchgate.net/publication/312186833_Understanding_Community).
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed methods Approaches*. London: Sage Publication, p. 32.
- Dhawan, S. (2020). *Online Learning: A Panacea in the Time of COVID-19 Crisis*. *Journal of Educational Technology Systems*, 49(1), 5-22. <https://journals.sagepub.com/doi/full/10.1177/0047239520934018>.
- Dhull, I and MS, Sakshi. (2017). *Online Learning*. *International Education & Research Journal*, 3(8), 32-34. [https://www.researchgate.net/publication/332833360\\_Online\\_Learning](https://www.researchgate.net/publication/332833360_Online_Learning).

- Djalante, R. (2020). *Review and analysis of current responses to COVID-19 in Indonesia Period of January to March 2020*. Progress in Disaster Science. 6 (2020), 1-9. <https://www.sciencedirect.com/science/article/pii/S2590061720300284>.
- Jones, A. & Preece, J. (2006). *Online communities for teachers and lifelong learners: A framework for comparing similarities and identifying differences in communities of practice and communities of interest*. International Journal of Learning Technology, 2(2-3), 112-137. [https://www.researchgate.net/publication/42792304\\_Online\\_communities\\_for\\_teachers\\_and\\_lifelong\\_learners\\_A\\_framework\\_for\\_comparing\\_similarities\\_and\\_identifying\\_differences\\_in\\_communities\\_of\\_practice\\_and\\_communities\\_of\\_interest](https://www.researchgate.net/publication/42792304_Online_communities_for_teachers_and_lifelong_learners_A_framework_for_comparing_similarities_and_identifying_differences_in_communities_of_practice_and_communities_of_interest).
- Kumparan. (2020). *Anies Tutup Sekolah di DKI Jakarta Selama 2 Minggu untuk Cegah Corona* [Anies closes school in DKI Jakarta for 2 weeks to prevent Corona]. Retrieved from 24 ©2020 The author and IJLTER.ORG. All rights reserved. <https://kumparan.com/kumparannews/anies-tutup-sekolah-di-dki-jakartaselama-2-minggu-untuk-cegah-corona-1t1V7X57VID>
- Mantiri, O. (2015). *Key to Language Learning Success*. Journal of Arts and Humanities. Vol. 04, No. 01: 14-18. [https://www.researchgate.net/publication/273042792\\_Key\\_to\\_Language\\_Learning\\_Success](https://www.researchgate.net/publication/273042792_Key_to_Language_Learning_Success).
- Murr, C.D. (2010). *A Scholarship Workshop Program to Improve Underrepresented Student Access to Higher Education*. Journal of Student Financial Aid, 40(2), 31-38. <http://slideplayer.com/slide/3856089/>.
- Nur Agung, A.S., Surtikanti, M.W., OP, Charito A. Quinones. (2020). *Students' Perception of Online Learning during COVID - 19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino*. Soshum: Jurnal Sosial dan Humaniora, [S.l.], 10(2), 225-235. <http://ojs.pnb.ac.id/index.php/SOSHUM/article/view/1316>.
- Palys, T. (2008). *Purposive sampling*. In L. M. Given (Ed.) The Sage Encyclopedia of Qualitative Research Methods. (Vol.2). Sage: Los Angeles.
- Rahiem, MDH. (2020). *The Emergency Remote Learning Experience of University Students in Indonesia amidst the COVID-19 Crisis*. International Journal of Learning, Teaching and Educational Research, 19(6), 1-26. <http://www.ijlter.org/index.php/ijlter/article/view/2368>.
- Roddy, C. (2017). *Applying Best Practice Online Learning, Teaching, and Support to Intensive Online Environments: An Integrative Review*. Frontiers in Education: Digital Education, 2:59. [https://www.researchgate.net/publication/321184426\\_Applying\\_Best\\_Practice\\_Online\\_Learning\\_Teaching\\_and\\_Support\\_to\\_Intensive\\_Online\\_Environments\\_An\\_Integrative\\_Review](https://www.researchgate.net/publication/321184426_Applying_Best_Practice_Online_Learning_Teaching_and_Support_to_Intensive_Online_Environments_An_Integrative_Review).
- Sargsyan, M., & Kurghinyan, A. (2016). *The Use of English Language outside the Classroom*. Journal of Language and Cultural Education, 4(1), 29-47. [http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.doi-10\\_1515\\_jolace-2016-0003](http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.doi-10_1515_jolace-2016-0003).

## DESIGN THINKING APPROACH IN TRANSLATING BANYUMAS TOURISM TEXTS

**Nadia Gitya Yulianita, Nisa Roiyasa, Tri Wahyu Setiawan Prasetyoningsih**

Universitas Jenderal Soedirman, Purwokerto, Indonesia

E-mail: nadiagityay@unsoed.ac.id

Received: 25 September 2020

Accepted: 05 December 2020

### Abstract

The research aims to identify the students' translation quality in translating Banyumas tourism texts. Moreover, this research tries to find out the effect of design thinking approach in translation class. This research was conducted by applying descriptive qualitative method. In other words, this research describes the effect of design thinking approach to the students' translation by dividing students of English Diploma Study Program, Universitas Jenderal Soedirman enrolling on Translation Indonesian-English class into two classes. Class A uses design thinking approach in translating the texts, while class B does not. The students focus on translating Banyumas tourism texts. After the students translate the texts, the researchers and raters do a focus group discussion to check and rate their translation quality in terms of accuracy. The result shows that the translation quality of class A is better than that of class B. It can be seen from the accuracy point of class A which is 2.95 meanwhile, class B has 2.90 for its accuracy. This proves that design thinking approach is suitable to teach translation.

**Keywords:** design thinking approach, tourism texts, translation class, accuracy.

### 1. Introduction

Creating a lively classroom atmosphere is one of the challenges for teachers. This can be done by implementing an approach to enable students to involve in teaching and learning process. Design thinking is a new approach to learning, collaboration and problem solving. Initially, this approach was applied in business field. It allows wide space for human-centred innovation to grow. This approach involves customers to suit the needs of the targets. Liedtka (2015) states that the customers' needs will lead the company to the new ideas with the best competitive advantage. In other words, design thinking treats the clients' needs and problems as the basis to create new excellent ideas. This approach has similar characteristics with Task-Based Learning. Both focus on how the students are guided to solve problems. Yet TBL only has three stages namely pre-task, task cycle, and post-task (Willis, 1996) while design thinking consists of five stages; emphasizing, defining (the problem), ideating, prototype, and test (Dam & Teo, 2018). Carroll, M., et al (2010) suggests that design thinking is suitable to be implemented in academic level because it can create critical thinking experience and creativity for students.

There were many researches discussing design thinking for the past few years (Koch, 2016; Leifer, 2016; Sirkin, 2016; Sonalkar, 2016; Wenzel, 2016). However, those researches mainly discussed on the implementation of design thinking in business. They defined design thinking, its implementation, and the advantages. Meanwhile, other researchers discussed the

implementation of design thinking in education (Kwek, 2011; Razzouk & Shute, 2012). Kwek (2011) did a research about the implementation of this new learning method in a public middle school in San Francisco Bay Area. He tried to get fuller understanding on the teacher's decisions to adopt this innovative teaching approach. Meanwhile, Razzouk & Shute (2012) emphasized on the features and characteristics of design thinking and discussed its importance in promoting students' problem-solving skills in the 21st century. As far as we are concerned, we have not found any article discussing mainly on the implementation of design thinking in translation class. Thus, this research is intended to investigate how effective design thinking can be implemented in translation class to create an active teaching and learning process.

On the other hand, the researches about translation, especially researches about translation quality have been conducted by many researchers. Translation quality is usually determined by its accuracy, acceptability, and readability (Nababan et al., 2012). Santika et al. (2020) discussed the accuracy of commissive response translation, while Yulianita et al. (2018) conducted a research about the acceptability of religious terms. In addition, Nababan et al. (2018) did a research about the readability of translated bible stories for children.

This paper aims to find out the effect of this approach called design thinking in translation class, especially in the translation accuracy. To produce accurate translations, the translator should be able to solve the problems he found during the translation process. This action surely needs a good critical thinking. Therefore, this approach was selected to be conducted in translation class.

The translation class selected for this research is Translation Indonesia-English for General Purposes. This course is offered for the 4<sup>th</sup> semester students in English Diploma Program, Universitas Jenderal Soedirman. Besides, this research focuses on the Banyumas tourism texts since tourism is the second biggest foreign exchange for Indonesia.

## 2. Literature Review

Teaching approach always undergoes some improvements every time. It is proven by the development of teaching approach found by some experts and educators. Still, some educators apply the traditional teaching approach which is usually called PPP (Present, Practice, Produce). Willis (1996) mentions that this approach involves material presentation from the teacher, exercises done by the students, and self-produced product from the students. However, this approach is considered unsuitable to teach students in the 21<sup>st</sup> century, since it cannot trigger students' critical thinking. As a matter of fact, the ability to think critically is needed to compete in this globalization era (Pink, 2005). Therefore, task-based learning is considered more suitable to enhance students' ability to solve some problems (Kwek, 2011).

Task-based learning usually consists of three steps, namely pre-task, task cycle, and post-task. In pre-task stage, the teacher usually introduces the topic and the task. After that, the task cycle stage consists of task, planning, and report. It means that the students start doing their tasks, form the plan on how to report the result of the task, and report it in front of the class. Finally, in the last stage, the teacher let the students listen to their friends' presentations which are already good so that the other students can learn from them (Willis, 1996).

However, task-based learning is also a traditional method which has a weakness if it is implemented in teaching 21<sup>st</sup> century students. This method still cannot fulfil the needs of the students because they grow up with the development of technology nowadays. Rapid technology development makes the students in this generation demand more skills than the

previous generations. Some skills that they need are skills and knowledge that are not available at a cheaper price in other countries or that cannot be rendered uselessly by machines, creativity, new skills and knowledge that are needed for living in the global world and the virtual world, high-level cognitive skills, and emotional intelligence (Zhao, 2009). Therefore, design thinking is proposed as a suitable approach to teach young generation.

Design thinking is an approach usually applied in design class or business. This approach consists of some steps based on several references. However, Dam & Teo (2018) suggests to use five steps of design thinking proposed by Institute Design of Stanford, namely emphasizing, defining (the problem), ideating, prototype, and test. Emphasizing is the step where you understand your client. In translation, it usually deals with the target readers. You have to know your target readers so that you can decide what kind of translation that you produce. Defining is the step where you find the problem(s). You know the problem(s) and try to find a way to solve the problem(s). Ideate is the third step where you start to come up with ideas to solve the problem(s). In the next step, which is prototype, you design the solution(s) of your problem(s). In the last step, test, you expose your solution(s) and get feedback to improve your solution(s).

Since this research emphasizes on the tourism texts, the theory of tourism language is also used. Sulaiman & Wilson (2019) proposes seven techniques of the language of tourism promotion, namely ego-targeting, keying, contrasting, exoticizing, comparing, poetic devices, and humour. Ego-targeting focuses on the audience or the readers, while keying concentrates on the words used to describe the tourism place attracts the readers. Meanwhile, exoticizing is the use of foreign terms to trigger the readers curiosity. Comparing and contrasting are needed to give comparison or contrast of a place to another so that the readers can get a small description about the tourism place. Poetic devices are applied to give a catchy slogan of a tourism place, and humour is used to add entertaining aspect of the text.

The quality assessment used in this research is the theory proposed by Nababan et al. (2012). They offer three aspects of translation quality assessment, namely accuracy, acceptability, and readability. Accuracy deals with the equivalence of the translation, while acceptability talks about the grammatical and cultural aspects in the target language. Meanwhile, readability determines whether the translation is easy to understand or ambiguous.

### 3. Research Method

This research used descriptive qualitative method. It was done by describing a phenomena the way it was (Kim, 2017). In other words, this research described the effect of design thinking approach to the students' translation. Besides, it is also an embedded case study since the design and main focus of the study had been decided before.

The participants of this research were English Diploma Students Universitas Jenderal Soedirman who enrolled Translation Indonesia-English course. Those students were divided into two classes, namely class A and class B. The lecturers gave four tourism texts to the students and asked them to translate. Class A translated the texts using design thinking approach, while class B students did not use that approach. After that, the researchers conducted a Focus Group Discussion (FGD) with two raters to assess the translation quality of the students from both classes. The researchers took four samples from students in each class and assess the accuracy of their translations using the translation quality assessment from Nababan et al. (2012).

## 4. Results and Discussion

The researchers focus on the translation of words and phrases. Thus, several techniques of tourism language found in the four Banyumas tourism texts are ego-targeting, keying, and exoticizing. From those three techniques, keying is the most frequent technique found in those four texts with 73 appearances. In addition, there are 7 ego-targeting and 2 exoticizing found in the texts.

### 4.1 Keying

Keying is the most frequent technique found in the texts because keying deals with keywords used to describe the tourism places. Besides, keying mentions the characteristics of the tourism place to attract the tourists, such as unique, excellent, extraordinary, amazing, and many more (Sulaiman & Wilson, 2019). The examples of keying technique can be found in the following table.

Table 1. The Accuracy of Keying Technique Translation

No	Source Language	Target Language		Accuracy	
		A	B	A	B
1	<i>Kota ini pun bisa terbilang memiliki wisata yang cukup lengkap</i>	The city also has <b>fairly complete tourism</b>	This town has <b>many tourist attractions</b>	3	2
2	<i>Ruang di bioskop juga bisa dianggap cukup luas</i>	The room in the cinema can also be considered <b>quite spacious</b>	Space in the cinema can also be considered <b>quite extensive</b>	3	3
3	<i>Harga tiket masuk ini sangatlah relatif murah</i>	The price of admission is <b>relatively cheap</b>	The price of admission is <b>relative cheap</b>	2	2
4	<i>Di dunia kecil Purwokerto ini, anda akan menjumpai berbagai monumen-monumen Nasional yang berada di seluruh penjuru dunia ini</i>	In this Small World Purwokerto, you will find <b>various national monuments located throughout the world</b>	In the small world, you will find <b>national monuments in all the world</b>	3	2

The first example shows that student A's translation is more accurate than student B's. It is because student A chose the most equivalent term for "*tempat wisata yang cukup lengkap*", which is "fairly complete". This translation is the closest equivalence to "*cukup lengkap*". On the other hand, student B chose "many" which means "*banyak*" in Indonesia. Therefore, the accuracy for student B is only 2 because she did not translate the term accurately.

For the second example, the accuracy point for each student is high. Even though the translation is different, those terms have the same meaning. "*luas*" can be translated into "spacious" and "extensive". Besides, the context is still the same when those two different translations are used.

In the third example, student A and student B got the same score in accuracy. This happened because those two translations did not translate the word “*sangat*”. In fact, that word is the key point of tourism keying technique, so it should be translated into “very”.

Student A has higher accuracy point than student B in the fourth example because she translated using the closest equivalence. “*berbagai monumen-monumen Nasional yang berada di seluruh penjuru dunia*” means some national monuments in the world, so it has the same meaning with student A’s translation. On the other hand, student B’s translation means all of the national monuments in the world. This shows that student B’s translation is less accurate.

#### 4.2 Ego-targeting

This technique deals with the target readers. It highlights the pronouns that the texts use to address the readers. This technique is usually realized through direct forms of address (Sulaiman & Wilson, 2019).

Table 2. The Accuracy of Ego-targeting Technique Translation

No	Source Language	Target Language		Accuracy	
		A	B	A	B
1	<i>Sudahkan <b>anda</b> merencanakan destinasi berlibur?</i>	Have <b>you</b> planned a vacation destination?	Have <b>you</b> planned where to go for your vacation yet?	3	3
2	<i>Bahkan <b>warga dari luar kota</b> mengunjungi Purwokerto hanya untuk menonton film di sini</i>	Even <b>residents from out of town</b> visit Purwokerto just to watch film here.	Even <b>residents from out of town</b> visit Purwokerto just to watch a film here.	3	3
3	<i>Objek yang dikelola oleh Pemerintah Kabupaten Kebumen ini juga memiliki taman bunga sebagai isi Kebun Raya Baturaden 2016 yang sangat terkenal dikalangan para <b>wisatawan</b> karena keindahannya.</i>	The object managed by the Kebumen Regency Government also has a flower garden as the contents of the 2016 Baturaden Botanical Garden which is very popular among <b>tourists</b> because of its beauty	The object managed by the Kebumen Regency Government also has a flower garden as the contents of the 2016 Baturaden Botanical Garden which is very popular among <b>tourists</b> because of its beauty.	3	3
4	<i>Berbagai <b>spot</b> menarik dan indah, dengan udara yang sejuk, dan pemandangan alam sekitar yang menakjubkan</i>	Various interesting and beautiful spots, with cool air, and amazing surrounding natural scenery make this Small	Interesting spots and beautiful, with the cool air, and the wonderful nature of the surroundings makes this small world Purwokerto more	3	2

	<i>membuat Small World Purwokerto ini menjadi lebih indah dan wajib banget kamu kunjungi</i>	World Purwokerto more beautiful and <b>you</b> really must visit.	beautiful and that must be visited		
--	--	---	------------------------------------	--	--

The translations from both students in the first, second, and third example are the same. Therefore, the accuracy point for each example is also the same. However, in the last example, student A translated the word “*kamu*”, while student B did not. This makes the translation of student B is less accurate than student A’s.

#### 4.2 Exoticizing

Exoticizing is the use of foreign word that the readers have little knowledge of. This technique is expected to raise curiosity in readers’ mind about that particular word, so that they will come and witness it by themselves. Besides, it can also give the authenticity of the place.

Table 1. The Accuracy of Exoticizing Technique Translation

No	Source Language	Target Language		Accuracy	
		A	B	A	B
1	<b>Small World Purwokerto</b> adalah sebuah tempat wisata di kota Purwokerto.	<b>Small World Purwokerto</b> is a tourist attraction in the city of Purwokerto.	<b>Small world purwokerto</b> is a tour site in the purwokerto city.	3	3
2	Selain dikenal dengan sebutan <b>Kota Seribu Curug</b> , Kabupaten Banyumas juga dikenal akan dataran tingginya.	Besides being known as <b>the City of a Thousand Curug</b> , Banyumas Regency is also known for its plateau.	Besides being known as <b>the City of Thousand Curug</b> , Banyumas Regency is also known for its plateau.	3	2

Exoticizing in the first example lies in the phrase “Small World”. It is the name of that tourism place that exhibits national monument miniatures from around the world. The accuracy point for both translations is high because the students keep the foreign term to make the readers curious. Thus, the readers would like to visit the place.

In the second example, the word “*curug*” is the indicator of exoticizing. The word “*curug*” means waterfall. Student A has higher point in accuracy because she translated “*kota seribu curug*” into “the city of a thousand curug”. In other words, she maintained the foreign word “*curug*” in the target text. Meanwhile, student B translated the term into “the city of thousand curug”, which means “*kota ribuan curug*”. The meaning is slightly different in student B’s translation. Therefore, it is less accurate.

#### 5. Conclusion

In a nutshell, design thinking approach is suitable to be implemented in translation class since it makes the accuracy point high. This could be seen from the accuracy point in class A

which has higher score than class B because class A used design thinking to translate Banyumas tourism texts. Thus, design thinking approach helps the translator find the accurate translation of tourism language.

Nevertheless, the result of this research can be developed more. For translators, the result of this research can give insights on how to use design thinking approach to translate. In addition, this approach can help translation teachers to teach translation. Moreover, future researchers can conduct similar research with different population or subject to discover the suitability of design thinking approach in other fields.

## ACKNOWLEDGEMENTS

We would like to express our gratitude to LPPM Universitas Jenderal Soedirman (Institution of Research and Community Service) for fully funded this research under the scheme *Riset Dosen Pemula* fiscal year 2020, Grant No. Kept. 122/UN23.18/PT.01.05/2020 with the proposal entitled "*Design Thinking dalam Kelas Penerjemahan dan Dampaknya terhadap Terjemahan Mahasiswa Bahasa Inggris Universitas Jenderal Soedirman*"

## References

- Carroll, M., Goldman, S., Britos, L., Koh, J., Royalty, A., & Hornstein, M. (2010). *Destination, Imagination and the Fires Within: Design Thinking in a Middle School Classroom*. International Journal of Art & Design Education, 29(1), 37–53. <http://www.iimageservicedesign.com/wp-content/uploads/2015/08/Design-Thinking-Concepts-at-School-K-to-12-Article-PDF.pdf>.
- Dam, R. F., & Teo, Y. S. (2018). *5 Stages in the Design Thinking Process*. <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>
- Kim, H. (2017). *Characteristics of Qualitative Descriptive Studies: A Systematic Review*. ResNurs Health, 40(1), 23–42. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5225027/>.
- Koch, C. (2016). Introduction: *The HPI-Stanford Design Thinking Research Program*. In L. Plattner, Hasso, Meinel, Christoph, Leifer (Ed.), *Design Thinking Research: Making Design Thinking Foundational* (pp. 5–12). Springer. <https://www.springer.com/gp/book/9783319196404>
- Kwek, S. H. D. (2011). *Innovation in the Classroom: Design Thinking for 21st Century Learning*.: StanfordStanford University.
- Leifer, L. (2016). *Manifesto: Design Thinking Becomes Foundational*. In L. Plattner, Hasso, Meinel, Christoph, Leifer (Ed.), *Design Thinking Research: Making Design Thinking Foundational* (pp. 1–4). Springer. <https://www.springer.com/gp/book/9783319196404>
- Liedtka, J. (2015). *Perspective: Linking Design Thinking with Innovation Outcomes through Cognitive Bias Reduction*. Journal of Product Innovation Management, 32(6), 925–938. <https://doi.org/10.1111/jpim.12163>
- Nababan, H., Nababan, M., & Santosa, R. (2018). *Translation Techniques and Their Impact on the Readability of Translated Bible Stories for Children*. Humanus: Jurnal Ilmiah Ilmu-Ilmu Humaniora, 17(2). <https://doi.org/10.24036/humanus.v17i2.102729>
- Nababan, M., Nuraeni, A., & Sumardiono. (2012). *Pengembangan model penilaian kualitas terjemahan*. Kajian Linguistik Dan Sastra, 24(1), 39–

57. <https://publikasiilmiah.ums.ac.id/xmlui/handle/11617/2220>.
- Pink, D. H. (2005). *A Whole New Mind: Why Right-brainers Will Rule the Future*. Riverhead.
- Razzouk, R., & Shute, V. (2012). What Is Design Thinking and Why Is It Important? *Review of Educational Research*, 82(3), 330–348. <https://doi.org/10.3102/0034654312457429>
- Santika, D., Nababan, M., & Djatmika, D. (2020). *The Impact of Translation Techniques on the Accuracy of the Translation of Commissive Speech Acts' Responses in Dark Matter Novel*. *Humanus*, 19(1), 1. <https://doi.org/10.24036/humanus.v19i1.102684>
- Sirkin, D. (2016). *Improving Design Thinking Through Collaborative Improvisation*. In L. Plattner, Hasso, Meinel, Christoph, Leifer (Ed.), *Design Thinking Research Making Design Thinking Foundational* (pp. 93–108). Springer. <https://www.springer.com/gp/book/9783319196404>
- Sonalkar, N. (2016). *Diagnostics for Design Thinking Teams*. In L. Plattner, Hasso, Meinel, Christoph, Leifer (Ed.), *Design Thinking Research Making Design Thinking Foundational* (pp. 35–51). Springer. <https://www.springer.com/gp/book/9783319196404>
- Sulaiman, Z., & Wilson, R. (2019). *Translation and tourism: Strategies for effective cross-cultural promotion*. Springer Nature Singapore Pte Ltd.
- Wenzel, M. (2016). *Globalized Design Thinking: Bridging the Gap Between Analog and Digital for Browser-Based Remote Collaboration*. In L. Plattner, Hasso, Meinel, Christoph, Leifer (Ed.), *Design Thinking Research Making Design Thinking Foundational* (pp. 15–33). Springer. <https://www.springer.com/gp/book/9783319196404>
- Willis, J. (1996). *A flexible framework for task-based learning An overview of a task-based framework for language teaching*. Oxford, Prabhu 1987, 52–62. [http://www.intrinsicbooks.co.uk/title\\_by\\_title/framework.html](http://www.intrinsicbooks.co.uk/title_by_title/framework.html)
- Yulianita, N. G., Nababan, M., & Djatmika, D. (2018). *The Acceptability of Religious Terms Translation in the Complete Idiot's Guide to Understanding Islam*. *Lingua Cultura*, 12(2), 111. <https://doi.org/10.21512/lc.v12i2.3999>
- Zhao, Y. (2009). *Catching Up or Leading the Way*. ASCD.

## **DIMANTRA: LINGUAL-TACTUAL SENSORY MEDIA FOR BALI BLIND TOURISM**

**Dewa Ayu Dyah Pertiwi Putri, I Gusti Ngurah Adi Rajistha,  
Dewa Ayu Kadek Claria**

Universitas Warmadewa, Denpasar, Indonesia  
E-mail: dyahpertiwiputridewaayu@gmail.com

Received: 30 October 2020

Accepted: 15 December 2020

### **Abstract**

This research aims to design an effective media—Dimantra—to support blind tourism in Bali. The media is intended to help blind tourists to visualize objects and atmosphere in a tourist attraction through lingual narration in the form of audio, equipped with tactual three-dimensional miniatures of the tourist attraction. The theory used in this research was the types of narrative, especially suggestive narrative by Keraf. The method used in collecting data to create the narration audio was observation method supported by note taking technique. Meanwhile, the method used in collecting data related to the effectiveness of Dimantra was interview method supported by closed questionnaire. The results showed that the effective narrative formulation in building visual sensations for blind people was general-specific narrative supported by informative, communicative, and detailed sentences in terms of positions, distances (measurements), directions, textures, and colors. Meanwhile, the effective materials to create proper three-dimensional miniature were newspapers covered with real or semi-real materials such as soft sands to convey beach, hard sands to form rocks, and wet cottons to convey water. Further, Dimantra was considered to be effective in helping blind people to visualize tourist attraction based on the percentage of samples' responses, namely 53% strongly agree that Dimantra was effective, 37% agree, 5% neutral, and 0% disagree or strongly disagree.

**Keywords:** narrative, three-dimensional miniatures, blind tourists, effective media.

### **1. Introduction**

Tourism is one of the largest sectors in Bali Province, which is very prominent internationally. In normal conditions, Bali tourism could reach the quantity of foreign tourist arrivals of 616,706 visits, especially in August 2019 (Badan Pusat Statistik Provinsi Bali, 2019). As a foreign tourist attraction, the tourism sector in Bali should pay more attention to the completeness of public and social facilities in order to maintain the stabilization of tourist visits and improve the quality of hospitality. Facilities are vital in building pleasant tourism. Spillane stated that a tourist destination should fulfill five important elements that could provide satisfaction to tourists. The important elements include: a) Attractions, b) Facilities, c) Infrastructure, d) Transportation, and e) Hospitality (Spillane in Sunarti, 2019). The element of attraction is the most prominent element for most of Bali's tourist attractions. The element that puts forward visual appeal is an essential element, considering that most of Bali's tourist

attractions are natural tourist destinations that show natural panoramas of Bali's geography. However, not all people are able to enjoy the visual appeal offered by the tourist attractions. One of the parties is blind.

On the other side, the government is increasing the effort to uphold equal opportunity in traveling (Handoyo et al., 2017). In improving the tourism facilities and supporting the government effort, this research aimed at initiating the concept of tourist attraction that is friendly to blind tourists with the help of a media called Dimantra—*Media Ramah Wisatawan Tunanetra*—(Friendly Media for Blind Tourists).

Dimantra is a media designed by the researchers to help blind people in visualizing the main objects in a tourist attraction. Dimantra works by providing detailed descriptions and narrations related to the visuals and atmosphere of a tourist attraction. The narratives were presented in audio form and could be heard through headphones. The narratives were also supported by proper background sounds (natural sounds found in the tourist attraction). Therefore, by listening to the narratives blind people could experience similar trips that the other tourists experience. Besides narration audio, Dimantra was also equipped with three-dimensional miniatures of the main objects in the tourist attraction. Therefore, by touching the miniatures, blind people could understand the shape of the objects well. Dimantra could be placed flexibly and strategically in a tourist attraction.

These days, the visual senses of blind people are replaced by the sense of touch and the sense of hearing (Muhammad, Zaien, & Diwasasri, 2015). For instance, in terms of reading, blind people are generally assisted by Braille books that utilize the sense of touch, audio books that utilize the sense of hearing, or other cutting-edge devices such as BREAD, Finger Reader, and Jaws (Fikriyah, 2016; Muhammad et al., 2015 ; Tyas, Safitri, & Prabandari, 2014). In line with the above statement, a research in the Philippines that examined the desires of blind people to travel showed that sensory desires of blind people tended to focus on things related to the sense of touch, the sense of hearing, and things that could give impression or experience (Cantero, 2018). For this reason, Dimantra that utilizes the senses of hearing and touch is considered effective as a breakthrough to build friendly blind tourism in Bali.

The researchers have not found specific articles that examined what narrative formulations that are effective in building suitable narrations, especially those aimed for blind people. Thus, the gap to be filled in this research was narrative formulations that effective for blind people. It was embodied by three problems of the research, namely 1) What narrative formulations are effective in building visual sensations for blind people? 2) What materials are effective to create proper three-dimensional miniature that convey visual sensations for blind people? And 3) How effective is Dimantra in helping blind people to visualize tourist attraction? Further, Dimantra is expected to bridge the limitations of blind people in experiencing tourist attraction.

## 2. Literature Review

Research on public places that were diffable-friendly, has been conducted by several researchers. However, a research related to media that could help the diffable people to experience sensation of tourist attractions has never been conducted deeply in Indonesia. Sari and Dewi (2015) in their research about blind people in the city of Semarang revealed that blind people rarely do activities in public spaces. It was caused by the inability to move independently. On the other hand, there were also not many supporting facilities for their activities in public spaces. Based on the research, it could be known that many facilities should

be considered essential for blind people, such as guidelines, guide blocks, signposts and other supporting activities for the blind.

Tuti and Eka (2019) conducted a research related to the provision of accessible facilities for diffable people in terms of mobility in tourist attractions in Yogyakarta, Handoyo, et al (2017) discussed the rights to travel for diffable people, and Tauda, et al. (2017) discusses the absence of difable people in the development process, the lack of better transportation, and the ease of mobility. Based on the researches, it could be seen that there was a need for development of a diffability-friendly public space, in order to fulfill the rights and needs of difable people.

Several places in Indonesia have paid attention to diffable groups. It could be seen from the empowerment of difable people in Sukoharjo Regency. In a research conducted by Setyaningsih, et al. (2016), the acceptance of people with diffability in society accompanied by adequate facilities could increase their self-confidence and their standard of living. Sunarti (2019) has also conducted a similar research in the city of Batu, which focuses on the facilities provided by tourist objects for visitors with diffability.

In developing a tourist attraction that is blind friendly, it is necessary to provide narratives so that the blind people could enjoy the tourist attraction as if they see the object by their own eyes. Several scientific articles related to methods of building good narratives have been reviewed. Most of the articles tended to provide methods that aimed for school students in building good narrative text (Isroyati, 2016; Much, 2017). Narratives could be made by taking a contextual approach (Much, 2017). Another method of developing narratives according to Isroyati (2016) was by a Field Trip. Those methods were done by consistently making in-depth observations of a topic, so that a good narrative could be built. However, although the two methods have been proven good in building narrative text, it is necessary to refine them in building narrative formulations that specifically aimed for blind people. Several things should be considered, such as the way to describe abstract things like colors.

Before Dimantra, some previous research have created some media to help blind people in gaining information, such as the use of Braille Flashcard media for the ability to read braille both for letters, vocabulary, and simple words. Research that has been conducted by Khairani (2016) provided new image on the use of supporting tools such as flashcards to help groups with visual impairments to meet their needs for information. Muhammad, et al (2015) also created an application called "BREAD" which could be used as a book reading aid for the visually impaired by using a portable scanner in the form of hard text voice which is then converted into sound. In line with the "BREAD" application, Karolina et al (2019) in their research entitled Ideal Model between the Blind and Visual Reader found that there are several obstacles faced by visual readers who have the task of helping blind people in watching films by telling scenes visuals of the film that was watched. Tyas, et al. (2014) analyzed the use of braille image design, which was considered very effective in introducing objects visually to the blind group.

Based on the previous researches, it was revealed that the use of hearing and touch senses played essential roles in fulfilling the needs of blind people in gaining information. Therefore, Dimantra was designed to be effective for hearing and touch senses. In optimizing the hearing sense, an effective lingual narration is needed. In creating an effective narrative, the research used the suggestive narrative theory by Keraf (2010). According to Keraf, suggestive narrative is a narrative that aims to give meaning or evens as an experience. This type of narrative always engages the reader's imagination because its main objective is the meaning of events. The presentation of the suggestive narrative is made by sequences to

stimulate the reader's imagination. The reader can draw a clear meaning after reading or hearing the narrative. Considering the theory, the audio narration was created in the form of suggestive narrative to put forward the sequence of events happened in a tourist attraction. In optimizing the touch sense, effective materials are needed to convey a real sensation of objects seen in a tourist attraction. The effective materials should be detailed in the term of texture. By optimizing effective narrative and proper three-dimensional miniature, Dimantra is expected to be useful for blind people in experiencing tourist attraction.

### 3. Research Method

This research was designed by using a descriptive qualitative approach with field methods. The stages in this research included: 1) data collection and 2) data analysis. The data collection stage was divided into two sessions, namely a) data collection in a tourist attraction to build narratives and b) data collection related to Dimantra's effectiveness for blind people.

In collecting the data of tourist attraction, the researchers chose *Tanah Lot* Temple as the tourist attraction for this research. Tanah Lot Temple was chosen because of its complex view and distinctive shape that make it easier in creating three-dimensional miniatures and maximizing the detailed content in building narratives. In building narratives, empirical data includes a list of the main objects contained in Tanah Lot Temple, the situation in the Tanah Lot Temple from morning to evening, the activities was occurred at the Temple, and the memorable feelings while being in the Temple were needed. The data source from these empirical data is the Tanah Lot Temple itself. The method used to collect the empirical data was the observation method, which was supported by note-taking technique (Sudaryanto, 2015). The data were used to build narratives to tell and give suggestions to listeners - in this case blind people - so that they seem to be there and witness the tourist attraction with their own eyes. Before the narration listened to blind people, the researchers listened to the audio and examined it by using introspection method (Sudaryanto, 2015).

In collecting the data for the effectiveness of Dimantra analyses, the researchers chose Pertuni Office. Pertuni Office is the official secretariat office of the Indonesian Blind Association (Pertuni) in Denpasar. After the 20 blind samples tried to use Dimantra, the data were collected by using interview method supported by closed questionnaire (Sudaryanto, 2015). The closed questionnaire contained 5-point Likert Scale, namely 1) strongly disagree, 2) disagree, 3) neutral, 4) agree, and 5) strongly agree. After the data were collected, the data further were tabulated and grouped. The data were analyzed based on several variables, namely 1) quality of the narratives, 2) quality of the narration audio, 3) quality of the supporting background sounds, 4) quality of the three-dimensional miniatures, 5) effectiveness of Dimantra in general for blind people. The effectiveness of Dimantra were known based on the scale of the above variables.

## 4. Results and Discussion

### 4.1 Effective Narrative Formulations in Conveying Visual Impression of an Object to Blind People

The narratives were built based on the shape and atmosphere of the *Tanah Lot* Temple from morning to evening, the activities that took place at the Temple, and the memorable feelings while being in the Temple. The researchers analyzed the narrative formulations first before being tested on the blind samples.

The analyses by the researchers aimed to estimate paragraph pattern and types of sentences that were considered effective in conveying the real nuances of the *Tanah Lot*

Temple to blind samples. Based on the analyses, the effective paragraph pattern and types of sentences were: 1) paragraph that has a general-specific pattern supported by 2) informative sentences, 3) communicative sentences, and 4) detailed sentences in terms of positions, directions, textures, and colors. Those characteristics were explained below.

#### 4.1.1 General-Specific Paragraph Pattern

Based on the analyses of the researchers, the narratives that have a general-specific pattern were considered to be more structured, clear, and less complicated. General-specific pattern is a paragraph pattern that presenting a broad observation about one topic to specific details in support of the topic. The pattern was chosen with the consideration that the consumers of the narratives were blind people who used more imagination in their daily lives than the other people. Thus, the order of information should be made as comfortable as possible and easy to understand.

*...Kau tahu! Warna tebing, pasir, dan karang dari Pura Tanah Lot ini seluruhnya berwarna hitam. Hitam itu adalah warna yang sangat pekat, sepekat rasa kopi tanpa gula. Banyak juga yang menggambarkan warna hitam sebagai warna yang kelam, sekelam hati yang tengah berduka. Meskipun berwarna hitam, nuansa suci dari pura ini sangat mendamaikan hati...*

*'... You know! The colors of the cliffs, sand and corals of this Tanah Lot Temple are all black. Black is a very intense color, as intense as the taste of unsweetened coffee. Many also describe black as a dark color, as dark as a grieving heart. Even though it is black, the sacred nuance of this temple is very peaceful ...'*

Based on the narratives above, it could be seen that the delivery of information was moving from general topic which was the black color of the cliffs, sand, and corals, followed by the explanation of how the color was interpreted by human's senses. If the narratives were read in reverse, it would be specific-general narratives, which were harder to understand. Therefore, the researchers considered the general-specific narrative was better pattern in explaining a topic in the form of recorded narration audio.

#### 4.1.2 Informative Sentence

Based on the researcher's analyses, the narratives should have been informative. Informative narratives are narratives that contain useful and interesting sentences that cover both general and specific information about certain topic. Therefore, the narratives for Dimantra was arranged to be effective to provide general information (i.e. the location of the temple, the prestige of the temple among tourists, and reasons why *Tanah Lot* is considered as one of Bali's iconic destinations) and also provide specific information (i.e. the types of available stall or kiosk there, the description of the temple's shape, and the existence of holy snakes' caves). The informative sentences could be seen through the snippets of narratives below.

General information:

*Halo pengunjung yang terhormat, selamat datang di Daya Tarik Wisata Pura Tanah Lot. Daya Tarik Wisata ini terletak di Desa Beraban, Kecamatan Kediri, Kabupaten Tabanan. Pura Tanah Lot merupakan salah satu Daya Tarik*

*Wisata Bali yang sangat ikonik dan tersohor hingga ke mancanegara lho! Hal tersebut dikarenakan oleh posisi pura yang dibangun di atas sebuah karang, dimana karang tersebut terletak di tengah-tengah laut! Menarik bukan?...*

'Hello dear visitors, welcome to the tourist attraction of *Tanah Lot* Temple. This tourist attraction is located in Beraban Village, Kediri District, Tabanan Regency. *Tanah Lot* Temple is one of Bali's most iconic tourist attractions and is famous to foreign countries, you know! This is due to the position of the temple which is built on top of coral, in which the coral is located in the middle of the sea! Interesting right?...

#### Specific Information:

*...Nah di atas tebing tersebut, ada banyak kios kerajinan dan restoran yang menyajikan makanan serta minuman yang lezat! Serunya lagi, restoran-restoran tersebut juga menyediakan meja-meja yang dilengkapi payung, agar pengunjung tidak kepanasan.*

'... Well, on top of the cliff, there are many craft stalls and restaurants serving delicious food and drinks! Even, these restaurants also provide tables equipped with umbrellas, so that visitors will not get sunburn.'

Through the snippets of the narratives, it could be seen that blind people have been well provided with common and specific information that many people should be known after visiting *Tanah Lot* Temple.

#### 4.1.3 Communicative Sentence

Besides being informative, narratives for Dimantra should also be communicative. Therefore, the narratives should contain descriptive sentences as well as exclamation sentences and interrogative sentences. Those were essential in order to provide communicative, interactive, and friendly impression. A communicative, interactive, and friendly narration could make the listeners not easily bored. The communicative and interactive sentences could be observed through the snippets of narratives below.

*...Kau dengar kicau-kicau burung yang merdu itu? Rupanya suasana pagi di pantai sama tenangnya dengan di pegunungan ya! Kau tahu? Kini kita berada di tengah-tengah Pantai Tanah Lot lho! Di siang hari seperti ini, suasana di tepi pantai sangatlah terik. Maka dari itu, sebaiknya kita jalan-jalan ke atas tebing yuk!*

'... Do you hear the melodious chirping of those birds? It seems that the morning atmosphere on the beach is as calm as in the mountains huh! Hey, now we are in the middle of *Tanah Lot* Beach, you know! In the daytime, the atmosphere by the beach is very hot. Therefore, let's take a walk up to the cliff!'

Based on the snippets of narratives above, it could be seen that the interrogative and exclamation sentences during narration could be effective to trigger the listeners to think and concentrate on the narration audio, instead of daydreaming or being sleepy. Besides being effective to trigger the listeners' concentration, the communicative and interactive sentences could also make the listeners feel comfortable, relaxed, and welcome.

#### **4.1.4 Detailed Sentence about Positions, Distances (Measurements), Directions, Textures, and Colors**

Ideal narratives should also provide detailed information. Detailed information that should be considered in conveying narration to blind people were details related to positions, distances (measurements), directions, textures, and colors. Position is a significant point that closely related to directions and distances. When describing the area of a place, we should determine a position that will be the starting point before explaining the place around. The starting point will be the endpoint after the end of the explanation. The same method was used to explain the directions. While describing positions and directions, distances (measurements) would also be essential information to provide accurate estimate. The application of this method could be observed through the following snippets narratives.

*... Kini kita berada di tengah-tengah Pantai Tanah Lot lho. Jika kita memandang ke arah selatan, akan terlihat pemandangan Pura Tanah Lot di seberang lautan yang dangkal. Jika kita berbalik arah ke utara, kita akan berhadapan dengan tebing panjang yang sangat tinggi lho! Tingginya mencapai belasan meter.*

*Nah di sepanjang mulut tebing tersebut, ada banyak jajaran restoran yang menyajikan makanan serta minuman yang lezat!*

*'... Now we are in the middle of Tanah Lot Beach. If we look to the south, we will see the view of the Tanah Lot Temple across the shallow ocean. If we turn to the north, we will face a long cliff, which is also very high, you know! It is up to a dozen meters high. Along the edge of the cliff, there are many restaurants serving delicious food and drinks!'*

Through the snippets narratives, it could be seen that the details regarding the position, direction, and measurement were very essential for blind people to visualize the layout of some objects. Besides the positions, directions, and measurements, detailed explanations of texture were also significant. However, the description of texture should not need to be as detailed as the description of position, direction, distance, and color considering that texture could still be touched the blind people.

Among the details, color was the most difficult thing to describe. It was caused by the facts that most of blind people have never seen colors and the colors themselves were not something that could be observed by the senses of touch and hearing. Therefore, a special method was needed to introduce colors to blind people. In this research, colors were described by matching the aura of certain color with certain feeling or sensation. The application of this method could be observed through the following snippets of narratives.

*...Hitam adalah warna yang sangat pekat, sepekat rasa kopi tanpa gula. Banyak juga yang menggambarkan warna hitam sebagai warna yang kelam, sekelam hati yang tengah berduka...*

‘... Black is a very intense color, as intense as the taste of unsweetened coffee. Many also describe black as a dark color, as dark as a grieving heart ...’

*...Matahari terbenam membuat langit sore menjadi berwarna jingga. Langit jingga yang indah dan hangat ini, memancarkan aura ketenangan dan penyembuhan. Ketenangan yang dipancarkan serupa dengan ketenangan yang kita rasa ketika sampai di rumah untuk beristirahat dan berkumpul dengan keluarga setelah bekerja seharian...*

‘... The setting sun made the evening sky turn orange. This beautiful and warm orange sky exuded an aura of calm and healing. The serenity emitted is similar to the serenity we feel when we get home to rest and reunite with family after a long day's work ...’

Matching the aura of color with feeling or sensation was considered effective to introduce colors to blind people since they have such sharp sense and feeling. Besides, feelings were the first thing that could be approached by colors after vision.

#### **4.2 Effective Materials to Create Proper Three-dimensional Miniature**

An effective three-dimensional miniature should be detailed in the term of shape and texture. In building the basic shape of the miniature, a flexible and easy modified material that could be set well was needed. The researchers found that news papers can meet the standard. Besides the basic shape material, decoration materials should also be selected well to convey real sensation of the nature scapes, such as soft sand, hard sands, wet cottons, and artificial plants.

In creating the miniature, news papers was used to form the basic shape of the three-dimensional miniature. The three-dimensional miniature was set by masking tape. After the basic shape was ready, it was decorated by soft sand, hard sands, wet cotton, and artificial plants. The soft sands were used to convey beach, the hard sands were used to form rocks, and the wet cottons were used to convey seascapes. The decoration materials should be selected as close as possible to the nature scapes to give real sensation for blind people.

#### **4.3 The Effectiveness of Dimantra for Blind People**

After building narratives based on the formulations, the researchers create narration audio. The narratives were further narrated while being recorded. The final narration audio—audio that has been cleared from noise and combined with background sounds—was inserted into the three-dimensional miniature of *Tanah Lot* Temple. Dimantra further was tested on blind people who were selected as samples. The effectiveness of Dimantra was assessed through a closed questionnaire on a 5-point Likert Scale, namely 1) strongly disagree, 2) disagree, 3) neutral, 4) agree, and 5) strongly agree. The points of each variable further calculated and presented in percentage. The results of the effectiveness test were presented below.

##### **4.3.1 The Quality of the Narratives**

The quality of the narratives was assessed based on 1) the effectiveness of the narratives, 2) the informativeness of the narratives, and 3) the communicativeness of the narratives. The percentage of the effectiveness of the narratives namely, 58% of the samples strongly agreed,

37% of the samples agreed, 5% of the samples said neutral, and 0% of the samples disagreed and strongly disagreed. Meanwhile, the percentage of the informativeness of the narratives namely, 63% of the samples strongly agreed, 32% of the samples agreed, 5% of the samples said neutral, and 0% of the samples disagreed and strongly disagreed. Further, in term of the communicativeness the percentage namely 53% of the samples strongly agreed, 47% of the samples agreed, and 0% of the samples said neutral, disagreed, and strongly disagreed. Therefore, based on the statistics it could be stated that Dimantra was qualified in term of the narratives quality.

#### **4.3.2 The Quality of the Narration Audio**

The quality of the narration audio was assessed based on 1) the clarity of the narrator's pronunciation, 2) the clarity of the narration audio volume, and 3) the immersion of the narration audio among the background sounds. The percentage of the clarity of the narrator's pronunciation namely, 37% of the samples strongly agreed, 58% of the samples agreed, 5% of the samples said neutral, and 0% of the samples disagreed and strongly disagreed. Meanwhile, the percentage of the clarity of the narration audio volume namely, 37% of the samples strongly agreed, 47% of the samples agreed, 11% of the samples said neutral, 5% of the samples disagreed, and 0% of the samples strongly disagreed. Further, in term of the immersion of the narration audio among the background sounds, the percentage namely 5% of the samples strongly agreed, 16% of the samples agreed, 37% of the samples said neutral, 42% of the samples disagreed, and 0% of the samples strongly disagreed. Therefore, based on the statistics it could be stated that the quality of Dimantra's narration audio was sufficiently qualified, though it needed some improvements especially in the term of balance between the volume of narration audio and the volume of background sounds.

#### **4.3.3 The Quality of the Background Sounds**

The quality of the background sounds was assessed based on 1) the ability in giving real sensation to the narratives, 2) the clarity of the background sounds, and 3) the dominance of the background sounds over narration audio. The percentage of the ability in giving real sensation to the narratives namely, 37% of the samples strongly agreed, 37% of the samples agreed, 10% of the samples said neutral, 16% of the samples disagreed, and 0% of the samples strongly disagreed. Meanwhile, the percentage of the clarity of the background sounds namely, 26% of the samples strongly agreed, 63% of the samples agreed, 11% of the samples said neutral, and 0% of the samples disagreed and strongly disagreed. Further, in term of the dominance of the background sounds over narration audio, the percentage namely 5% of the samples strongly agreed, 21% of the samples agreed, 53% of the samples said neutral, 21% of the samples disagreed, and 0% of the samples strongly disagreed. Therefore, based on the statistics it could be stated that the quality of Dimantra's background sounds was sufficiently qualified, even though some improvements were still needed in the term of balance between the volume of background sounds and the volume of narration audio.

#### **4.3.4 The Quality of the Three-dimensional Miniatures**

The quality of the three-dimensional miniatures was assessed based on 1) the effectiveness of the miniatures in visualizing *Tanah Lot* Temple, 2) the size of the miniatures was suitable as tactual media, and 3) The texture of the miniatures was suitable in conveying *Tanah Lot* Temple. The percentage of the effectiveness of miniatures in visualizing Tanah Lot Temple namely, 58% of the samples strongly agreed, 37% of the samples agreed, 5% of the

samples said neutral, and 0% of the samples disagreed and strongly disagreed. Meanwhile, the percentage of the size of the miniatures was suitable as tactual media namely, 32% of the samples strongly agreed, 37% of the samples agreed, 21% of the samples said neutral, 10% of the samples disagreed, and 0% of the samples strongly disagreed. Further, in term of the texture of miniatures was suitable in conveying *Tanah Lot* Temple, the percentage namely 53% of the samples strongly agreed, 32% of the samples agreed, 5% of the samples said neutral, 10% of the samples disagreed, and 0% of the samples strongly disagreed. Therefore, based on the statistics it could be stated that Dimantra's three-dimensional miniatures were qualified as tactual media in visualizing *Tanah Lot* Temple.

#### 4.3.5 The Effectiveness of Dimantra in General for Blind People

The percentage of the effectiveness of Dimantra in general is 58% of the samples strongly agreed, 37% of the samples agreed, 5% of the samples said neutral, and 0% of the samples disagreed and strongly disagreed. Therefore, based on the statistics it could be stated that Dimantra was effective and qualified as lingual-tactual sensory media for Bali blind tourism.

### 5. Conclusion

The results show that the effective narrative formulations in building visual sensations for blind people is general-specific narrative supported by informative, communicative, and detailed sentences in terms of positions, distances (measurements), directions, textures, and colors. Meanwhile, the effective materials to create proper three-dimensional miniature are news papers covered with real or semi-real materials such as soft sands to convey beach, hard sands to form rocks, and wet cottons to convey water. Further, Dimantra is considered to be effective and qualified in helping blind people to visualize tourist attractions. It is proven by the percentage of the samples' responses, namely 53% of the samples strongly agree, 37% of the samples agree, 5% of the samples said neutral, and 0% of the samples disagree or strongly disagree that Dimantra is claimed as effective and qualified media in initiating and supporting Bali blind tourism.

### ACKNOWLEDGEMENTS

The researchers would like to express their gratitude to Warmadewa Research Center (WaRC) for providing funding so that this research could be conducted optimally.

### References

- Badan Pusat Statistik Provinsi Bali. (2019). *Perkembangan Pariwisata Provinsi Bali Agustus 2019*. Retrieved April 2, 2020, from <https://bali.bps.go.id/pressrelease/2019/10/01/717189/perkembangan-pariwisata-provinsi-bali-agustus-2019.html>
- Cantero, K. N. G. (2018). *Theoretical Analysis on the Foundations of Sensory-Based Tourism for the Blind*. *Journal of American Academic Research*, 6(1). [https://www.academia.edu/38494833/Theoretical\\_Analysis\\_on\\_the\\_Foundations\\_of\\_Sensory\\_based\\_Tourism\\_for\\_the\\_Blind](https://www.academia.edu/38494833/Theoretical_Analysis_on_the_Foundations_of_Sensory_based_Tourism_for_the_Blind).
- Fikriyah, D. (2016). *Implementasi Huruf Braille dalam Pembelajaran Al-qur'an pada Siswa Tunanetra di Kelas VI SMPLB/ A YPAB Surabaya*. Surabaya: Universitas Islam Negeri Sunan Ampel Surabaya.
- Handoyo, F., Sholihah, A. N., Novitariasari, A., Hani, A. F., Firdausa, Q. P., & Rahayuningsih, H. (2017). *Paket Wisata bagi Difabel di Yogyakarta*. *Jurnal Pariwisata Terapan*, 1(2). Retrieved from <https://jurnal.ugm.ac.id/jpt/article/view/30154>

- Isroyati. (2016). *Peningkatan Kemampuan Menulis Paragraf Narasi dengan Penggunaan Metode Field Trip pada Siswa Kelas IX di SMP Dwiguna Depok. DEIKSIS*, 8(3).
- Karolina, M. dkk. (2019). Model Komunikasi Ideal antara Tuna Netra dan Visual Reader dalam menonton Film. *Jurnal Komunikasi*, 14(1). <https://journal.uui.ac.id/jurnal-komunikasi/article/view/13804>.
- Keraf, G. (2010). *Argumentasi dan Narasi*. Jakarta: Gramedia.
- Khairani, M. (2016). Media Flashcard Braille terhadap Kemampuan Membaca Permulaan Tunanetra. *Jurnal Pendidikan Luar Biasa*. <https://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-pendidikan-khusus/article/view/17862>.
- Much, H. (2017). *Meningkatkan Kemampuan Menulis Karangan Narasi Melalui Pendekatan Kontekstual dengan Inspirator Lingkungan Sekolah Siswa Kelas VII SMP Negeri 1 Sani Nggoang, Manggarai Barat Tahun Pelajaran 2016/2017. JIME*, 3(1). <http://ejournal.mandalanursa.org/index.php/JISIP/article/view/605>.
- Muhammad, I., Zaien, H. M., & Diwasasri, M. A. (2015). *"BREAD" Aplikasi Alat Bantu Baca Buku untuk Tunanetra Menggunakan Portable Scanner dengan Metode Hard-Text to Voice*.
- Sari, O., & Dewi, K. (2015). *Pemanfaatan jalur pemandu tunanetra pada pedestrian di Kota Semarang. Jurnal RUANG*, 1(1). <https://ejournal2.undip.ac.id/index.php/ruang/article/view/81>.
- Setyaningsih, R. dkk. (2016). *Pengembangan Kemandirian Bagi Kaum Difabel. Jurnal Sosiologi DILEMA*.
- Sudaryanto. (2015). *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: Sanata Dharma University Press.
- Sunarti, M. H. (2019). *Analisis Fasilitas Pariwisata di Museum Angkut Kota Batu Bagi Pengunjung Penyandang Disabilitas. Jurnal Administrasi Bisnis (JAB)*, 72(2). Retrieved from <http://administrasibisnis.studentjournal.ub.ac.id/index.php/jab/article/view/2876>
- Tauda, A. dkk. (2017). *Kesesuaian Pemenuhan Kebutuhan Difabel Tunanetra dan Tunadaksa di Kota Surakarta terhadap Kriteria Kota Ramah Difabel. Region*, 12(2). [https://www.researchgate.net/publication/334540617\\_Kesesuaian\\_Pemenuhan\\_Kebutuhan\\_Difabel\\_Tunanetra\\_dan\\_Tunadaksa\\_di\\_Kota\\_Surakarta\\_terhadap\\_Kriteria\\_Kota\\_Ramah\\_Difabel](https://www.researchgate.net/publication/334540617_Kesesuaian_Pemenuhan_Kebutuhan_Difabel_Tunanetra_dan_Tunadaksa_di_Kota_Surakarta_terhadap_Kriteria_Kota_Ramah_Difabel).
- Tuti, E., & Eka, N. (2019). *DIFA City Tour dan Pemenuhan Kebutuhan Difabel. INKLUSI Journal of Disability Studies*, 6 (1). <http://ejournal.uin-suka.ac.id/pusat/inklusi/article/view/1507>.
- Tyas, D. E., Safitri, M. A., & Prabandari, T. F. (2014). *Desain Gambar Braille sebagai Upaya Mengenalkan Objek Binatang secara Visual pada Anak Penderita Tunanetra*. <https://media.neliti.com/media/publications/170079-ID-desain-gambar-braille-sebagai-upaya-meng.pdf>.

## FREUDIAN TRIPARTITE ON DETECTIVE FICTION: *THE TOKYO ZODIAC MURDERS*

Dina Amelia, Jepri Daud

Universitas Teknokrat Indonesia (UTI), Bandar Lampung, Indonesia

E-mail: amelia.dina@teknokrat.ac.id, Jephri4ud@gmail.com

Received: 11 November 2020

Accepted: 05 December 2020

### Abstract

Sigmund Freud's theory of psychoanalysis developed in the 1940s as mentioned in Barry (2002) was applied to unravel the unconscious psyche of a fictional character in the novel *Tokyo Zodiac Murders* by Soji Shimada. Tokiko, the villain in the story has been experiencing abusive treatment from her father, stepmother, and stepsisters. The traumas she has received during her life has led to her decision to commit a well-prepared murder that could not be solved for decades. The qualitative method helps to identify and elaborate every component of the unconscious psyche of the villain, especially the Id, Ego, and Super-Ego in the story. The findings show that Tokiko's Ego keeps her alive and survive to plan revenge on her family. Meanwhile, her Super-Ego fails to restrain herself from feeding her desire to conduct the vicious murder. Therefore, Tokiko's Id is responsible for her action which is triggered by her devastating experiences. Her character remains committed and faithful to herself.

**Keywords:** detective fiction, Freudian tripartite psychoanalysis , Tokyo zodiac murder.

### 1. Introduction

Shakespeare once states that truth will come to light: murder cannot be hidden long. A detective is to reveal the truth that is hidden in criminal cases and often pictured as the protagonist character or the hero of the story. Detective is well known not only as a law enforcement term but also as a fictional term. The word refers to different kinds of crime stoppers who enforce criminal law as the police's partner (Shpayer, 2011). Detective Fiction first emerged in the nineteenth century and its center of the story is solving the mystery in crime from a close circle of a suspect. The suspect has motives, means, and also the opportunity to conduct a crime (Downing, 2007). The villain in detective stories is portrayed variously from low-class to well-educated upper-class. The readers of detective fiction can have different perceptions toward a villain character in a story depends on their environment, experience, principles, and so forth. In other words, each villain in detective fiction is the manifestation or symbol that emerges from the background of the author or the reader. The term villain is bias and changeable; therefore, it is not adequate to categorize a character without taking any consideration about what the author had in mind. The situation, the social and cultural condition as well as the beliefs may also influence the author in creating a certain character (Blakeney, 2010). Villains in detective fiction possess three traditional motives which are jealousy, revenge, and profit. Yet, some villains are portrayed differently from the others. Their actions are influenced and urged by the unwanted life experiences and hidden desires which are unconsciously kept in the

unconscious psyche of the character. Villain develops its psychological patterns and conditions as a result of plot development (Downing, 2009). Freudian Tripartite is the tool to disclose the psychological patterns and conditions which influence the villain's actions and decisions.

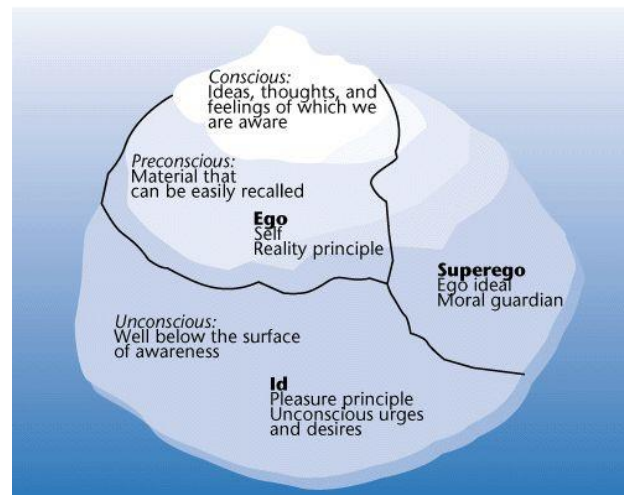
The tripartite consists of an Id Ego, and Super-Ego or famously known as the psychoanalysis. Sigmund Freud introduces psychoanalysis in the early 20<sup>th</sup> century to cure his patients who suffered from certain mental illnesses. However, this is also a familiar technique to use in scrutinizing a literary work. Freud in Sarijaloo & Kiaei states that Id is the basic instinct to fulfill human desires and needs. The Ego can recall some memories in the past and can also play as a mask to be worn to be accepted by society. The last on the list of tripartite is the Super-Ego or the sensor. It plays a role to remind humans to stay in the "line". Super-Ego develops its senses based on the influence of the norms, traditions, religious beliefs that have been optimized throughout one's life (2015). Detective fiction and Freudian tripartite have established their connection ever since detective fiction is known to the public. Agatha Christie, an English writer, who wrote the "whodunnit" stories from the early 1920s, is said to be influenced by the Freudian tripartite. Far from the English society, a Japanese writer, Soji Shimada, also writes detective fiction regarding a story of a disturbed young woman who has been emotionally tortured by her family. The *Tokyo Zodiac Murders* provides insights into the life of a murderer and the story circles around the murders of the Umezawa family. The case remains a mystery until it is revealed that Tokiko Umezawa, the daughter of Heikichi, is the one who is responsible for the murders. Throughout the story Tokiko does not appear to have an appealing personality; however, Tokiko has been bullied by her family. She has unwanted experiences or traumas which are stored in her unconsciousness and triggers her actions and decisions. The aim of the Freudian tripartite is to reveal her unconscious psyche which is seen from her Id, Ego, Super-Ego which leads to her murdering her whole family.

## 2. Literature Review

The relation between Freudian tripartite and detective fiction has been conducted since the Golden Age of detective fiction between the 1920s and 1930s. Such in Sherlock Holme's novel *A Study in Scarlet*, the Freudian tripartite reveals the main character's characteristics which include egocentric, destructive, and perfectionist. Holmes' Id is described whenever he is not in the mood, he will seek to fulfill his needs by consuming drugs as an example of his unconscious mind when looking for pleasure. Watson as his close friend and roommate is the only person Sherlock is being nice to. It is an example of his Ego working on his mind trying to adapt to his surrounding, although initially, he is a cold and ignorant person. His Super-Ego is the one that is responsible for his awareness of the clues and to set aside personal feelings. The Super-Ego keeps his sane and eventually helps him to solve the murder (Mario, 2013). Clyde, in the novel *An American Tragedy*, has a tragic life. The Freudian tripartite assists to disclose the character's personality and provides a much better understanding depiction of a person who cannot resist the temptations to pursue his dreams. There is a constant struggle that happens between Clyde's Id and his Super-Ego. Clyde plans to murder someone named Roberta because she becomes an obstacle to his relationship with Sondra. He has to go through a series of torturing nightmares whenever he thinks about it. Clyde's Id is also responsible for his uncontrolled sexual desire. Meanwhile, the Ego follows the fundamental rules of reality. It bridges Id and Super-Ego. In the darkest moment of his sister's romance, Clyde thinks about how she can survive. Furthermore, he

also suffers from a guilty feeling when he cannot help his mother. His Super-Ego helps him to re-evaluate and regret his action (Zhu and Bao, 2012). Unlike other villains in the previous detective stories, Shimada's villain is presented as a brilliant yet complex character, not only that she is a woman, but she is a Japanese woman who lives in the 1930s. It is the time when Japanese women are considered less intellectual than men due to their sex.

### 3. Research Method



Picture 1. The Mental Iceberg.

The qualitative method is used to identify and elaborate the Id, Ego, and Super-Ego of the villain in the story. The method scrutinizes the contents of the story. It involves the analysis of each component in the story including the title, narration, topic, literature review, theoretical framework, and discussion part (Onwuegbuzie, 2012). Shimada never mentions that the villain in his novel suffers from any psychological condition, but the main character does experience extensive trauma. For that reason, the qualitative method and the Freudian Tripartite as a part of psychoanalysis are sufficient to disclose the unconscious psyche of the villain in the story. The Freudian tripartite, as mentioned in Pope (2002) focuses on the division of the human psyche into three parts: Id is the unconscious part of our psyche. It functions as a storage to store one's repressed memories, desires, trauma, and anxiety. It is the basic instinct to fulfill all human desires and needs and at some points, it also concerns the avoidance of the tense and unpleasant condition. The Ego, on the other hand, is the conscious part to store knowledge, and childhood memories. The existence of an Ego assists a person to fulfill his or her desire without ignoring reality. In other words, the Ego is our actions and behaviors which influence our real life. Furthermore, Freud mentions in Giordano (2020) that the Ego acknowledges reality and the one that can make a clear decision and assists humans to adapt to their surroundings. Ego also helps humans to gain what they have always been desire without ignoring the fact that they are living among others. Therefore, they have to be aware of others' needs. Meanwhile, Super-Ego is the bridge between the Id and the Ego. It is one's internal voice that stops him from doing the wrong thing. The Super-Ego is influenced by the faith, belief, religions, norms, and values in the society where one lives in. It functions as a protection to avoid guilty feelings and regrets. The Super-Ego works as the filter to our actions and thoughts. Furthermore, the Super-Ego is also known as one's "filter" to act based on the law. The Super-Ego constantly

tells the right from the wrong and it works as an internal voice to trigger guilty feelings before and after doing something wrong (Barry, 2002).

#### 4. Results and Discussion

Tokiko is born in the Umezawa family, her father, Heikichi Umeza. At her young age, she has to face the divorce of her father and her mother. As much as she loves her father, she also hates him for mistreating and leaving her mother in suffering due to his affair with another woman, Masako. Her father marries Masako and has a daughter named Yukiko. Masako moves with her three daughters from her first marriage. They are Kazue, Tomoko, and Akiko. Freudian psychoanalysis emphasizes that eventually, the repressed memory will return. Freudian psychoanalysis centers its attention on the unconscious motives and feelings. The Umezawa family treats Tokiko badly as she mentions in her last letter to detective Mitarai.

“Soon after Tae left the Umezawa house, Heikichi married Masako. She was a devil. It may not be fair to speak ill of the dead, but Masako treated me with great malice. She never bought me anything and never gave me pocket money.” (Shimada, 2004: 300)

Furthermore, in the letter, she writes that the stepsisters are no different from their mother. They too have bullied and been mean to her, as she explains on one occasion,

“One day, Kazue came to visit Umezawa's. She was the queen of complaints: she would pick on anything she disliked and grumble about it all day. On that occasion, she complained that the chair she was sitting on was uneven. Masako said, “Here, put this bit of rag under the leg to make it even.” She tossed it to Kazue a sachet that had belonged to my mother. It had been part of her collection.” (Shimada, 2004:302)

Tokiko says that no one knows about the treatments towards her from the other members of the Umezawa family, not even their neighbors and classmates because they conceal it very well. In her letter to the detective, she also states:

“All my clothes, toys, and books were hand-me-downs from Tomoko or Akiko. Yukiko and I went to the same primary school. I was one year ahead of her, but being in the same school with her made me feel second-rate.” (Shimada, 2004: 300)

Tokiko experiences all of the malicious treatments during her childhood and teenage life that eventually she is haunted by the images of her being unloved and cast away in her own house and by her father. One day she receives help from a kind gentleman who gives her a job at a university hospital and she learns a lot from the job including how to conduct an autopsy. The autopsy performance inspires her and sets a goal in her life. Freudian tripartite deals with traumas and grief in the past which contribute to Tokiko's personality. She begins to think of committing suicide and plans to drink arsenic. After seeing her mother, she decides to change her mind. The parental incompetence shows by her parent, mainly her father. Related to Freud's theory, Tokiko has kept her disappointment inside. Her hate seems to develop in time during her stays with the Umezawa family. Her repressed memories evoke her feelings and force them to the surface.

#### 4.1 The Id

The id is in the unconscious part of our psyche and stores all of the unwanted memories and wrongful desires. At the beginning of the story, there is a letter from Azoth. In the letter, Azoth explains that she has been possessed by the devil. At first, the letter is thought to be written by Heikichi, but by the end of the story detective Mitarai finds out that it is Tokiko who writes it. She says how funny it is for a father and daughter to have similar handwritings and how she uses drawing pencils to blur the writings. Moreover, she is so confident that no one would realize that it is not Heikichi's writings. For those reasons, the first letter which is written by Azoth describes the repressed desires of Tokiko. In Azoth's letter, Tokiko says, "During my childhood, I was possessed. To exorcise the devil in me, I tried everything I could think of" (15). Freud emphasizes that a human's basic instinct is to fulfill his needs and desires (Hossain, 2017). The word "possessed" is the mirror image of Tokiko's traumas of her family's abusive treatment towards her and that she struggles to escape from it. ID is the constant desire that needs to be fed and satisfied immediately due to its impulsive nature. Tokiko continues by stating that, "The devil is relentless, urging me constantly to obey him. To achieve this end, he has created an almighty woman, a Goddess, a Helen of Troy or perhaps a witch" (16). The recent statement from Tokiko in Azoth's letter indicates that "the Devil" is the representation of "the Id", her desire. She implicitly explains that her desire forces her to fulfill what it wants and she could no longer restrain it. The desire has given birth to "an almighty woman". The woman refers to herself who has made up her decision to fight back and to take an act of revenge towards those who have carved pain in her. Further in the letter, she strengthens the Idea by stating, "while being manipulated like a puppet, I dream of the perfect woman. I am mesmerized by her beauty" (17). At this point, her desire has taken over her mind and body, and that she has prepared a plan. In her life, Tokiko has never experienced happiness. She spends her time as a victim of her own family. The more she tries to repress her Id, by trying to commit suicide, as one of the ways, the stronger the desires she experiences. She can no longer ignore the need to fulfill this desire and is ready to feed it. She finally gives herself the satisfaction of the "devil" in her.

#### 4.2 The Ego and The Super-Ego

The Ego helps Tokiko to be aware of her surroundings. She realizes that she needs to adapt to the situation and needs to be tough. She plans to commit suicide and meet her mother,

"I look into her eyes, questioning the meaning of life. I could find nothing good about mine, but I realized my mother's situation was even worse. I knew I have to do something good for her before I died." (Shimada, 2004: 302)

In the split seconds of her life at that time, Tokiko's desire controls her and wants her to commit suicide. The Ego has assisted Tokiko in considering her mother's feelings and needs. For once she understands that her mother has also been suffering and she needs to stand up for her. Tokiko acknowledges her surroundings, instead of giving up on her desire. She ignores it and acts like nothing serious has been happening in her mind. She starts planning the murders in detail. Tokiko's act of murdering her father is also another work of the Ego. She is aware that in committing the murders she would need a black sheep to sacrifice. Tokiko thinks her father fits the role, "My father was not the real target; he was just selfish and childish" (303). Tokiko consciously makes a clear decision of whom she has to blame for the murder. The ego moves in the area where it realizes the danger that comes and prepares

the counter-attack. She needs to stay alive and survive for the moment. The Ego takes her away to stay in her comfort zone and escapes from her responsibility.

Meanwhile, the Super-Ego is the one that urges Tokiko to write two letters. In the first letter, as Azoth, Id appears to be the one who controls her, but the appearance of Super-Ego can also be noticed from the letter by looking at her statement, "I tried to kill them, but I found that I was powerless" (15). The "I" tries to kill "them" and can be assumed that the I is the Super-Ego that tries to stop the Id from making a mistake. Her Super-Ego has been influenced by the Japanese situation at that time where the law states that the punishment for committing murder is a death sentence. The super-Ego is the result of a certain belief, rules, and norms where one lives. Tokiko's Super-Ego works are based on the rules in society. In her second letter, the Super-Ego also shows its existence when she says that, "I have been waiting for you for a long time. That may sound odd, but it is true. I have been suffering from very strong anxiety, which may be the only natural, considering what I have done" (299). The Super-Ego reminds her of what is right and wrong, and her anxiety shows that she realizes that she has made a mistake and it is understandable why she experiences what she feels. In other words, Tokiko has been waiting to be punished, this is where the Super-Ego reminds her. However, when she eventually commits suicide by the end of the story, it proves that her Id still controls her and that she finally escapes from the law that could bind her.

## 5. Conclusion

Tokiko's unconscious psyche has been revealed by using Freudian tripartite of psychoanalysis. Her Id is nonetheless the one that is triggered by the most devastating experiences that she receives from her family. It remains strong until her death since she could finally fulfill her desire and escape from her responsibility. Her Ego has given her the reason to survive and live to pursue an act of well-planned revenge towards her family. But her Ego also has given up to her Id since she finally feeds the "devil" in her. Tokiko's Super-Ego reminds her to keep her responsibility by explaining what truly happens before, during, and after the murders. Tokiko's tripartite builds up her personality into someone who prefers to feed her desire rather than follow what the Super-Ego wants. She remains faithful to herself and ignores the fact that she should be able to accept the consequences of her actions.

## References

- Barry, Peter. (2002). *Beginning Theory an Introduction To Literary and Cultural Theory*. London: University Press.
- Blakeney, K. (2010). *Perceptions of Heroes and Villains in European Literature*. *Inquiries Journal/Student Pulse*, 2(01). Retrieved from <http://www.inquiriesjournal.com/a?Id=119>
- Downing, Angela. (2009). *Surely as a Marker of Dominance and Entitlement in the Crime Fiction of P.D. James, Bruno Studies in English*, 35(2), pp. 79-92. <https://digilib.phil.muni.cz/handle/11222.digilib/105147>.
- Giordano, Giuseppe. (2020). *The Contribution of Freud's Theories to the Literary Analysis of Two Victorian Novels: Wuthering Heights and Jane Eyre*. *International Journal of English and Literature*, 11(2), pp. 29-34. <https://academicjournals.org/journal/IJEL/article-abstract/472AEFC63846>.

- Hossain, Mahroof. (2017). *Psychoanalytic Theory used in English Literature: A Descriptive Study*, Global Journal of Human Social Science: Linguistics & Education, 17(1), pp. 40-46. [https://globaljournals.org/GJHSS\\_Volume17/3-Psychoanalytic-Theory-used.pdf](https://globaljournals.org/GJHSS_Volume17/3-Psychoanalytic-Theory-used.pdf).
- Mario, Giovanni., et al. (2013). *A Psychoanalysis and Biographical Analysis of the Main Character as Well as the Author of Sherlock Holmes: A Study in Scarlet by Sir Arthur Conan Doyle*. Retrieved on 10 October 2020 from [http://library.binus.ac.id/Collections/ethesis\\_det](http://library.binus.ac.id/Collections/ethesis_det).
- Onwuegbuzie, Anthony J., et al. (2012). *Qualitative Analysis Technique for the Review of the Literature*. The Qualitative Report, 17(1), pp. 1-3. <https://nsuworks.nova.edu/tqr/vol17/iss28/2/>.
- Pope, Rob. (2002). *The English Studies Book An Introduction to Language, Literature, and Culture*. London: Routledge.
- Sarijaloo, Shadi Torabi., & Kiaei, Shahram. (2015). *A Freudian Reading of Samuel Richardson's Pamela*. International Journal of Applied Linguistics & English Literature, 5(2), pp. 30-39. <https://www.journals.aiac.org.au/index.php/IJALEL/article/view/2130>.
- Shimada, Soji. (2004). *The Tokyo Zodiac Murders*. London: Pushkin Vertigo.
- Shpayer-Makov, Haia. (2011). *Revisiting the Detective Figure in Late Victorian and Edwardian Fiction: A View from the Perspective of Police History, Law, Crime, and History*. *Law crime and History*, 1(2), pp. 165-193. <https://pearl.plymouth.ac.uk/handle/10026.1/8867>.
- Zhu, Jiang., & Bao, Yuxiao. (2012). *Analysis of the Character of Clyde in An American Tragedy by Tripartite Personality Structure Theory, Theory, and Practice in Language Studies*, 2(12), pp. 2556-2560. <http://www.academypublication.com/issues/past/tpls/vol02/12/14.pdf>.

# MORRIS' SEMIOTIC IN RELIGION PERCEPTION AND CONCEPTION IN GANE OF POLINAKI TRADITIONAL WEDDING RITUAL IN KULAWI ETHNIC

Indah Lestari, Burhanuddin Arafah, Harlinah Sahib, Mustafa Makka

Faculty of Cultural Sciences, Hasanuddin University, Makassar, Indonesia)

E-mail: indahlestari@staff.gunadarma.ac.id

Received: 07 December 2020

Accepted: 19 December 2020

## Abstract

The purpose of this research is to examine the concept of religion in *Gane*, a ritual speech which is still alive and practiced by Kulawi ethnic in Sigi regency, Central Sulawesi. Nowadays, *Gane* ritual speech is no longer in demand by most of the Kulawi ethnic, especially the educated young generation, because they have been eroded by the influence of modernization and globalization in addition to the influence of the entry of religion held by the majority of the Kulawi ethnic today and modern education. The text of *Gane* is obtained from a ritual speech named *Polinaki* which is contained in traditional wedding in Kulawi. The text is analyzed qualitatively using behavioral semiotic approach proposed by Charles Morris. Behavioral semiotic is creating a particular action or behavior to achieve a certain goal and applying syntactic, semantic, and pragmatic dimensions for analyzing a text. The results show that in syntactic dimension, *Gane* is a text with literary style consisting of unique characteristics in terms of structure, function, and meanings. In semantic dimension, *Gane* holds contextual, emotive, conative, and poetic meanings observed through its function. In pragmatic dimension, the impacts of *Gane* influence the perception and conception of religion.

**Keyword:** ritual speech, semiotics, traditional wedding, syntactic, semantic, pragmatic.

## 1. Introduction

Kulawi is a sub-district located in the district of Central Sulawesi. The Kulawi people still adhere to the old tradition which is inherited from their ancestors as guidelines for their daily life. Even though the people in Kulawi have embraced both Islam and Christianity, the people still practice the traditions of their ancestors' animistic beliefs in various events, such as life cycles ceremonies. In Kulawi, there are some forms of traditions performed and spoken in life ceremonies (Nitayadnya, 2014). One of the traditions is *Gane*, while the act of reciting *Gane* is called *Nogane*, while the speaker is called *Topogane*, *Topobalia*, or *Hando*.

*Gane* is included into ritual speech for it has different forms, meaning, and functions from ordinary speech (Sahib.H, Arafah, Manda, & Machmoed, 2017). Nowadays, *Gane* ritual speech is no longer in demand by most of the ethnic Kulawi, especially the educated young generation, because they have been eroded by the influence of modernization and

globalization in addition to the influence of the entry of religion held by the majority of the ethnic Kulawi today and modern education.

The discussion of oral tradition of each nation's ancestral heritage is important for the educated young generation because if between each generation still shares transcendental value, surely individuals would have a foothold which is a basis of something new. In other words, if between young people and older generations share a good relationship of cultural devolution, then young people will have no problem finding their true identity. Moreover, there are so many benefits obtained by involving oral traditions in human life (Sahib, Rahman, Duli, & Asba, 2019) and the meanings contained in rituals also provide value for people to behave (Ola, 2012).

On the contrary, the disconnection between generations will result the difficulty in determining their true self. Therefore, a discussion of the tradition as ancestral heritage is important for the educated young generation. This is a basic thought in preventing and promoting the tradition or a primary document whenever the ritual is not any longer performed within the future (Arafah, Thayyib, Kaharuddin, & Sahib, 2020)

As an oral tradition belongs to Kulawi people, Gane is important to discuss for oral literature is a collective development and organization that uses language as a medium (Arafah, Jamulia, & Kaharuddin. 2020). From it, we can learn the life of the people who own the tradition since this practice is established by the customs of the culture (Arafah & Kaharuddin, 2019).

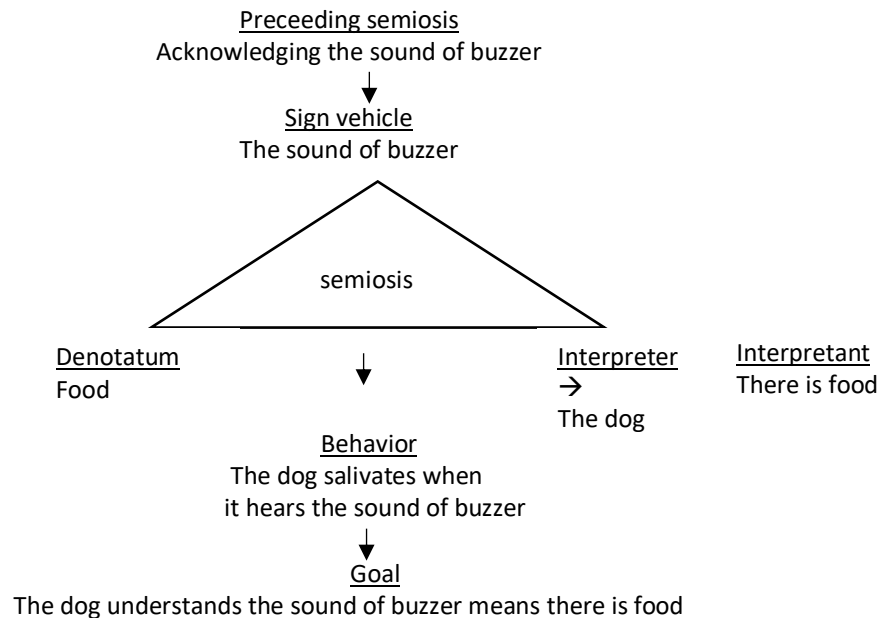
Therefore, the main problems examined in this study are the form and meaning contained in the Gane ritual speech, as one of the components in ritual of *Polinaki*, bridal bathing ritual in Kulawi, as well as their relationship with the religious perceptions of the people who use this ritual speech, especially in the Kulawi area. The people of Kulawi, especially the elders, still associates all disasters and misfortunes with errors in *Gane* reading process to rituals (based on an interview with an informant, Mr. Bakrie Jumbu). From that phenomenon, it caught the researcher's attention to see how people in Kulawi view religion and how Gane's role in building perception and conception of religion, as well as how their attitude towards Gane by examining the meaning contained in it.

## 2. Literature Review

According to Morris, 'semiotic as a science makes use of special signs to state facts about signs; it is a language to talk about signs' (Cherwitz, 2009). Departing from Peirce's semiotics on pragmatic semiotics (in Merrell, Queiroz., Merrell, & Nadin, 2006) namely the concept of Firstness, Secondness and Thirdness and behaviorism theory developed by George H. Mead, Edward Tolman and Clark L. Hull (Petrilli 2004). Morris developed his own semiotics of semiotic behavior. In Morris's semiotic behavioral concept, a particular behavior is created to achieve a specific goal. By applying the semiotic concept of Peirce, Morris explained there are three semiotic components and one additional component, namely sign vehicle, referencing the concept of representamen of Peirce, designatum and denotatum, referencing the concept of objects from Peirce; interpreter; and interpretant, referencing the interpretant concept of Peirce (Rifa'in, S. B, Pa, M. T. Bin, & Samah, 2018).

Morris gives an example of Pavlov training his dog by using a buzzer's sound as a sign that there is food for the dog. The semiosis here is Pavlov deliberately ringing a buzzer every time he gives food to his dog to instill an understanding in his dog that the buzzer is a sign that there is food for the dog. Previously, Morris also gave an explanation of preceding semiosis. Where in the above case, Pavlov's dog must be trained first to recognize and distinguish the

buzzer from other sounds in order to be able to make the buzzer as his sign vehicle, (or representamen if we use the term by Peirce) In other words, to make a thing as a sign vehicle, there must be a preceding semiosis first. As a result, every buzzer is sounded, the dog will salivate as if that his dog is thinking about food. When following the concept of Peirce semiotics, Morris's behavioral semiotics concept can be described as follows by using an example from Pavlov's dog above.



Picture 1. Depiction of Morris' semiotic

Later in his semiosis, Morris distinguishes three groups of semiotics in which the three are interconnected to obtain a true value, namely grammar, dialectic, and rhetoric which are similar to the concept of Peirce, grammar, critical logic, and methodeutic, which is distinguished into syntactic, semantic, and pragmatic dimension (Arafah & Hasyim, 2019; Стрпцев et al., 2020). The dimensions of the syntax focus on the shape and function of the vehicle sign being discussed. The semantic dimensions focus on the classification and validity of the reference which is then divided into three parts namely the logic of abduction, induction and deduction. Finally, the pragmatic dimensions focus on the method, how the truth of a sign is achieved. Thus, semiotics is considered capable by researchers to see a value/role that exists in Gane in Kulawi society. As Petrilli (2004) stated "We may claim then that Morris's pragmatic conception of meaning led to his focus not only on signs but also on values.

Through the meaning of Gane as a form of religious communication, the view of religion of the community who owns it can be examined. Religion is a form of human thought about things that are in a different realm from the human realm, but has power and strength that exceeds human strength so that it is considered capable of having an impact on humans. The origin of religion is human awareness of the concept of spirit. This opinion is caused by two things, one of which is the obvious difference between living things and inanimate objects. The living things move, while the dead ones do not. By this notion, human begins to gain knowledge that the thing inside the living which has the force to move the body of the living, and it is the soul or spirit.

## 4. Method

This type of research is a qualitative one. The researchers are the key instruments in describing all existing data and are understanding based on methodologies that investigate social phenomena and human problems (Lewis, 2015). In this approach, researchers created a complex picture, examined words, detailed reports from the respondent's view, and conducted studies on natural situations.

### 3.1 Source of Data and Data

The type of data used in this study consists of primary data and secondary data. Primary data is data from field research results concerning the ritual speech obtained through the traditional wedding ceremony of Kulawi citizen namely Nisa and Yusuf on August 28, 2016, at the time of this research implemented and eight informants selected according to the ideal criteria required who represent Kulawi community.

The research data on the focus is the signs from *Gane* both verbal or non-verbal in the form of video recordings, audio visuals and oral data, the results of interviews from key informants and comparison informants. The verbal sign is the text of *Gane*. Non-verbal sign is the condition of the participants who are the *Topogane*, the groom, namely Yusuf and the bride, namely Nisa, and the event which is the ritual of *Polinaki*, when the groom and the bride was conducting bridal bath in a local river.

### 3.2 Data Collecting Method

In collecting the data, some techniques are used in this research to obtain more in-depth information, namely participatory observation and in-depth interview with open questions to the participants and random citizen of Kulawi to obtain information about oral stories, collective perception of *Gane*, and about their feelings and opinion regarding religion as also conducted by Akhmar, Arafah, & Pardiman (2017).

This research also applied documentation study technique in the form of data collection which is available in various media, both print and electronic media. It is aimed at obtaining secondary data that is considered relevant to the character of the problems examined in this study.

### 4.3 Data Analysis Method

The data were analyzed qualitatively-analytically with the main data coverage which included *Gane*'s ritual speech and contextual relationship with the overall ethnic Kulawi's religious perspective. Data were analyzed inductively in order to establish clear connection between the research objectives and the summary findings derived from the data (Thomas, 2006). The steps are starting from 1) data selection including the type of speech, topic, purpose and function, participants, the form and content of the message, the sequence of actions, the rules of interaction, and the norms of interpretation, data transcription, data corpus selection, translation, data analysis, and reports; 2) data transcription to textualize the oral data; 3) translation by using word for word then free translation; 4) data analysis, and 5) reports.

## 5. Results and Discussion

The results showed that religion is the most important dimension in *Gane*. The religion perspectives related to the ethnic Kulawi are the conceptualizations of the existence of God, ancestral spirits, and natural spirits, in relation to their existence as humans and members of society. These three supernatural powers are understood by the Kulawi ethnic group as the

main source of moral strength that greatly determines their existence, survival and continuity as humans and members of society in the world and the hereafter. In accordance with the conceptualization, the details of the aspects of religion contained in *Gane* can be seen as follows.

*Polinaki* is a procession of bridal bathing the groom and the bride on the day before the ceremonial day of the wedding. This ritual is still carried out in Kulawi society. In *Polinaki*, there is a ritual speech spoken called *Gane*. The *Gane* can be seen as follow

(P-1) *Karampu e mata eo, karampu e mata wula*

*Ruler sun ruler moon*

*The lord of sun, the lord of moon*

(P-2) *Kunuju I Yusuf, I Nisa*

*I baptize Yusuf, Nisa*

*I baptize Yusuf and Nisa*

(P-3) *Hangu, rongu, tolu, aopo, alima, aono, papitu*

*One, two, three, four, five, six, seven*

(P-4) *kapituna natuapi ahe einai pade watu*

*Seventh hard this iron than stone*

*In the seventh, though iron is harder than stone*

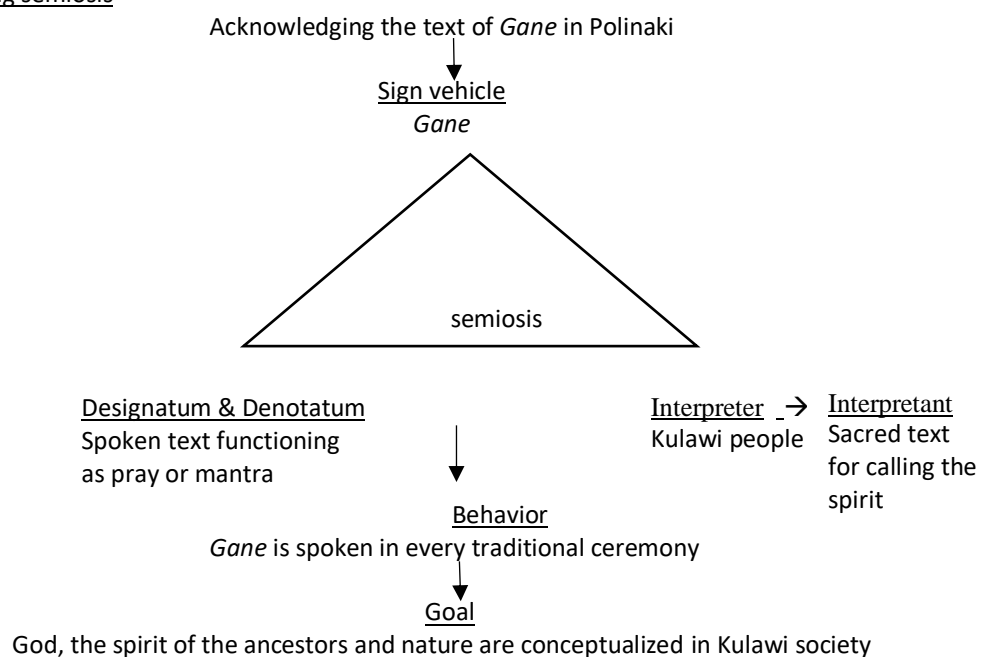
(P-5) *lako tanoana ana kami kemiei*

*Head children we here*

*Our children's head will be harder*

Guided by the concept of Morris' semiotics, it can be described by the following picture.

#### Preceding semiosis



pic. 2: Depiction of Morris' semiotic on *Gane*

In this dimension, *Gane* as the sign vehicle is created by its forms, structure, and function. Based on observations and findings in the field, the form of a sign on Gane read in the Polinaki procession is a text spoken without being sung by a Topogane. This sign in Gane is a form of mantra that calls on the spirits to come to witness, give blessing, and keep the ceremony going well without any constraints.

By the structure, *Gane* consists of linguistic structure derived from Kulawi language as follows:

- The sound units, the phoneme used in *Gane* is derived from the phoneme used by Kulawi language consisting of six vowel phonemes, namely / i /, / u /, / e /, / o /, / ə /, / a / and twenty-five consonant phonemes, namely / p /, / b /, / t /, / d /, / k /, / g /, / ʙ /, / d /, / ɟ /, / m /, / n /, / ŋ /, / f /, / v /, / s /, / ɣ /, / h /, / r /, / l /, / w /, / ɭ /. *Gane* is not marked with vowels in the initial position of the word.
- By the word, *Gane*'s text consists of syllables formed of a consonant and a vowel (KV), like words *ta-na*, *la-ngi*, *to-no*.
- By the phrase, *Gane* text consist of: nominal phrases (FN), such as *karampue tana* 'ruler of the earth' which refers to actors with a noun + noun (N + N) structure.
- By the clause, the clause patterns used is subject-predicate (S-P) such as *natuapi ahe einai pade watu*.
- The modus used in *Gane* is declarative
- By the line relationships, it is characterized by the use of the same words as in (P-1).

The fragments of (P-1) and (P-5) indicate the functions of the *Gane* speech. In the fragment (P-1) *Karampue mata eo, karampue mata wula*, ‘the lord of sun, the lord of moon’, the *Gane* is functioning as a calling for the spirit exist. When this fragment is being spoken, then all those who had gathered began to approach and close the ranks. In the fragment (P-5) *lako tanoana ana kami kemiei*, “Our children’s head will be harder, the *Gane* is functioning as hope, request, and plea, even though it was spoken in declarative modus of sentence.

In semantic dimension, the objects focused are the designatum and the denotatum. Designatum means the concept referred by the sign, while denotatum means the existence of the object referred. As Morris explained, what is referred to actually exists as referred to the object of reference is a denotatum (Cherwitz, 2009). Everything has the concept, but not everything exists in real. For *Gane*, it has its existence in the form of spoken speech which can be heard and spoken in traditional life cycle ceremony and ritual in everyday life of society, especially in Central Sulawesi. Thus, it has designatum and denotatum.

In semantic dimension, the meaning of *Gane* is derived from its syntactic dimension. The meaning of the sign found in *Gane* can be known by combining metasemiotic and semantic theories. The meaning of the sign in *Gane* can be known to analyze the verbal marks found in *Gane* text. In the fragment (P-1) *Karampu e mata eo, karampu e mata wula*, "the lord of sun, the lord of moon", which is then continued on the fragment (P-2) *Kunuju I Yusuf, I Nisa*, "I baptize Yusuf and Nisa" shows a notification to the spirit of an action that will be performed. This is characterized by the use of declarative mode on sentences that also indicate a permit application. Using the particle 'e' in *Karampue*, 'the Lord' shows a form of reverence for the spirits of ancestors and spirits of nature. In addition, *Gane*'s readings in loud and clear manner also show the importance of the spirits to be present in this procession.

Fragment (P-4) and (P-5) in Gane above, although the *Topogane* reading is in declarative mode, the meaning of his reading shows the needs, desires, hopes, and requests of the *Topogane* who represented Kulawi people who also performed the ceremony to the spirit in order to give strength to the bride and groom in the face of all the household problems they will live with. In this fragment, the *Topogane* casts iron and stone as both hard objects, (P-4) ... *natuapi ahe einai pade watu*", "though iron is harder than stone", which is expected that these two brides have a hard character over iron let alone the stone, as in the fragment (P-5) *lako tanoana ana kami kemiei*, 'Our children's head will be harder'.

Based on the structure and the meaning, it is obtained what value carried by *Gane* by its users, namely Kulawi society. For *To Kulawi*, Kulawi people, *Gane* is spoken in every traditional life cycle ceremony. Each ceremony has its own *Gane* and the *Topogane* reads it contextually. *Gane* is one of the important components in the ritual carried in traditional life cycle ceremony besides *Raego*, *Mboha*, *Meaveli*, and *Ombo*. It has its own structure and rules. People believed that it cannot be read recklessly for it has sacred meaning.

Based on the interview with an informant in Kulawi, not every people can be a *Topogane*. To be a *Topogane*, one must be special. It has to be native, a direct decent of the former *Topogane* or the one who designated by the former *Topogane* or *Totua Ngata*, the head of customs in the village. Also, not every people can have *Gane* to be read in their ceremony. They must be a *Mahardika*, nobility or descendant of nobility. If the rules are violated, Kulawi believed that disasters and misfortune would struck the community or those who were read out *Gane*.

Observed from those reasons, people in Kulawi cannot underestimate or rule out the role of *Gane* in daily life. Every misfortune and disasters happen after *Gane* is spoken out is believed because God and the spirit of the ancestors and nature are unhappy and the mistake of reading the *Gane* is one of the reasons. That is why people in Kulawi are very careful in choosing who will be the *Topogane*.

### Religion Conception in Kulawi Society through Gane

As one of the forms of communication to spiritual things, *Gane* can be use as one of the doors to explore and to understand what concept of religion the users have.

### Conceptualization of the Existence of God

In the ethnic Kulawi conceptualization, God is understood as the Lord of the Universe, as can be seen in fragments 1) *Karampu e tana* ' ; 2) *Karampu e langi* ' . *The lord of the earth and the lord of the heaven*. This shows that in the ethnic Kulawi's perspective, God is the owner of the universe and all of its contents that cover the earth and the sky (heaven). The Kulawi word or term that reveals the ethnic Kulawi's conceptualization of the existence of God as the ruler of the universe is *Karampua*. It implies that, in the ethnic Kulawi conceptualization, the range of God's power as the ruler of the universe covers the heavens and the earth with everything in it, including humans as His creatures.

The next fragment, 3) *Kamaimo kita mompetiro*, *let's all look from the top down* imply that in the ethnic Kulawi, conceptualization God is understood as the highest being and human is down below the supervision of God because He is the owner and ruler of the universe. This is indicated by the adverb of locative markers *mompetiro*, from top to down.

Starting from that understanding, every effort made in the context of his life in the world will achieve success if God's blessing. This means that humans may try their best to work, but God determines his success because He is the source of moral strength who is the ruler of the universe. In accordance with the essence of the message contained in the fragment, the Kulawi ethnic group is reminded to always involve God in the context of their everyday life.

The manifestation of worship to God as the ruler of the universe, apart from being reflected in the choice of words, is also represented in the way of expressing his language. The variety of languages used in Gane has a distinctive structure, function, and meaning as a distinction between the various languages commonly used by the Kulawi ethnic group in the context of everyday life. The uniqueness as Gane's distinction can be seen from the use of various formal and standard ritual languages. The various ritual languages used in Gane are neatly woven together in a unified structure and texture with a framework of meaning that supports and emphasizes each other. As seen in the fragments 7), *Nemo rapakavana*, 8), *Nemo rapaka nanggo* and 9) *Nemo rapaka vuyu*.

Considering that Gane functions as a medium of communication with God as the ruler of the universe, the language order used is aesthetically structured by utilizing a variety of language instruments. The variety of literary languages used not only contains the beauty of form when viewed, but also invites sensory enjoyment when listened to. The reality of the use of various literary languages in Gane, apart from being intended to create a musical effect and support fluency in speech, also aims to make the prayers they pray to God sound clear without appearing arrogant and pushy. As seen in the fragments 7), *Nemo rapakavana*, 8), *Nemo rapaka nanggo* and 9) *Nemo rapaka vuyu*.

It is also as a symbol that they position themselves as creatures who submit to God's decisions. Politeness of language is part of Gane's ritual piety which implies that God has a higher power structure than humans. As seen in the fragment 6) *Ala mosirata mboi kita nggapurina*, so we can meet again. The fragment implies that if the Lord does not grant their pray, they will not survive.

In addition to being expressed verbally by using various literary languages with demands for certain nonverbal behavior, the manifestation of worship to God is also manifested through offerings, as observed in the fragment 10) *Sipuramo kande miu mpengana*.

### **Conceptualization of the Ancestral Spirit Existence**

As mentioned earlier, apart from revealing the existence of God as the ruler of the universe, Gane also implies the ethnic Kulawi's conceptualization of the existence of ancestral spirits as the most prominent dimension of meaning. Judging from the hierarchical structure of power, the existence of ancestral spirits is not in the same position and equal to God. In the ethnic Kulawi's conceptualization, the ancestral spirit is understood as an intermediary for prayer requests to God as the ruler of the universe. This conceptualization affirms that the Kulawi ethnic group does not worship ancestral spirits, but respects ancestral spirits in relation to its role as an intermediary for prayer requests to God.

As seen in the fragment of *Ana ada mpae topoviata*, *Please all of you*, speakers invite the spirits of the ancestors to be involved in helping pray to God with the hope that the prayers spoken will be faster and have the potential to be answered with the help of the spirits of the ancestors who prayed. This is also supported by the next fragment, *Manggelo anu nipoviakarapa kajadi*, *pray for our efforts to succeed*.

### Conceptualization of the Spirit Nature's Existence

As mentioned earlier, in the ethnic Kulawi's conceptualization, the natural spirit is understood as a source of moral and spiritual strength that determines the existence, survival and continuity of life as a human being and a member of society, besides God and the spirit of nature. However, the Kulawi ethnic group understood the existence of the natural spirit not as an independent spiritual force, but seen from a relationship with God as the creator of the universe. In the ethnic Kulawi's conceptualization, natural spirits are understood as creatures created by God who inhabit the other side of the world of human society. The natural spirit is assigned by God to wait and protect the natural environment so that it is sustainable and is not used by humans irregularly.

Applying the semiotic analysis developed by Charles Morris, it was found that in the syntax dimension of the *Gane* text is a literary-style discourse having a distinctive and orderly structure supported by formal structure and narrative structure. In semantic dimensions, *Gane* carries out various functions that are then studied in search of the meaning of the *Gane*. *Gane*'s text is loaded with philosophical meaning as a guide for ethnic Kulawi in making pilgrimages to his life as a human being and member of society. Last, in terms of pragmatic dimensions can be seen what impact *Gane* brings with regard to the religious aspects of Kulawi society. From the results presented it is seen that the perception and conception of Kulawi community religion related to religion is related to God, ancestral spirit, and spirit of nature.

### 6. Conclusion

Observed from the structure and the meaning, it can be seen that *Gane* is not only a small part of ritual in *Polinaki* procession, but also an important medium to communicate with God and spirits. From the structure which is observed in syntactic dimension, *Gane* contained a certain formula from the sound units, words, phrases, and the relationship between the lines. As for the meaning in semantic dimension, *Gane* is a medium to dispense the hope of *To Kulawi*. Those results are then used to find out how *To Kulawi* conceptualizes and perceives religion regarding Gods and spirits.

Moreover, *Gane* is a short text. It is inevitable that it contains limited fragments to be the data to observe the view of life of *To Kulawi*. Hopefully the further research can provide deeper results by observing other ritual speeches of Kulawi such as *Meaveli*, *Raego*, or *Mboha*.

### References

- Akhmar, A. M., Arafah, B., & Pardiman, W. (2017). *Strategi Budaya Orang Bugis Pagatan dalam Menjaga Identitas Ke-Bugis-an dalam Masyarakat Multikultur*. *Kapata Arkeologi*, 13(1), 73. <https://doi.org/10.24832/kapata.v13i1.392>
- Arafah, B., & Kaharuddin, (2019). *The Representation of Complaints in English and Indonesian Discourses*. *Opción*, 35, 501-517. <https://www.researchgate.net/publication/339160079>. The\_Representation\_of\_Complaints\_in\_English\_and\_Indonesian\_Discourses.
- Arafah, B. & Kaharuddin. (2019). *The Idol: A Model for Incorporating Literature in ELT*. *KnE Social Sciences*, 43-59. <https://knepublishing.com/index.php/Kne-Social/article/view/4829>.
- Arafah, B., Thayyib, M., Kaharuddin, & Sahib, H. (2020). *An Anthropological Linguistic Study on Maccera' Bulung Ritual*. *Opcion*, 36 (special Edition 27), 1592-1606. <https://scholar.google.co.id/citations?user=xqRE39AAAAAJ&hl=en>.

- Arafah, B., Jamulia. J., & Kaharuddin. (2020). *The Speaking People of South Halmahera Languages: A study on Cultural Relationship*. *Journal of Talent Development and Excellence*, 12(3s), 1331-1340. [https://www.researchgate.net/publication/341407846\\_The\\_Speaking\\_People\\_of\\_South\\_Halmahera\\_Languages\\_A\\_study\\_on\\_Cultural\\_Relationship](https://www.researchgate.net/publication/341407846_The_Speaking_People_of_South_Halmahera_Languages_A_study_on_Cultural_Relationship).
- Arafah, B., & Hasyim, M. (2019). *Linguistic Functions of Emoji in Social Media Communication*. *Opcion*, 35(SpecialEdition24), 558–574. [https://www.researchgate.net/profile/HasyimMuhammad/publication/338286019\\_Linguistic\\_functions\\_of\\_emoji\\_in\\_social\\_media\\_communication/links/5e0bf13f92851c8364a923b6/Linguistic-functions-of-emoji-in-social-media-communication.pdf](https://www.researchgate.net/profile/HasyimMuhammad/publication/338286019_Linguistic_functions_of_emoji_in_social_media_communication/links/5e0bf13f92851c8364a923b6/Linguistic-functions-of-emoji-in-social-media-communication.pdf).
- Cherwitz, Richard A. (2009). *Charles Morris' Conception of Semiotic: Implications for Rhetorical Criticism*. *Community Quarterly*. <https://www.tandfonline.com/doi/abs/10.1080/01463378109369408?journalCode=rcqu20>.
- Lewis, Phillip. (2015). *Qualitative Inquiry and Research Design*. New York: Macmillan.
- Merrell, F., Queiroz, J., Merrell, F., & NADIN, M. (2006). *Semiosis and Pragmatism: Toward a Dynamic Concept of Meaning*. *Sign Systems Studies*, 34(1), 37–65. <http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Pragmatics+in+the+Semiotic+Frame#1>
- Nitayadnya. (2014). *The Meaning of Culture Symbol In Gane, Rego Mate, Meaveli, Mboha, and Ombo on Death Ritual of Kulawi Ethnics*. *Totobuang: Jurnal Ilmiah Kebahasaan dan Kesastraan, Volume 2, Nomor 2 Desember 2014, Kantor Bahasa Provinsi Maluku Utara*. <https://www.google.com/search?client=firefox-b-e&q=Jurnal+Ilmiah+Kebahasaan+dan+Kesastraan%2C+Volume+2%2C+Nomor+2+Desember+2014%2C+Kantor+Bahasa+Provinsi+Maluku+Utara.+>
- Ola, S.S (2012). *Makna dan Tuturan Ritual Lewak Tapo Pada Kelompok Etnik Lamaholot di Pulau Adonara, Kabupaten Flores Timur*. *Jurnal Humaniora*, Vol.21. No 3 Oktober 2009, pp 301-309. <https://jurnal.ugm.ac.id/jurnal-humaniora/article/view/974>.
- Petrilli, S. (2004, January). From Pragmatic Philosophy to Behavioral Semiotics: Charles W. Morris after Charles S. Peirce. *Semiotica* 2004(148), pp. 277-315. [https://www.researchgate.net/publication/242156824\\_From\\_pragmatic\\_philosophy\\_to\\_behavioral\\_semiotics\\_Charles\\_W\\_Morris\\_after\\_Charles\\_S\\_Peirce](https://www.researchgate.net/publication/242156824_From_pragmatic_philosophy_to_behavioral_semiotics_Charles_W_Morris_after_Charles_S_Peirce).
- Rifa'in M. R, S. B., Pa, M. T. Bin, & Samah, R. (2018). Analysis of the language style of amr in the context of hajj in surah al-baqarah. *GEMA Online Journal of Language Studies*, 18(2), 235–254. <https://doi.org/10.17576/gema-2018-1802-16>.
- Sahib.H ., Arafah.B., Manda, M.L., & Machmoed.H. (2017)Entextualization and Genre Transformation of Kajang Death Ritual Speech. *International Journal of Science and Research (IJSR)*, 6(1), 232–236. <https://doi.org/10.21275/art20163925>.
- Sahib, H., Rahman, F., Duli, A., & Asba, A. R. (2019). Customary Forest Conservation through Informal Knowledge System of Ammatowa Community. *IOP Conference Series: Earth and Environmental Science*, 270(1). <https://doi.org/10.1088/1755->.
- Thomas, D. R. (2006). A General Inductive Approach for Analyzing Qualitative Evaluation Data. *American Journal of Evaluation*, 27(2), 237–246. <https://doi.org/10.1177/1098214005283748>.
- Старцев, Д. А., Старцев, А., & Нотний, Д. А. (2020). *Нотний текст в аспекті семіотичної теорії Чарльза Морріса*. 200–212. <https://doi.org/10.34064/khnum1-5613>.

## CULTURAL VALUES IN ORAL LITERATURE OF *KRINOK*: ANTROPOLOGICAL STUDY

**Arie Sugiyartati, Burhanuddin Arafah, Fathu Rahman, Mustafa Makka**

Faculty of Cultural Sciences, Hasanuddin University, Makassar, Indonesia

E-mail: ariesugiyartati@staff.gunadarma.ac.id

Received: 21 October 2020

Accepted: 11 December 2020

### Abstract

This study aimed to examine the uniqueness of the *Krinok* oral literary structure, the meaning of traditional and cultural values, and the variety of cultural values possessed by the *Batin* people in Bungo Regency, Jambi, which focused on the *Krinok* speakers in the area. This research applied qualitative approach using anthropological studies following Alessandro Duranti (2001) and William A. Foley (1997). Data collection was carried out by means of interviews and literature study. Interviews were carried out when meeting with informants of *Krinok* and the interviews were recorded. The results showed that the uniqueness of *Krinok* oral literature lies in the structure of the *pantun* 'a typical Indonesian four-line verse' which has a high pitch at the beginning of the speech, the repetition of the first and second verse and all of which show all the competencies, indexicality, performance that exist in Duranti's anthropological theory. There are also cultural values, as stated by Djamaris in his theory (1993: 2-3), the concept of cultural values in human relations with God, cultural values of human relations with nature, cultural values of human relations with society, cultural values of human relations with other humans, and cultural values of human relations with themselves.

**Keywords:** anthropological, cultural values, oral literature.

### 1. Introduction

Jambi Province as part of the archipelago has diversity of cultures and traditions. Diversity of the ethnic communities also shows diversity of cultures and traditions in this region. One of the ethnic communities is the *Batin* Tribe. This ethnic group inhabits most areas in Jambi and inherits an oral literature called *Krinok*.

Oral literature is also a particular type of spoken literary work spreading orally, anonymously and depicting the life of past community as said by Shipley (1962). Oral literature is a social creation and institution using language as medium (Arafah, Jamulia & Kaharuddin, 2020). Hence, oral literature is a part of disclosing the literary world unseparated from the influence of new values living and developing in society. Many cases of oral traditional literature are no longer known to the public, even though this tradition, seen anthropologically, is shaped by the community's traditions (Arafah & Kaharuddin, 2019). This also means that there are values ever embraced by the community as the creators.

The oral literature of *Batin* Jambi called *Krinok* is interesting to study. As a cultural product, *Krinok* oral literature developed in *Batin* tribe community as crystallization of the community's culture with natural process. And that society is formed through a long winding

history leaving a legacy eventually becomes a cultural heritage (Andi & Arafah, 2017, Arafah & Kaharuddin 2019)

*Krinok* is supported by a regional language, namely *Batin* Malay spoken in Bungo Regency, Jambi Province. *Batin* Malay is one of the Austronesian language families, which belongs to the Sumatran language group.

"People Perception toward the *Krinok* Performance in Marriage ceremony in Bungo Regency" by Rahayu (2012) states that *Krinok* is an art uniting people in intimacy, reflecting the social values of society, and educating the local community. The people feel that *Krinok* is their identity and as an entertaining traditional music and making people to communicate one another.

## 2. Literature Review

"Public Perception of *Krinok* Performance at a Wedding in Bungo Regency" by Rahayu (2012) that *krinok* is an art that unites the community in intimacy, reflects the social values of the community, and educates the local community. "*Cultural Values in Oral Literature of Tale Kerinci: Structural and Semiotic Studies*", by Nazurty (2013). In this study, the researcher found that *Tale* is a literary work that is included in the type of poetry. *Tale* is a folk song that belongs to the old poetry work or conventional poetry. The cultural values depicted in the *Tale* relating to human relations with God. Another is conducted by (Arafah et al., 2020) "An Anthropological Linguistic Study on Maccera Bulung Ritual, in searching all possible meanings of maccera' bulung ritual also in Luwu community resulting ecological and cultural meaning.

In anthropolinguistic term, there are at least three important relationships that need attention. First, the relationship between one language and the culture concerned, means that when studying a culture, we also have to learn the language, and when we learn the language we also have to study the culture (Arafah, 2003). Second, the relationship between language and culture in general means that when there is one language in a society, there is also one culture in that society. Language indicates culture, language difference means cultural difference or vice versa. Third, the relationship between linguistics as a science of language and anthropology as a cultural science. (Sibarani 2013, Arafah, & Bahar. 2015).

Foley (1997) defines anthropological linguistics as a sub-discipline of linguistics dealing with the place of language in cultural and social contexts that have a role to support and forge the social structures and cultural practices. Through the linguistic anthropology approach, we examine what people do with the language and the speech produced; silence and gesture are associated with the context in which it occurs (Duranti, 2001, Kaharuddin, 2018).

There are several analytical ideas that underlie the anthropological linguistics, namely: 1) competence and performance, 2) indexicality, and 3) participation (Duranti, 1997: 14-21). The concept of competence and performance is a two-key terms in generative grammar developed by Chomsky (1965). Competence is a system of knowledge of a language (a system of culture) which is controlled by the speakers of the language. On the other hand, performance is the real use of language in actual communication situation which is a reflection of the language system in the mind of the speaker. The concept of indexicality concerns with the sign having an existential relationship with the one referred to. The concept of participation is intended as a speaker's involvement in producing acceptable forms of speech (Duranti, 1997), Kaharuddin, Hikmawati, Arafah, 2019).

### 3. Research Method

This research uses qualitative approach. Since this research is a type of cultural literature research in the realm of linguistic studies, namely the disclosure of cultural values of Krinok oral literature, it made use of content analysis method with an anthropolinguistic approach. The method was used to reveal cultural values in Krinok oral literature in relation to competence and performance, indexability, participation contained therein as well as the functions and influences on where the language is spoken, cultural/social context and cultural/social structures in the bolstering community (Kaharuddin, 2019).

### 4. Discussion

The discussion and the analysis of this study are conducted by using anthropolinguistic approach as they are presented as follows:

*Sepucuk Jambi sembilan lurah*

(One Jambi nine village heads)

*batangnyo alam brajo titin treh betanggo batu*

(The trunk natural with stone bridge terrace)

*adat bersendi sarak , sarak bersendi kitabullah*

(custom is based on Islamic law, Islamic law is based on *Kitabullah* 'The Holy Qur'an')

*dari dulu sampainyo kini*

(from long ago to the present)

*dari kecil sampainyo gedang*

(from small to large)

*itunyo adat nan kito pakai*

(that's the custom we use)

*jangan diasak jangan dipisah adat dipakai dari dulunyo*

(do not move, do not separate, custom was used from the past)

One of the Krinoks having philosophical meaning of Jambi community, *Jambi, sepucuk Jambi sembilan lurah* is the slogan of Jambi community, which is based on customs and the holy Al-Qur'an from ancient times to the present that could not be separated and moved.

**Competence:** *Sepucuk Jambi sembilan lurah* is the life slogan of Jambi people, which has existed from ancient times to the present. **Performance:** *Jangan diasak jangan dipisah adat dipakai dari dulunyo* 'Don't move it, don't separate it from the past'. This custom cannot be separated from everyday life. **Indexicality:** *Batangnyo alam brajo titin treh betanggo batu, Berasal dari raja dengan jembatan bertangga batu*, 'Originating from a king with a stone stepped bridge'. The trunk here is likened to the customs originated from the king /God, the stone-stepped bridge is likened to a multilevel journey of life. **Participation:** the speaker's involvement in producing an acceptable form of utterance as in the lines: *Itunyo adat nan kito pakai, jangan diasak jangan dipisah adat dipakai dari dulunyo*, which means that in everyday life, people still uphold the customs.

Cultural values in a literary work (*Krinok* oral literature) can be applied in social life, such as human relations with God, human relations with nature, human relations with society, human relations with other humans, and human relations with himself (Djamaris, 1993). This concept of cultural values becomes the theoretical base of this research because this concept of cultural values can be studied semiotically in *Krinok* oral literature. In addition to the concept of cultural values in human relations with God, cultural value of human relations with nature, cultural values of human relations with society, cultural values of human relations

with other humans, and cultural values of human relations with themselves, there are also concepts of cultural value be able to encourage development, such as cultural values that endure suffering in characteristic, obliged to strive and work together (Koentjaraningrat, 1984).

Values in literary works can be absorbed by the literary lovers if he has gained experience in enjoying the literary work he is reading. In other words, only readers who have successfully acquired literary experience can gain values or benefits in literature. *Krinok* oral literature is a description of the ethical, moral, and religious teachings that are used in everyday life in *Batin* tribe community. This means that *Krinok* is a reflection of the cultural values of *Batin* Jambi society.

Furthermore, the concept of cultural values used in this study is the concept of cultural values proposed by Djamaris et al. (1993), namely: 1) The relationship between humans and God, *Krinok* that reflects the relationship between humans and God can be seen in the line: *Adat bersendi pada sarak dan sarak bersendi pada kitabullah* (The Holy Qur'an). In the expression, it is stated that *adat* 'custom' is based on *syarak* 'Islamic law' and *syarak* is connected to the *Kitabullah* (The Holy Qur'an). The life of the community must be in accordance with the law enforcement in the area, in this case the customary law which comes from religious law, in this context, Islam. *Aro kain di tengah laman, Lambat laun minta ke Tuhan*. This expression reveals that when there is an obstacle in the middle of the road, we will gradually beg God, too. In life, people will usually try an effort but they will then beg God. 2) The relationship between humans and nature, *Krinok* that reflects the relationship between humans and nature can be seen in the lines: *Sungai tuak sungai merantih, sungai kasai padi mumbo*. When planting rice, humans really expect the water in the river. *Tino bawah titin, tino dari sungai samak*, 'The girls under the bridge, the child from Samak River', These lines reflect the habit of girls washing clothes in the river so that they seem to gather under the bridge. 3) Human relations with society, reflected in *Krinok*: *Mintak lahnyo maaf kepada tuolah dan mudo sebelum kito bapisah lahnyo kini*. The lines mean that one should always ask for apology to the young or the old before separating or leaving (in this case wander about). 4) Human relations with other humans are reflected in the lines: *Ngan disusun jari nan sepuluh, Minta tabik pado nan tuo, Nyanyi baik dak kan ado, Untuk pelebuh hati nan ibo*. These lines tell people to ask for advice from the elderly. Parents should be respected by asking for opinions and suggestions by the younger people. 5) Human relations with themselves are reflected in the lines: *Badanku nian nan salah sukat, Badanku nian yoo dek nan salah sukat*. The lines tell that unhealthy body can do no work.

## 5. Conclusion

From the description above, it can be concluded that *Krinok* is unique; it is a poem spoken with themes of sadness, lamentation, feelings of compassion, as well as falling in love. *Krinok* at this time has three functions: as a self-entertainer, to drive away wild animals and to attract women to marry with. Because of its function as self-entertainer, there are no standard of *Krinok* lyrics. Each chanter is free to voice their hearts, whether happy or sad.

The language used in *Krinok* is Bungo language. In this case the diction in *Krinok* oral literature is different from everyday language because the language in *Krinok* is full of choices of beautiful words and phrases, full of philosophical meanings and rich in taste values. Rhythmic characteristics in *Krinok* are identified as: 1) High notes at the beginning of the verse; 2) short rhythm in each greeting word; 3) there is a repeat rhythm at the beginning of each verse.

Function of *Krinok* is to convey (forward) messages, advice, and knowledge containing values and norms based on religion and customs believed by the local community. In addition to conveying messages and advice and knowledge, *Krinok* also has a reminder function (alarm) and an entertaining function and informs the oral traditions of the *Batin* society of Jambi Malay ethnic community. Cultural values contained in *Krinok* oral literature are cultural values between humans and God, cultural values between humans and nature, cultural values between humans and humans, and cultural values between humans and themselves.

## References

- Andi, K., & Arafah, B. (2017). *Using needs analysis to develop English teaching materials in initial speaking skills for Indonesian college students of English*. *The Turkish Online Journal of Design, Art and Communication (TOJDAC), Special Edition*, 419-436. [http://www.tojdac.org/tojdac/VOLUME7-APRLSPCL\\_files/tojdac\\_v070ASE145.pdf](http://www.tojdac.org/tojdac/VOLUME7-APRLSPCL_files/tojdac_v070ASE145.pdf).
- Arafah, B. (2003). Warisan budaya, pelestarian dan pemanfaatannya. *Makassar: Fakultas Ilmu Budaya*.
- Arafah, H. B., & Bahar, A. K. (2015). *The Art of Developing Speaking As a Performance (Promoting Formal Uses of Public Speaking Skills in English for Making Speeches and Oral Presentation)*. <https://scholar.google.co.id/citations?user=xqRE39AAAAAJ&hl=en>.
- Arafah, B., & Kaharuddin. (2019). *The Representation of Complaints in English and Indonesian Discourses*. *Opción*, 35, 501-517. [https://www.researchgate.net/publication/339160079\\_The\\_Representation\\_of\\_Complaints\\_in\\_English\\_and\\_Indonesian\\_Discourses](https://www.researchgate.net/publication/339160079_The_Representation_of_Complaints_in_English_and_Indonesian_Discourses).
- Arafah, B. & Kaharuddin. (2019). *The Idol: A Model for Incorporating Literature in ELT*. *KnE Social Sciences*, 43-59. <https://knepublishing.com/index.php/Kne-Social/article/view/4829>.
- Arafah, B., Thayyib, M., Kaharuddin, & Sahib, H. (2020). *An Anthropological Linguistic Study on Maccera' Bulung Ritual*. *Opcion*, 36 (special Edition 27), 1592-1606. <https://scholar.google.co.id/citations?user=xqRE39AAAAAJ&hl=en>.
- Arafah, B., Jamulia, J., & Kaharuddin. (2020). *The Speaking People of South Halmahera Languages: A study on Cultural Relationship*. *Journal of Talent Development and Excellence*, 12(3s), 1331-1340. <https://scholar.google.co.id/citations?user=xqRE39AAAAAJ&hl=en>.
- Chomsky, Noah. (1965). *Aspect of the Teory of Syntax*. Cambrigde: MIT Press.
- Djamaris. (1993). *Nilai Budaya Dalam Beberapa Karya Nusantara: Sastra Daerah Sumatra*. Jakarta: Depdikbud.
- Duranti, Alessandro. (2001). *A Companion to Linguistic Anthropology*. Malden: Blackwell.
- Foley, W. (1997). *Anthropological Lingusitics: An Introduction*. Malden: Blackwell
- Kaharuddin, A. (2018). *The communicative grammar translation method: a practical method to teach communication skills of English*. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 4(2), 232-254. <http://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/6292/0>.
- Kaharuddin, Hikmawati, Arafah, B. (2019). *Needs Analysis on English for Vocational Purpose for Students of Hospitality Department*. *KnE Social Sciences*, 344-387. <https://knepublishing.com/index.php/KnE-Social/article/view/4869>.
- Kaharuddin, A. (2019). *The Power of English: Recognizing and Utilizing the Tremendous Impact of the English Language on the Community*. *English Language Teaching for EFL Learners*, 1(1), 39-48. <http://journal.uin-alauddin.ac.id/index.php/elties/article/view/7625>.

- Koentjaraningrat. (1994). *Kebudayaan Jawa*. Jakarta: Balai Pustaka.
- Nazurty, Hajjah. (2013). *Nilai-Nilai Budaya dalam Sastra Lisan Tale Kerinci: Kajian Struktural dan Semiotik*. Disertasi. Jakarta: Program Pascasarjana FIB UNJ.
- Rahayu, Gusti. (2012). *persepsi Masyarakat Terhadap Pertunjukan Krinok pada Acara Pesta Perkawinan di Kabupaten Bungo*. Thesis of Postgraduate Padang: Universitas Negeri Padang.
- Shipley, Yosef T. et. al. (1962). *Dictionary of World Literature*. Caterson, New Jersey: Littefiel, Ada, & Co.
- Sibarani, Robert. (2013). *Pendekatan Antrolinguistik dalam Menggali Kerifan Lokal sebagai Identitas Bangsa*. Jurnal the 5th International Conference on Indonesian Studis: Ethnicity and Globalitation.<https://icssis.files.wordpress.com/2013/09/2013-02-23.pdf>.

## NEED ANALYSIS OF ESP FOR NON-ENGLISH STUDY PROGRAM

**Rini Ekayati, Imelda Darmayanti Manurung, Elvita Yenni**

University of Muhammadiyah Sumatera Utara (UMSU), Medan, Indonesia

E-mail: riniekayati@umsu.ac.id

Received: 15 November 2020

Accepted: 15 December 2020

### Abstract

In non-English study programs, English learning material is arranged based on the specificities of the English learners themselves, commonly known as English for Specific Purpose (ESP). By using a qualitative approach and descriptive method, this study aims to map the students' English language skills, determine the objectives of learning English, and the concept of ESP material needed by students in the non-English Study Program at UMSU. Sources of data in this study were 80 (eighty) respondents (students) from non-English study programs who had already completed their general English course. Data analysis was performed by using qualitative descriptive methods in terms of numbers and percentages. The results show that the students' needs vary from one student to another depending on their respective fields of knowledge. The students' average ability starts from the low until intermediate level, and speaking and listening skills cover those needed by the learners of the respective study program. Their learning objectives are divided into two criteria, short-term goals related to current needs such as academic/educational needs and long-term goals related to their world of work after completing education. The concept of ESP English learning needed depends on the varying needs of each existing non-English study program. Thus, the ESP concept that is designed must be adapted to these needs.

**Keywords:** needs analysis, English learning, ESP, non-English learner's needs, ESP Design.

### 1. Introduction

In the Indonesian context, English has begun to be taught from elementary school to Higher Education, which at each level there are levels of mastery of English skills that are not the same. For Higher Education level, English learners should have started is devoted to the development of the ability to communicate by the scientific fields they choose. This is because almost all study programs in Higher Education provide English courses for 1 or 2 semesters in each of their study programs, including non-English study programs. This further indicates the importance of mastering English Britain as a foreign language used in the current era of globalization, which once served as one of the students' academic success as well as an introduction to their careers in the world of work later (Megawati: 2016).

Furthermore, at the level of universities, students as English learners are assumed to already have basic skills sufficient knowledge of English grammar that supports the ability to communicate in English automatically. However, this is contrary to the facts. There are still weaknesses of English learners regarding the topic of basic grammar in English, namely regarding the subject-verb agreement with a fairly high average percentage of 95% errors

(Ekayati: 2014). This can affect their ability to communicate in English, where grammar understanding is the basis for sentence formation in the English system.

At Universitas Muhammadiyah Sumatera Utara (UMSU), subjects of English obtained a student in the 1st half with a load of as much as 2 credits to all existing courses, including English Language Study Program. Especially at the Faculty of Social and Political Sciences, English courses programmed in two semesters i.e. semesters 1 and 2 with each load of credits is 2 credits. In general, the purpose of learning English is to provide an understanding of the linguistic aspects of English to be used in communication. Especially for non-English Studies, English Language course aims for non-English learners to know and can use English by the scientific field in the context of listening, speaking, reading, and writing, both formal and informal. However, this has not been achieved completely.

In the learning process, English courses, especially those taught in the non-English Study Program in UMSU are still oriented to the application of the concept of General English (General English= GE), where the material presented revolves around understanding English in general concepts, not focused on one scientific field. This of course does not optimize the objectives of learning English itself. For students in the non-English Study Program, the concept of learning English is needed which is intended for certain learners with specific goals as well. This concept is offered in this study, namely the concept of learning English with a specific purpose, or what is called the English for Specific Purpose (ESP). ESP can provide multiple benefits for students (pre-experienced students), namely: 1) academic interests (when studying), and non-academics (for everyday purposes), and 2) students' readiness to enter the world of work in accordance with their field, where their English language skills can be the capital to compete and be competent in the world of work which requires being able to speak English. (Kusumaningputri, 2016). Besides, the analysis of the needs of ESP learners must be carried out continuously because the purpose of ESP learning itself is to address the needs of the learners that are not the same or keep changing. (Adnan, (2012). Therefore, English courses in the existing non-English study programs need to be transformed into ESP English courses as a policy in developing the existing curriculum, so that non-English Language Study Program students can benefit the double. In addition, later the results of this study can be used as an evaluation material for the ongoing process.

## **2. Literature Review**

### **2.1 Needs Analysis Assessment**

In the world of education, the learning process is one of the most important parts. This is because, in the learning process, the goals, achievements, or results of the educational process are determined. When this process goes well, the results will be good, as well as other things. However, the learning process does not always go well, sometimes obstacles arise in the process. These constraints arise due to various factors, one of which is the lack of learning planning that will be carried out during the learning process. On the other hand, to prepare a good lesson plan to be able to maximize the results as expected is not an easy matter. And before compiling the lesson plan, it is necessary to first analyze the needs of the learner (student). This is intended so that later the learning material/content received by learners is something that is needed by them. This is why it is necessary to conduct a needs analysis to correctly determine the learning needs that will be carried out.

Needs analysis is a way or method to determine the difference between the desired condition / should / expect (should be / ought to be) with existing conditions (what is). The desired conditions are ideal conditions that are expected to occur, whereas the existing

condition is a condition that occurs in practice. Furthermore, the needs analysis is not a result, but a certain activity in a bid to make certain decisions. The decision to be taken is the need to resolve the gap between expectations and reality. Thus, the needs analysis is the activity of collecting information about the gap between expectations and the reality experienced by learners in a learning process.

Hutchinson and Waters (1987) classify the needs, needs, into: 1) target needs, they are; the needs needed by learners to be able to communicate when in a situation target, and 2) learning needs that is related to what learners need to learn. Furthermore, based on these needs, the most important needs are the needs of the learners (target needs), where target needs are divided into three things, namely necessities, wants, and lacks. Need is to see what learners need to know to function properly and communicate efficiently on target. Meanwhile, desire is what the learner wants in learning certain things. Whereas shortcomings are the distance or gap between what learners know and which parts they don't know or don't know so that learning must focus more on this. (Febriyanti, 2017)

In practice, the needs analysis involves the implementation of Target Situation Analysis (the needs of learners with language learned in the future), the Present Situation Analysis (do learners with language learned at this point), and Context Analysis (how the environment in which learning will take place). (Westerfield (2010) in Hossain (2013)). Overall the information obtained from the analysis of needs is what will be used in determining the content of the material or enhance and ESP learning methods.

Currently, the needs analysis has been growing, not only includes analysis of requirements regarding the use of language and skills in the target situation but also concerning the analysis of learner factors and context of teaching itself. Research on this subject has been running for the last few decades and is carried out by many researchers. Kothalawala et al. (2015) in Febriyanti (2017) summarizes some model or approach taken by previous researchers from simple models to the most complex, as illustrated in Table 1 below.

Table 1: Models and Approaches of Needs Analysis

<i>Need Analysis Type</i>	<i>Researcher</i>
1. Register Analysis	Peter Strevens, Jack Ewer, and John Swales -1960s and 1970s
2. Communicative Needs Processor	Munby (1978)
3. Deficiency Analysis	West (1997); Brindley (1989)
4. Learner-Centered Needs Analysis	Nunan (1988)
5. Target Situation Analysis	Hutchinson and Waters (1987)
6. Critically Aware Needs Analysis	Holliday and Cooke (1982); Selinker (1979) and Swales (1990); Tudor (1997); Douglas (2000); Murray and McPherson (2004); Jasso-Aguilar (1995,1998); Carter- Thomas, (2012); Huhta, Vogt &Ulkki (2013)
7. Right Analysis	Benson (1989); Goer (1992); Smoke (1994); Leki (1995); Prior (1995); Spack (1997); Benesch (1999, 2001); Dudley Evans and St. Johns (2001).

8. Stakeholder Needs Analysis Jass-Aguilar (1999); Long (2005); Cheng (2011); Belcher & Lukkarila (2011); Paltridge & Starfield (2013); Huhta, Vogt & Ulkki (2013)

Some of these models are influential in the development of ESP.

## 2.2 Learning English in Higher Education

As one of the educational institutions in Indonesia, University (PT) plays a very important role in creating human resources (HR). The demands of today's developments place the position of PT in the top place in terms of educating the next generation of the nation who can compete in today's open global world. A country's openness to the outside world will have an impact on the country's readiness to accept the openness that comes. More foreigners will enter and interact with residents. Here, the role of foreign languages is indispensable. This is what is now needed and expected from graduates of the college, where the Human Resource college graduates are equipped with skills in mastering a foreign language, such as English.

But in reality, it is precisely the weakness of human resources in Indonesia college graduates lies precisely in their English language ability. The weakness of this English language course should be resolved, one way to improve the process of learning English there. In the college curriculum, courses of English at the beginning of independence up until the early 1970s are still deployed as a complementary course then turn into general courses until the early 1980s, the general basic subjects, and this time the college has the freedom to determine basic subjects (Afriazi, 2016).

With the challenges currently faced by universities in producing graduates with a good mastery of English, of course, faculty and student task is not easy. With 2 credits of English courses which only last 1-2 semesters, it is not an easy job to create Human Resources who have sufficient English skills. Lecturers and students must work together in the learning process. Lecturers should be able to design lesson plans that can meet the needs of students to English, and applying ESP in teaching can be overcome, namely by using a variety of learning resources and media and innovative. (Hamidah & Yanuarmawan, 2019). On the other hand, students should also be able to optimize its efforts in understanding the English language itself. Thus, the obstacles that may exist can be resolved together.

ESP or English for Specific Purpose was introduced by Hutchinson and Waters (1987). ESP is an approach to learning English which is more oriented to the learning process. ESP approach is designed with the needs of English learners that includes aspects of English language learners what the need, in the context of what the learners to learn English, and what goals you want to achieve English study in particular. So that ESP is process-oriented which determines the skills and components of English related to the needs of the learners.

Furthermore, Hutchinson and Waters (1987) explained that ESP is an approach to learning English in which the learning topics and methods used in the learning are designed based on the needs of why learners want to learn English. In other words, learners have a special reason or purpose in learning English. This is what underlies the difference between learning English in general (General English) and learning in particular (English for Specific Purposes).

To demonstrate the position of ESP in teaching English, language teachers consider ESP to be a branch of ELT (English Language Teaching). Furthermore, ESP has the following characteristics:

**a. Absolute Characteristics:**

Method in absolute terms, ESP is designed to meet the special needs of learning English by using methodologies and learning activities that are in accordance with the scientific field of the English learners themselves. ESP learning focuses on activities in the aspects of language (grammar, lexis, and registers), language skills, and types of discourse or text that are in accordance with the learner's area of expertise.

**b. Variable Characteristics:**

The ESP variable can be related or designed for certain disciplines so that it can be used as a special form of teaching with a different methodology from learning English in general. The ESP program is intended for adult learners, either formally as an institutional or professional field. However, it can also be applied to intermediate level learners, especially certain vocational programs. ESP learners should already have a basic knowledge of English, even at a beginner level.

In the context of higher education, students take English course not only based on their desire to learn English, but also because they have to take this subject as one of the compulsory courses, even if they like it or not. Therein lays the challenge of English teachers, especially in non-English study programs to make this course meaningful and useful for these students.

Based on this description, the term 'specific' in English for Specific Purpose refers to the specificity of learning objectives, not to jargon or registers in English. The concept of ESP can be understood from its position in the realm of English Language Teaching (ELT) studies.

Not a few students in non-English study programs feel that their English language skills are still very low. These weaknesses include reading, writing, speaking, and listening / listening skills. Some thought they were weak in speaking and writing skills, so they hoped that the English learning they would acquire would focus on these two skills. (Asnadi, 1990 in Febriyanti, 2017). Based on this description, the term 'specific' in English for Specific Purpose refers to the specificity of learning objectives, not to jargon or registers in English. The concept of ESP can be understood from its position in the realm of English Language Teaching (ELT) studies.

### **3. Research Method**

The method used in this research is a descriptive and qualitative approach that is natural to the presentation of data in the form of numbers and percentages. The data analysis was conducted through data collecting, data reduction, data display, and conclusion drawing (Sugiyono, 2010). The source of qualitative data was 80 respondents (students) from non-English study programs in the UMSU environment who were or had completed general Basic English courses. The instrument used is a close-ended questionnaire is a form of a questionnaire that has an answer that can be directly selected by the respondents.

### **4. Results and Discussion**

In this study, data processing was based on the results of filling out a questionnaire containing 28 questions. Each instrument used in this study is intended to answer research problems related to how the English language skills of non-English Study Program students in general, what are the students' goals in learning English in the non-English Study Program, and

what are the concepts ESP material needed by students in the non-English Study Program at UMSU. In distributing the questionnaire used the online Google form facility.

First to the third question in the questionnaire is about how English language respondents categorize their current English language skills (present situation analysis) containing estimates of strengths or weaknesses in language, skills, and learning experiences as the first step in needs analysis. The distribution of respondents' answers can be seen in the following table:

Table 2: General Ability of Students in English

Rankings	Amount	Percentage (%)
Beginner	35	43.75
Intermediate	44	55
Advanced	1	1.25

In the table above, it is shown that the majority of English language skills of non-English study program students were at the intermediate level (55%), while at the beginner level it is 43.75% and the advanced level is 1.25%. This data only shows the current situation in English language learning in non-English study programs.

Table 3: Students' English Skills for Each Skill  
(Reading, Speaking, Listening, and Writing)

Skill	Very good		Well		Pretty good		Weak		Very weak	
	Sum	%	Sum	%	Sum	%	Sum	%	Sum	%
<i>Reading</i>	11	13.75	34	42.5	30	37.5	4	5	1	7.5
<i>Speaking</i>	4	5	26	32.5	34	42.5	15	18.75	1	7.5
<i>Listening</i>	3	3.75	30	37.5	37	46.25	-	-	10	12.5
<i>Writing</i>	6	7.5	35	43.75	32	40	6	7.5	-	-

Table 3 above shows the ability of non-English study students for each existing skill, namely *reading*, *speaking*, *listening*, and *writing*. The data shows that their varying abilities for each existing skill. Most of them have good skills in writing skills, namely 43.75%, even though this writing skill is included in the *productivity skill* and is quite difficult because it requires mastery of good English vocabulary and grammar. For another *productivity skill*, namely *speaking*, students only have the ability at a fairly good level (42.5%), weak (18.75%) and very weak (7.5%). When compared between the two, it can be seen that the learning that has been obtained by non-English Language Study Program students focuses more on *writing* skills. So it can be said that the focus of learning English is more on scientific knowledge of English, such as English grammar (General English).

As for *reading* skill, the majority of students' abilities were at a good level of 42.5%, then at a fairly good level of 37.5%, very good at 13.75%, weak by 5%, and very weak at 7.5%, and for listening skills, the majority of students were at a fairly good level of 46.25%, then good at 37.5%, very weak at 12.5%, and very good at 3.75%.

For the next question, it relates to student opinion about the importance of taking English courses for non-English study program students. Apart from the fact that this English course is a compulsory subject that must be followed by non-English study program students, the majority of students think that this subject is very important for them with a percentage value of 71.25% and 26.25% important, so that no one considers this subject. English is not important. However, there were 2 respondents (2.5%) who said that this course was quite important/ordinary. In full, the data distribution can be seen in table 5.3 below.

Table 4: How important it is to take English courses  
for non-English language education students

Category	Sum	Percentage (%)
Very important	57	71.25
Urgent	21	26.25
Quite Important / Average	2	2.5
Not important	-	-

The next question is related to the purpose of students taking English courses, apart from the reason that this course is a compulsory subject. The answer to this question also varies with the highest percentage being to communicate fluently both orally and in writing (63.75%), followed by the goal of studying / education (scholarship/independent) at 13.75%. However, none of the students chose the goal of taking English courses for research and reading English literature. Furthermore, 3 respondents chose other goals in taking the English language course at 3.75%. The details are shown in the table below.

Table 5: Purpose of Taking English Courses for Non-English Language Study Programs

Category	Sum	Percentage
For study / education (scholarship / independent)	11	13.75
For research	-	-
For work	4	5
To go abroad	1	1.25
To communicate fluently both orally and in writing	51	63.75
For personal development	8	10
To read English literature	-	-
To learn TOEFL	2	2.5
Other	3	3.75

Based on the table above, it can also be seen that students of non-English study program have different goals with their English skills. The diversity of their responses can be categorized into two types, namely present-oriented learning needs related to academic needs and future-oriented needs related to the world of work. (Robinson, 1991). This of course has a close relationship with the selection of course material taught by the lecturer. As stated by Robinson (1991), if the material taught in this course is in accordance with the needs of the learners, then this will increase learning motivation so that the desired goals will be achieved properly.

For the next question, questions 5-8 are related to what English students need for each existing skill, for example, what they need to read in English, what they need to be listened to, written and spoken in English. The following table shows students' needs in relation to what they need to read in English. Table 6 shows that students not only need to read and understand English books (27.5%), or lecture materials and journal articles (10%) but also need to read literature related to their field of study (32.5%). However, 15 students thought that they didn't only need to read books, journal articles, and lecture materials. They need to read something else (18.75). This data shows that students still need a variety of other reading variations.

Table 6: Required to Read (Reading) in English

Category	Sum	Percentage
English books	22	27.5
Journal articles	8	10

Magazines and Newspapers	0	0
Lecture material	8	10
Laboratory or other instructions	1	1.25
Read literature related to the field of science	26	32.5
Others	15	18.75

Table 7: Requirements for Listening in English

Category	Sum	Percentage
Understand instructions/commands	22	27.5
Understand videos / movies / songs	18	22.5
Understand speeches/lectures	6	7.5
Understand seminars/conferences or scientific presentations	16	20
Understand lectures	7	8.75
Others	11	13.75

As for the need for listening, from table 7 above it can be stated that students need to hone listening skills in order to understand instructions/commands (27.5), understand videos/films/songs (22.75%), understand seminars/conferences or scientific presentations. (20%), understand the lecture in class (8.75%), and understand speech (7.5%). In this listening aspect, data also showed that 11 students chose other answers (13.75%) for their listening needs.

For writing needs, students' need to learn English is not to be able to write research reports (0%), but for other purposes. The main thing is to communicate in writing with other people about the field of knowledge (21.25%) and to write something about the field of knowledge (20%), to translate from and / or to English (17.5%).

Table 8: Requirements for Writing in English

Category	Sum	Percentage
Essay writing assignment	7	8.75
Writing research reports	0	0
Translating from and / or to English	14	17.5
Write an email	1	1.25
Write a summary	1	1.25
Make notes of English lectures	8	10
Write a business letter/job application	8	10
Write something about the field of science	16	20
Communicate through writing with others about the field of science	17	21.25
Others	8	10

In Table 9 students at the speaking skills (speaking). Based on the table, what students need related to *speaking* skills is to be able to communicate with other people about the field of science (28.75%) or with friends/people from abroad (25%), and also speak at seminars or international conferences (21.25%). From these data, it can be concluded that students need speaking material related to communication techniques both in formal and informal forums and to foster self-confidence in *public speaking*.

Table 9: Requirements for Speaking in English

Category	Sum	Percentage
Can make questions and provide answers in the classroom	3	3.75
Can participate in class discussions	8	10
Presentation	4	5
Can speak in seminars or international conferences	17	21.25
Can talk with friends/people who come from abroad	20	25
Can communicate with other people about the field of science	23	28.75
Others	5	6.25

Table 10: Aspects That Need To Be Learned In English Courses

Category	Very important		Urgent		Quite important		Not important	
	Sum	%	Sum	%	Sum	%	Sum	%
Fast and effective reading	44	55	33	41.25	2	2.5	1	1.25
Pronunciation	59	73.75	18	22.5	2	2.5	1	1.25
Punctuation	41	51.25	33	41.25	6	7.5	0	0
Special vocabulary according to the field of science / special vocabulary	40	50	35	43.75	5	6.25	0	0
General vocabulary	42	52.5	35	43.75	3	3.75	0	0
Write grammatically correct sentences	49	61.25	26	32.5	5	6.25	0	0
Make organized paragraphs	32	40	41	51.25	7	8.75	0	0
Take notes from lectures	34	42.5	38	47.5	8	10	0	0
Summarize the contents of the journal and so on	25	31.25	40	50	14	17.5	1	1.25
Translate / translation	48	60	31	38.75	1	1.25	0	0
Learn grammar	49	61.25	25	31.25	6	7.5	0	0
Listening to and understanding the material related to the field of science	46	57.5	29	36.25	5	6.25	0	0
Spelling	36	45	36	45	8	10	0	0
Speak fluently about the field of science	51	63.75	24	30	5	6.25	0	0
How to do a presentation properly and correctly	44	55	34	42.5	2	2.5	0	0
Speak incorrect grammar	46	57.5	25	31.25	9	11.25	0	0
TOEFL strategies and exercises	57	71.25	23	28.75	0	0	0	0

The questions in table 5.9 are to find out what students need to learn in English courses. Of all the things mentioned in this question, students mentioned that it is very important to learn, especially those related to pronunciation (73.75%), TOEFL strategies and exercises (71.25%), speak fluently about the field of science (63.75%), followed by writing sentences with correct grammar and learning grammar with the same percentage (61.75%). While the things that are considered important are making organized paragraphs (51.25%), summarizing journal contents and so on (50%), and making notes from lectures (47.5%) are the 3 highest percentages for important categories. For the unimportant category, reading fast and

effective (very important/important / quite important / not important), pronunciation, and summarizing the contents of the journal, and so on were chosen by each 1 (one) student with a percentage of 1.25% for each question.

## 5. Conclusion

Based on the results of the data analysis carried out, the needs of non-English study program students in the UMSU environment show different and varied needs, according to their respective fields of knowledge. The average ability of students is at the intermediate / lower level, and speaking and listening skills are considered skills that are needed to be learned. Their learning objectives are divided into two criteria, short-term goals and long-term goals. Short-term needs are related to current needs such as academic/educational needs, while long-term goals are related to their world of work after completing education. The concept of ESP English learning required depends on the varying needs of each existing non-English study program. Thus, the ESP concept that is designed must be tailored to these needs. In other words, which skills or aspects will be focused on in learning ESP English depends on the characteristics of each study program and the learner. These findings can be as the preliminary data for further research of ESP program.

## ACKNOWLEDGEMENTS

The researchers would humbly express gratitude and appreciation to the University of Muhammadiyah Sumatera Utara for launching an internal research program under the coordination of Research and Community Service Institute of UMSU which provided fundi for this research with contract Number: 47 /II.3-AU/UMSU-LP2M/F/2020, by which this article can be published. To the respondents who had spent time to fill the questionnaires, and to all colleagues who had given their support during this research, the researchers would also like to convey great thanks.

## References

- Adnan, S. (2012). *Needs analysis: a process to improve the learning of ESP at the college of administration-the department of Administration and Economy- university of Basra.The Arab Gulf*, 40(1-2), 1-20. <https://www.iasj.net/iasj/article/62389>.
- Afriazi, R. (2016). *Pembelajaran Bahasa Inggris di Perguruan Tinggi Menghadapi Tantangan Abad XXI*. Jurnal Ilmu Pendidikan, 7(1). <http://journal.um.ac.id/index.php/jip/article/view/592>.
- Ekayati, Rini. 2016. *Optimalisasi Edmodo Dalam Meningkatkan Kemandirian Belajar dan Kesadaran Berbahasa Mahasiswa Semester VII Pada Mata Kuliah LC Di Prodi Pendidikan Bahasa Inggris FKIP UMSU*. Laporan Penelitian Teaching Grant, LPPM UMSU. Medan: UMSU.
- Febriyanti, E. R. (2018). *Identifikasi Analisis Kebutuhan Pembelajaran Bahasa Inggris (Non Program Studi Bahasa Inggris) pada Mata Kuliah Bahasa Inggris ESP di Lingkungan FKIP Universitas Lambung Mangkurat Banjarmasin*. Banjarmasin: Vidya Karya, 32(2), 123-138.
- Hamidah, F. N., & Yanuarmawan, D. (2019). *Penerapan English For Specific Purposes Untuk Meningkatkan Pengajaran Bahasa Inggris Pada Guru Sekolah Menengah Kejuruan*. Jurnal ABDINUS: Jurnal Pengabdian Nusantara, 2(2), 236-247. <https://ojs.unpkediri.ac.id/index.php/PPM/article/view/12767>.

- Hossain, Md J. (2013). *ESP Needs Analysis for Engineering Students: a Learner Centered Approach*. Journal of Presidency University. 2(2), 16-26. <http://presidency.edu.bd/uploads/Article003.pdf>.
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge: University Press.
- Kusumaningputri, Reni. (2010). *English for Specific Purpose di Universitas Jember: Tantangan dan Solusi*. *Pengembangan Pendidikan*. 7(2), 182-189. <https://media.neliti.com/media/publications/210263-english-for-specific-purposes-diuniversi.pdf>.
- Megawati, F. (2016). *Kesulitan mahasiswa dalam mencapai pembelajaran bahasa Inggris secara efektif*. *PEDAGOGIA: Jurnal pendidikan*, 5(2), 147-156. <http://ojs.umsida.ac.id/index.php/pedagogia/article/view/246/227>.
- Robinson, P.C. (1991). *ESP Today: A Practitioner's Guide*. Englewood Cliffs, NJ: Prentice H.
- Sugiyono. (2010). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta

## ENGLISH TABOO WORDS IN SEX EDUCATION TV SERIES

**Cindy Eliza Ramadhani Lubis, Syahron Lubis, Dian Marisha Putri**

Universitas Sumatera Utara (USU), Medan, Indonesia

E-mail: cindyelizalbs@gmail.com

Received: 24 July 2020

Accepted: 02 December 2020

### Abstract

The purposes of this research are to determine the types of taboo words, the functions of taboo words, and in what context taboo words are uttered by the characters in the TV series. This study employed descriptive qualitative method. The sources of the data were 8 videos from the first season of Sex Education TV series and their transcripts. In analyzing the data, the theory of Wardhaugh (2014) was used to describe types and functions of taboo words and the theory of Fromkin (2005) to describe in what context taboo words are uttered in the TV series. The results of this research show that there are data of taboo words which are categorized into seven types; they are sex term, death, excretion, bodily function, religious matter, mother-in-law, and the left hand. The findings suggest that the characters use taboo words mostly to draw attention and to show contempt.

**Keywords:** taboo words, TV series, sex education.

### 1. Introduction

Language has always been an important source of communication and people use it in daily conversation. Language is ultimately important because it enables humans have the ability to communicate and interact with one another. Some people may prefer to use language that has a strong impact to express their mood such as when they are happy, sad, or angry. For instance, people sometimes use certain kind of words that are considered as bad language which is actually inappropriate to be used.

One of the ways to express their feelings or describe something is by saying taboo words. Taboo is a cultural or religious custom that does not allow people to do, use, or talk about a particular thing as people find it offensive or embarrassing, taboo words are words that many people consider offensive or shocking, for example, because they refer to sex, the body or people's race.

Taboo word becomes a phenomenon in today's life, it occurs in most languages because every member of society has different ways to express their mind in language. The existence of taboo words can be found from various sources such in movies, song lyrics, social media, and television shows or television series.

Taboo word is a part of informal language and exists in most of our society. The term taboo was borrowed from Tongan, a Polynesian language means forbidden. Wardhaugh (2014:229) mentions that taboo is related to the culture meanings, which are expressed in language. It means that language is used to avoid saying certain thing which is considered immoral and improper to the certain thing.

Based on the explanation above, the purposes of this study are to determine the types of taboo words and the functions of taboo words by using Wardhaugh's theory (2014),

and in what context taboo words which uttered by the characters in *Sex Education* TV series by using Fromkin's theory (2005).

## 2. Literature Review

There are some previous researches about taboo words that have been done. Three of them were adopted as a comparison to fill the gap in this study. Baruch, Prouska, Olliere-Malaterre, and Bunk (2017) talked about swearing at work. The purpose of the journal is to explore the use and misuse of swearing in the workplace. The authors interviewed 52 lawyers, medical doctors and business executives in the UK, France, and the USA. The findings of the research imply that although workplace swearing cannot be recommended, or not even tolerated, many employees have a natural need to swear, either as a stress release mechanism, to emphasize an issue or to build rapport.

Kurniawati and Harjanto (2019), in their journal talked about English taboo words which were produced by the teenagers in season 2 of *Stranger Things* TV series. Azzaro's theory was used to classify the types of taboo words and the functions of taboo words that found in the TV series *Stranger Things*. The results of the research show that in term of types of taboo words, religious swearing is the most frequently used by the teenage characters in TV series *Stranger Things* season 2, followed by scatological swearing, sexual swearing, and mental swearing. The least frequently is physical swearing. For the functions of taboo words, the researcher found that swearing is the most used rather than insulting.

In their journal, Robati and Zand (2017) investigated the types of taboo terms using Cabrera's theory and strategies applied based on Davoodi's in her translation in the novel *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie. For the type of taboo terms, sexual reference/body part are mostly used among the other types, followed by physical condition, violence, animal name, drugs, scatology/urination, filth, blasphemous, and death/killing. For the applied strategies for translating taboos, substitution is the most frequently used followed by taboo for taboo, censorship, and euphemism. Thus, the gap lies on the application of the theory in which Robati and Zand used Crabrera's theory whereas the present research makes use of Wardhaugh's theory.

## 3. Research Method

This study was conducted by using a descriptive qualitative method. By such a method the use of taboo words found in the script of *Sex Education* TV series was described. Taboo words as the data of this study will be chosen from the script and collected through note taking as the method of collecting data. Then, the data will be analyzed based on the problems of study proposed.

This study uses a British comedy-drama television series on *Sex Education*, which is an original program distributed by Netflix. The first season of the series released on Netflix was adopted as the data through the dialogues spoken by the characters in *Sex Education* TV series. The dialogues which contain many taboo words were obtained from [www.subscene.com](http://www.subscene.com). Verbal data can be found in utterances spoken by the characters from the series, while non-verbal data can be seen through facial expression, gestures, tone and physical contact between the characters.

According to Miles, et.al. (2014: 46), data collection is divided into four methods: observation, questionnaire, interview, and study of document. In this research, documentation method was used to collect the data. Steps in collecting the data are as follow:

1. Downloading the episodes of Sex Education TV series season 1. The researcher downloaded the series from [www.netflix.com](http://www.netflix.com) on January 23, 2020.
2. Downloading the transcription of the series from <https://subscene.com/subtitles/sex-education-first-season/english> on January 23, 2020.
3. Watching all episodes from the first season of Sex Education TV series and reading the full transcription text.
4. Checking the accuracy of the transcription text and the videos of the series.
5. Listing all the utterances of the characters to be analyzed later on.
6. The next step is grouping the data into types and function of taboo words.
7. The last step is analyzing them based on the theory.

## 4. Result and Discussion

### 4.1 Data Analysis

#### 4.1.1 Sex Term

Eric : I mean, can you even get hard-on?

Otis : Of course I can. I'm not *fucking* eunuch, all right?

The word *fucking* is usually used in sexual activity. The main meaning of *fuck* is "have sex". This word is considered obscene but is generally used in many informal and familiar situations, which refer to taboo word when people use it in front of public. This word is the most taboo and powerful rude in English. The word *fucking* in this script used by the speaker is to emphasize an emotion. Otis is annoyed with Eric because Eric always asks him whether he masturbated in the morning. Eric said that Otis didn't even try to masturbate and said that Otis has never got an erection. Then, Otis attracts Eric's attention with a taboo word. In this case, Otis is annoyed with Eric because Eric says that Otis can't get an erection like a eunuch. Therefore, the word *fucking* is uttered by Otis to attract Eric's attention.

1. Physical context in this conversation happens while Otis and Eric are riding their bicycles from Otis' house to school. They are talking on a very quiet street that surrounded by many trees.
2. Epistemic context as we know that epistemic refers to the background of information shared by speakers. Here is the basic knowledge that makes the situation why Otis says a taboo word to Eric. The basic assumption we can get is that Eric annoys Otis by saying that his friend has never got an erection.
3. Linguistic context here is Otis wants to make his friend understand that he is not a eunuch.
4. Social context here is informal and a bit rude, there is a friendship norm that is generally happens among friends, whether it is close friends or casual friends.

#### 4.1.2 Death

Jackson : There's somebody in this crowd who is special to me. And no, it's not you Mr. Groff. This person is pretty *damn* incredible.

The utterance *damn* in this conversation refers to taboo word, the utterance is considered to death term. The word *damn* that used by Jackson is impolite when it used in front of public. In this situation, Jackson asks all students to gather in the school canteen because he wants to ask Maeve to be his girlfriend in front of everyone. When Jackson wants to make an

announcement, he explains Maeve that she is a very incredible girl with taboo word. The word damn in this case is to draw attention.

1. Physical context of this conversation happens when Jackson is standing on a table in the school canteen accompanied by a school band and all students.
2. Epistemic context of this conversation happens when Jackson describes what he really thinks about Maeve.
3. Linguistic context of this conversation is that the utterance form used here is death term that is uttered by Jackson to draw attention.
4. Social context of this conversation is informal. This conversation refers to the social relationship as friends between the speaker and the listener.

#### 4.1.3 Excretion

Adam : Give me that Curly Wurly, or I will break your face.  
 Eric : Okay.  
 Adam : Aah! Yeah, see you tomorrow, *shit* biscuit!

The word shit refers to taboo word because it refers to human excretory. This word is impolite and rude to be used in front of public. In this case, the word shit that is uttered by Adam is insulting or cursing word, and shit is taboo to be spoken since this word in this conversation is used to show contempt to the listener. Adam thinks that Eric is someone worthless and cannot be respected.

1. Physical context of this conversation happens in the school hallway, Adam asks for money and Curly Wurly from Eric, and after he eats the Curly Wurly, he leaves Eric by saying shit.
2. Epistemic context of the conversation above is Adam comes and forces Eric to give him money and Curly Wurly.
3. Linguistic context in this conversation is that the utterance used by the speaker is to insult or curse his listener by saying shit.
4. Social context here is between friends, and still informal and harsh. However, there is a norm that is commonly holds among friends whether it is close friends or casual friends.

#### 4.1.4 Bodily Functions

Jean : [to Remi] Take that, *thunderdick*.

The utterance dick is considered as taboo word because this word is a part of private body. This word is super offensive and impolite to be spoken in front of public. In this case, Jean is angry with her ex-husband, Remi, because he wants Jean to sign all books that he sent to her house and it annoys her. Then, Jean gets an idea to write her own book to prove to her ex-husband that she also can write a book without Remi's intervention. Jean utters taboo word to provoke Remi's anger by write and produce her own book as if she wants to bet him.

1. Physical context of this monologue happens when Jean starts typing on her laptop in her office.
2. Epistemic context in this monologue happens after Remi called Jean and talking about Remi's books
3. Linguistic context in this conversation in that the utterance used here is taboo word that contains anger.
4. Social context here is informal and super rude and other indicates that it may have become vulgar.

#### 4.1.5 Religious Matter

Jean : [inhaling] [exhaling] *God*, that's strong stuff.  
Adam : It is chronic shit.

The word *God* in the conversation above refers to taboo word, because the word is a formal word that commonly used in a formal situation. In this conversation, the word *God* is not used in formal situation, but this word is used in informal situation. In this case, Jean is surprised when she smokes the cigarette which is given by Adam because it feels so strong for her. The utterance *God* used by Jean refers to an explanation of surprise, and Jean emphasizes her emotion to draw the listener's attention by using taboo word.

1. Physical context here happens when Adam visits Otis and meets his mother, Jean. Jean is smoking a cigarette which is given by Adam on the balcony of Jean's house that face the forests.
2. Epistemic context here happens because Adam gives Jean a cigarette and the cigarette feels so strong for Jean.
3. Linguistic context in this conversation happens to the speaker who wants to express her emotion to the listener by saying *God*.
4. Social context in this conversation happens between an adult and a boy in informal situation.

#### 4.1.6 Mother-in-Law

Ruby (to Maeve) : What a *slag*.  
Olivia : Look at the greasy hair. Maybe she can't afford shampoo.

The next brief description is the utterance *slag* that is spoken by Ruby means (1) a woman who has had a lot of sexual partners, (2) the word *slag* refers to derogatory a woman especially cruel and an unpleasant one. In this conversation, the researcher finds that the word *slag* that is used by Ruby is insulting word that includes swearing or cursing, and *slag* is taboo to be spoken since this word in this conversation is used to show contempt to the listener, and the speaker thinks that the listener is someone who cannot be respected. The utterance *slag* is the example of Mother-in-Law since this word means a woman who has had a lot of sexual partners. Furthermore, other evidence shows that it may have become vulgar as it shown in this context; where Ruby insults Maeve to show contempt and thinks that Maeve is someone worthless and it makes Maeve staring at her and feeling unhappy.

1. Physical context of this conversation is in front of school building, when Ruby, Olivia, Anwar, and Aimee are sitting on the bench while looking at Maeve who will enter the building.
2. Epistemic context of this conversation is when Maeve walks pass Ruby, Olivia, Anwar, and Aimee to get into the school building with her greasy pink hair.
3. Linguistic context in this conversation is that the utterance used by the speaker is to insult or offend the listener by calling *slag*.
4. Social context in this conversation is informal and rude. However, there is a norm that is commonly holds among friends whether it is close friends or casual friends.

#### 4.1.7 The Left Hand

Sarah : You any good at quizzes?  
Maeve : No.

- TV Host : The American War of Independence during the reign of which British King?  
 Sarah : Uh, Henry VIII.  
 TV Host : George III.  
 Sarah : *[showing her middle finger] Fuckin' tits!*

The action of showing a middle finger is the symbol of sexual intercourse and this action is considered taboo. This symbol is super rude and impolite behavior when it shown in front of public. In this case, Sarah is annoyed because she said the wrong answer to a TV show. She thought that her answer to the quiz is right but turns out it is wrong. Moreover, Sarah also uses the words fucking tits that are considered as taboo words. The action of showing a middle finger and saying the words fucking tits that are expressed by Sarah are to insult or to show contempt.

1. Physical context of this conversation is in the lobby of an abortion clinic where Maeve and Sarah are watching TV while waiting for their turn to enter the room of the clinic.
2. Epistemic context of this conversation happens when Sarah says the wrong answer to the quiz from a TV show.
3. Linguistic context in this conversation is that the behavior and the utterances expressed by Sarah are to insult the TV host.
4. Social context here is informal and super rude and other evidence indicates that it may have become vulgar.

Table 1: Percentage of Types of Taboo Words in Sex Education TV Series Season 1

Types of Taboo Words	Occurance	Percentage
Sex Term	64	33.3 %
Death	9	4.7 %
Excretion	32	16.7 %
Bodily Function	54	28.12 %
Religious Matter	24	12.5 %
Mother-in-Law	8	4.16 %
The Left Hand	1	0.52 %
	192	100 %

The table above shows number of taboo words used in of Sex Education TV Series season 1 and there are 192 data of taboo words found from the series script. It is concluded that the most dominant type of taboo words used in the script of Sex Education TV series season 1 was sex term where the percentage reached 33.3% with 64 data, followed by taboo of bodily function with 54 of 192 data where the percentage for about 28,12%, excretion is 32 of 192 data with the percentage for about 16,7%, religious matter is 24 of 192 data with the percentage reached 12.5%, death is 9 of 192 data with the percentage for about 4.7%, mother-in-law is 8 of 192 data with the percentage 4.16%, and the last is the left hand is 1 of 192 data with the percentage for about 0.52%.

The genre of TV series Sex Education which is chosen as the source of the data is teen comedy. This is a reason why function of taboo word "to mock authority" is not found from the script. Genre of teen comedy contains fun, silly, common events in daily life.

## 5. Conclusion

Based on the data analysis and findings presented above, there are seven types of taboo words and three functions of taboo words. There are 192 data of taboo words found in the source of data which are categorized into the seven types of taboo words, they are sex term, death, excretion, bodily function, religious matter, mother-in-law, and the left hand. The total amount of all taboo words used in Sex Education TV Series season 1 are 192 data where 64 data for sex term, 54 data for bodily function, 32 data for excretion, 24 data for religious matter, 9 data for death, 8 data for mother-in-law and 1 data for the left hand. Each category of taboo words has its own function which is based on the context why and how taboo words be expressed. Functions of taboo words are divided into these following items: to draw attention, to show contempt, and to be provocative.

## References

- Baruch, Y., Prouska, R., Ollier-Malaterre, A. and Bunk, J. (2017). *Swearing at work: the mixed outcomes of profanity*. *Journal of Managerial Psychology*. 32 (2), 149-162. <https://psycnet.apa.org/record/2017-09123-002>.
- Fromkin, Victoria. (2005). *An Introduction to Language*. Stamford: Thomson Corporation.
- Kurniawati, Theresia R. A & Hardjanto, Tofan Dwi. (2019). *Taboo Words in the TV Series Stranger Things*. *Lexicon: Journal of English Language and Literature*. 6 (1), 87-97. [https://www.researchgate.net/publication/344179911\\_Taboo\\_Words\\_in\\_the\\_TV\\_Series\\_Stranger\\_Things](https://www.researchgate.net/publication/344179911_Taboo_Words_in_the_TV_Series_Stranger_Things).
- Miles, Matthew, et al. (2014). *Qualitative Data Analysis: A Method Sourcebook*: Third Edition. London: Sage Publications.
- Robati, Fatemeh Zahra Nazari & Zand, Fatemeh. (2018). *Translation of Taboos: The Absolutely True Diary of a Part-time Indian*. *International Journal of Applied Linguistics & English Literature*. 7 (3), 35-40. <https://www.journals.aiac.org.au/index.php/IJALEL/article/view/4246>
- Wardhaugh, Ronald. (2014). *An Introduction to Sociolinguistics* (Seventh Edition). Oxford: Wiley Blackell.

## EXPLORING EFL STUDENTS' PROBLEMS IN LISTENING TO ENGLISH NEWS BROADCASTS

Zulfikar<sup>1</sup>, Cut Tarri Aulia<sup>2</sup>, Saiful Akmal<sup>3</sup>

<sup>1</sup>Sekolah Tinggi Agama Islam Negeri Mandailig Natal, Mandailing Natal, Indonesia

<sup>2,3</sup>Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia

E-mail: zulfikar@stain-madina.ac.id

Received: 21 September 2020

Accepted: 06 December 2020

### Abstract

Listening is central for language learning and for daily communication. However, in foreign language learning, students still encounter problems in understanding listening materials. This present study is aimed to reveal the students' problems in listening English news broadcasts. The subjects of this study were two classrooms at the Department of English Language Education at an acknowledged university in Banda Aceh. The samples were made of 50 students in their third semester. This study employed a quantitative analysis approach. A close-ended questionnaire was used as the instruments in collecting the data. The findings showed that the difficulties faced by the students in listening to English news broadcast were mainly caused by unfamiliar topics, unfamiliar vocabulary, different accents, fast speech rate, unintelligible pronunciation, difficulty in inference making, excessively long passages, complicated grammatical structure, as well as complex ideas.

**Keywords:** language learning, foreign language, listening materials, English news broadcasts.

### 1. Introduction

Listening has long been considered as one of the most imperative abilities for language learning since it is the most commonly used language skill in everyday life. The fact that listening plays a starring role in communication is well-reflected by the total time spent on communicating, in which "listening takes up 40-50%, speaking 25-30%, reading 11-16%, and writing about 9%" (Mendelsohn, as cited in Gilakjani & Ahmadi, 2011). Nevertheless, listening is also commonly considered as one of the most challenging skills to learn for EFL learners since extra attention and concentration are needed to comprehend speakers' utterances. Listening, as a process of converting spoken language to meaning in the mind, is a multifaceted process in which many things take place concurrently in one's brain.

One noticeable obstacle in listening comprehension is the pronunciation of the words which may depart significantly from how they are written (Bloomfield et al., 2010). Vocabulary may also pose another problem to EFL learners. In fact, the overlap between a learner's vocabulary and the vocabulary of a given utterance constitutes a key factor affecting his or her listening comprehension. According to Buck (2001), spoken language difficulty level tends to escalate as its vocabulary and grammar become far more idiomatic and less formal. Thus, when the vocabulary of the text is beyond learners' current vocabulary knowledge, they will most likely experience difficulties. Furthermore, the rate of speech is also an obstacle for EFL learners, especially those at a beginner level. Since

listeners are not able to control how fast a speaker talks, EFL learners' listening comprehension may suffer when they have to process an utterance at a high rate of speech (Saraswaty, 2018).

Teachers also play a significant role in improving learners' listening skill. Usó-Juan & Martínez-Flor (2006) reiterates that listening is such a difficult skill to explain. To cope with this difficulty, learners have to develop their listening skills and prepare themselves to be real listeners who can deal with real listening situations. Hence, teachers must provide authentic materials or real-life activities that can facilitate learners to learn the language (Akmal, 2013). Lingzhu and Yuanyuan (2010) emphasizes that using authentic materials can help learners to acquire natural language or real speech from native speakers in real life settings. There is a large variety of authentic materials to choose from for a listening class, such as interviews, dialogues, lectures, discussions, conversations or broadcasts. These materials can be easily obtained from TOEFL or IELTS books, or adopted from circulated materials such as radio programs, TV shows, and news in the media.

One of the widely available yet still rarely used learning resources in listening classroom is English news broadcast. According to Morrison (1989), English news broadcasts can function as a good learning resource for several reasons. First, they offer authentic materials intended for native speakers, but often with international topics a teacher can select and adapt to meet EFL learners' needs. Second, teachers can choose from a large variety of interesting and inspiring materials. Third, they allow learners to discuss up-to-date topics relevant to prevailing issues in their time. Fourth, they offer highly adjustable materials that teachers can exploit for many different listening activities.

This present study examines the problems faced by EFL learners in listening to English news broadcasts. It is hoped that the findings of this study can provide useful insights for English teachers in listening comprehension material development in teaching listening comprehension to EFL learners.

## 2. Literature Review

Rost (2011) describes listening as a multifaceted interpretation mechanism during which listeners align their pre-existing knowledge with the input they perceive. An adept listener is able to skillfully perform a complex process of listening which includes identifying and comprehending the sounds, the structure, the diction, and the meaning of an utterance all at once (Thomlison, as cited in Hamouda, 2013). Willis (1981) formulates a string of listening micro-skills named enabling skills, which include anticipating what the speaker will say, predicting the meaning of unfamiliar vocabulary, utilizing background knowledge, dismissing unnecessary materials, identifying lexical devices and discourse markers, comprehending prosodic features, and recognizing what is implied. Burns and Broman (1975), on the other hand, categorize listening into three types: appreciative, critical, and discriminative. On the other hand, Allen (1976) classifies listening into eight types, namely simple listening, discriminative listening, listening for information, listening for organized ideas, listening for main points, listening for varied points of view, critical listening, and creative listening.

Gilakjani and Sabouri (2016) points out some factors that may cause difficulties in listening process. They include listeners' lack of control of speakers' rate of speech, length of the passage, listeners' failure to recognize words or phrases in the passage, listener's insufficient contextual knowledge, and pronunciation of words that is quite different from what listeners might expect from the spelling. Hasan (2000) asserts that among the main problems in listening comprehension are unknown vocabulary, demanding grammar,

lengthy and unstimulating listening passage, as well as unfamiliar accents. Furthermore, Ur (2012) maintains that among the barriers to effective listening class are common misconception among learners that they need to recognize each word uttered by the speaker, the frequent stop listeners make to figure out the meaning of unfamiliar vocabulary they encounter, and their inability to discern a passage at a high speech rate.

Additionally, Teng's 2002 study (as cited in Gilakjani & Sabouri, 2016), reports that difficulties in listening comprehension are commonly triggered by at least four variables, which include listener variable, speaker variable, stimulus variable, and background variable. Similarly, Brown and Yule (2013) argues that listening is a challenging task not only owing to its already complicated nature, but also because of the characteristics of the audience, the speaker, the information and its visual aid.

Nowadays, mass media provides a myriad of diverse resources to EFL teachers to conveniently use throughout a listening course. The most readily available and widely used are the news broadcasts even though others are certainly as beneficial. According to Yamane and Yamane (2012), a news broadcast normally consists of a brief introduction of a story by the presenter and an elaboration involving, among others, interviews and people's opinions or experiences. Information in news broadcast is delivered dominantly in simple present tense and present progressive tense, with a frequent use of loose sentences and contractions. In narrating news, the anchors customarily recite prepared scripts, and the speed rate is relatively fast.

Using news broadcasts as a learning resource in EFL listening classroom offers a myriad of advantages. News broadcasts come in varied informative and actual themes (but still not excessively amusing), presented in a relatively short duration, thus allowing learners to retain their focus. Listening to news broadcasts prepare learners to listen to resources from multiple fields, with multiple tongues. In addition, exposing learners with news broadcasts means familiarizing them with some standardized tests they may have to take in the future such as TOEFL, IELTS, or EAP, whose materials are usually adapted from authentic sources (Liza et al., 2013).

Widdowson (2003) defined authentic materials as real-life learning source originally created and intended for the use by native speakers, such as newspaper articles, brochures, leaflets, songs, movie clips, and news broadcasts. To this date, podcast was also considered one of the most used alternative authentic materials by to improve students' listening skills (Yoestara & Putri, 2019). They allow learners to recount the circumstances in their own life and to recognize the application of a given language construction (Wong, et al., 1995). With proper selection and application, authentic resources can be developed into classroom activities that link learners' linguistic competence and their professional objectives (Rao, 2019). As a result, learners find authentic materials more stimulating and interesting than non-authentic materials.

### 3. Research Method

The populations of this research were students of English Language Education Department at an acknowledged university in Banda Aceh. The third-semester (second-year) students were chosen for this study as the sample by using purposive sampling (Creswell & Poth, 2013). Palinkas et al. (2015) argue that purposive sampling can also be used in quantitative and mixed method research implementation, although the nature of this sampling technique is mostly used in probability approach in qualitative research. These 50 EFL learners were recruited from 201 students of English Language Education Department

since they had completed Listening 1 and Listening 2 and are currently participating in Listening 3 (25% of total population).

In collecting the data, this study used a questionnaire as the instrument (Dörnyei & Taguchi, 2010) since the number of the participants is relatively large. Before being distributed to the participants, the questionnaire's format, organization, clarity, and word choice had been evaluated by a panel of four teachers who have had years of experience providing listening instruction in the university where the current study was carried out. The questionnaire was later revised by taking the experts' views. The revision included item modification, addition, and deletion.

The questionnaire, consisting of 23 close-ended items, was distributed to the learners after they have completed three listening comprehension sessions using English news broadcasts as materials. The survey asked for the learners' feedback on the following: overall satisfaction with their listening course; overall satisfaction with the listening comprehension materials; overall experience and satisfaction with English news broadcasts as listening materials; difficulties and strategies in listening to English news broadcasts. After obtaining the data, the results were subsequently calculated by employing Walizer & Wienir's (1978) statistical formula:

$$P = \frac{f}{N} \times 100\%$$

where:

**P** = the percentage of the responses that belong in a given category

**f** = the frequency; the number of responses that fall into the category

**N** = the total number of respondents; size of the sample

## 4. Results and Discussion

### 4.1 Results

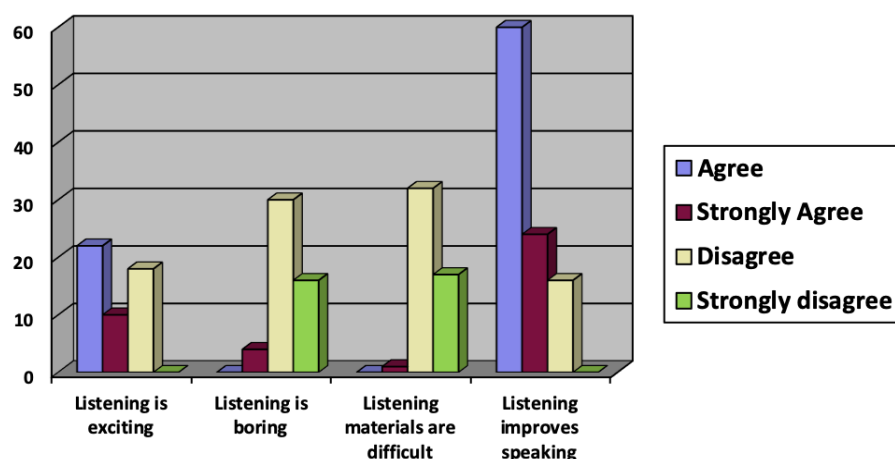


Figure 1. Students' attitude toward listening comprehension

Figure 1 shows that the majority of the learners (64%) agrees that listening comprehension is an exciting course; only 36% of them perceive listening as uninteresting. Similarly, only a handful of learners (8%) agrees that listening is boring, while an overwhelming majority of them (92%) disagree that their listening instruction is boring. Also, almost all of the learners (98%) do not perceive the listening comprehension materials they

are exposed to as difficult to understand; only 2 % think that listening materials are not easy to understand. In addition, an overwhelming majority of the learners (84%) believe that their speaking skill can benefit from listening exercises.

Table 1: Students' frequency of listening to English news broadcasts

Options	Frequency	Percentage
Always	0	0%
Often	10	20%
Sometimes	40	80%
Never	0	0

As shown in Table 1, the majority of the learners (80%) revealed that listening to English news broadcast is not something they do regularly. Only 20% of them describe that they often expose themselves with English news broadcasts. This finding suggests that English news broadcast is not the type of learning resources they are accustomed with.

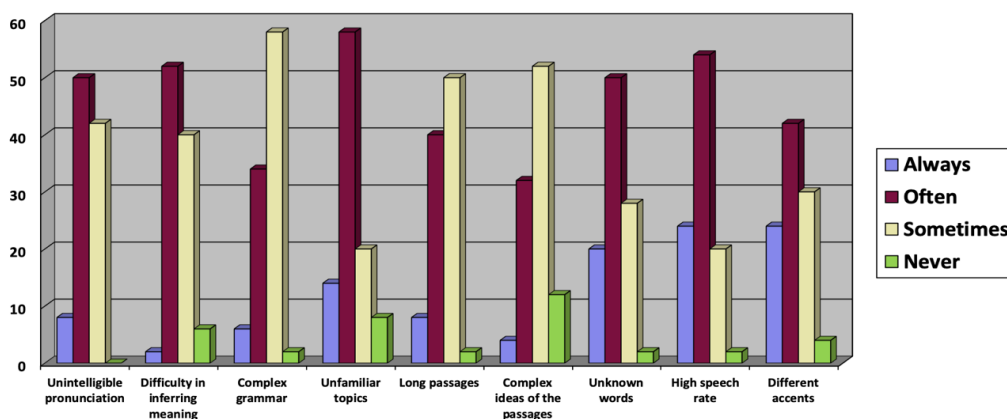


Figure 3. Learners' difficulties in listening to English news broadcasts

The results also pointed out the type of difficulties the learners encounter when listening to English news podcast in their listening comprehension course (see Figure 3). Speakers' high speech rate (24% always and 54% often) and unfamiliar topics (14 % always and 58% often) top the list, followed in order of frequency by unknown vocabulary (20% always and 50% often), unfamiliar accents (24% always and 42% often), unintelligible pronunciation (8% always and 50% often), difficulty in inference making (2% always and 52% often), excessively long passages (8% always and 40% often), complicated grammatical structure (6% always and 34% often), and complex ideas of the passage (4% always and 32% often).

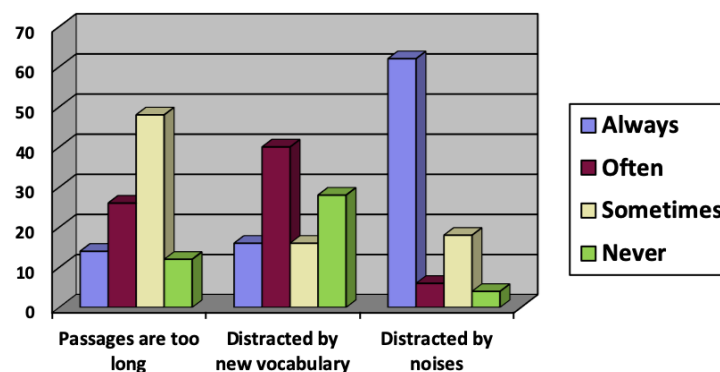


Figure 4. Why learners lose concentration when listening to English news broadcasts

The learners also indicated three factors affecting their concentration when completing a listening task involving English news broadcasts (See Figure 4). First, many of them (62% always, 6% often, 18% sometimes) have trouble concentrating because of the distractions of the background noises in English news broadcast which interferes with the broadcaster's voice. These distractions include the sounds of heavy machineries operating, other people talking, or airplane passing in the sky. Second, the learners (14% always, 26% often, 48% sometimes) find it difficult to retain focus when listening to long passages. Third, a considerable number of learners (16% always, 40% often, 16% sometimes) lose their concentration when they encounter new words which draw their attention and stop them from listening to the next parts of the passage.

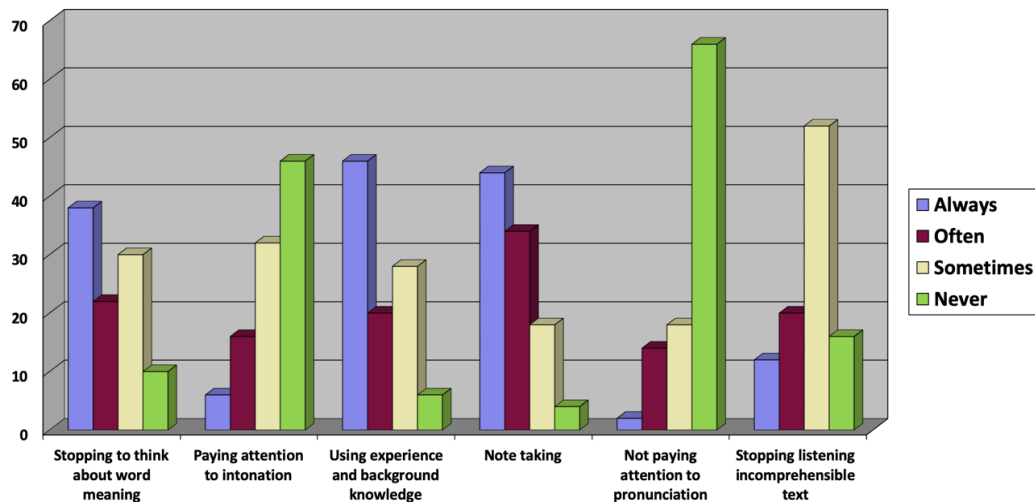


Figure 5. Learners' strategies when listening to English news broadcasts

Figure 5 shows the learners' strategies when dealing with a listening task involving English news broadcasts. They include note-taking (78%), stopping or pausing to think of meaning of the new of new words (60%), paying attention to speakers' intonation (22%). Interestingly, several learners reported that speakers' pronunciation in a news broadcast is not the focus of their attention (16%), while more than half of the learners stop listening to incomprehensible passage altogether (32%).

## 4.2 Discussion

In listening to English news broadcast, the learners suggested that their shortage of vocabulary and their difficulty in inferring meaning of unknown words are among the obstacles to comprehending English news broadcast. This finding highlights the relative importance of learners' knowledge of vocabulary in understanding a listening material. Shortage of vocabulary constitutes one of the major reasons for learners' downfall in a listening task (Musa & Fojkar, 2019; Namaziandost et al., 2019), which can interfere with their comprehension especially when they discontinue listening to know what a word means, as 60% of the learners in this research admit to doing. This also occurs when learners hear a word they do not fully remember and they allow themselves to get left behind scrambling to figure out what the word means. Unfortunately, by the time they remember, they realize that they have totally missed some essential information or even the sense of what the speaker was saying. It is evident in this study that the majority of the learners listened with the goal of grasping each word and detail, and as a result, they become easily interrupted every time an unfamiliar word or phrase occurs. Learners are

unable to keep their pace with the speakers in such authentic material as news broadcasts because of their tendency to apply this word-by-word processing in listening, repeatedly bringing their listening to a halt in order to decipher unknown words and ignoring what is coming ahead (Chen, 2013).

Gilakjani and Ahmadi (2011) reiterate that listeners do not have to understand every word in a task. They have to train themselves to ignore less important words and learn to think ahead since, as stipulated by Hamouda (2013), it is both pointless and hardly doable. Teachers can also carefully select a simple news broadcast with familiar words which they know learners can do for the sake of nurturing learners' confidence and stimulating their enthusiasm (Bingol, et al., 2014). Furthermore, if learners are to be exposed with authentic use of language as listening materials, in addition to consistently working on building their vocabulary, it is necessary that they also be drilled regularly in colloquialism and discourse markers in order to develop their skill in inference making (Ebrahimi, 2017). This finding also emphasizes the importance of pre-teaching vocabulary new vocabulary before listening to a news broadcasts or other authentic learning resources since earlier studies have shown learners' better performance and increase in confidence with vocabulary preparation (Emami & Lashkarian, 2014; Farrokhi & Modarres, 2012; Gilakjani & Ahmadi, 2011). Moreover, Liang (2015) emphasized that learners themselves should also make an effort to indulge in authentic communications or interaction which contains a variety of colloquial language so that they are aware native English speakers normally speak with rhythm and intonation woven together by means of words pronounced together in the speech flow.

Nonetheless, knowledge of vocabulary means learners not only recognize a vast number of words and their spelling, but also demonstrate their understanding of the pronunciation of the words. 58% of the learners in this study claimed that their problems in listening comprehension is partly due to their inability interpret the utterances of native speakers. According to Underwood (1989), learners often miss out on words when listening due to their relative weakness in recognizing a continuous sequence of sounds forming utterances or connected discourse. In this case, they may actually know almost all the words, or have encountered them at some point in their reading or writing activities, but they are just unable to recognize them in the flow of speech. This indicates that their inability to deal with authentic language often characterized by frequent use of connected speech prevents learners' comprehension. It certainly takes time and confidence for EFL learners, even at a higher level, to familiarize themselves with connected speech. However, studies have shown that teacher could provide significant support by simply calling their attention to the continuous sequence of spoken language found in the classroom materials (Kelly, 2006; Kennedy & Blanchet, 2014; Lee, 2013).

Being unfamiliar with the topics is also reported as a barrier in comprehending a news broadcast by 72% of the learners. Familiarity with an assigned topic certainly affects comprehension. Learners who are able to activate their background knowledge prior to listening can certainly make more sense of a passage. On the other hand, those who possess little to no access to their background knowledge of a topic will experience difficulty in inferring meaning. Samian and Dastjerdi (2012) state that when exposed to new information, learners should be given an opportunity to use their existing knowledge because it is such a formidable tool to infer meaning of a given passage. Similarly, Mahdavy (2011) finds that using a topic which learners find familiar increases the chance of acquisition. This is in consistent with previous studies which reported that recognized topics allow learners to use the language much more conveniently (Gilakjani & Ahmadi, 2011;

Kazemi & Zarei, 2015; Walker, 2014). This strongly implies the need for teachers to stimulate learners' prior knowledge especially in a pre-listening phase.

Like any other authentic materials, the use of English news broadcasts in language teaching provides a myriad of advantages. However, some distinguishing characteristics of English news broadcast may stand in learners' way of comprehending a given passage completely. In an EFL classroom, teachers usually speak clearly with standard intelligible English when conveying their ideas to EFL learners. As a result, EFL learners are often found dumbfounded when conversing with a native speaker or listening to such authentic materials as news broadcasts. Most EFL learners are familiar only with resources which are especially-designed for classroom use (Fujita, 2017), whereas in fact, audio or video recordings from ESL or EFL textbooks usually showcase English spoken at a rate that has been modified to be easily understandable by EFL learners. In contrast, English news broadcasts also contain some other features which have been deliberately discarded from the recordings in a conversation textbook, but which one commonly has to deal with in real-life communication. Speakers' speaking at a high rate of speech, or using unfamiliar accents, with noises from vehicles passing by or bystanders chattering in the background are examples of these indispensable features. Hence, rapid speech rate, the use of different accents, and distracting background noises are among common stumbling blocks in listening to an English news broadcast, as reported by consecutively 78%, 68%, and 48% of the learners in this study.

In the case of high speech rate, Underwood (1989) maintained that listening to a narrator speaking at a high speed requires an arduous effort especially when the listeners have no control the speed. This explains why English news broadcasts are not so popular among the teachers since they believe that this type of listening material is still beyond some of their EFL learners' comprehensible input even though they are already at a high level of proficiency. Among EFL learners themselves, there is always a preference for slow-rate materials even if their listening skill is already able to operate at a faster rate. In this case, they should be encouraged and pushed to a higher rate. The finding of this study, thus, suggests that the use of authentic listening materials such as news broadcast should not be at the expense of textbook materials. Learners at a lower level of proficiency tend to show their preference for materials from ESL or EFL coursebook, while those at a higher level of proficiency may benefit greatly from the use of authentic materials. This indicated the need for teacher to accommodate both levels of learners in his or her classroom by alternating the use of both types of resources. When used this way, authentic materials and textbook materials serve well to complete and supplement each other. As stated by Hayati (2010), materials with slow speech rate can function to clear the path to comprehending authentic language for the lower proficiency learners trying to find their way up to a higher level, while authentic materials can be used to assist the more competent learners to acquiring native-like speech rate.

As is revealed by the finding of this study, the inclusion of a variety of British, American, Australian, Indian or French accents also make English news broadcast so challenging. According to Hamouda (2013), teachers need to familiarize learners with different mainstream native-speaker accents. Teachers need to leave their comfort zone of teaching either British or American English and start introducing other varieties of English such as Canadian English, Australian English, New Zealand English, or even Indian English. Teacher can surely avoid teaching delicate regional accents in deep, but learners should be made aware of the fact that English has an array of dialects and accents that make it such a rich

language to learn. Teacher can also avoid using news broadcast or other authentic materials with problematic accents altogether unless learners' goal is to get an employment in a transnational company. Otherwise, learners can be spared additional challenge and stick to studying mainstream varieties of English exclusively.

Similarly, noise is also a factor affecting learners' comprehension of a news broadcast. As an external listening barrier, noises interfere with communication and create barriers between the speaker and listener (West & Turner, 2010). Yang, et al. (2017) reports that manmade noises, industrial noises, as well as noises coming from the crowd occurring in a listening material, can potentially cause distractions to EFL learners. Even for native speakers, listening to authentic materials with noisy background is an uphill task requiring extra effort. For EFL learners, this effort is doubled. This is further reiterated by with Hodoshima et al. (as cited in Fujita, 2017), who found that EFL learners' listening comprehension declines with the presence of background noises. As for pedagogical implication, this finding suggests that teachers should use English news broadcasts in listening instruction only after learners have acquired sufficient level of listening ability to perceive the materials with noisy settings. Also, as far as the learners are concerned, regular exposure to such authentic materials as news broadcasts in addition to coursebook resources is necessary to get accustomed with the noise distractions in the background.

Passage length has also long been cited as a factor affecting EFL listeners' comprehension (Becker, 2016; Ilhan, 2018; Rost, 2011; Tsagari & Banerjee, 2016; Zhafarghandi et al., 2014), and Hamouda (2012) assert that unnecessarily long listening passages can potentially make learners wearied and eventually lose their focus. Bloomfield et al. (2010) found that long passages overloaded with information may cause learners' working memory to overwork, thus preventing comprehension. Incomprehensible information, subsequently, often draws their attention away, and as a result, they will miss out on the remaining passage. Even when they can refrain themselves from being fixated, they will most probably find difficulties understanding subsequent information which requires comprehending prior materials. Among the methods a teacher can implement in helping listeners to overcome the challenge of a long passage containing a vast amount of information is to let them take notes or replaying it multiple times. In addition, teacher can allow more processing time for EFL learners to internalize the input by implementing frequent and prolonged pauses during a listening task involving authentic materials (Mohamadi, 2013).

## 5. Conclusion

Listening is an ability to recognize and comprehend what a speaker says to acquire some information or messages. In teaching listening comprehension, English news broadcast is among the most easily found authentic materials that can improve both learners' general skills and their confidence in a day-to-day situation. Since they are rich in content, news broadcasts not only augment learners' linguistic and communicative competence, but also broaden their horizon. When properly used in listening classroom, they can effectively engage learners' interest and motivation.

Some difficulties that learners encounter in listening to English news broadcasts are generally brought about by the speakers, the listeners themselves, the content and the physical setting. Problems associated with the speakers include the high speech rate, the use of non-mainstream accents. The barriers related to listeners are shown when listeners stop listening when encountering new words or lose their concentration while listening.

Difficulties linked with contents are, among others, unfamiliar topics and unknown words scattered across the passage.

Nevertheless, a teacher using English news shows should carefully select familiar and interesting topics that are actually relevant to learners' needs. The teacher should also make available news broadcasts with familiar mainstream accents and vocabulary within learners' level.

## ACKNOWLEDGEMENTS

The completion of this study could not have been possible without the tremendous support and assistance of the Dean of the Department of English Language Teaching, Ar-Raniry State Islamic University Banda Aceh. The authors also wish to express their sincere gratitude to the head of the Department of English Language Teaching, who provided them an opportunity to conduct the research work in the department.

The authors sincerely thank all the lecturers of the Department of English Language Teaching for their guidance and encouragement in carrying out the study. We also wish to express our gratitude to the officials and other staff members of Ar-Raniry State Islamic University Banda Aceh who rendered their help during the period of the research work.

Last but not the least, the authors thank Dr. Paola Gemme and Dr. Regina St. John from Arkansas Tech University, Russellville, Arkansas, for their insightful comments and enlightening hard questions on this research.

## References

- Akmal, S. (2013). *A comparative analysis of task-based language teaching (TBLT) criteria in course books for upper intermediate English students*. Jurnal Ilmiah Didaktika, 13(2), 351–372. <https://doi.org/10.22373/jid.v13i2.483>
- Allen, R. Van. (1976). *Language Experiences in Communication*. Houghton: Houghton Mifflin School.
- Becker, A. (2016). *L2 Students' Performance on Listening Comprehension Items Targeting Local and Global Information*. Journal of English for Academic Purposes, 24, 1–13. <https://doi.org/10.1016/j.jeap.2016.07.004>
- Bingol, M. A., Mart, C. T., Celik, B., & Yildiz, N. (2014). *Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class*. Journal of Educational and Instructional Studies in the World, 4(4), 25–30. [www.ijonte.org](http://www.ijonte.org)
- Bloomfield, A., Wayland, S. C., Rhoades, E., Blodgett, A., Linck, J., & Ross, S. (2010). *What Makes Listening Difficult? Factors Affecting Second Language Listening Comprehension*. Journal of English Language Teaching, 9(6), 1–91. <https://doi.org/10.21236/ADA550176>
- Brown, G., & Yule, G. (2013). *Discourse Analysis*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511805226>
- Buck, G. (2001). *Assessing Listening*. Cambridge University Press.
- Burns, P. C., & Broman, B. L. (1975). *The Language Arts in Childhood Education*. Houghton: Third Edition. Houghton Mifflin Company.
- Chen, A. hua. (2013). *EFL listeners' Strategy Development and Listening Problems: A Process-Based Study*. Journal of Asia TEFL, 10(3), 81–101.
- Creswell, J. W., & Poth, C. N. (2013). *Qualitative Inquiry and Research Design*. SAGE Publications, Inc.
- Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in Second Language Research: Construction,*

- Administration, and Processing: Second edition.* Routledge Taylor & Francis Group.  
<https://doi.org/10.4324/9780203864739>
- Ebrahimi, Y. (2017). *Discourse Analysis and the Development of English Listening Comprehension for Non-English Fields of Studies in Iran.* Journal of Applied Linguistics and Language Research, 4(1), 166–177. <http://www.jallr.com/index.php/JALLR/article/view/505>.
- Emami, R., & Lashkarian, A. (2014). *The Effect of Pre-Reading Activity on the Listening Comprehension of Intermediate EFL Learners.* International Journal of Education and Research, 2(8), 111–122. <https://www.ijern.com/journal/2014/August-2014/12.pdf>.
- Farrokhi, F., & Modarres, V. (2012). *The Effects of two Pre-Task Activities on Improvement of Iranian EFL Learners' Listening Comprehension.* Theory and Practice in Language Studies, 2(1), 144–150. <https://doi.org/10.4304/tpls.2.1.144-150>
- Fujita, R. (2017). *Effects of Speech Rate and Background Noise on EFL Learners' Listening Comprehension of Different Types Of Materials.* Journal of Asia TEFL, 14(4), 638–653. <https://doi.org/10.18823/asiatefl.2017.14.4.4.638>
- Gilakjani, Abbas Pourhosein, & Sabouri, N. B. (2016). *Learners' Listening Comprehension Difficulties in English Language Learning: A literature Review.* English Language Teaching, 9(6), 123. <https://doi.org/10.5539/elt.v9n6p123>
- Gilakjani, Abbas Pourhossein, & Ahmadi, M. R. (2011a). *A study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement.* Journal of Language Teaching and Research, 2(5). <https://doi.org/10.4304/jltr.2.5.977-988>
- Gilakjani, Abbas Pourhossein, & Ahmadi, M. R. (2011b). *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement.* Journal of Language Teaching and Research, 2(5). <https://doi.org/10.4304/jltr.2.5.977-988>
- Hamouda, A. (2012). *Listening Comprehension Problems - Voices from the Classroom.* Language in India, 12(8). <http://www.languageinindia.com/aug2012/v12i8aug2012.pdf>.
- Hamouda, A. (2013). *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EFL Listening Classroom.* International Journal of Academic Research in Progressive Education and Development, 2(2), 113–155. <https://www.semanticscholar.org/paper/An-Investigation-of-Listening-Comprehension-by-in-Hamouda/b811984d6e30068a62a970b1f75b2e701e0b159e>.
- Hasan, A. S. (2000). *Learners' Perceptions of Listening Comprehension Problems.* Language, Culture and Curriculum, 13(2), 137–153. <https://doi.org/10.1080/07908310008666595>
- Hayati, A. (2010). *The Effect of Speech Rate on Listening Comprehension of EFL Learners.* Creative Education, 01(02), 107–114. <https://doi.org/10.4236/ce.2010.12016>
- Ilhan, B. (2018). *Length in Listening Texts as a Single Determiner of Difficulty for Comprehension.* Journal of Language and Linguistic Studies, 14(3), 336–346. [www.jlls.org](http://www.jlls.org)
- Kazemi, S. A., & Zarei, L. (2015). *The Efficacy of Topic Familiarity on Oral Presentation: Extensive Speaking Assessment Task of Iranian EFL Learners in TBLT.* International Journal of Applied Linguistics and English Literature, 4(3), 93–97. <https://doi.org/10.7575/aiac.ijalel.v.4n.3p.93>
- Kelly, G. (2006). *How to Teach Pronunciation.* New York: Pearson Education.

- Kennedy, S., & Blanchet, J. (2014). *Language Awareness and Perception of Connected Speech in a Second Language*. *Language Awareness*, 23(1–2), 92–106. <https://doi.org/10.1080/09658416.2013.863904>
- Lee, S. (2013). *Korean University Students' Listening Comprehension and Learning Effects of Connected Speech Processes in English*. *Korean Journal of Applied Linguistics*, 29(3), 133. <https://doi.org/10.17154/kjal.2013.09.29.3.133>
- Liang, D. (2015). *Chinese Learners' Pronunciation Problems and Listening Difficulties in English Connected Speech*. *Asian Social Science*, 11(16), 98–106. <https://doi.org/10.5539/ass.v11n16p98>
- Lingzhu, J., & Yuanyuan, Z. (2010). *The Use of Authentic Materials in Teaching EFL Listening*. *Humanising Language Teaching Magazine for Teachers and Teacher Trainers*, 12(4), 23–29. <http://ejournal.unp.ac.id/index.php/isla/article/view/101275>
- Liza, K., Adnan, A., & Ardi, H. (2013). *English Department of UNP Students' Ability in Listening to English News*. *Journal of English Language Teaching*, 2(1), 152–159. <https://doi.org/10.24036/JELT.V2I1.2601>
- Mahdavy, B. (2011). *The Role of Topic Familiarity and Rhetorical Organization of Texts in L2 Incidental Vocabulary Acquisition*. *Procedia - Social and Behavioral Sciences*, 29, 208–217. <https://doi.org/10.1016/j.sbspro.2011.11.226>
- Mohamadi, Z. (2013). *Determining the Difficulty Level of Listening Tasks*. *Theory and Practice in Language Studies*, 3(6), 987–994. <https://doi.org/10.4304/tpls.3.6.987-994>
- Morrison, B. (1989). *Using News Broadcasts for Authentic Listening Comprehension*. *ELT Journal*, 43(1), 14–18. <https://academic.oup.com/eltj/article-abstract/43/1/14/376267?redirectedFrom=PDF>
- Musa, N. N., & Fojkar, M. D. (2019). *Correlation Between Students' English Listening Skills, Vocabulary Skills and Out-Of-School Listening Exposure*. *New Educational Review*, 55(1), 42–53. <https://doi.org/10.15804/tner.2019.55.1.03>
- Namaziandost, E., Neisi, L., Mahdavidar, F., & Nasri, M. (2019). *The Relationship between Listening Comprehension Problems and Strategy Usage among Advance EFL Learners*. *Cogent Psychology*, 6(1). <https://doi.org/10.1080/23311908.2019.1691338>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). *Purposeful Sampling for Qualitative Data Collection and Analysis in mixed Method Implementation Research*. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Rao, P. S. (2019). *The Effective Use of Authentic Materials in the English Language Classrooms*. *Shanlax International Journal of Arts, Science and Humanities*, 7(1), 1–8. <https://doi.org/10.34293/sijash.v7i1.556>
- Rost, M. (2011). *Teaching and Researching Listening*. New York: Pearson Education Limited.
- Samian, S. H., & Dastjerdi, H. V. (2012). *The Relationship between Prior Knowledge and EFL Learners' Listening Comprehension: Cultural Knowledge in Focus*. *Mediterranean Journal of Social Sciences*, 3(1), 361–370. <https://doi.org/10.5901/mjss.2012.03.01.361>
- Saraswaty, D. R. (2018). *Learners' Difficulties & Strategies in Listening Comprehension*. *English Community Journal*, 2(1), 139. <https://doi.org/10.32502/ecj.v2i1.1003>
- Tsagari, D., & Banerjee, J. (2016). *Handbook of Second Language Assessment*. De Gruyter. <https://doi.org/10.1515/9781614513827>
- Underwood, M. (1989). *Teaching Listening*. New York: Pearson Education Limited.

- Ur, P. (2012). *A Course in English Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Usó-Juan, E., & Martínez-Flor, A. (2006). *Current Trends in the Development and Teaching of the four Language Skills* (Vol. 29). Mouton de Gruyter. <https://doi.org/10.1515/9783110197778>
- Walizer, M. H., & Wienir, P. L. (1978). *Research Methods and Analysis : searching for relationships*. ew York: Harper and Row.
- Walker, N. (2014). *Listening: the most Difficult Skill to Teach*. *Encuentro*, 23, 167–175. <https://core.ac.uk/download/pdf/58911108.pdf>.
- West, R., & Turner, L. (2010). *Understanding Interpersonal Communication: Making Choices in Changing Times* (2nd ed.). New York: Cengage Learning, Inc.
- Widdowson, H. G. (2003). *Defining Issues in English Language Teaching*. Oxford: Oxford University Press.
- Willis, J. (1981). *Teaching English Through English: A Course in Classroom Language and Techniques (Handbooks for Language Teachers)*. London: Longman.
- Wong, V., Kwok, P., & Choi, N. (1995). *The Use of Authentic Materials at Tertiary Level*. *ELT Journal*, 49(4), 318–322. <https://doi.org/10.1093/elt/49.4.318>
- Yamane, S., & Yamane, K. (2012). *ABC World News 14*. Kinseido. [https://www.kansai-u.ac.jp/fl/publication/pdf\\_department/11/07yamane.pdf](https://www.kansai-u.ac.jp/fl/publication/pdf_department/11/07yamane.pdf).
- Yang, X., Jiang, M., & Zhao, Y. (2017). *Effects of Noise on English Listening Comprehension among Chinese College Students with Different Learning Styles*. *Frontiers in Psychology*, 8(10). <https://doi.org/10.3389/fpsyg.2017.01764>
- Yoestara, M., & Putri, Z. (2019). *PODCAST: An Alternative Way to Improve EFL Students' Listening and Speaking Performance*. *Englisia Journal*, 6(1), 15. <https://doi.org/10.22373/ej.v6i1.3805>
- Zhafarghandi, A. M., Barekat, B., & Homaei, S. (2014). *Advances in Language and Literary Studies: A Survey of Iranian EFL Teachers' and Learners' Perceptions toward Authentic Listening Materials at University Level*. *Advances in Language and Literary Studies*, 5(4), 184–197. <https://doi.org/10.7575/aiac.all.v.5n.4p.184>

## INTRALINGUAL TRANSLATION: A SIMPLIFIED VERSION OF THE ORIGINAL NOVEL *DAVID COPPERFIELD*

**Fani Hafizah, Syahron Lubis, Muhizar Muchtar**

Universitas Sumatera Utara, Medan, Indonesia

E-mail: fanihafizah18@gmail.com

Received: 08 August 2020;

Accepted: 27 November 2020

### Abstract

The objectives of this project are to describe the intralingual translation techniques used in translating the original novel *David Copperfield* into a simplified version and to find out the reasons why the translator made a simplified version of the original novel *David Copperfield* written by Charles Dickens. This study used the descriptive qualitative method. The data were collected by reading the novel, comparing the original and simplified texts of *David Copperfield*, identifying, classifying, counting, and concluding the results. The theory of Jakobson was used to analyze the data related to intralingual translation techniques. The results of the study showed that from the total data (20 texts from the original novel *David Copperfield* and 20 texts from the simplified version), the paraphrasing technique was used 6 times and the summarizing technique was used 14 times. Besides, the most dominant intralingual translation technique used by the translator is the summarizing technique. The reasons why the translator used paraphrasing and summarizing techniques in making the intralingual translation of the original novel into a simplified version were also found. Firstly, the original novel consists of 750 pages, which are easier to read by making the summary of the novel into 238 pages using the summarizing technique. Secondly, the original novel consists of many difficult words, which can hinder the comprehension of the reader whereas in the simplified version the novel was paraphrased by using the paraphrasing technique.

**Keywords:** intralingual translation, summarizing, paraphrasing.

### 1. Introduction

Translation is a process where a translator translates material from the source language to the target language. In translating a text, a translator has to find the equivalent meaning to the context and culture (Hatim, 2004). Newmark (as cited in Machali, 1998) defines translation as a craft consisting of attempts to replace a written message and statement in one language with that same message and statement in another language.

Jakobson (1959) in his article breaks down the theory of translation into three areas, namely the intralingual translation, which refers to rewording or paraphrasing, summarizing, and ending or commenting within a language; the interlingual translation, which covers the same process as previous, but from one language into another ("translation proper"); and the intersemiotic translation or transfer of signs from one language to non-verbal sign system ("transmutation"). He further uses the expression "intralingual transposition" in his discussion of poetry and the linguistic aspects of translating poetry.

Based on the aforementioned definition of intralingual translation, the researchers are interested to analyze the paraphrasing and summarizing techniques in doing the intralingual translation by using Jakobson's theory. *David Copperfield* is a novel written by Charles Dickens in 1850. The classic version of *David Copperfield* has a difficult structure to understand. For this reason, the original novel and the simplified version of *David Copperfield* were compared to find out the techniques used in doing the intralingual translation.

## 2. Literature Review

Translation has an important role in language (Catford, 1965). Nida and Taber (1969) state that translating consists of reproducing the receptor language with the closest natural equivalent of the source language message, firstly in terms of meaning and secondly in terms of style. Both definitions above imply that translation involves two languages, the source language (SL) and the target or receptor language (TL or RL). Therefore, an act of translating is an act of reproducing the meaning from the SL text to the TL text (Baker, 1992).

The area of paraphrasing and summarizing was also specified by Jakobson (1959) as follows.

- 1) Paraphrasing is a restatement of the meaning of a text or passage using other words. A paraphrase usually gives an explanation or clarification of the text that is paraphrased. It can be a useful technique for readers as well as it helps them easily understand the meaning of a certain phrase.

For example:

*Giraffes like Acacia leaves and hay, and they can consume 75 pounds of food a day.*  
(Original Text)

*A giraffe can eat up to 75 pounds of acacia leave and hay daily.* (Paraphrasing Text)

- 2) Summarizing is reducing the text to one-third or one-quarter its original size by clearly articulating the author's meaning and retaining main ideas. The purpose of summarizing is to briefly present the key points of a theory or work to provide context for your argument/thesis.

For example:

*"The Northern Lights"*

*There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time, the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times people were afraid of the lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.* (Original Text)

*The Northern Lights, also known as the Aurora Borealis, are bands of color in the night sky. Ancient people thought that these lights were dragons on fire and even modern scientists are not sure what they are.* (Summarizing Text)

### 3. Research Method

This research employed the qualitative descriptive method. A case study to describe the translation techniques used in doing the intralingual translation of the original novel *David Copperfield* was analyzed using Jakobson's theory. In this research, the data were collected in the form of texts from the original novel *David Copperfield* written by Charles Dickens and the simplified version written by Malvina G. Vogel. The original novel consists of 750 pages while the simplified version consists of 238 pages. The steps in analyzing the data were 1) reading the novel, both the original and simplified versions to identify the equivalence; 2) comparing both versions to analyze the techniques used in making the intralingual translation; 3) finding out the suitable translation techniques after analyzing the target texts by using some aspects, namely total words, word changes, synonyms, and deletions; and 4) writing down the table to classify the collected data and give explanations.

### 4. Results and Discussion

Table 1: Intralingual Translation Technique Classification

No.	Technique	Frequency
1	Paraphrasing	6
2	Summarizing	14
Total Data		20

After collecting 20 texts from both original and simplified versions of *David Copperfield*, the analysis of the intralingual translation techniques was done by identifying some aspects as indicators. It was found that the most dominant technique used in the intralingual translation of the original novel *David Copperfield* written by Charles Dickens is the summarizing technique. The technique was used 14 times as seen from the data above.

#### 4.1 Paraphrasing Technique

Paraphrasing usually aims at preserving the essential meaning of the material that is being translated and paraphrased. It means that the reinterpretation of a source that gives a different meaning to the original statement goes into the category of original research and not paraphrase. Paraphrasing can be considered a translation technique. It is proved that it is a useful tool for translators and writers and it helps improve the quality of the text.

Table 2: Analysis of Paraphrasing Technique

No.	Page/ Total Words	Source Text	Target Text	Translation Technique	Aspect		
					Word Change	Synonym	Deletion
1	1,7/ 32,24	I was born (as I have been informed and believe) on Friday, at twelve	I was born on Friday at twelve o'clock at night. The clock began to strike and	Paraphrasing	-	simultaneously > at the same time	I was born <del>(as I have been informed and believe)</del> on Friday, at twelve

		o'clock at night. It was remarked that the clock began to strike, and I began to cry, simultaneously.	I began to cry at the same time				o'clock at night. It was remarked that the clock began to strike, and I began to cry simultaneously.
--	--	---	---------------------------------	--	--	--	--

Table 2 shows that the translator used the paraphrasing technique to simplify the original text (source text) into the target text. Two aspects supported the paraphrasing technique, namely the synonym and deletion. The translator put the synonym of the word "simultaneously" into "at the same time" from the original into the simplified one. The second aspect, the translator also deleted the sentence within the brackets to make it easier to understand.

#### 4.2 Summarizing Technique

The purpose of summarizing is to present the key points of a theory or work to provide context for your argument. Summarizing is useful in many types of writing and at different points in the writing process. Summarizing is used to support an argument, provide context for a paper's thesis, write literature reviews, and annotate a bibliography.

Table 3: Analysis of Summarizing Technique

No.	Page/ Total Words	Source Text	Target Text	Translation Technique	Aspect		
					Word Change	Synonym	Deletion
1	7,1/ 53, 25	My mother, I say, was sitting by the fire, that bright, windy March afternoon, very timid and sad, and very doubtful of ever coming alive out of the trial that was before her, when, lifting her eyes as she dried them	Earlier that afternoon my mother had been sitting by the fire feeling timid and sad and she saw a strange lady coming up the garden path.	Summarizing	windy March afternoon > earlier that afternoon  was sitting > had been sitting	-	My mother, I say, was sitting by the fire, that bright, windy March afternoon, very timid and sad, <del>and very doubtful of ever coming alive out of the trial that was before her, when, lifting her eyes as she</del>

		to the window opposite, she saw a strange lady coming up the garden.					<del>dried them</del> <del>to the</del> <del>window</del> <del>opposite,</del> she saw a strange lady coming up the garden.
--	--	--	--	--	--	--	---

From Table 3, it was shown that the translator used the summarizing technique because many deletions happened in the simplified version to simplify the main idea of the original text. The translator summarized the original text from 54 words to 26 words to make it easier to read. The translator also changed some difficult words into common ones to make it understandable, for example, “windy March afternoon” became “earlier afternoon”.

## 5. Conclusion

The techniques usually used in doing the intralingual translation are paraphrasing and summarizing, so the researchers worked with these techniques to analyze the data of the novel. Based on the research findings. The total data comprised 40 texts. 20 texts were taken from the original novel *David Copperfield* by Charles Dickens and 20 texts from the simplified version by Malvina G. Vogel. There were two techniques in total and from 20 texts, the paraphrasing technique was used 6 times while the summarizing technique was used 14 times. Consequently, the dominant intralingual translation technique used by the translator is the summarizing technique.

The researchers also found two reasons why the translator used the paraphrasing and summarizing techniques in doing the intralingual translation. They are:

1. The original novel *David Copperfield* consists of 750 pages. It is easier to read the novel by making the summary of it into 238 pages using the summarizing technique; and
2. The original novel *David Copperfield* consists of many words that are hard to understand. Changing the difficult words into common ones using the paraphrasing technique can make readers understand the novel easily.

## References

- Baker, M. (1992). *In other words: A Course Book on Translation*. London: Routledge.
- Catford, J. C. (1965). *A linguistic Theory of Translation*. London: Oxford University Press.
- Hatim, B. A. (2004). *Translation: An Advanced Resource Book*. London: Routledge.
- Jakobson, R. (1959). *On linguistic Aspects of Translation*. In L. Venuti, *The translation studies reader* (pp. 113-118). London: Routledge.
- Machali, R. (1998). *Redefining Textual Equivalence in Translation*. Jakarta: Faculty of Letters UI.
- Newmark, P. (1988). *A textbook of Translation*. Hong Kong: Pearson Education Limited.
- Nida, E., & C, Taber. (1969). *The Theory and Practice of Translation*. Leiden: United Bible Societies.

## ENGLISH SUBJECT ON ENGLISH FOR SPECIFIC PURPOSES (ESP) IN VOCATIONAL SCHOOLS

**Fadlia, Evi Zulida, Surya Asra, Rahmiati, Allif Syahputra Bania**

Universitas Samudra, Langsa, Aceh, Indonesia

E-mail: fadlia@unsam.ac.id

Received: 11 October 2020

Accepted: 08 December 2020

### Abstract

This study aimed to analyze the English subject in two vocational schools in Kota Langsa based on English for Specific Purposes (ESP) approach and how it was implemented in the classroom. This study applied a descriptive qualitative method. The two vocational schools involved in the research are Hotel Hospitality Management and Maritime Fishing Vessel Engineering. The data were gained from the teachers and students by conducting observation, interview, Focus Group Discussion (FGD), and document analysis of syllabus and teaching materials. The data were analyzed by comparing the real condition of teaching-learning process and the ideal condition based on ESP approach. The finding showed that the two schools used General English (GE) frequently rather than ESP on English subject. Despite the common use of GE in these two schools, they had the option to adjust their English subject into ESP standard. One school had the ESP subject called English for Maritime and another school chose Mandarin subject as the option. As a result, the school only had GE for English subject. Thus, the English subject was taught and designed as English for General Purposes rather than English for Specific Purposes.

**Keywords:** English subject, ESP approach, vocational school, general English.

### 1. Introduction

The Indonesian government continues to improve human resource development through Vocational High Schools (*Sekolah Menengah Kejuruan* [SMK]). One of the efforts from the government in educational sector especial for SMK is by issuing several policies through the Decree of Director General of Elementary and High Schools Number 251/C/KEP/MN/2008 Year 2008 regarding Expertise Spectrum in Vocational Schools. This Director General Decree regulates the Vocational Expertise Spectrum to add the variation of specific major in Indonesian vocational schools (*Kementerian Pendidikan dan Kebudayaan* [Kemdikbud], 2008). This policy aims at adding the option for various skills for students in vocational schools.

The government has also organized a Revitalization Program for Vocational High Schools through presidential instruction of the Republic of Indonesia. The President issued Presidential Instruction Number 9 Year 2016 regarding Revitalization of Vocational High Schools to Improve the Quality and Competitiveness of Indonesian Human Resources. This presidential instruction is intended to help the educational institutions, especially SMK to create synergies among related agencies and institutions in accordance with their respective duties and functions (Sekneg, 2016). Through this revitalization program, the government

issues the Guidelines for the Implementation Strategy for Vocational Revitalization through the Bilingual Learning Ecosystem (Kemdikbud, 2017).

Unfortunately, these programs are still only in the form of pilot projects in several vocational schools, especially some vocational schools on the island of Java. A wider implementation is needed for those programs, especially in the Aceh region. Even though the government has paid great attention to the development of the Vocational School Education system, there are still the gaps to be fulfilled. One of these gaps is the syllabus of English subject in SMK. When the syllabus of English at SMK is reviewed, the learning competencies that must be achieved are based on General English view. The syllabus for English subject in SMK (vocational school) is the syllabus that is generally used in General Senior High Schools. In fact, the syllabus of English subjects in SMK needs to be adjusted to the competency of expertise that is specific to each study program.

Therefore, this study aims at determining the extent to which the syllabus of English subjects in vocational schools (SMK) is in accordance with the principles of the English for Specific Purpose (ESP) and how it is implemented in the classroom.

## 2. Literature Review

English for Specific Purposes (ESP) is an approach in which learning English carried out based on the needs of students to achieve specific learning goals, or based on expertise. The examples of ESP approach are English for banking, English for economics and business, English for engineering, and English for tourism.

According to Wright (1992: 3), ESP is a certain specific learning from human activities in language learning. In other words, ESP is a way to teach/ learn English for specific subjects or skills that contain specific vocational goals to achieve certain educational goals (Wright, 1992, p.3). The ESP phenomenon will be easily found in a specific skill of student competency areas, especially in vocational schools (SMK) or universities that educate students to achieve specific goals. Vocational High Schools (SMK) aims to prepare students to become skilled workers. SMK is designed to accelerate the government program to improve Indonesian economy and welfare (Schipper & Patriana, 1994).

The problem that often arises in teaching English at SMK is related to how to provide English subject to meet the needs of students. English for Specific Purposes (ESP) is becoming an important approach to teaching English. When English is used for special purposes or specific skills, the demands of learning English become very specific, no longer learning English for general purposes (English for General Purposes). To prepare for ESP-based learning, a teacher must pay attention to several points: teaching guidelines, a good ESP syllabus, and the selection of teaching materials for the ESP program. All of this preparation must be carried out before learning begins, so that the preparation of tools and materials is carried out properly and allows for the implementation of learning evaluations. This is also carried out to avoid repetition of teaching materials and student boredom.

In terms of designing relevant English language materials for SMK, it seems necessary to assess information on whether English materials are designed based on the English syllabus which mainly considers the needs of students or not. Munby (1988) states that the point of syllabus design requiring more systematic attention is the communication needs of students, especially the relationship between the derivation of the specification syllabus and students' needs. Consequently, this becomes very important when it comes to designing courses in ESP.

However, recent studies exploring the needs analysis for English Specific Purposes stated that there is lack of systemic approach in conforming the curriculum development to design the ESP program (Poedjiastutie and Oliver, 2017). The pedagogical challenges also found in teacher context (Poedjiastutie, 2017). Poedjiastutie (2017) finds four aspects that becomes the challenge in pedagogical practices, namely communication focus, learner-centered, collaborative teaching and authentic materials. This paper also confirmed that apart from the differences of GE and ESP, GE can be included to support ESP teaching.

The teacher tends to continue to use GE in classrooms, however students need Specific English to achieve specific skills (ESP). This different reality is also described by a long theoretical debate to differentiate between GE and ESP. Because of this long debate, Dudley - Evans and St. John (1998: 4-5) divided the characteristics of ESP into two, namely absolute and variable characteristics.

Absolute characteristics consist of three ideas. (1) ESP is defined to achieve the special needs of its students, (2) ESP-based English learning will use the specific topics to be achieved along with the methods and activities of its activities, and (3) ESP will adapt the language features to the specific expertise will be achieved, for example in terms: grammar, lexis, register, study skills, discourse, and genre.

Variable characteristics include five things. (1) ESP will be designed according to the skill discipline to be achieved. (2) ESP will likely have different teaching methodology with General English, according to the specific learning conditions. (3) ESP will likely be designed for adult students, but not closing the possibility for middle school students. (4) ESP is designed for intermediate and advanced students, and (5) ESP students are assumed to have basic knowledge of English.

On another context of ESP, the notion of English Learning should support the learner's reason for learning English has been brought in broader definition by Hutchinson and Waters (1987). This pioneer theory of Hutchinson and Waters (1987) defined the learner needs into categories of target needs based on: necessities, lacks and wants. Those three language features; necessities, lacks and wants, are covered in term of target needs. This target needs are covering more on the importance of language use. While target needs involve; necessities (what for the English will be needed), lacks (what is learner situation) and wants (what learners feel they need from English).

### **3. Research Method**

This study uses a descriptive qualitative method which analyzes the phenomena that occur in learning English at SMK. In this study, the data collection process was carried out in two ways. First, document analysis consisting of curriculum structure analysis and syllabus analysis. Second, the analysis of learning conducted by observing English learning implementation in classroom, interviewing teachers, and conducting focus group discussions (FGD) with students. The process of analyzing the data is through three lines of the research process, namely data reduction, data display, and conclusion drawing/verification.

This research was conducted at SMK Negeri 3 Langsa and SMK Negeri 4 Langsa. These two schools were chosen because they basically have the same curriculum. The study programs at these two schools have Foreign Language Subjects that can be adjusted according to their specific competence.

## 4. Results and Discussion

### 4.1 Results

#### 4.1.1 Document Analysis

The document analysis carried out in this study consisted of two parts, namely: analysis of curriculum structure and syllabus. The curriculum structure has been determined at the ministerial level through ministerial regulations. The syllabus is a derivative of the existing curriculum structure in schools and can be adapted to the conditions required by each school. For example, when adapting the point of Other English subjects in the curriculum structure, SMK 4 Langsa adapts the points of Other Foreign Language subjects into Maritime English subject. Meanwhile, SMK 3 chooses Mandarin subject.

#### a. Analysis of Curriculum Structure

Based on the Decree of Minister of Education and Culture of the Republic of Indonesia Number 60 Year 2014 regarding the 2013 SMK/MAK Curriculum states that SMK/MAK must consider the spectrum of vocational intermediate skills (Kemdikbud, 2014). SMK 3 Langsa has four spectrums of expertise/competency skills, namely: Hospitality, Culinary, Skin and Hair Beauty and Dressmaking. Meanwhile, SMK 4 Langsa has four skill spectrums/competencies, namely: Marine Fisheries Agribusiness, Computer and Network Engineering, Fishing Vessel Engineering, Motorcycle Engineering and Business.

In accordance with the focus of this research to analyze English subject based on English for Specific Purposes (ESP) in Vocational High Schools, this study selects two majors that have different initiatives, namely the Hospitality study program from SMK 3 Langsa and Fishing Vessel Engineering (TKPI) study program from SMK 4 Langsa. According to the curriculum documents of these two study programs, they have the same structure of curriculum, they both have the English subject. Besides, these two study programs have Other Foreign Language Programs in their curriculum that can be adapted to the needs of skill competencies.

The result of analyzing curriculum structure in TKPI study Program of SMK 4 and Hospitality study program of SMK 3 can be described as follows. All the study subjects in vocational school are divided into 3 main categories, namely National Content, Regional Content, and Vocational Specific Content. On the national content, there are 352 lesson hours (*Jam Pelajaran* [JP]) for English and Other Foreign Languages. However, the difference lies in the Vocational Specific Content, TKPI Study Program of SMK 4 has Maritime English subject as many as 72 JP. Meanwhile, Hospitality study program of SMK 3 in Vocational Specific Content, there are also 72 JP of foreign language elective subjects in which the school choose Mandarin.

TKPI study program of SMK 4 chooses to adapt other Foreign Language subjects in Vocational Specific Content to Maritime English subject, even though only in the first year. In Hospitality Study Program, the option of foreign language elective subjects remains on the preferred foreign language, namely Mandarin. As a result, Hospitality Study Program only has GE subject which is not specific to skill competencies.

In brief, it can be concluded that Fishing Vessel Engineering study program (TKPI) of SMK 4 has a structure of curriculum that has been adjusted to the principles of ESP (English for Specific Purposes) learning, which is seen in English for Maritime subject and it is also supported by General English. Meanwhile, Hospitality Study Program of SMK 3 only has GE subject (General English only) and does not have ESP English subject.

## b. Syllabus Analysis

The syllabus is a document for guiding learning material derived from the curriculum structure. TKPI study program of SMK 4 has two English syllabi, namely the syllabus of General English and English Maritime. Meanwhile, Hospitality study program of SMK 3 only has one English syllabus, namely General English syllabus.

Both SMK 4 and SMK 3 have the same syllabus for General English Subject, based on Core Competency (KI) and Basic Competency (KD) in the curriculum document issued by the Ministry of Education and Culture. In the KI and KD, English Lesson is for "All Areas of Expertise". With the competence of all areas of expertise, it can also be translated from the basic competencies of English Subjects which contain: "Composing short and simple oral and written transactional interaction texts involving the act of giving and asking for information related to identity" with an example of learning "introduction, Introducing friends".

The syllabus of English subjects that support skill competency is only owned by SMK 4 which has English for Maritime Subject in TKPI study program. The table below shows the syllabus of English for Maritime subject.

Table 1. Syllabus of Maritime English

BASIC COMPETENCIES	BASIC COMPETENCIES
3.1 <i>Understand; identifies and names of the main parts of a passenger vessel in speech and writing</i>	4.1 <i>Apply; identifies and names of the main parts of a passenger vessel in speech and writing</i>
3.2 <i>Understand; asks for and gives personal data</i>	4.2 <i>Apply; ask for and gives personal data</i>
3.3 <i>Describes crew roles and routines on board passenger vessels</i>	4.3 <i>Apply crew roles and routines on board passenger vessels</i>
3.4 <i>Describes job responsibilities on board</i>	4.4 <i>Apply job responsibilities on board</i>
3.5 <i>Understand; considers instructions on board ship</i>	4.5 <i>Apply; considers instructions on board ship</i>
3.6 <i>Understand; trainees will role play the various drills on board ships</i>	4.6 <i>Apply; trainees will role-play the various drills on board ship</i>
3.7 <i>Understand; discusses human behaviour in emergencies</i>	4.7 <i>Apply; discusses human behaviour in emergencies</i>
3.8 <i>Apply; practises the communication related to crowd and crisis management in an emergency</i>	4.8 <i>Demonstrate; practises the communication related to crowd and crisis management in an emergency</i>

From the table 1 above, some basic English language competencies support skill competencies at TKPI. The English teacher in SMK 4 tries to conduct the learning process according to the syllabus. For example, the teacher was carrying out basic competency number 1, namely identifying parts of the ship in English. Other basic competencies already contain skilled competencies and can be included in English for Specific Purposes. For Instance: students can explain routine activities on ships and students understand instructions onboard. The communication unit is also reflected through basic competence in "implementing communication practices in an emergency". Although the basic competency unit aims to support skill competencies, it is still a very simple task. The result of interviews with teachers revealed that there is only syllabus issued from Ministry of Education and Culture without being equipped with complete teaching materials. The challenge for English teachers in teaching English for Maritime subject is that they get difficulties in finding

learning materials based on the above basic competencies. They can only find teaching materials on the internet and adapt to the basic competencies above.

#### **4.1.2 The Analysis of English Teaching and Learning Process**

The result of observations in the class and interviews with English teachers shows that teaching and learning process of English Subject in vocational schools is still in the form of General English. The curriculum that was derived from the Ministry of Education and Culture is only in General English. This is reflected in the Core and Basic Competencies of learning English which are still very general.

Although English is widely used in specific skill subjects such as: House keeping subjects and Front Office subjects in SMK 3, there is no specialization in learning English according to specific skill in SMK 3. However, specific English learning has been reflected in several skill subjects in SMK 4. There is an English lesson for Maritime subject under the Specific Skill Subjects (Skilled Competency: Fishing Vessel Engineering).

##### **a. Learning Process in SMK N 4 Langsa**

The data obtained from SMK 4 reveals that there is an English lesson for Maritime subject under the specific group subject (Specific Competency: Fishing Vessel Engineering). The researchers conducted an observation of learning process in SMK 4 Langsa. It was the first meeting on Maritime English learning subject after the new school year started in a new normal condition in pandemic Covid 19 situation. Face-to-face meetings were carried out by following learning protocols of Covid 19 in green areas of pandemic. At this meeting, the English teacher gave material in the form of terms found in ship propulsion installations such as marine gearbox, propeller, stern tube, etc.

From the observation and interview, the teacher introduced the parts of the vessel in the aim to provide knowledge to students about shipping terminologies in English. This is also intended to make it easier for students to practice fishing vessel engineering subjects. From this observation, it can be concluded that maritime English learning content has at least led to achieving skills competency learning outcomes.

The teachers also stated that most students have "low English Ability" in learning English as the weaknesses (Lacks) of students in learning Maritime English. Almost 70% of students in the class do not have a basic structure of English. This is due to the background of students who come from low economic background and come from coastal areas. English has become a very foreign language for most of them. The teacher revealed in the interview that "it is difficult for them to speak Indonesian because the first language used is local languages (mostly Acehese)" and the second language is Bahasa Indonesia.

From Focus Group Discussion (FGD) with the students, the result was found that students expressed their need in more specific term in shipping engineering. One student even said that "it was difficult for us to not know the term ship during shipping engineering practical lessons". They said they wanted to be able to speak English fluently when they would later work in the shipping sector. They also expressed their agreement that English for Maritime was taught using ship pictures as described by their teacher. The question framework in the FGD is prepared based on Hutchinson and Water (1987) on Necessities, Lacks and wants English for Maritime.

Regarding the learning activity, students stated that they chose to study in a group, so that they could help each other in doing assignments. They also admitted that eventhough they have a low level of English; they understand what is being instructed when the teacher

gives the term in English in the subject of vessel engineering laboratory. Interestingly, when students were asked about their future needs for English, 60% of them said that they need English for future jobs in shipping.

ESP principles prioritize student centered learning, teachers have shown efforts to activate students, even though learning is not fully student centered. This is obtained from the results of classroom observations when the teacher divided students into groups. This group was tasked with finding pictures of the ship's parts. Each group presented their search results in the form of a picture of the ship with its specific terms in English.

### **b. Teaching and Learning Activity in SMK N 3 Langsa**

The analysis of curriculum structure and syllabus shows that learning English in SMK 3 Langsa is only General English (GE). However, from interviews with teachers and observations, the English teachers try to specify learning according to the competence of expertise in several topics. For example, in the English course syllabus on answering the phone, the teachers try to deepen this subject by explaining in detail when teaching answering the phone material in Hospitality study program.

The challenge in conducting English Learning based on the specific competences both in SMK 3 and SMK 4 Langsa is that the National Examination material for SMK remains general (General English). Consequently, the teacher set aside specific goals according to the skilled competence in carrying out English learning. From the document analysis on the National examination questions, it was found that only general English skills were tested. Therefore, teachers focused on teaching students on general English to achieve high scores in National Examination.

English textbooks are written based on 2013 SMK curriculum structure, therefore all English textbooks are written for general English only. The books used in General English lessons for SMK are published by the Ministry of Education and Culture, 2016 Revised Edition, written by Utami Widiati, Zuliati Rohmah and Furaidah with publishing supervisors: Center for Curriculum and Books, Balitbang, Kemdikbud. This book is designed for all skills in SMK based on the 2013 curriculum. This book is written and used in SMK with the aim of helping students achieve the four core competencies (KI) in 2013. Book presentation is referred to as a text-based language learning approach, both oral and written, using English as a means of communication (Widiati, et. al, 2016).

SMK 3 Langsa does only have General English subjects, without any subjects that support skills competencies based on English for Specific Purposes. However, there are many English terms that are introduced and explored, such as: terms in Front Office subject, House keeping and Food and Beverage skilled subjects in the skilled subject in Hospitality study program. The subjects contained in the Skills Competency itself are named in English Naming, as exemplified above, namely: Front Office, House Keeping, Food and Beverage and Laundry subjects. The terms are also introduced a lot in English, for example: the use of Function Room, Public Area, Dining Room, and similar terms in English. In fact, in Front Office lessons, the skill of answering the phone is specifically discussed in English along with the steps and procedures (full in English). Reservation skills are also discussed in English, about how to handle reservations in English.

## 4.2 Discussion

A long debate about how to differentiate English for Specific Purposes (ESP) and General English (GE) had become a notion in teaching-learning English. The characteristics of ESP which is proposed by Dudley-Evans and St. John (1998, p.4-5) is still used until this current time. The absolute characteristics of ESP Dudley-Evans and St. John (1998) are: ESP is defined to meet the specific needs of the Learners, ESP makes use of the underlying methodology and activities of the discipline it serves, ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse, and genre. On the context of SMK 4 and SMK 3, whether the English Subject has been aligned with the specific needs of learner has been studied or not. SMK 4 choses to align one of their options in vocational school curriculum “other foreign language into English for Maritime”. Even though the implementation is not fully executed as a complete teaching and learning process (presentation, practice, and production). Maritime English Subject has been indicated that the school provide the English subject which supported the needs of the student in their major, the Technique of Fishery Vessel (*Teknika Kapal Penangkap Ikan*).

The notion of “English Learning should support the learner’s reason of learning English” has been brought in broader definition by Hutchinson and Waters (1987). This pioneer theory of Hutchinson and Waters (1987) defined the learner’s needs into categories of target needs based on: necessities, lacks and wants as the basic justification of students’ focus group discussion in this research. Interestingly, what has become the teacher concerned about lack of teaching learning process, that student has the lower English background because the student feel very foreign into English, is not linear about what students brought in FGD. When student asked, whether they realize about the needs of English, students said they need English for their future in working in international vessel. This aim might be contrary with the reality of ‘English is very far away from student’s daily reality’ stated by teacher. Students with low economic background, which is identified as one of the causes why they have a lower basic English, become one of the main topics in teacher’s interview. As a benefit, it can be viewed that aside from the reality of students’ background, the students themselves have strong motivation to learn English.

The student centeredness also becomes the proposal of teaching method in ESP by Hutchinson and Waters (1987). It must be aligned in the notion of “teaching English should be based on the learner’s needs.” On the context of research in SMK 4, teacher has made efforts to treat student as the center of the learning. In English for Maritime subject, the teacher draws the picture of a vessel on the white board and invites the students to work in groups to complete other parts of the vessel picture in English. This kind of learning activities is only recognized as the surface level of student centered, at least the teacher has made an effort to invite the students to participate in his class. The teacher centeredness has been embedded deeply in class instruction and part of Indonesian culture (Bjork, 2005) can be the reference of why the fully student centeredness cannot be executed holistically.

Ten years of Hutchinson and Waters (1987) coming with the notion of ESP, Anthony (1997) proposes that: ironically, while many General English teachers can be described as using an ESP approach, basing their syllabi on a learner needs analysis and their own specialist knowledge of using English for real communication (p.2). The notion of the teacher uses their own specialist knowledge to use English in real communication (Anthony, 1997) has been shown in the effort of the general English teacher did some additional explanation on the general English which beneficial for the major. In the observation of SMK 4, English teacher has more explanation on “answering the phone” material for Hospitality

study program. She has the initiative to do some more deeper explanations, more examples and more communication in this material. It could be the implementation of what Anthony (1997) proposes in the notion of “teacher use their own specialist knowledge to use English in real communication”.

## 5. Conclusion

The current study has provided the answer for the research question. Firstly, the syllabus from the Ministry of Education for the English Subject in vocational school is General English. Vocational schools do have the opportunity to adjust the syllabus to ESP. In SMK curriculum there is one point of “other foreign languages” in the category specific competence subject which can be adjusted to the needs of the students. One vocational school prefers to adjust the “other foreign languages” into English for Maritime, while another school prefers Mandarin language on that point and only has General English in English subject.

The result of teaching learning process both in English for Maritime and General English has led to various results. In English for Maritime, teacher already has the effort to provide the material specific for student’s needs. Even though the teaching process is not delivered with full cycle of presentation, practice and production, teacher has made the effort to let the student contribute to the learning process. The Teacher has also expressed the importance of building the student centeredness in English for Maritime class, even though it was not executed on the whole layer of students. In General English class, the teacher has made the effort to have more explanation, more building understanding on the general material which is assumed to be suitable for their vocational purposes, for example in the material of answering the phone for hospitality class. However, the teacher tends to run the class for national examination, which focuses on general English.

From the finding, there is a need for the government to review the national curriculum of vocational school in Indonesia to create a more specific purposes on the English Subject based on each vocational skill. The guidance system also needs to prepare the vocational school to give them opportunity to adapt their English Subject to vocational purposes. It should be established, either it can be the system, training of the teacher and adjustment of syllabus document. Furthermore, the suitable training of the vocational school English teachers can be planned to maintain the English teachers’ proficiency and to give the framework of the teachers to adjust themselves from General English to English for Specific Purposes.

To understand the deeper analysis on Vocational High School English syllabus in Indonesia, further research should be conducted in vocational schools. Since this research was conducted only in two schools, the generalization is difficult to be described. However, this study has provided a point view how the English Subject is designed in vocational schools.

## References

- Anthony, L. (1997). *ESP: What does it mean? Why is it different?* On CUE. Retrieved from <http://www.antlab.sci.waseda.ac.jp/abstracts/ESParticle.html>
- Bjork, C. (2005). *Indonesia education: Teachers, schools, and central bureaucracy*. London: Routledge.
- Dudley-Evans, T. & St John, M. J. (1998). *Developments in English for specific purposes*. Cambridge: Cambridge University Press.

- Hutchinson T. & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge: Cambridge University. doi:10.1017/CBO9780511733031
- Kementerian Pendidikan dan Kebudayaan [Kemdikbud]. (2008). Keputusan Direktur Jendral Manajemen Pendidikan Dasar dan Menengah. Jakarta: Departemen Pendidikan Nasional. Retrieved from <http://smk.kemdikbud.go.id/konten/473/spektrum-keahlian-pendidikan-menengah-kejuruan>
- Kemdikbud. (2017). *Strategi implementasi revitalisasi SMK melalui bilingual learning ecosystem untuk Sekolah Menengah Kejuruan*. Jakarta: Direktorat Pembinaan Sekolah Menengah Kejuruan. Retrieved from <http://repositori.kemdikbud.go.id/5265/>
- Kemdikbud. (2014). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia. Jakarta: Biro Hukum dan Organisasi Kemdikbud. Retrieved from [https://jdih.kemdikbud.go.id/arsip/Permendikbud\\_Tahun2014\\_Nomor60.pdf](https://jdih.kemdikbud.go.id/arsip/Permendikbud_Tahun2014_Nomor60.pdf)
- Munby, J. (1988). *A syllabus design*. Oxford: Oxford University Press.
- Poedjiastutie & Oliver. (2017). English learning needs of ESP learners: Exploring stakeholder perceptions at an Indonesian University. *TEFLIN Journal*, 28(1). <https://journal.teflin.org/index.php/journal/article/view/421>.
- Poedjiastutie, D. (2017). The pedagogical challenges of English for specific purposes (ESP) teaching at the University of Muhammadiyah Malang, Indonesia, *Educational Research Reviews*. 12 (6), 338-349. doi:10.5897/ERR2016.3125
- Sekneg. (2016). Intruksi Presiden Republik Indonesia. Jakarta: Sekretaris Kabinet RI. Retrieved from <http://kemdikbud.go.id> › files › download
- Schippers, U. & Patriana, D. M. (1994). *Pendidikan kejuruan di Indonesia*. Bandung: Penerbit Angkasa.
- Widiati, U., Rohmah, Z., & Furaidah. (2016). *Bahasa Inggris Kelas X*. Jakarta: Kementrian Pendidikan dan Kebudayaan.
- Wright, C. (1992). *The benefits of ESP*. Cambridge: Cambridge Language Consultants.

## ELEMENTS OF NARRATIVE AND FUNCTION OF NARRATOR IN JUN CHIU'S *CROP CIRCLES*

Dini Oktavia, Rahmadsyah Rangkuti, Muhammad Yusuf

Universitas Sumatera Utara, Medan, Indonesia

E-mail: dinnyivia19@gmail.com

Received: 11 August 2020

Accepted: 05 December 2020

### Abstract

The purposes of this study are to find out the elements of narrative and the function of narrator in Jun Chiu's silent comic *Crop Circles*. This research applied qualitative design. The data of this study were in the form of 20 pictures taken from the silent comic. The data were collected through stages: finding out and determining, classifying and separating the pictures conveying illustration of a narrative. The analysis of the data was done qualitatively by using the theory of phase analysis by Miles, Huberman and Saldana covering condensation, display and verification. The research results show that the elements of narrative found in Jun Chiu's comic pictures *Crop Circles* narrative mood (transposed speech-indirect style); narrative instance (narrative voice: heterodiegetic narrator, time of narration: simultaneous narration; narrative perspective: external focalization), narrative levels (embedded narrative, metalepsis) and narrative time (order: analepsis, narrative speed: ellipsis, frequency of events: singulative narration). The narrator carried ideological function because the narrator illustrates the pictures to introduce public policy.

**Keywords:** narratology, silent comic, transposed speech, ideological function.

### 1. Introduction

Semiotics is the study of signs and it is one of applied linguistic branches. Signs take the form of words, images, sounds, odours, flavours, acts or objects but such things have no intrinsic meaning and become signs only when we invest them with meaning. Semiotics deals with meaning, symbol, or sign used as the message (Peirce, 1958).

Narrative semiotics is one part of semiotics. Narrative semiotics discusses about sign relationships contained in narrative and one of the studies in narrative semiotics is narratology or in other words narrative theory (Marsen et al., 2003).

This project is an attempt to analyse narrative elements found in silent comics of Jun Chiu's *Crop Circles* by using narrative theory proposed by Genette (1980). He notes that there are four categories of narrative elements narrative mood, narrative instance, narrative levels and narrative time. Narrative time is how the story is presented with respect to the narrative as a whole, with respect to the final result. Narrative time consists of three kinds: order, narrative speed and frequency of events.

### 2. Literature Review

Narrative theory, or internationally accepted term narratology, is the study of narrative as a genre. Its objective is to describe the constants, variables and combinations typical of

narrative and to clarify how these characteristics of narrative texts connect within the framework of theoretical models (typologies) (Fludernik, 2009: 8).

Narrative is a story which is linked to series of times. It deals with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution (Wellek & Warren, 1989: 280).

Silent comics, also known as wordless comics, are comics without text in captions or word balloons. Silent comics are not strictly silent, because they often include sound effects in various forms such as pictographs in word balloons. One could say that silent comics are soundless in the same way that silent film is soundless, namely that while they do not include verbal dialogue, they show or imply sound in numerous ways because the worlds they represent are not silent (Postema, 2016:i).

## **Elements of Narrative**

### **1. Narrative Mood**

In narrative mood, there is element called distance. Distance is useful for readers in order to specify the degree of precision exactly and specifically in a narrative and the accuracy given by the information.

### **2. Narrative Instance**

The narrative instance is known to be the connector between (1) narrative voice (the one who speaks?), (2) narrative time (when it happens) and (3) narrative perspective (by whom we are perceiving).

### **3. Narrative Levels**

Variants of reading effects are seen from switching narrative levels, which are known traditionally as embedding. In the dominant plot, the writer or the author of the narrative is able to include other short attached narrative, told by other narrative perspectives. This is commonly a general technique which adds diversion to narrative actions and increases the amount complexity in narrative.

### **4. Narrative Time**

Genette (1980) also thinks of questions about narrative time: how are stories presented in relation to the overall narrative, in relation to the last results? Once more, some methodological choices are suitable for authors. To reach the results expected, they are able to distinguish narrative sequences, narrative speed and frequency of events.

## **Function of Narrator**

Genette (1980: 255-256) lists five functions of the narrator revealing the degree to which the narrator intervenes in his narrative, based on the desired degree of detachment or involvement:

1. The narrative function.
2. The directing function.
3. The communication function.
4. The testimonial function.
5. The ideological function.

### 3. Research Method

This study is a qualitative design. It is reasonable because of the data in this study are qualitative data. According to Miles, Huberman and Saldana (2014:15), The data of this study are in the form of 20 pictures found in silent comic. The data source of this study is 20 pictures found in Jun Chiu's Crop Circles that was published on June 4, 2016 (oBORN, 2016) and taken by running a Google search of various keywords related to Jun Chiu's Crop Circles.

These data collections from the pictures of *Jun Chiu's Crop Circles* were done by the following procedures:

1. Finding out and determining the pictures of *Jun Chiu's Crop Circles*.
2. Grouping the data related to the problem.
3. Classifying the components of narrative and functions of the narrator in the pictures of *Jun Chiu's Crop Circles*.
4. Separating the pictures of *Jun Chiu's Crop Circles* which included into the components of narrative and functions of the narrator.

The data condensation in this research is *Selecting* which determines dimensions which are more important and relationships which may be more meaningful focusing the data on Jun Chiu's Crop Circles comic as the object of the data. *Abstracting* the data and getting the data qualifies the theory proposed by Genette (1980). *Simplifying and Transforming* such as through rigorous selection, by summary or short description and transforming the data into a broader pattern are also done. The data display of this research is presented in the form of narration. Verification and Data Drawing is by reading and understanding the materials, analysing the pictures in the silent comic based on Genette theory, classifying the pictures into elements of narrative and function of narrator and making conclusion.

### 4. Results and Discussion

There are four elements of narrative in the silent comic of *Jun Chiu's Crop Circle* : Narrative Mood, Narrative Instance, Narrative Levels, Narrative Time.

#### 4.1 Elements of Narrative

##### 1. Narrative Mood

All the pictures in Jun Chiu's Crop Circles based on Narrative Mood analysis is Distance, that is Transposed Speech-Indirect Style because the narrator tells the story without using text or dialogues.

##### 2. Narrative Instance

##### Narrative Voice

Narrative voice is the first element in narrative voice, which talks about who is speaking or who tells the story. The type of narrative voice found in Jun Chiu's Crop Circles is Heterodiegetic Narrator because the characters that appear vary and each character tells everything through their actions and the writer does not appear in the story.

##### Time of Narration



Time of narration talks about when the story happens and it can be classified into four subsequent narrative (what happens in the past); prior narrative (what happens in the future); simultaneous narration (what happens at the present time); and interpolated narration (combination between simultaneous and subsequent narrative). The type of time of narration found in Jun Chiu's *Crop Circles* is simultaneous because the plot moves forwards.

### Narrative Perspective

Narrative perspective tells about the point of view (focalization) and it can be divided into three kinds: zero focalization, internal focalization and external focalization. So, the kind of narrative perspective found in silent comic of Jun Chiu's *Crop Circles* is external focalization because the narrator does not tell everything about the story but let the characters show the story by their action.

### 3. Narrative Levels

Narrative levels are divided into two kinds: Embedded Narrative (focus on the levels of the story) and Metalepsis (focus on variations in narrative levels). Embedded Narrative consists of three levels: extradiegetic level, the intradiegetic level and metadiegetic level. The analysis of embedded narrative and metalepsis are presented below:

Data	Elements Analysed	
	<i>Embedded Narratives</i>	<i>Metalepsis</i>
	Figure 1: <i>extradiegetic level</i> is found in this picture because this is the beginning of story. It is proved from the woman and her dog seeing a bright light in the sky.	Metalepsis is the way when the character comes into the next level. So in this figure, it does not contain metalepsis because It is just a beginning of story.
	Figure 2: This is <i>intradiegetic level</i> . Because the woman looks surprised when she sees something. This step tells the next level position suitable with intradiegetic level of understanding.	

 	<p>Figure 3 and 4: This is <i>extradiegetic level</i>. This picture is not the beginning of the story, it is seen from the narrator showing the characters. The reader can see that the shadow in the first picture that is not real human, but Alien. They are not afraid and they join the Alien happily.</p>	<p>The picture contains metalepsis; the character has faced the next level.</p>
	<p>Figure 9: This is <i>intradiegetic level</i>. Because the picture tells the next level of the story in which the reader can see the eyes and mouth of the woman who looks very surprised. Suddenly she saw her dog being shot.</p>	<p>This picture contains metalepsis because this picture moves into the next level.</p>
	<p>Figure 14 and 20: This picture is still in <i>intradiegetic level</i> because this picture tells the next level of the story which the reader can see who could save that the woman's dog. Alien came and gave life to the dog.</p>	
	<p>This picture contains <i>metadiegetic level</i> because this last event of this story was told by the narrator, as the reader can see that the woman seems very happy to live together with the dog.</p>	

#### 4. Narrative Time

Narrative time is how the story is presented with respect to the narrative as a whole, with respect to the final result. Narrative time consists of three kinds: order, narrative speed and frequency of events.

## 1. Order

Order is the relationship between the sequencing of events in the story and their arrangement in the narrative. Order consists of two kinds: analepsis and prolepsis. The kind of Order found in Jun Chiu's silent comic *Crop Circles* is analepsis because the narrator introduces the characters, shows the place and tells the events from the beginning of the story as illustrated in the following pictures:



Through the picture above, the author presents three characters namely a woman, a dog and extraterrestrials namely alien. The author also displays the location of the meeting between the three of them. It can be said that the writer presents the story chronologically from the start.

## 2. Narrative Speed

Narrative speed is the duration of movement of interwoven events in a narrative. The ideal stories do have the same duration as the staged narrative. There are four lists of narrative movements: pause (there is space or room for narrative discourse), scene (there is narrative time according to story time), summary (there is summary of the narrative) and ellipsis (there is no explanation about story). The kind of narrative speed found in Jun Chiu's silent comic, *Crop Circles* is Ellipsis because the data of this research are from silent comic.

## Frequency of Events

Narrative frequency can be a good relationship between the numbers of times when a moment happens. A system of relationships can be built between these capacities for repetition of two moments or events. There are four types of frequency relations: Singulative narrative (telling what happened once), Repeating narrative (telling more than once what happened once) and Iterative narrative (telling one time what happened several times). The type of frequency of events found is only Singulative Narration and this can be proved from the pictures below:



From the picture above, it can be seen that the Alien was found by the woman and he was injured. His action happens in one time and based on this reasons, this picture containing Singulative Narration was chosen.

#### 4.2 Function of Narrator

The function of narrator in silent comic–*Crop Circles* is the ideological function because the narrator wants to introduce public policy. The narrator, Jun Chiu wants to convey education to the public that there are other creatures outside of humans that deserve to be respected. He argues that a loving relationship can be established between humans, animal and extraterrestrials. It is proved from how he weaves a love story between a girl and an alien who gets an obstacle from the security forces but this story takes place with a happy ending.

#### 5. Conclusion

Based on the result and the discussion given above, it is concluded that elements of narrative found in Jun Chiu's *Crop Circles* are narrative mood (transposed speech-indirect style); narrative instance (narrative voice: heterodiegetic narrator, time of narration: simultaneous narration; narrative perspective: external focalization), narrative levels (embedded narrative, metalepsis) and narrative time (order: analepsis, narrative speed: ellipsis, frequency of events: singulative narration). The function of the narrator of Jun Chiu's *Crop Circles* is the ideological function as he wants to introduce public policy.

#### References

- Fludernik, M. (2009). *An Introduction to Narratology*. New York: Routledge.
- Genette, G. (1980). *Narrative Discourse: An Essay in Method*. Trans. Jane E. Lewin. Ithaca: Cornell University Press.
- Marsen, S., Biddle, R., & Noble, J. (2003). Use Case Analysis with Narrative Semiotics. In J. Ang, & S-A. Knight (Eds.), *Proceedings of the Australasian Conference on Information Systems (ACIS 2003)* (pp. 1.1-1.8). Joondalup, W.A: We-B Centre. <https://researchers.mq.edu.au/en/publications/use-case-analysis-with-narrative-semiotics>.
- Miles, M. B, Huberman, A. M. & Saldana, J. (2014). *Qualitative Data Analysis-A Sourcebook of New Methods*, Beverly Hill: SAGE Publisher, Ltd.
- Peirce, Charles Sanders. (1958). *The Collected Papers of Charles Sanders Peirce*, Vols. I-VI ed. Indiana: Indiana University Press.
- Postema, Barbara. (2016). *Silent Comics*. <https://www.routledgehandbooks.com>.
- Wellek, Rene dan Warren, Austin. (1989). *Teori Kesusastraan* (Terjemahan Melani Budiyanto). Jakarta: Gramedia.

## PRESUPPOSITION IN *BEAUTY AND THE BEAST* MOVIE SCRIPT

Yossi Kristy, Deliana, Yulianus Harefa

Universitas Sumatera Utara, Medan, Indonesia

E-mail: yosikristyshn@gmail.com

Received: 31 July 2020

Accepted: 14 December 2020

### Abstract

This research was intended to find out the types of presupposition in the character's utterances of *Beauty and the Beast movie script* and describe the meaning of presupposition that are represented in the movie script. This research used a descriptive qualitative method, which was carried out by collecting, grouping, analyzing and interpreting the research data. The data in this research were the utterances of the characters in movie script containing presupposition. The data were collected through four steps: observation, taking note, data validation and setting them in tables. Based on the data analysis, it was found that 6 types of presupposition were used in the character's utterances of the movie script. The most frequent type of presupposition used by the characters was existential presupposition with 26 data of 58 data found in this movie script. The second type of presupposition often used was factive presupposition with 9 data found in the data. Then, the third was lexical presupposition consisting of 8 data and the fourth was structural presupposition with the same number. The fifth type of presupposition used was non-factive presupposition with 4 data found in this research. The last type of presupposition used in this research was counter-factual presupposition with 3 data found in the movie script.

**Keywords:** movie script, presupposition, existential, factive, lexical, structural.

### 1. Introduction

This research investigated the presupposition in the *Beauty and the Beast* movie script. This study aimed to find out the types of presupposition and describe the meaning of presupposition that are represented in that movie script. As stated by Yule (1996: 3) pragmatics is a study of speaker's meaning. The definition above implies that in communication between speaker and listener, pragmatics is needed. Moreover, in studying pragmatics, an intended meaning, assumption, purpose, goal and the kind of the actions will be understood. Presupposition is one of the important aspects in pragmatics which examines the speaker's utterance since the speaker commonly communicates more meanings than it is said.

According to Yule (1996: 25), presupposition is something the speaker assumes to be case prior to make an utterance. Based on the definition, presupposition is considered as an assumption that someone has in mind when they want to make an utterance. Moreover, according to Perl (2020), presupposition is a common ground element that is embedded in utterances that are assumed by the writer and reader or speaker and listener.

Yule (1996) divides six types of presupposition. (1) Existential Presupposition: this type of presupposition is assumed to be present in possessive construction and it is not only in that construction but more commonly in any definite phrases. (2) Factive Presupposition

presupposes information as a fact by using a verb like *know*. (3) Non-factive Presupposition: this is the one that is assumed not to be true; (4) Lexical Presupposition: in the case of lexical presupposition the speaker's usage of a particular expression is taken to presuppose another (unstated) concept. (5) Structural Presupposition: this type can lead listeners to believe that the information given is necessarily true, rather than just the presupposition of asking question. (6) The last type is Counter-factual Presupposition, in this type the meaning of what is presupposed is not only true, but is the opposite of what is true, or 'contrary to facts'. Here are some utterances found in the movie script containing presupposition:

- (a) Monsieur Jean : Good morning Belle!  
 (b) Belle : Good morning, Monsieur Jean! Have you lost something again?

In this utterance, the setting of the time is when Belle and Monsieur Jean meet in a stable. Note that utterance (a) is triggered by the words "again" as the marker of lexical presupposition. This bold utterance was classified as the lexical presupposition because it conveys a meaning that the speaker indicated something lost in the past, which belongs to Monsieur Jean.

In the study of meaning, context cannot be ignored from the sentence or utterance. The presupposition found in sentence is interpreted by considering the context that exists in the situation when an utterance is spoken. The listener needs to consider the context in order to find out the intended meaning of the speaker's information. Context is a significant aspect of understanding the meaning of the utterance. Yule (1996: 21) states that context is a situation accompanying the production of utterance. Therefore, context cannot be separated from understanding the meaning of an utterance. The utterance can be analyzed and interpreted correctly if the listener pays attention to the context. The data of presupposition can be found in media such as talk show, speech, conversation, and movie.

A movie is known as one media that reflects the social life of human being. It is also known as a type of visual communication which uses moving pictures and sound to tell stories. Conversation among the characters becomes the most important aspects in a movie. There are many movies which can be analyzed to find presupposition phenomena such as *The Hotel Transylvania*, *The Conjuring*, *Facing Giant Movie*, *Maleficent* and many more. Each of them has a genre that is classified as comedy, horror and religious drama and all of which are created to entertain the spectators.

The researchers choose the American movie entitled *Beauty and the Beast* to find out the presupposition of the conversation among the characters in this movie because this movie has accepted four nominations at the 23rd Critics' Choice Awards. This movie also received Academy Award nominations for Best Production Design and Best Costume Design at the 90th Academy Awards. Moreover, the content of this movie carries good moral values about how to adapt oneself to live with new people and how to keep a good communication with them. As known in this movie the beast and Belle will never get closer if the beast cannot build a good communication with new people. In their conversation, the utterances are used by the characters when they communicate with others. The conversations in the movie consist of various types of presupposition which are adopted as the data of the research because they represent the complex cases of presupposition and various meanings they may convey.

## 2. Literature Review

According to Yule (1996: 3), pragmatics is a study of contextual meaning. It is concerned with the study of meaning as it is communicated by a speaker or a writer and interpreted by a listener or a reader. It means that the study of pragmatics builds a bridge between the speaker and the listener so that there is no misinterpretation of meaning and the message is conveyed clearly. In addition, Huang (2007: 2) states that one of language studies in pragmatics is studying about an assumption, and that assumption is called presupposition.

A phenomenon of presupposition exists in the middle of a conversation. It means that every utterance produced by the speaker is related to the assumption created by the speaker when the speaker hears the previous utterance. In addition, presupposition is considered as a mechanism used implicitly to make assumption in day to day language. Hudson (2000:321) states that a presupposition is something assumed (presupposed) to be true in a sentence which asserts other information. It will generally remain a necessary assumption whether the utterance is placed in the form of an assertion, denial or question and can be associated with a specific lexical item or grammatical feature in the utterance.

Presupposition refers to assumption implicitly made by speakers and listeners which are necessary for the correct interpretation of utterances. It is something as speaker's assumption to be the case prior for making an utterance. For example, the sentence "My cat was run over yesterday" is assumed for the truth condition of "I have a cat".

Moreover, Yule (1996: 25) argues that presupposition is something the speaker assumes to be case prior to making an utterance. In line with Yule's ideas of presupposition, Levinson (1983: 167) states that presupposition is a pragmatic inference, which means that it is based on the contextual assumption that is underlain by the cooperativeness of participants in a conversation, rather than the linguistic structures of the sentence. In other words, presupposition is the assumption that someone has in mind. It means when someone hears an utterance or reads a sentence he keeps it in his mind.

Saeed (1997) states presuppositions are produced by particular words or construction, together sometimes called presupposition triggers. Therefore, there are presupposition triggers consisting of words, phrases, and structures. According to Grundy (2000), in identifying presupposition there are two ways that can be used. The first way is through presupposition triggers, and the second one is to think of them as ways of expressing shared or non controversial knowledge.

People always use different kinds of utterances while interacting with others, that is why according to Yule (1996: 27) there are six types of presupposition based on the indicators of potential presupposition; they are existential presupposition, factive presupposition, lexical presupposition, structural presupposition, non-factive presupposition, and counter-factual presupposition.

### a. Existential Presupposition

An assumption of the existence of the entities named by the speaker is called existential presupposition. This type of presupposition is not only assumed to be present in possessive construction but more generally in any definite noun phrase.

Example:

Tracy's brother's car.                      << 'Tracy has a brother'>>

This sentence presupposes that both Tracy and her brother exist. The speaker may also hold the more specific presupposition that she has a brother and her mother has a lot of money because he has a car.

#### **b. Factive Presupposition**

Factive Presupposition is the assumption that something can be treated as a fact/truth by use some verbs such as “know”, “realize”, “aware”, “regret” and “glad”. In this presupposition, the speaker makes the hearer or reader trust in his/her utterance and the information of the utterance treats as a fact.

Example:

She didn't realize he was ill.                      << He was ill >>

In the sentence above, the part of the sentence that can be presupposed is “He was ill” because it is the fact or the part of the sentence that must be true even though she realized it or she did not realize it.

#### **c. Non-factive Presupposition**

Non-factive presupposition is associated with some verbs that are assumed not to be true. People often use the verbs such as ‘dream’, ‘imagine’, ‘pretend’ to presuppose that what follows is not true.

Example:

I dreamed that I was rich.                      << I was not rich>>

In the example above, the use of the verb “dreamed” shown that the clause following the verb “I was rich” is not true. It means that the presupposition is “I was not rich”.

#### **d. Lexical Presupposition**

Lexical presupposition is the assumption that speaker uses one form with asserted meaning then it is interpreted conventionally with another (non-asserted) meaning. This presupposition involves the lexical items like “stop”, “start”, and “again”. In this case, a particular expression is used by the speaker to presuppose another (unstated) concept.

Example:

He stopped smoking.                      <<He used to smoke>>

The use of one verb “stopped” can lead to the presupposition that in the past “he” has a habit to smoke.

#### **e. Structural Presupposition**

Structural Presupposition is the assumption associated with the use of certain words and phrases. In this case, certain sentence structures have been analyzed as conventionally and regularly presupposing that part of the structure is assumed to be true. For example, the wh-question construction in English, as shown example in bottom, is conventionally interpreted with the presupposition that the information after the wh-form (i.e. when and where) is already known to be case.

Where did you buy the bike?                      <<You bought the bike>>

The example above show that the listener perceives that the information presented is necessarily true rather than just the presupposition of the person asking the question. In addition, while asking the question the speaker also presupposes something that is actually part of the question formation itself.

#### **f. Counter-factual Presupposition**

Counter-factual presupposition is the assumption that what is presupposed is not only not true, but is the opposite of what is true, or contrary to facts.

Example:

If you were my friend, you would have helped me >> You are not my friend

The example above presupposes that the information in the if-clause is not true at the time of utterance. In addition, the example presupposes you are not my friend. It is a conditional structure of the type that is generally called counter-factual conditional.

### **3. Research Method**

This study is a descriptive qualitative research. According to Creswell (2009: 3), research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. Moreover, Isaac and Michael (1987: 18) state that the aim of descriptive research is to explain systematically the facts and characteristics of a given population or area of interest, factually and accurately. It means that the data in this research are analyzed by collecting, grouping, analyzing, and interpreting the research data. Descriptive research means that the data in this research are described or explained.

The data of this study are the utterances of the characters in the movie *Beauty and the Beast*, while the source of data was the movie script of *Beauty and the Beast* by Bill Condon. As stated by Lofland and Lofland in Moleong (2004: 112), the main data of qualitative research are language and action.

Based on Sutopo's idea (2006: 66), the data are collected through non-interactive method because the researchers are not involved in the interaction; thus, the steps of collecting the data are conducted as follows.

- a. Downloading *Beauty and the Beast* movie transcript from the IMSDb,
- b. Watching the movie, trying to understand it thoroughly, finding some important details to support this research and then looking for utterances suitable for the project,
- c. Reading and observing utterances in the movie transcript, and
- d. Classifying the types of presupposition found in the conversations of *Beauty and the Beast* movie based on the theory of Yule.

In addition, this research also used referential method and distributional method. The referential method was used to select utterances in the movie script in order to classify the data based on the types of presupposition stated by Yule. Then, the distributional method was used to analyze the data as in the following stages.

1. First, the researchers identified and selected the utterances produced by the characters in *Beauty and the Beast* movie when they interacted with each other.
2. Second, the researchers classified the utterances based on the types of presupposition stated by Yule (1996: 26-30).

3. Third, the researchers analyzed and interpreted the presupposition meaning that contains presupposition triggers in the utterance.
4. Finally, the researchers drew conclusions based on the research findings

#### 4. Results and Discussion

Presupposition terms are divided into six types, namely existential presupposition, factive presupposition, lexical presupposition, structural presupposition, non-factive presupposition, and counter-factual presupposition. Based on the analysis of data, it is found that the most frequent type of presupposition used by the characters in the movie was existential presupposition which was used 26 times of the total utterances used by the character. Then, factive presupposition was used 9 times, whereas lexical and structural presupposition were used in the same frequency 8 times. Meanwhile, the other two types of presupposition were used less frequently, in which non-factive presupposition was used 4 times and counter-factual presupposition was used 3 times.

The discussions of some utterances containing presupposition triggers found in the movie are as the following.

##### Data 1

Pere Robert : Ah, if it isn't the only bookworm in town. So, where did you run off to this week?

Belle : Two cities in **Northern Italy**. I didn't want to come back! Have you got any new places to go?

The utterances above are classified as the existential presupposition, it is triggered by the words "Northern Italy" as the marker of existential presupposition. This utterance classified as the existential presupposition because it conveys the existence of country named Northern Italy which is conventionally interpreted that Belle has read "Romeo and Juliet" that has the setting in two cities in Northern Italy.

##### Data 3

Lefou : Exactly! Who needs her when you've got us!

Gaston : Yes... But ever since **the war**, I've felt like I've been missing something. And she's the only girl that gives me that sense of...

The utterances above are classified as existential presupposition which is triggered by the noun phrase "the war". It is considered as existential presupposition because the speaker conveys that the war exists and it is supported by the word *but ever since the war*. Furthermore, it also implies that Gaston was a war hero at that time as seen from Lefou's words below : *GASTON! STOP! Breathe. Think happy thoughts. Go back to the war. Blood, explosions, countless widows.*

##### Data 6

Gaston : Belle! I heard you had trouble with **the Headmaster**. He never liked me either. Can I give you a little advice about the villagers though?

Belle : All I wanted was to teach a child to read.

Gaston : The only children you should concern yourself with...are your own.

The utterances above are categorized as existential presupposition which is triggered by the words “the Headmaster”. It is considered as existential presupposition because the speaker conveys the existence of a school which is led by the headmaster.

#### Data 22

Maurice : Goodbye, Belle. Come on, Philippe. You **know** the way.

The utterance above is classified as the factive presupposition, it is triggered by the word “know” as the marker of factive presupposition. From this utterance, the word “know” is used in the sentence to denote fact that Philippe knows the way.

#### Data 25

Lumiere : You must forgive first impressions. I **hope** you are not too startled.

Belle : Why would I be startled ? I'm talking to a candle

The utterances above are classified as the factive presupposition, it is triggered by the word “hope”. From this utterance the words “*hope you are not too*” is used in the sentence to denote fact that Belle is startled because a candle named Lumiere can talk like a human being.

#### Data 29

Belle : He took me there. I **know** what happened to Mama.

Maurice : Then you know why I had to leave her there. I had to protect you. I've always tried to protect my little girl, probably too much.

The utterances above are classified as the factive presupposition, it is triggered by the word “know” as the marker of factive presupposition. From this utterance the words “know” is used in the sentence to denote fact that Belle knows the cause of her mother’s death in the past.

#### Data 34

Belle : Papa.

Maurice : Oh, Belle. I **thought** I'd lost you.

The utterances above are classified as the non-factive presupposition, it is triggered by the word “thought” as the marker of non-factive presupposition. The presupposition used in Maurice’s utterance is a non-factive presupposition because it is presupposed that Maurice does not lose his daughter Belle.

#### Data 37

Lumiere : I would risk anything to kiss you **again**, Plumette.

Plumette : No, my love. I've been burned by you before. We must be strong.

The utterances above are classified as the lexical presupposition, it is triggered by the word “again” as the marker of lexical presupposition. The presupposition used in Lumiere’s utterance is a lexical presupposition because it is presupposed that the speaker Lumiere was kissing Plumette before.

#### Data 41

Beast : You came back.  
Belle : Of course I came back. I'll never leave you **again**.

The utterances above are classified as the lexical presupposition, it is triggered by the word "again" as the marker of lexical presupposition. The presupposition used in Belle's utterance is a lexical presupposition because it is presupposed that Belle was leaving the Beast before.

#### Data 42

Mrs. Potts : Chip! Look at you! You're a little boy **again**! What did I tell you, darling? You smell so good!

The utterance above is classified as the lexical presupposition, it is triggered by the word "again" as the marker of lexical presupposition. The presupposition used in Mrs Potts's utterance is a lexical presupposition because it is presupposed that Chip was a boy before.

#### Data 45

Belle : Papa? Is that you?  
Maurice : Belle! **How did you find me?**

The utterances above are classified as the structural presupposition, it is triggered by the asking question "How did you find me?". The presupposition used in Maurice's utterance is a structural presupposition because it is presupposed that Belle found her father.

#### Data 49

Maurice : Warn him? **How did you get away from him?**  
Belle : He let me go, Papa. He sent me back to you

The utterances above are classified as the structural presupposition, it is triggered by the asking question "How did you get away from him?". The presupposition used in Maurice's utterance is a structural presupposition because it is presupposed that Belle got away from the Beast.

#### Data 52

Beast : Well, **if you hadn't run away, none of this would have happened.**

The utterance above is classified as the counter-factual presupposition, it is triggered by the words "*if you hadn't run away, none of this would have happened.*" The presupposition used in the Beast's utterance is a counter-factual presupposition because it can be presupposed that Belle runs away. It also means that the real situation is on the contrary with what is spoken.

## 5. Conclusion

After analyzing the types of presupposition in *Beauty and the Beast* movie script, it is concluded that the most frequent type of presupposition used by the characters in the movie was existential presupposition which was used 26 times of the total utterances. Then,

factive presupposition was used 9 times, whereas lexical and structural presupposition with same frequency 8 times. Meanwhile, the other two types of presupposition were used less frequently, non-factive presupposition was used 4 times and counter-factual presupposition was used 3 times.

No.	Types of Presupposition	Frequency	
		Number	Percentage
1.	Existential presupposition	26	44.82%
2.	Factive presupposition	9	15.51%
3.	Non-factive presupposition	4	6.90%
4.	Lexical presupposition	8	13.80%
5.	Structural presupposition	8	13.80%
6.	Counter-factual presupposition	3	5.17%
<b>Total</b>		<b>58</b>	<b>100%</b>

Existential presupposition was the most frequent type of presupposition used by the characters in the movie, since there were a lot of definite noun phrases including proper names and possessive constructions that appear in the conversation, and those triggers belong to the features of existential presupposition. Further, it is because the speaker or the character wants to tell the listener that the information which become 'a case' does exist and assumes to be true. On the other sides, it is found that counterfactual presupposition is the less dominant type of presupposition as there are only three expressions in the data that contain counter-factual presupposition. In this type of presupposition, the speaker uses counter-factual presupposition as he/she wants to show the condition which is not only untrue but also the opposite of what is true in the truth case.

The meanings of presupposition found in this movie script are about shared-knowledge, either they are general knowledge (information that already known by the character) or certain knowledge (information that only owned by a particular person or group of people).

## References

- Creswell, John. (2009). *Research design: Qualitative, quantitative, and Mixed Methods Approaches*. 3<sup>th</sup> Edition. London: SAGE Publications. Inc.
- Grundy, P. (2000). *Doing pragmatics*. New York: Oxford University Press.
- Huang, Y. (2007). *Pragmatics*. Oxford: Oxford University Press.
- Hudson, G. (2000). *Essential introductory linguistics*. Michigan: Blackwell Publishers Inc.
- Isaac, S. and W. B. Michael. (1987). *Handbook in Research and Evaluation for Education and the Behavioral Sciences*. San Diego: Edits Publishers.
- Levinson, Stephen C. (1983). *Pragmatics*. New York: Cambridge University Press.
- Moleong Lexy J. (2004). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Perl, C. (2020). *Presupposition, Attitudes, and Why They Matter*. Australasian Journal of Philosophy, 98. 2, 363-381. doi: <https://doi.org/10.1080/00048402.2019.1621911>.
- Saeed, J. I. (1997). *Semantics*. Oxford: Blackwell Publishers, Ltd.
- Sutopo, H. B. (2002). *Metodologi Penelitian Kualitatif: Dasar-dasar dan Terapannya dalam Penelitian*. Surakarta: UNS Press.
- Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

## PROBLEMS IN THE APPLICATION OF GOOGLE TRANSLATE AS A LEARNING MEDIA IN TRANSLATION

**Christanta Rejuna Phanes S. Brahmana, Rudy Sofyan, Dian Marisha Putri**

Universitas Sumatera Utara (USU), Medan, Indonesia

E-mail: christantasembiring@gmail.com

Received: 03 September 2020

Accepted: 05 December 2020

### **Abstract**

This paper is concerned with the problems in the application of Google Translate as a translation tool. The discussion focuses on the identification of the problems faced by the translators. This research was conducted by using the descriptive qualitative method with a case study approach. Some theories supporting this research were proposed by Munday, Imre, and also Ghasemi and Hasemian. The data sources in this research were taken from the questionnaires given to students of English Literature Department of USU. From the analysis, it was found that the biggest problems often faced by the students of English Literature Department of USU were the inaccuracy and mismatch of the meaning translated which reached 31%, followed by the inaccuracy of the language structure in the translation result which reached 30%. On the other hand, the findings also showed that the best solution to deal with these problems was to make self-corrections and check the meaning of some suspected words in the dictionary and make the best choice according to the context. With the same percentage of 29%, it could be concluded that the two solutions were claimed to be the best and most efficient for the students. The conclusion was that the use of Google Translate as a learning media in translation could be accepted and applied in the classroom. Based on the results of this analysis, it was revealed that students had already known how to solve the problems of using Google Translate.

**Keywords:** Google Translate, machine translation, source text, target text.

### **1. Introduction**

Technology at this time has played a very important role in the daily life and has a great impact to every possible field, especially in translation. Newmark (2013) as cited in (Harida & Zafitri, 2017) states that no global communication would occur without translation. Based on the statement it is concluded that the rapid development of cross-language and information communication from all over the world at this time made translation skills increasingly needed. Ignorance of the source language which is a barrier in understanding the information will also be eliminated.

Translation as one of the important subjects in English Literature Department is defined as the academic discipline related to the study of the theory and the phenomenon of translation (Munday, 2012). In this subject, students are required to be able to carry out the process of changing the original written text (source text or ST) in the original spoken language

(source language or SL) into written text (target text or TT) in a different verbal language (target language or TL).

Many translator machines today are present and offer the best features to help users in doing the translation. One of the examples is Google Translate. Google Translate is known as the most widely used online translation tool recently. Based on that statement, it can be concluded that this machine is used by almost all circles, especially students at the university. Developed by Google Corp., Google Translate is a free translation service that provides instant translations in hundreds of different languages (source: [translate.google.com](https://translate.google.com)). It can translate words, sentences, and web pages among the combinations of our supported languages. The features in Google Translate include some interesting features, such as instant translation, highlighting words and phrases, diction selection, pronunciation preview, and others. These features are combined in one user interface.

Although Google Translate has provided such advanced features, many students still cannot produce a qualified translation. Moreover, the user is still not quite sure whether the translation results from Google Translate already have the correct grammar or not. These conditions were also experienced by the students of English Literature Department of USU. The students will rely on this machine translation to help them do their assignment. Such a condition is very reasonable to be considered. If Google Translate is presented to students without any thorough explanation, it might be a boomerang for them. But, on another hand, Google Translate is also helpful for the students in terms of learning English as well as translation. Then, how to deal with those two sides of Google Translate? For this reason, it is very important to know the potential feature of GT and consider the bad impact of using GT for the students so that it can be maximally utilized without getting any disadvantages.

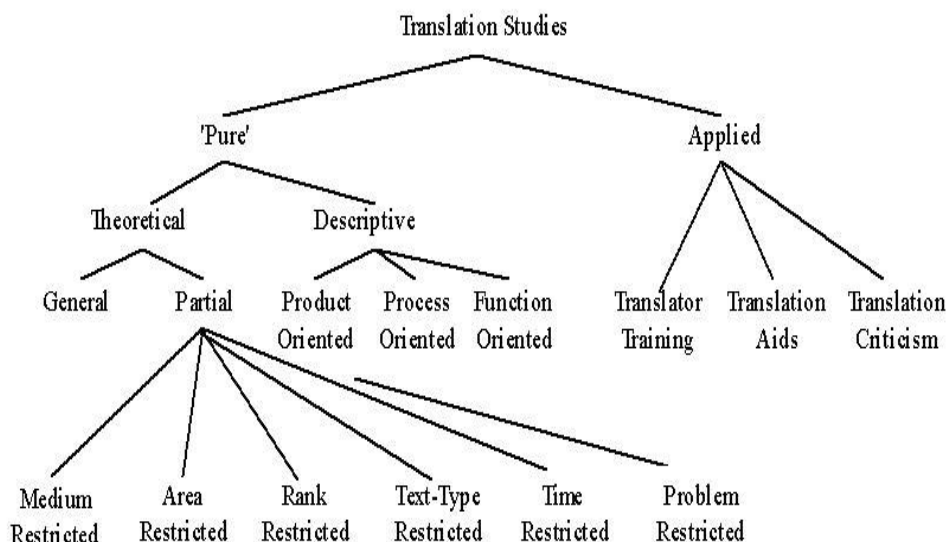
Based on the explanation above, it is deduced that problems of using Google Translate are important to be analyzed as they represent the weakness of Google Translate itself. Thus, the study focuses only on analyzing the problems of using this Machine Translation faced by the students of English Literature Department of USU. The object of research was so chosen because almost all of them use Google Translate as a translation aid tool which helps them do their assignment.

## 2. Literature Review

Recently, translation study has become more sophisticated with the involvement of technology used as the translation tool. Translation study has been explained as a scientific discipline that studies practice and theory in translation (Munday, 2012). In addition to its multilingual nature, translation studies are also known in the interdisciplinary studies, because they establish relationships with several other branches of science such as linguistics, cultural studies, philosophy, and information sciences.

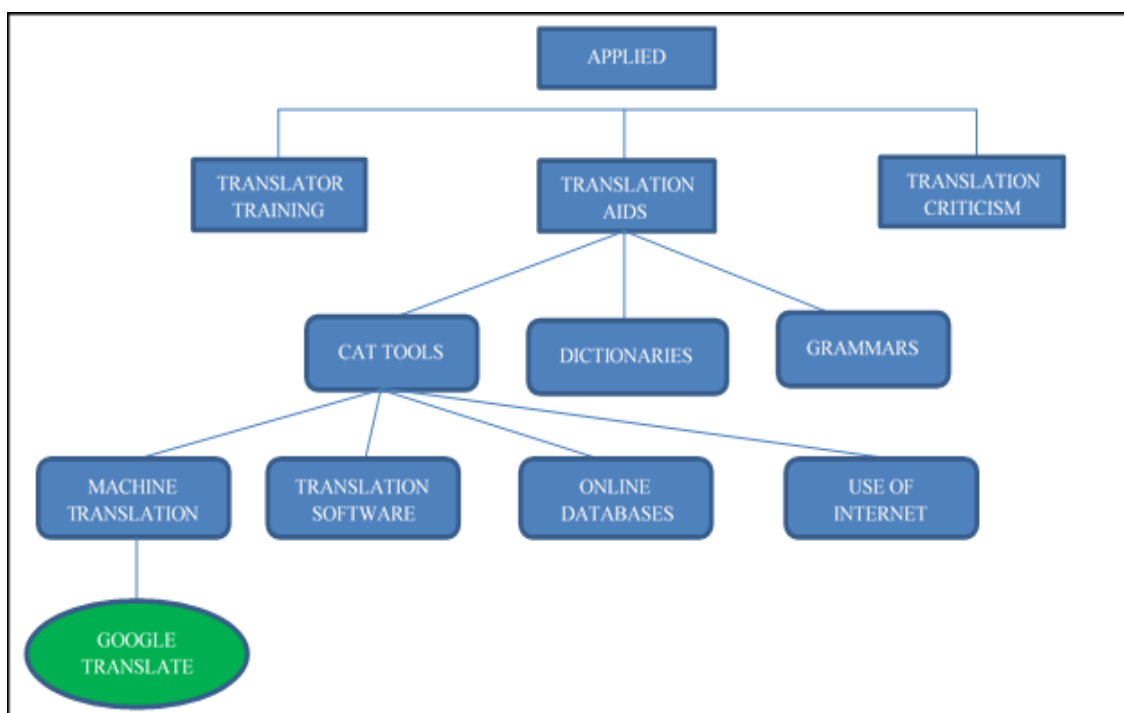
A translation study subject matter has been presented in a framework called "Holmes / Toury Map" (Munday, 2012) putting forward the whole framework, explaining what translation studies are included. He divides translation study into 2 main objects namely "Pure" and "Applied". This framework is then presented by leading Israeli translation scholars (Toury, 1995: 4) as in the figure below.

Figure 2.1. “Holmes’s Map” of Translation Studies (from Toury, 1995, p. 10) cited from (Munday, 2012, p. 12)



Based on the figure, “pure” translation studies consist of 2 main objectives namely descriptive translation studies and translation theoretical. Beside that “pure” translation studies main objective, Holmes also explains about “applied” translation studies deeply. The applied translation studies consist of 3 branches such as translator training, translation aids, and translation criticism. The figure of the applied translation itself can be seen in the following chart.

Figure 2.2. Design of Applied Translation Studies adapted from (Munday, 2012, p. 12)



Based on the figure, this study will focus on Google Translate as part of the applied translation. Google Translate known as a translation engine provides translation services for up to 90 languages, not only translating words, but also phrases, parts of a text, or the Web page. By using Statistical Machine Translation system, in translating text, Google Translate works by looking for patterns in hundreds of millions of documents to help decide on the best translation by detecting patterns in documents that have been translated by human translators (Karami: 2014).

With a history that began in 2001, Google's machine translation system uses a translation system based on Ruled Based Machine Translation (Karami, 2014). Starting with only six languages, namely English, French, German, Italian, Portuguese, and Spanish (English to other languages) and the beginning from 2004 other languages were added. After that in 2006, then Google Translate followed the statistical translation model in SMT to do word translation. SMT uses a collection of bilingual text writings which is a database of sentences in the source and target languages.

### 3. Research Method

This study is descriptive qualitative research with the case study approach. The qualitative research method is defined as a multi-method in focus, involving an interpretive, naturalistic approach to its subject matters (Bashir et al., 2008). The case study approach is known as an inquiry design found in many fields, especially evaluation, where researchers develop an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2014). In this research, an in-depth analysis of the problems usually experienced by the students in using Google Translate and the solutions to the problems were investigated and analyzed. To answer the research problems, firstly the participant selection phase was conducted by using an online placement test as an instrument. The placement test consists of 50 multiple-choice questions with the purpose to assess the competency of the population on the mastery of English, especially English Grammar. This placement test was conducted on a predetermined population. Second, after the sample was gained, they were asked to translate the text given from Bahasa Indonesia into English. Then, they were asked to complete a questionnaire distributed to the participants by using the online platform of Google Form after the translation test.

The participants of this research were students of the English Literature Department USU from Class A & B Batch 2017 with several predetermined criteria: they have passed the translation class until the third stage and have passed and fulfilled the minimum score of the placement test at least 80%. From all the populations that participate in this research 10 students have met the above criteria, involving students from the university level as participants in this study. The text selection used in the translation stage focused on text abstract which was a solid form of a longer text is a very familiar scientific text at the university level. The selected abstract is entitled "*MITOS KECANTIKAN DALAM CERPEN-CERPEN DWI RATIH RAMADHANY*", consisting of 121 words and this text was selected by meeting certain criteria in selecting texts for research purposes. In determining the appropriate and suitable examples of text to be translated by participants, there are 2 analytical tools used to measure the legibility and complexity of the text, namely the Flesch-Kinkaid Reading Ease and Flesch-Kinkaid Grade Level.

Table 3.1. Measurement Results of Text Readability and Complexity

Title	Total Sentences	Total Words	Average words per sentence	Average syllables per word	Flesch Reading Ease Score	Flesch-Kincaid Grade Level
<i>Mitos Kecantikan Dalam Cerpen-Cerpen Dwi Ratih Ramadhany</i>	4	128	369	2.45	-32.5	25.7

In the procedure of data collection, the researchers provide several steps of collecting the data.

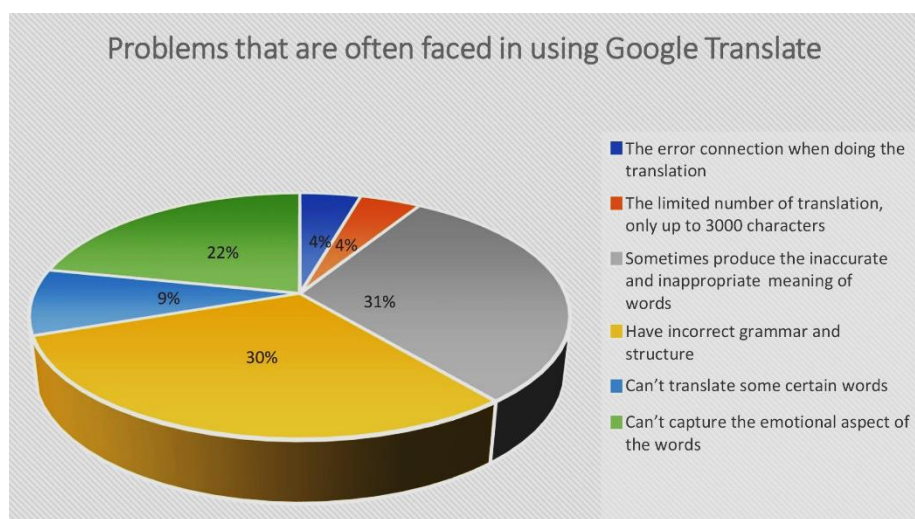
1. Doing the participant selection phase by using an online placement test through an online test platform called Socrative.
2. Translating the text from Bahasa Indonesia into English by using Google Translate as the tool.
3. Answering the questionnaire about how to use Google Translate optimally in the Google Form.
4. Collecting the answer from the questionnaire
5. Identifying the problems in using Google Translate based on the questionnaire.
6. Putting the data into the pie charts.

Because the data were collected from the Google Form questionnaire, the process of condensing the data was automatically done by Google Form. After all the respondents have finished filling out the questionnaire, the entire data were automatically transferred to excel format, so that it simplified the data processing for further analysis by researchers.

#### 4. Results and Discussion

Based on the data that has been obtained, several factors have been identified as problems in using Google Translate in the translation process. Based on the results of the questionnaire, it was revealed the factors which caused the biggest obstacles in using Google Translate.

Figure 4.1. The diagram of the problems in using Google Translate



Based on the picture above, the inaccuracy of the meaning of words in the translation process is the biggest factor that contributes up to 31% of the total factors that users often face in using Google Translate as a translation tool. As the biggest factor, inaccurate meaning is always the main reason why translators never rely on Google Translate as a translation aid. This is because it can affect the result of the text that will be translated later.

From those analysis results, it can be concluded that Google Translate is an imperfect machine translator with a low level of accuracy and many errors that are basic and trivial. Google Translate is rarely used by many people, especially translators. The inaccuracy occurs because in carrying out the translation process, Google Translate cannot meet the criteria and parameters as described in the study. Therefore, just a slight change in the meaning of the translation results will certainly affect the quality of the translation results. So, based on these conclusions, it becomes clear that the inaccuracy of the meaning of the resulting words is the biggest obstacle experienced by users of this translating machine, according to the results in the diagram.

## 5. Conclusion

After analysing the data, the finding shows that the biggest problem faced by the students of the English Literature Department USU is the inaccuracy and inappropriateness of meaning translated by Google Translate reaching 31%, followed by inaccuracy in the structure of the language in the translation reaching 30% in second place. These two factors also become the reflection of the biggest weakness of Google Translate until now.

## References

- Bashir, M., Afzal, M. T., & Azeem, M. (2008). *Reliability and Validity of Qualitative and Operational Research Paradigm*. IV(1), 35–45. <https://pjsor.com/pjsor/article/view/59>.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (K. Vicky (ed.); 4th Editio). Sage Publications, Inc. [http://fe.unj.ac.id/wp-content/uploads/2019/08/Research-Design\\_Qualitative-Quantitative-and-Mixed-Methods-Approaches.pdf](http://fe.unj.ac.id/wp-content/uploads/2019/08/Research-Design_Qualitative-Quantitative-and-Mixed-Methods-Approaches.pdf).
- Harida, E. S., & Zafitri, L. (2017). *The Effectiveness of Using Google Translate on Students' Translation at Mathematics Faculty of Universitas Negeri Padang. Proceedings of the Fifth International Seminar on English Language and Teaching*, 80–85. <http://ejournal.unp.ac.id/index.php/selt/article/view/7988>.
- Karami, O. (2014). The Brief View on Google Translate Machine. *Seminar in Artificial Intelligence on Natural Language*, 1–6. <https://pdfs.semanticscholar.org/c6f9/5d543c0b34c4026b9e6cf64decd94b793823.pdf>.
- Munday, Jeremy. (2012). *Introducing Translation Studies: Theories and Applications*. ResearchGate. [https://www.researchgate.net/publication/317451115\\_Jeremy\\_Munday\\_Introducing\\_Translation\\_Studies\\_Theories\\_and\\_Applications](https://www.researchgate.net/publication/317451115_Jeremy_Munday_Introducing_Translation_Studies_Theories_and_Applications).
- Toury, G. (1995). *Descriptive Translation Studies - and Beyond*. John Benjamins Publishing Co. [https://www.academia.edu/37123060/Gideon\\_Toury\\_Descriptive\\_Translation\\_Studies\\_and\\_Beyond\\_1995\\_John\\_Benjamins\\_Publishing\\_Company](https://www.academia.edu/37123060/Gideon_Toury_Descriptive_Translation_Studies_and_Beyond_1995_John_Benjamins_Publishing_Company)

## VARIATIONS IN METADISCOURSE USE IN ENGLISH LANGUAGE INTRODUCTION AND LITERATURE REVIEW THESIS CHAPTERS

Osei Yaw Akoto<sup>1</sup>, Joseph Benjamin A. Afful<sup>2</sup>

<sup>1</sup>Kwame Nkrumah University of Science and Technology, Kumasi, Ghana,

<sup>2</sup>University of Cape Coast, Cape Coast, Ghana

E-mail: oseiyaw.akoto@yahoo.com

Received: 24 June 2020

Accepted: 10 December 2020

### Abstract

Studies have established that thesis chapters are both similar and dissimilar with respect to their rhetorical choices. This paper examined metadiscourse use in the Introduction and Literature Review (LR) chapters of English Language theses from a nonnative context. The Introduction and LR chapters of ten theses, resulting in 50, 000 and 100, 500 words respectively, constituted the data sets for this study. Drawing on Hyland's metadiscourse model, we manually coded all the metadiscursive elements. The study reveals statistically significant differences across all the interactive and interactional subcategories, affirming the stance that the rhetorical function of a thesis chapter influences its metadiscoursal choices. The study also found a new subcategory of meta-discoursal category labeled continuants. The paper has implications for the teaching and supervision of postgraduate theses, and the theory of metadiscourse.

**Keywords:** continuants, master's thesis, metadiscourse, disciplinary variation, thesis chapters.

### 1. Introduction

Interaction-in-writing has engendered the attention of discourse analysts, applied linguists, and corpus linguists for years. It is established that writer-reader interaction in writing, specifically, academic writing is influenced by disciplinary norms, values and conventions (Ädel, 2006; Hyland, 2004, 2005). Hyland (2004), therefore, uses the expression *disciplinary interactions* to denote writer-reader associations sanctioned and conditioned by disciplinarity. Metadiscourse constitutes one of the various resources employed to realize interaction in text. It encompasses rhetorical resources that are deployed to achieve textual interaction between writers and readers (Adel, 2006; Hyland, 2005). Metadiscoursal resources generally help in the organization of the proposition, and management of the relationship between discourse participants (i.e. writers and readers) (Ädel, 2005, 2006; Burneikaitė, 2008, 2009a, b, c). Williams (2010) argues, therefore, that a discourse is not a monologue but an 'internalized dialogue' (p. 10).

Several studies (Akoto, 2019, 2020; Hyland & Tse, 2004; Hyland, 2004; Burneikaitė, 2008, 2009a, b & c; Musa, 2014a, b; Yoon & Römer, 2020) have investigated the extent to which disciplinarity influences the employment of metadiscourse in postgraduate writings in general and master's thesis in particular. These studies have established differences and similarities in metadiscourse use. The differences although can be informed by individual idiosyncrasies,

institutional differences, geopolitical factors, and socio-cultural factors (Abdollahzadeh, 2011; Burneikaitė, 2008), several studies (Akoto, 2019, 2020; Musa, 2014a, b) attributed their realized variations to differences in disciplinary values, norms and conventions. For example, Hyland (2004) found that metadiscoursal resources were more frequent in Applied Linguistics master's theses than in Public Administration, Business Studies, Computer Science, Electronic Engineering and Biology. On the other hand, generalities in metadiscourse use in master's theses across disciplines are also ascribed to genre-based (genre-part-based) factors such as communicative functions, positioning and generic requirements (Akoto, 2019, 2020; Hyland, 2004). For example, studies (Hyland, 2005; Burneikaite, 2008, 2009a, b, c; Musa, 2014a, b) have discovered that both interactional and interactive metadiscourse devices are commonplace rhetorical devices in master theses.

Studies on metadiscourse use in master's thesis either adopt the lumping (Can & Yuvayapan, 2018) or splitting approach (Ädel, 2010), whereby the complete thesis (from Chapter 1 to the last) constitutes the corpus, or a Chapter of the thesis constitutes the data set respectively. The splitting approach, which is microscopic in nature (Akoto, 2019, 2020; Yu, 2016), seeks to reveal *chapterological* variation with respect to metadiscourse use. Scholars on metadiscourse engage in *chapterology* to ascertain the extent to which differences in communicative functions and placement of thesis chapters influence metadiscourse use. Consequently, some researchers have undertaken intra-disciplinary studies on different chapters (Akoto, 2019, 2020; Duruk, 2017; Haufiku & Kangira, 2018; Zahra, Roya & Shahla, 2015). These studies generally concluded that metadiscourse use is chapter-specific, affirming Ädel's (2006: 188) assertion that 'some types of metadiscourse tend to occur at specific points in texts'.

In spite of the plethora of metadiscourse studies on thesis chapters (Akoto, 2019; 2020; Duruk, 2017; Yu, 2016), the Introduction and Literature Review chapters in English Language theses have not been investigated. Drawing on interactive and interactional categories in Hyland's (2005) model of metadiscourse, this paper examines metadiscourse use across the Introduction and Literature Review (LR) chapters in English Language discipline to ascertain intra-disciplinary variation, which bothers on inter-chapter variations, to deepen our understanding on "dissertation chapter's heterogeneity" (Olmos-Lopez, 2015: 51). Regarding the disciplinary profile of English Language, Becher (1989) describes it as a soft science; Biglan (1973) classifies it as soft-pure-non-life discipline while Hyland (2009) features it as part of humanities.

The rest of the paper is organized as follows. The concept of metadiscourse is first examined. Then, it proceeds to discuss the methodological choices made in the study. This is followed by the analysis, and discussion of results. The paper is concluded with implications of the findings and recommendation for further research.

## **2. Literature Review**

### **2.1 Metadiscourse**

Within the past two decades, authors from various theoretical backgrounds have theorized the concept metadiscourse. These attempts have resulted in numerous definitions and categorizations. A common theme in the various theories is that writing involves writer-reader interaction. This theme is explicitly or implicitly revealed in the definitions of metadiscourse by scholars such as Vande Kopple (1985), Crismore et al (1993), Hyland (2005, 2017), Ädel (2006) and Burneikaitė (2008). These scholars believe that academic communication means a lot more than the ideational material. They consider metadiscourse

as a useful part of a text, contributing to text structuring and interaction between a writer and his/her audience.

The theoretical attention has resulted in a proliferation of theories on the phenomenon. These include Systemic Functional Grammar (SFG)-inspired models (Vande Kopple 1985; Crismore et al., 1993; Hyland, 2004, 2005), speech act-related theory (Beauvais, 1989), Jacobson-based theory (Ädel, 2006), relevance theory (Aguilar, 2008), and cooperative principle-based theory (Abdi, Rizi & Tavakoli, 2009). All these theories consider academic writing as a social activity which involves writer-reader interaction, in conformity to a particular discourse community. Abdi et al (2009), therefore, acknowledged:

All of the models, in one way or another, are recognitions of a belief that the use of language for communication is not just an attempt to transfer information and knowledge; rather it is also normally accompanied by cooperative efforts like organization, evaluations, feelings, engagement... (p. 5)

Among the various theoretical perspectives on metadiscourse, the one that has received a general attention is the SFG-based. The reason may be due to the fact that metadiscourse itself is a functional category (Hyland, 2004, 2005; Tse & Hyland, 2004). All the SFG-based theories, except Hyland (2004), distinguish between the 'ideational discourse' and 'textual-interpersonal discourse' (which is the focus of metadiscourse). However, Hyland (2004) argued that metadiscourse relates to only the interpersonal resources, implying that any linguistic element which is metadiscoursal is also an interpersonal resource. This characteristic of Hyland's model distinguishes it from all the other models on metadiscourse.

Hyland's (2005) model of metadiscourse forms the theoretical thrust ((as well as the analytical framework) of this study. Hyland (2005) describes metadiscourse as 'an umbrella term used to include an apparently heterogeneous array of cohesive and interpersonal features which help relate a text to its context' (p. 16). This stance on metadiscourse is premised on the interpersonal metafunction of language in systemic functional grammar. Hyland's model of metadiscourse considers language as a system of interactive resources used for mainly interpersonal purposes. Consequently, Hyland (2005), in identifying linguistic resources that have metadiscoursal potentials, does not pose the question 'what is the function of the item' but rather 'what is this item doing here at this point in time in the text' or 'here and now', as Gee (1999) puts it. Within Hyland's (2005) framework of metadiscourse, the concept *metadiscourse* is considered as a linguistic, pragmatic and rhetorical phenomenon. Writers, therefore, use metadiscoursal resources to 'discourse about discourse' for a rhetorical purpose and also establish rapport with the participants in the discourse internal world (Hyland, 2004; Tse & Hyland, 2004, 2005). Metadiscourse is, therefore, seen as a medium through which interpersonal relation, in a text, is established, thereby perceiving a writer and the anticipated reader as people in a social world (Hyland, 2005). Hyland (2005) provided three key parameters in identifying metadiscourse:

Metadiscourse is distinct from propositional aspects of discourse.

Metadiscourse relates to aspects of the text that relate to writer-reader interaction.

Metadiscourse refers to relations only that are internal to the discourse (Hyland, 2005:159).

Guided by these three key principles, Hyland (2005) divided metadiscourse into two major categories: interactive and interactional.

### **2.1.1 Interactive Metadiscourse Resources**

This category of metadiscourse concerns how textual resources are deployed in the management and organization of propositional/ideational information in texts. Writers use the interactive resources to convey their preferred interpretation to the anticipated readership of the discourse –be it spoken, written, visual or multimodal (Kumpf, 2000; Hyland, 2004, 2005; Aguilar, 2005). Tse and Hyland (2006: 770) argue that interactive resources ‘are concerned with ways of organizing discourse to anticipate readers’ knowledge and reflect the writers assessment of the readers’ processing abilities, background resources, and intertextual experiences in order to decide what needs to be made explicit to constrain and guide what can be recovered from the text.’ Hyland (2005) classifies interactive resources into five subcategories, which are discussed below.

Evidentials are the interactive resources used to show the source of propositional information in a discourse. They show references to “community-based literature and provide supports for arguments” (Hyland, 2005: 51). Examples of evidentials are ‘According to J’, ‘They state’, ‘In their opinion’, etc. These metadiscoursal resources reveal the authorities cited in a discourse thereby indicating to the readers the source or the origin of the writer’s proposition.

Frame markers refer to the discourse acts, sequencers, or text stages or boundaries of schematic text structures. They make references to text boundaries or elements of text structure; to label text stages; to announce discourse goals, and to indicate topic shifts. In short, frame markers, according to Hyland (2005), provide framing information about the ideational materials of the discourse. Examples include, ‘Finally’, ‘To sum up’, ‘Our focus is to’, ‘First’, ‘1, 2, 3...’, ‘a, b, c...’.

Endophoric markers (or endophorics) are interactive resources which are used to make cataphoric and anaphoric references to other parts of an on-going discourse. Thus, they refer to earlier materials or propositions yet to be made in a discourse. Some examples are: ‘In chapter one’, ‘Refer to table 2 below’, ‘The next section’, etc.

Code glosses signal the reformulation, restatement or exemplification of ideational information. They help readers to grasp the detailed meanings of propositional information, especially when unfamiliar or technical expressions are used in a discourse. Consequently, Crismore and Farnsworth (1989) argued that code glosses ‘function in the semantic system of language’ (p. 98) use in texts to help make meanings clear to readers. Examples of code glosses include: ‘In other words’, ‘Such as’, ‘For example’, ‘This means that’, etc. Code glosses are sometimes marked off by parentheses and commas.

Transitions markers are the interactive resources that writers use to link their arguments to make them coherent and cohesive. They signal additive, causative, contrastive, and consequential steps in a discourse. They express semantic relations among main clauses in texts. They include conjunctions (e.g. and, however, and...), adverbials (e.g. similarly, sometimes, whenever...), and the likes.

### **2.1.2. Interactional Metadiscourse Resources**

Interactional resources are used to create appropriate reader-sensitive atmosphere, and writer-reader relationship in discourse. They focus on participants of the interaction and seek to display the writer’s persona and a tenor consistent with the norms of the disciplinary community’ (Hyland, 2005: 50). Burneikaitė (2008) refers to interactional resources as

participant-oriented metadiscourse. Interactional resources, therefore, focus on rapport establishment and management; and also attitude demonstration towards the proposition in a discourse. Heng and Tan (2010) noted that they relate to the socio-affective level where writer-reader engagement is given much prominence in discourse. Hyland (2005) subclassifies interactional resources into five, and these are discussed below.

Hedges, which include 'about', 'perhaps', 'to some extent', and 'may', are the interactional devices which indicate writers' reluctance to present propositional information categorically. They, therefore, withhold writers' full commitment and help writers to present facts as opinions and most importantly present academic discourse as 'the domain not of closed-fisted logic, but of open-handed rhetoric' (Crismore & Fransworth, 1989: 95).

Engagement markers are the resources used by writers to register their readers in a discourse. Engagement markers create reader-sensitive environment, thereby revealing the writers' awareness of the anticipated readers. In effect, 'they explicitly address readers either by selectively focusing their attention or by including them as participants in the text through second person pronouns, imperatives, question forms, and asides' (Hyland, 2004: 139). Specific examples are imperatives/directives (e.g. 'Note that', 'See Page 4'; interrogatives (e.g. 'Do you agree to this?', 'Is it true?'), and pronouns (e.g. you, your and inclusive we).

Attitude markers show the writer's appraisal or judgement of an ideational content. They indicate the writer's affective rather than epistemic attitude to proposition (Hyland, 2005). Attitudes are expressed by the use of subordination, comparatives, progressive particles and punctuations. Specific examples are 'most strikingly', 'unfortunately', 'I find it worthwhile that', etc.

Boosters are regarded as counter-hedging metadiscourse devices because, unlike hedges, they declare writers' certainty and absolute confidence in a proposition made in a discourse. Hyland (2005: 53) notes that 'boosters suggest that the writer potentially presents diverse positions but has chosen to narrow this diversity rather than enlarge it, confronting alternatives with a single confident voice'. Boosters include 'clearly', 'it is true that', and 'definitely'.

Self mentions signal the projection and representation of a writer in a text. Through these, writers construct 'contextually situated authorial identity'. Hence, Blagojevic (2004) refers to it as author's presence. Examples are 'I', 'exclusive we', 'me', 'mine' and 'our/ours'.

The literature on metadiscourse implicitly reveals three approaches to categorizing metadiscoursal markers. These approaches are form-based (Crismore, 1984), function-based (Vande Kopple, 1985) and form-function-based (Ädel, 2005; Burneikaitė, 2008; Hyland, 2005) approaches. Out of these theoretical approaches, the form-function-based is considered the more elegant because it acknowledges the fact that different linguistic structures may perform the same metadiscoursal function and a particular structure can be both metadiscoursal and non-metadiscoursal, depending on the context within which it is found. However, among even the form-function-based theoretical perspectives on metadiscourse, Hyland's (2005) interpersonal model of metadiscourse is deemed the most appropriate because it 'builds on previous frameworks to offer a more theoretically robust and empirically grounded classification, representing a major reconceptualization of metadiscourse theory' (Tse & Hyland, 2006: 768). This makes it the most comprehensive approach to metadiscourse study (Heng & Tan, 2010).

Again, the focus (i.e. master's thesis) of the present study also influenced the choice of the model of metadiscourse. Hyland's model is considered the one that is appropriate to studies within academic discourse particularly genres like master's and postgraduate theses

(see Zarei&Mansoori, 2011). Due to this model's academic discourse-orientedness, it has been labelled 'a model of metadiscourse in academic text' (Zarei & Mansoori, 2011: 45).

Further, Hyland's model of metadiscourse is preferred to the others because it is the most widely used model in the literature on metadiscourse. The widespread preference of this model can be attributed to its multidisciplinary coverage, as underscored by Afros (2007) that 'it encompasses concepts and methods from diverse knowledge...' (p. 13). Lischinsky (2008: 128) also testifies that one strength of Hyland's model over all others is that 'it has been profitably used to explore other knowledge-creating and -establishing genres, such as textbooks, scientific letters and research articles'.

### 3. Method

#### 3.1. Data Sets and Procedure of Analysis

The data used for the study were Master of Philosophy (MPhil) theses submitted to the Department of English, University of Cape Coast. These theses satisfied both institutional and disciplinary requirements as they had been passed by disciplinary gatekeepers (external and internal assessors, and supervisors) and the School of Graduate Studies. They were available in non-electronic format in the libraries of the department. The Introduction and the Literature Reviews Chapters were photocopied and typed, after which they were proofread.

A worksheet based on Hyland's (2005) metadiscourse model was designed to provide guidance in identifying the metadiscourse markers. We manually coded the texts by identifying metadiscourse features based on Hyland's functional metadiscourse model. The use of the functional approach to metadiscourse study is informed by the fact that a linguistic resource, depending on the context, can function as metadiscoursal or non-metadiscoursal element (Hyland, 2005; Ädel, 2005, 2006; Burneikaitė, 2008). Like Ädel (2006), this paper did not focus on error analysis but rather the use of linguistic resources for metadiscoursal functions.

In a qualitative study, 'the personal-self becomes inseparable from the researcher-self' (Creswell, 2003: 182) and more particularly, studying a fuzzy phenomenon such as metadiscourse where the subjective judgement of the analyst is inevitable (Ädel, 2006). Thus, to reduce this subjectivity which is inevitably characteristic of linguistic analysis (Akoto, 2019), and also given that 'there are no simple linguistic criteria for identifying metadiscourse' (Tse & Hyland, 2006:770), we employed two inter-coders who independently analysed portion of the texts.

The present study adopted Hyland's functional metadiscourse analytical framework since metadiscourse studies begin with functional analyses of texts (Hyland, 2004; Tse & Hyland, 2006). Besides, the functional analysis of metadiscourse gives greater comprehensibility and distinction to the various metadiscourse features (Akoto, 2020; Heng & Tan, 2010). The context-sensitive and functionally-oriented model of metadiscourse by Hyland (2005) helped us to resolve the problems of fuzziness, multifunctionality, clustering and double use (Hyland, 2004, 2005; Blagojevic, 2004; Burneikaitė, 2008, 2009). Again, the functional analysis of metadiscourse helped in differentiating 'actual' metadiscourse resources from *pseudo-metadiscoursal elements* which performed propositional rather than metadiscoursal functions. In the discussion section, metadiscursive items are provided under each subcategory, and these are bolded and underlined to make them visible to readers.

We identified and categorized the metadiscourse markers into interactive and interactional categories, and then into their various subcategories. We read the texts twice (two weeks interval) to ensure that every metadiscourse element had been examined. Finally,

the texts were normalized at 10, 000 running words in order to “control length variation and also to allow comparison across corpora of unequal size” (Khedri, Heng & Ebrahimi, 2013: 325). To ascertain whether the observed differences in the frequencies of metadiscourse markers across the two Chapters were statistically significant, we used the log-likelihood (LL) calculator (freely available at <http://ucrel.lancs.ac.uk/llwizard.html>), with a statistical significance threshold at 95th percentile; 5% level;  $p < 0.05$ ; critical value = 3.84. This implies that any LL value below and avoid 3.84 was respectively considered not significant and significant (statistically).

We calculated for the average metadiscourse per page and metadiscourse density. We arrived at metadiscourse per page by dividing the total number of metadiscourse items by the number of pages. Furthermore, we calculated for metadiscourse density to find out how dense the chapters are in terms of metadiscourse use. Metadiscourse density describes the percentage of metadiscourse items in the overall words in any given text. The formula used in computing the metadiscourse density was:

$$\frac{\text{Total No. of MD}}{\text{Total No. Words}} \times 100$$

It should, however, be noted that metadiscourse density (MD) does not show how well-written a text is (Hyland, 2010). It rather shows the level of interpersonality and interactivity in a text, although Cheng and Steffensen (1996) have established a positive correlation between metadiscourse use and quality writing.

Table 1:

Basic quantitative details on English Introduction and LR Chapters

Chapters	No. of words	RF	NF	Metadiscourse Density
Introduction	50, 000	5, 492	109.8	10.98
LR	100, 500	13, 261	132.0	13.20

Table 1 shows that the metadiscourse densities in the two sections are 10.9 for Introduction and 13.20 for LR. Metadiscourse density reveals that the LR Chapter has a greater number of metadiscourse items than the Introduction Chapter. Most importantly, the normed frequency (NF) showed that LR section used more metadiscourse markers than the Introduction section. The log-likelihood statistical test affirms that the observed difference is indeed statistically significant, as the LL value is 174.81 as against the statistical cut-off point of LL 3. 84. Perhaps, the rigorous evaluation required in the LR resulting in the review of non-research literature and empirical literature, and discussion of the theoretical and conceptual frameworks (Bitchener, 2009; Yoon & Römer, 2020) and how they inform the present work account for this. This probably necessitated LR's use of more metadiscourse items to organize the text, guide the reader to ease understanding of the content and more importantly to shape arguments to the needs and expectations of the readers (Hyland, 2010; Gezegin & Melike, 2020).

The frequency counts in Tables 2 and 3 reveal the crucial role of metadiscourse in English Language Introduction Chapter (ELIC) and English Language Literature Review Chapter (ELLRC). They indicate that English thesis writers regard writing as a social engagement, as contended by Hyland (2004, 2005). Tables 2 and 3 further display the dissimilarities that exist between ELIC and ELLRC in terms of the use of metadiscoursal devices. Interestingly, ELLRC uses more interactive devices (NF 64.0 as against ELIC's NF 56.5), and interactional devices (NF

68.0 as against ELIC NF 53.4). This finding corroborates Chen's (2011) assertion that "the literature review...is the place where metadiscourse is frequently employed" (p. 94). The predominance of interactional metadiscourse in the LR underlines the writers' efforts to establish socio-rhetorically accepted relationship to their argument and readers in order to persuasively deal with both the non-empirical and empirical literature available in the field of study (Tse & Hyland, 2006; Gezegin & Melike, 2020).

Again, the more frequent use of interactional devices in the LR is quite justified, given that it is a persuasive text type (Abdi, 2002) and as Abdi (2002) maintained such texts are mostly interactional metadiscourse-laden. It is also not surprising that interactive features are dominant in the LR as it aims at managing ideational information to explicitly establish the writer's preferred interpretations (Hyland, 2004) and also negotiate entry into the *knowledge bank* in the field of study (Afful, 2010). It is important to note that the observed differences between the Chapters regarding both interactive and interactional devices are both statistically significant. As shown in Table 4, the log-likelihood (LL) values for interactive and interactional subcategories are 31.00 and 116.17 respectively. Indeed, the LL values are higher than the significance threshold (i.e. 3.84). The marked statistical significant difference corroborates the assertion that the rhetorical conventions, communicative functions and generic constraints of the two Chapters significantly influence the use of metadiscourse devices (Akoto, 2019, 2020). In the next ensuing two subsections, we discuss the differences between ELIC and ELLRC regarding interactive and interactional subcategories.

## 4. Results and Discussion

### 4.1. Variation in the use of Interactive devices across ELIC and ELLRC

We adopted the concept 'scale of preference', or rank order (Cherk, 2016) which assumes that metadiscourse subcategories are scalable, to show the arrangement of metadiscourse subcategories in their order of importance (Cherk, 2016). The rank of a metadiscourse subcategory determines its importance, as compared with other subcategories. Simply put, the more important a subcategory is, the higher its normed frequency (NF). The scale of preference, raw frequencies (RFs), normed frequencies (NFs), percentages (%) and rankings of interactive subcategories are shown in Table 2.

Table 2:

Statistical details on Interactive metadiscourse in ELIC and ELRC

Category	Introduction				Literature			
	RF	NF	%	Ranking	RF	NF	%	Ranking
Transitions	830	16.6	15.11	1 <sup>st</sup>	1927	19.2	14.53	1 <sup>st</sup>
Code Glosses	761	15.2	13.86	2 <sup>nd</sup>	1695	16.9	12.78	2 <sup>nd</sup>
Evidentials	443	8.9	8.07	3 <sup>rd</sup>	1648	16.4	12.43	3 <sup>rd</sup>
Endophoric Markers	436	8.7	7.94	4 <sup>th</sup>	567	5.6	4.28	5 <sup>th</sup>
Frame Markers	353	7.1	6.43	5 <sup>th</sup>	591	5.9	4.46	4 <sup>th</sup>
Total	2823	56.5	51.41		6428	64.0	48.48	

Table 2 shows the scales of preference of interactive metadiscourse in ELIC and ELLRC. We observe similarities between the two chapters. The Introduction Chapter has the following scale of preference: transitions, code glosses, evidentials, endophoric markers, and

frame markers while the LR chapter favoured transitions, code glosses, evidentials, frame markers and endophoric markers, in that order. The two respective scales of preference for interactive devices clearly show that both ELIC and ELLRC prefer greater use of transitions, followed by code glosses and then evidentials in that order more than the remaining interactive subcategories. The high preference for transitions in both Chapters show how both English Language thesis writers place high premium on coherent and logical arguments to ensure that readers are engaged in the discourse to acknowledge the preferred interpretations of the writers (Hyland, 2005). The finding is consistent with some previous studies (Akoto, 2019, 2020; Zahra, Roya & Shahla, 2015).

We note that the similarities regarding ranking of the interactive subcategories outweigh the dissimilarities. Apart from endophorics and frame markers which interchanged positions, all the others maintain a common preference order across both chapters.

Notwithstanding the similarities, there exist quantitative differences across all the metadiscourse devices in all the interactive subcategories.

The LR Chapter (LRC) employed more transitions (19.2 as against 16.6), and it suggests that in the LR, writers more often logically and coherently organize their arguments to express their preferred interpretation than they do in the Introduction. This is probably due to the fact that it is the chapter that justifies the study's essence (Samraj, 2008) and therefore requires more transitions to weave a researcher's thoughts together. It is shown in Table 3 that the observed difference in transition use between the two Chapters is statistically significant at LL 12.28, as against the statistical cut-off point of 3.84.

Table 3:

Log-likelihood values of interactive subcategories across ELIC and ELLR

Metadiscourse Subcategories	Log-likelihood Value	Significance Status
<b>Interactive Subcategories</b>	31.00	Significant
<b>Transitions</b>	12.28	Significant
<b>Code Glosses</b>	5.61	Significant
<b>Evidentials</b>	147.63	Significant
<b>Endophorics Markers</b>	45.51	Significant
<b>Frame Markers</b>	7.26	Significant

Here are examples of transitions use in ELIC and ELRC:

The present study is focused on code choice **and since** the question of choice applies more to the spoken than the written variety of communication, the research is limited to the spoken medium. (ELIC 0001)

The researchers fail to acknowledge current views that any language system is extremely complex, that many aspect of grammar have never been described **and consequently** been taught,... (ELLRC 0001)

From the above examples we see how transitions are used in ELIC and ELLRC. The logical and coherent linking of the arguments are probably done in LR, slightly more than in the Introduction to also motivate the readers (Farrokhi & Ashrafi, 2009), and to sustain their interest to follow the writers' flow of thought into the proceeding chapters.

The next interactive subcategory is code glosses, which are used to offer explanations to some ideational messages in discourse, as shown in extracts ELIC 0002 and ELLRC 0002.

**This means** that when two or more individuals communicate with each other in speaking, **for example**, we can name the system of communication that they employ a code. (ELIC 0002)

This comprises four major variables: **intelligence, language aptitude, motivation and situational anxiety**. (ELLRC 0002)

Table 2 indicates ELLRC used 16.9 as against 15.2 in ELIC. This observed difference is significant (statistically) with LL value of 12.78. It is surprising to find that LR employed more code glosses than Introduction, given that the Introduction seeks among other things to contextualize the study by explaining concepts that underpin the study (Afful, 2010; Bitchener, 2009; Samraj, 2008). It was therefore not surprising to find a rhetorical unity *Definition of Terms* in the Introduction Chapter in all the theses included in the corpus. Bitchener (2009) maintains that all Introduction defines 'specialized vocabulary' (p. 56) in the study to ease readers' comprehension in the successive chapters (Camiciottoli, 2003).

Evidentials reveal the source of textual information outside the evolving text (see Tse and Hyland, 2006; Hyland, 2005), as shown in the corpus evidence ELIC 0003 and ELLRC 0003.

**According to Wardhagh and Crystal** the concept of code does not refer to only a variety of language, whole languages are also codes. (ELIC 0003)

Thirdly, the chapter looked at literature on conversation as studied by scholars like **Kramer (1931), Edelsky (1931), Goffman (1957) and Greenwood (1989)**. (ELLRC 0003)

Table 2 indicates that LR (16.4) exceedingly used more evidentials than Introduction (8.9). This finding is not surprising since the LR is said to be characterized by greater use of evidentials (Afful, 2010; Bitchener, 2009; Chen, 2011) as authors display their knowledge of their field of knowledge through the citations they use. In the master's thesis, critique of other works to show the uniqueness of one's study is the role of the LR. Bitchener (2009) argues that extensive citation is not the norm in the Introduction but in the LR. This marked statistical difference between the two Chapters suggests that English Language thesis writers display their acquaintance with the existing literature in their field more in the LR than in the Introduction. The preponderance of evidentials in the LR than in the Introduction buttresses Ädel's (2006: 188) hypothesis that 'some types of metadiscourse tend to occur at specific points in texts'. Now the subsequent section concentrates on differences in interactional items across the two engaged sections in the English master's theses.

Now let us turn to endophorics and frame markers, where the Introduction Chapter outweighs the LR Chapter. Regarding endophorics, Introduction employed 8.7 as against LR's 5.6 in 10,000 running words.

**This chapter** provides an insight into the theme of **the current research**. (ELIC 0004)

**The preceding discussion** has been an overview of the four theories. (ELLRC 0004)

As text-organising devices (see Burneikaitė, 2009; Hyland, 2005), as demonstrated in ELIC 0004 and ELLRC 0004, endophorics signal writer's attempt to manage the structure of the

ongoing discourse. It was observed that the Introduction Chapter deployed more rhetorical sections than the LR Chapter. Thus, Introduction requires more use of endophorics to weave the preceding and proceeding sections together in order to provide a well-interwoven text.

Moreover, frame markers were also deployed more frequently in the Introduction section (7.1) than in the LR (5.9) per 10, 000 tokens, and this difference is statistically significant with LL value of 7.26 at 3.84, the statistical cut-off point. Hyland (2005) outlined four main functions of frame markers: sequencing, stage labeling, topic shifting and goal announcing. The underuse or overuse of frame markers therefore has implication for how writers guide their readers through texts. Hence, frame markers have some bearing on the readability on comprehensiveness of a text. Camiciottoli (2003), therefore, found that the text which contained more frame markers was more comprehensible than the one that contained less. Based on this, we can remark that the Introduction appears more comprehensible than the Literature. This is probably so because the Introduction is the 'entry chapter' where the writer needs to 'arrest' the readers' interest (Afful, 2010). See frame markers use in ELIC and ELLRC.

However, for the purpose of this research, no distinction is made between one Ghanaian who speaks only one language (the mother tongue) and another who speaks more than one (the mother tongue and other Ghanaian languages) as far as the learning of English is concerned. (ELIC 0005)

The present study focuses on the last of the three because, according to Petric (2005), authorial presence is constructed, among others, by relating to others. (ELLRC 0005)

The foregoing evidence makes clear one revelation – that writers more frequently refer to the other parts of their works to clarify additional materials to the readers (Hyland, 2006) than they do in the LR. The finding is not surprising because previewing of thesis organization, and goal stating are parts the function of the Introduction Chapter (Samraj, 2008). More so, the frame markers have shown that more often in the Introduction, than in the LR, writers use language more reflexively to refer to text boundaries to sequence propositional information, to label text stages, to declare discourse goals, and to indicate topic shifts (Hyland, 2004, 2005). This is quite justifiable because ELIC has more rhetorical sections such as 'background to the study', 'statement of the problem', 'hypotheses/research questions...', than in the LR, which mostly capture review of empirical studies and the discussion of conceptual and theoretical frameworks.

#### **4.2. Variation in the use of Interactional devices across ELIC and ELLRC**

Table 4 displays, among other things, the rank, raw frequencies (RFs), and normed frequencies of interactional subcategories across ELIC and ELLRC. It is interestingly to note that the two chapters have the same scale of preference for interactional subcategories: hedges, boosters, attitude markers, engagement markers, continuants, and self mentions. This shared pattern suggests that thesis-parts are not completely dissimilar.

Table 4:  
Frequency of Interactional Metadiscourse in ELIC and ELRC

Category	Introduction				Literature			
	RF	NF	(%)	Ranking	RF	NF	(%)	Ranking
<b>Hedges</b>	1206	24.1	21.96	1 <sup>st</sup>	2652	26.4	20.0	1 <sup>st</sup>
<b>Boosters</b>	685	13.7	12.47	2 <sup>nd</sup>	1830	18.2	13.80	2 <sup>nd</sup>
<b>Attitude Markers</b>	523	10.5	9.52	3 <sup>rd</sup>	1825	18.1	13.76	3 <sup>rd</sup>
<b>Engagement Markers</b>	183	3.7	3.33	4 <sup>th</sup>	384	3.8	2.90	4 <sup>th</sup>
<b>Continuants</b>	40	0.8	0.73	5 <sup>th</sup>	102	1.0	0.77	5 <sup>th</sup>
<b>Self Mentions</b>	32	0.6	0.58	6 <sup>th</sup>	40	0.4	0.30	6 <sup>th</sup>
<b>Total</b>	2669	53.4	48.59		6833	68.0	51.53	

The highest preference for hedges and the lowest preference for self mentions across the two Chapters confirm some studies on interactional devices in master's thesis (e.g. Akoto, 2019, 2020; Hyland, 1998 2004, 2010). The first rank of hedges arguably confirms the centrality of hedges in academic writing (Hyland, 1998; Musa, 2014a, b) and master's students' reluctance to explicitly establish their authorial presence in their works (Hyland, 2004, 2010).

The NFs in Table 4 show that the LR uses more hedges, boosters, attitude markers, engagement markers and continuants than the Introduction Chapter. Self mentions is the only interactional subcategories where Introduction employed more than the LR. In the ensuing paragraphs we discussed these findings into details.

It shown in Table 4 that hedges are more frequent in ELLRC (26.4) than in the ELIC (24.1). The results of the log-likelihood statistical test (LL 6.77) shown in Table 5 also indicate that the difference observed is statistically significant.

Table 5:  
Log-likelihood values on interactional subcategories across ELIC and ELLR

Metadiscourse Subcategories	Log-likelihood Value	Significance Status
<b>Interactional metadiscourse</b>	116.17	Significant
<b>Hedges</b>	6.77	Significant
<b>Boosters</b>	42.03	Significant
<b>Attitude Markers</b>	135.96	Significant
<b>Engagement Markers</b>	0.23	Not Significant
<b>Continuants</b>	1.68	Not Significant
<b>Self Mentions</b>	3.91	Significant

This affirms the view that the varied purposes and positions of the two Chapters strongly influence their use of hedges. LR's more frequent use of hedges reflects its greater respect that writers accord their readers in the presentation of their points of view in conceptual, theoretical and empirical matters in the master's thesis. The extracts below indicate examples of hedges in Introduction and LR.

For instance in **most** work places in Ghana a subordinate is **likely** to initiate an informal discourse with a superior in English. (ELIC 0006)

Bloom and Lahey's (1978) work also does not entirely support the behaviourist theory of language learning. (ELLRC 0006)

We note that writers show deference to readers and scholars in their chosen field in the LR in order to establish a niche for their works. In the LR, writers establish a virtual community which comprises themselves, others writers and readers. They require more use of hedges to withhold their commitments to their propositions given that there exists multiplicity of perspectives from the readers and the scholars in the area. But usually, the introduction seeks to contextualize the study, writers require less use of hedges to make them their claims.

Furthermore, writers use more engagement markers in the LR than in the Introduction. The normed frequencies in Table 4 reveal this and the LL value in Table 4 support that the differences between the Chapters with respect to the use of engagement markers is statistically significant. The difference implies that writers involve their readers in the LR more than they do in the Introduction. Examples of engagement markers in both thesis-parts genres are provided below:

How do educated Ghanaians generally make refusals in English? (ELIC 0007)

It is imperative to examine in some detail how children acquire their first language in order to project its usefulness as the language of instruction in the early years of formal education. (ELLRC 0007)

The present finding is justifiable given that in the Introduction writers generally engage with their readers only to share the studies with. However, in the LR, writers do not only communicate with readers, but other scholars as well. Ädel's (2006) triangle becomes appropriate in this regard, where there exists a triangular relationship among the three key discourse participants in the virtual textual community. Thus, the socialization in the LR is more pronounced in the LR, given its role in the thesis genre ( Bithener, 2009).

Similarly, postgraduates in English establish their authorial presence in the Introduction more than they do in the LR. Table 3 indicates that the frequencies in Introduction and LR are 0.6 and 0.4 respectively per 10, 000 running words. Self mentions reveal the authorial identity and authority of writers, Hyland (2001) contends. The figures, therefore, suggest that writers reveal themselves more frequently as discourse participants in the Introduction more than in the LR. See the examples below:

It is this need that leads me to the present enquiry. (ELIC 0008)

Then I have explained my research design and why it is different from the researches cited and discussed. (ELLRC 0008)

Ädel (2006) argues that persuasive texts, like the LR, require much of the presence of the writer to help enforce his views to enable his readers 'internalise' them (Ädel, 2006:88) but this study indicates otherwise. Most likely the position of the Introduction Chapter as the first chapter contributes to the frequent use of self mentions. Comparatively, it allows the writers to advertise, market themselves as legitimate discourse participants who are capable to lead the readers in the 'textual tourism' in the thesis through to the last chapter. It is also important to note that the observed difference between the two Chapters with respect to the use of self mentions is statistically significant, since the LL (i.e. 3.91), as shown in Table 4, is more than the statistical benchmark, which is 3.84.

LR deployed reasonably more boosters than the Introduction, given than per 10, 000 token LR used 18.2 boosters while Introduction used 13.7. It is shown in Table 4 that the LL values for the Chapters is 42.03, indicating that the difference observed between the two Chapters is significant (statistically). This finding affirms the assertion that rhetorical choices in the Introduction and LR are informed by their rhetorical functions (e.g. Bitchener, 2009). The examples below are evidence of boosters used in the Introduction and the LR.

Basic school children show greater syntactic complexity in their sentence structures as they progress from a lower level to a higher level. (ELIC 0009)

Again, in sentence 2, from Huddleston (1984: p.59) the theme is close tabs and it is obviously not the topic. (ELLRC 0009)

Hyland (2000) argues that boosters are rhetorical strategies adopted to increase the force of propositions made. Thus, writers induce stronger forces in their statements in the LR more frequently than in the Introduction. It is has been argued that the LR Chapter is the place for readers to synthesize the views of others in order to critically evaluate them to make a case of their present study (Bitchener, 2009; Fitt, Walker, & Leary, 2009). Consequently, the frequent use of boosters in this Chapter than in the Introduction that among other things seeks to contextualize the study (Akoto, 2019) is justified.

Next, Table 4 reveals that continuants were more frequent in LR (1.0) than in Introduction (0.8), although the log-likelihood statistical significance test shows that the observed difference is not statistically significant (see Table 5). However, the more frequent use of continuants in the LR challenges Woodward-Kron's (2002: 507) view on text book that readers are 'moved from commonsense world of every day experience into the 'uncommonsense'' world as chapters unfold. It must be noted that as shown in ELIC 0010 and ELLRC 0010, the underlined expressions rhetorically engage readers as members of the discourse community, familiar with the disciplinary epistemology. The metadiscoursal roles of these rhetorical choices troubles the view that such expressions are markers of imprecision (Lin, 2013; Alkhatnai, 2017), or limitations. Interestingly, continuants are implied in such concepts as *general extenders* (Overstreet & Yule, 2002; Parveresh & Dabghi, 2013), *extension particles* (De Cock, 2004) or *markers of shared knowledge and experience* (Lin, 2013), and epistemic vague stance markers (Biber, 1995 as cited in Alkhatnai, 2017).

Every Ghanaian child born and living in Ghana has a first language –Akan, Ewe, Ga, Nzema and so on. (ELIC 0010)

Downing and Locke's (1992) work on syntax deals among other things, with the syntactic characteristics of clauses and phrases. (ELLRC 0010)

This implies that English postgraduate, comparatively assume, what may be called 'Literature Review knowledge' as 'core disciplinary knowledge' than in the Introduction. Even though English postgraduate thesis writers engage their readers more in the Introduction, they require less of their (readers') input in this section, as continuants implies "assumed or shared knowledge and mark in-group membership" (O'Keeffe, McCarthy & Carter, 2007: 177). Lin (2012, 2013) asserts that continuants indicate writer's sensitivity of their readers who invariably are knowledge community members. The relative difference suggests that LR acknowledges readers as being familiar with the literature on concepts and theories employed

in such studies. Hence, readers are given a space (0.2) more in the LR than in the Introduction to contribute to the knowledge-making enterprise.

Turning to attitude markers, LR utilized as high as 18.2 as against 10.5 in Introduction, per 10, 000 running words. Attitude markers indicate the overflow of the writer's affective or emotive use of language, as indicated in ELIC 0011 and ELLRC 0011. Specifically, they explicitly manifest writer's surprise, (dis)satisfaction, frustration, etc. to propositions. Our results, therefore, underscore that writers comparatively display their feelings about their ideational materials in the LR than in the Introduction.

**It is therefore necessary** that we get to know how people make refusals so that we know how to react or approach them in the event of a refusal from them. (ELIC 0011)

**Positive** regard for the culture associated with the language also helps. (ELLRC 0011)

The present finding contrasts Crismore and Farnsmore's (1989) study where they found chapter one of their corpora to have contained more attitude markers than chapter two. The contrast is quite justifiable since Crismore and Farnsworth study was on textbook whereby chapter two, unlike in the thesis genre, does not necessarily involve critique of previous works. Hence, our present finding appears quite undisputed. Since the LR resorts to previous works, there is more likelihood that the writer would display his/her pleasure or otherwise to the methodology, theories, concepts, analytical frameworks and findings of such studies.

## 5. Conclusion

It is established that metadiscourse use in theses is chapter-specific (Akoto, 2019, 2020; Burneikaite, 2008, 2009a, b, c). The present study sought to further investigate this conclusion by focusing on the Introduction and Literature Review (LR) Chapters in master's thesis from an English-medium university in Ghana. Guided by Hyland's (2005) model of metadiscourse, we manually searched the data and identified all metadiscursive resources. After this, the authors profiled the frequencies of all the interactive and interactional subcategories and normed them per 10, 000 words. This was followed by discussions of the findings.

We found that the Introduction and LR share some differences and similarities. Regarding, the ranking of metadiscoursal items, it was found that the two chapters give prominence to transitions, and hedges which are respectively interactive and interactional subcategories. On the other hand, it was realized that there are quantitative difference in all the five interactive subcategories and the six (with new additions) interactional subcategories. The log-likelihood statistical significance test indicates that except engagements and continuants, the observed differences in all the others were statistically significant, indicating that the positioning and rhetorical functions of the two Chapters influence the use of such metadiscoursal subcategories.

The above findings have implications for the theory of metadiscourse, and English for Academic Purposes. It has been argued that an empirical study, which is theory-oriented should generate, modify or verify a theory. Interestingly, this study has discovered some elements which are metadiscoursal but hitherto had been denied metadiscursivity. These elements, tagged *continnants*, create dialogic space in text to allow readers to be active participants in knowledge construction in academic text. Examples of these include 'and so

on', 'etc' and '...'. Hence, the present study has modified Hyland' (2005) model by introducing another sub-division to interactional metadiscourse.

Finally, it has implication for further studies on thesis chapters across cultures and more disciplines. We agree with Burneikaitė (2008) that 'further analysis of a larger corpus of data is necessary to make generalizations in a more confident manner' (p. 44) regarding the variation in metadiscourse use in Introduction and Literature Review Chapters in master's theses.

## References

- Abdi, R. (2002). Interpersonal metadiscourse: An indicator of interaction and identity. *Discourse Studies*. 4: 139-145.
- Abdi, R., Rizi, M. T. & Tavakoli, M. (2009). The cooperative principle in discourse communities and genres: A framework for the use of metadiscourse. *Journal of Pragmatics*. 42, 1669-1679.
- Abdollahzadeh, E. (2011). Hedging in postgraduate student theses: A cross-cultural corpus study. *International Conference on Language, Literature and Linguistics*. 26, 581-586.
- Ädel, A. (2005). On the boundary between evaluation and metadiscourse. In Tognini-Bonelli, E. and Camiciotti, G., D., L. (eds.). *Strategies in academic discourse (Studies in Corpus Linguistics)*. 153-162 Amsterdam/Philadelphia: John Benjamins.
- Ädel, A. (2006). *Metadiscourse in L1 and L2 English*. Philadelphia: John Benjamins.
- Ädel, A. (2010). Just to give you kind of a map of where we are going: Ataxonomy of metadiscourse in spoken and written academic English. *Nordic Journal of English Studies*, 9(2), 69-97.
- Afful, J. B. A. (2010). *The rhetoric of undergraduate student writing in a Ghanaian university: A cross-disciplinary study*. Saarbrücken: Lambert Academic Publishing.
- Afros, E. (2007). Promotional (meta) discourse in research articles in Language and Literary Studies. Unpublished Masters' Thesis. University of Waterloo, Waterloo, Ontario.
- Aguilar, M. (2008). *Metadiscourse in academic speech: A relevance theoretic approach*. Berlin: Peter Lang.
- Akoto, O. Y. (2019). Metadiscourse use in English Language and Sociology master's theses literature review chapters. *ESP World*, 57 (21), 1-31
- Akoto, O. Y. (2020). Metadiscourse within a discipline: A study of introduction and literature review chapters of sociology masters' theses. *Indonesian Journal of Applied Linguistics*, 10(2), 471-480.
- Alkhatmai, M. (2017). Vague language and its social role. *Theory and Practice in Language Studies*. 7(2), 122-127.
- Beauvais, P. J. (1989). A speech act theory of metadiscourse. *Written communication*, 6(1), 11-30.
- Becher, T. (1989). Academic tribes and territories: intellectual enquiry and the cultures of disciplines. Milton Keynes and Bristol, USA. The Society for research into Higher Education/Open University Press
- Biglan, A. (1973). Relationships between subject matter characteristics and the structure and output of university departments. *Journal of Applied Psychology* 57(3), 207-213.
- Bitchener, J. (2009). *Writing an applied linguistics thesis or dissertation: A guide to presenting empirical research*. Macmillan International Higher Education.

- Blagojevic, S. (2004). Metadiscourse in academic prose: A contrastive study of academic articles written in English by English and Norwegian native speakers. *Studies about Languages*. 5, 60-67.
- Burneikaitė, N. (2008). Metadiscourse in Linguistics masters' theses in English L1 and L2. *Kalbotyra*. 59(3), 38-47.
- Burneikaitė, N. (2009a). Endophoric markers in Linguistics master's theses in English L1 & L2. *Man & the Word/Zmogus ir žodis*, 11(3), 11-16.
- Burneikaitė, N. (2009b). Evaluative metadiscourse in linguistics master's theses in English L1 & L2. *Language in Different Contexts. KalbairKontekstai*, 3(1), 87-95.
- Burneikaitė, N. (2009c). Metadiscoursal connectors in linguistics MA theses in English L1 & L2. *Kalbotyra*, 61(61), 36-50.
- Camiciottoli, B. C. (2003). Metadiscourse and ESP reading comprehension: An exploratory study. *Reading in a Foreign Language*, 15(1), 28.
- Can, C. & Yuvayapan, F. (2018). Stance-taking through metadiscourse in doctoral dissertations. *International Journal of Languages' Education and Teaching*. 6(1), 128-142.
- Chen, M. (2011). Functions of perspectival metadiscourse in reporting in literature reviews. *Journal of Cambridge Studies*. 93-106.
- Cheng, X. & Steffensen, M. S. (1996). Metadiscourse: A technique for improving student writing. *Research in the Teaching of English*. 30 (2):149-181.
- Cherk, L. M. (2016). Characterizing the Metadiscourse of the Pure Math PhD Thesis. *NUS CELC5<sup>th</sup> Symposium Proceedings*, 124-134
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed approaches* (2<sup>nd</sup>ed.). California: Sage Publications Inc.
- Crismore, A. & Farnsworth, R. (1989). Mr. Darwin and his readers: Exploring interpersonal metadiscourse as a dimension of ethos. *Rhetoric Review*. 8(1), 91-112.
- Crismore, A. (1984). The rhetoric of textbooks: Metadiscourse. *Journal of Curriculum Studies*. 16, 279-296.
- Crismore, A., Markkanen, R. & Steffensen, M. S. (1993). Metadiscourse in persuasive writing: A study of texts written by American and Finnish university students. *Written Communication*. 10 (1), 39-71.
- De Cock, S. (2004). Preferred sequences of words in NS and NNS speech. *Belgium Journal of English and Literatures (BELL)*, New Series 2, 225-246.
- Duruk, E. (2017). Analysis of metadiscourse markers in academic written discourse produced by Turkish researchers. *Journal of Language and Linguistic Studies*. 13(1), 01-09.
- Fitt, M. H., Walker, A. E. & Leary, H. M. (2009). Assessing the quality of doctoral dissertation literature review in Instructional Technology. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Gee, J.P. (1999). *An Introduction to discourse analysis: Theory and method*. London: Routledge.
- Genegin, B. B., & Melike, B. A. S. (2020). Metadiscourse in academic writing: A comparison of research articles and book reviews. *Eurasian Journal of Applied Linguistics*, 6(1), 45-62.
- Haufiku, N. K. T. & Kangira, J. (2018). An exploration of hedging and boosting devices used in academic discourse focusing on English theses at the University of Namibia. *Studies in English Language Teaching*. 6(1), 1-11.

- Heng, C.S. & Tan, H. (2010). Extracting and comparing the intricacies of metadiscourse of two written persuasive corpora. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*. 6 (3), 124-146.
- Hyland, K. (1998). Boosting, hedging and the negotiation of academic knowledge. *TEXT*. 18(3), 349-382.
- Hyland, K. (2000). *Disciplinary discourses: Social interactions in academic writing*. London: Longman.
- Hyland, K. (2001). Humble servants of the discipline? Self mention in research articles. *English for Specific Purposes*. 20, 207-226.
- Hyland, K. (2004). Disciplinary interactions: Metadiscourse in L2 postgraduate writing. *Journal of Second Language Writing*. 13, 133-151.
- Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. New York: Continuum.
- Hyland, K. (2009). *Academic discourse: English in a global context*. London: Continuum.
- Hyland, K. (2010). Metadiscourse: Mapping interactions in academic writing. *Nordic Journal of English Studies*. 9(2), 125-143.
- Hyland, K. (2017). Metadiscourse: What is it and where is it going?. *Journal of pragmatics*, 113, 16-29.
- Hyland, K., Jin, X. & Shang, Y. (2016). Analyzing metadiscourse in the English abstracts of BA theses. *Journal of Language Teaching and Research*. 7(1), 210-215.
- Khedri, M., Heng, C. S. & Ebrahimi, S. F. (2013). An exploration of interactive metadiscourse markers in academic research article abstracts in two disciplines. *Discourse Studies*. 15(3), 319-333.
- Kumpf, E. P. (2000). Visual metadiscourse: Designing the considerate text. *Technical Communication Quarterly*, 9(4), 401-424.
- Lin, Y. L. (2012). Mind the gap! Textbook conversation vs. authentic intercultural interaction. In Y. Leung, K. Cheung, W. Dai, C. Hsiao, & J. Katchen (Eds.), *Selected Papers from the 21<sup>st</sup> International Symposium on English Teaching* (pp. 42-54). Taipei: Crane Publishing.
- Lin, Y. L. (2013). Vague language and interpersonal communication: An analysis of adolescent intercultural conversation. *International Journal of Society, Culture & Language*. 1(2), 69-81.
- Lischinsky, A. (2008). *The construction of expert knowledge in popular Management literature*. Unpublished PhD Dissertation, Universtat Pompeu Fabra.
- Musa, A. (2014a). Hedging strategies in English and Chemistry masters' theses in the University of Cape Coast, Ghana. *Journal of ELT and Applied Linguistics (JELTAL)*, 2(3), 53-71.
- Musa, A. (2014b). Hedging in academic writing: A pragmatic analysis of English and Chemistry masters' theses in a Ghanaian university. *English for Specific Purposes*, 42, 1-26.
- O'Keeffe, A., McCarthy, M., & Carter, R. (2007). *From corpus to classroom: Language use and language teaching*. Cambridge: Cambridge University Press.
- Olmos-Lopez, B. (2015). A framework for analysis of authorial identity: Heterogeneity among the undergraduate dissertation chapters. An unpublished doctoral dissertation. Lancaster University.
- Overstreet, M., & Yule, G. (2002). The metapragmatics of *and everything*. *Journal of Pragmatics*, 34(6), 785-794.
- Samraj, B. (2008). A discourse analysis of master's theses across disciplines with a focus on introductions. *Journal of English for Academic Purposes*. 7(1): 55-67.

- Tse, P. (2004). Metadiscourse in academic writing: A reappraisal. *Applied Linguistics*. 25 (2), 156-177.
- Tse, P. & Hyland, K. (2006). 'So what is the problem this book addresses?' Interactions in academic book reviews. *Text and Talk*. 26 (6):767-790
- Vande Kopple, W. (1985). Some exploratory discourse on metadiscourse. *College Composition and Communication*. 36, 82-93.
- Williams, M. (2010). Translating metadiscourse: An explanatory analysis of problems in students' work. *Mutatis Mutandis*. 3(1), 73-90.
- Woodward-Kron, R. (2002). Academic discourses and their discourses of learning: Participants, texts and social practices. In Candling, C. N. (Ed.). *Research and practice in professional discourse*. 499-523. Hong Kong: City University of Hong Kong Press.
- Yoon, H. J., & Römer, U. (2020). Quantifying disciplinary voices: An automated approach to interactional metadiscourse in successful student writing. *Written Communication*, 37(2), 208-244.
- Yu, H. (2016). Stance markers in English academic writing in Applied Linguistics: A corpus-based comparison between Korean graduate students' master's theses and published journal articles. Unpublished doctoral dissertation. Seoul National University.
- Zahra, R. Z., Roya, B. & Shahla, S. (2015). Interactive and interactional meta-discourse markers in conclusion sections of English master theses. *International Journal of Research Studies in Language Learning*. 4(4), 81-92.
- Zarei, G. R., & Mansoori, S. (2011). A contrastive study on metadiscourse elements used in humanities vs. non humanities across Persian and English. *English Language Teaching*, 4(1), 42-50.