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WASHBACK AND THE ASSESSMENT PRACTICES OF ESL INSTRUCTORS AT JAPANESE UNIVERSITY

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Abstract

This study investigated awareness among native-English instructors teaching English to first year freshman students studying English at a university in Japan, and the potential effects of their chosen methods of oral evaluation on washback. Washback effect refers to the impact of testing – whether positive or negative - on teaching practices, curriculum design, and learning behaviors. Oral washback, in particular, in evaluation has seen increased importance in recent years, with more consideration given to how to provide positive oral washback in evaluations to ensure that they are as effective as possible in improving English levels. A mixed methods approach was used – a survey and interviews – with five instructors to find out about how they assess their students and how aware and how much attention they gave to possible washback effects of their chosen methods of evaluation. It was found that there is quite a variance among different instructors and knowing more about how to promote more positive oral washback to be useful in improving evaluation methods used.

Keywords: *ESL, washback, assessment, teacher-based, evaluation*

1. Introduction

Washback is primarily associated with assessment, while washback is usually referred to as the effect of a test on teaching and learning the language (Green, 2013; Saif, 2006; Saville, 2009; Takagi, 2010; Tsagari, 2012). More and more research is beginning to be conducted into the nature of washback, and it is already accepted that it refers to a range of unplanned and often complex phenomena that impact upon learning and teaching while occurring around assessment processes.

The topic of washback itself and how it applies to oral assessment procedures/ contexts is a relevant and important topic to the art of English language teaching, and there have been a number of studies on oral washback in evaluation of students (Khan & Stapa, 2019). This has led to increased understanding of how to promote more positive kinds of washback. Before, ESL/EFL instructors' classroom assessment practices were investigated to find out their purposes and methods (Cheng, Rogers, & Hu. 2004), one of particular interests investigating the washback of an oral assessment system in an EFL classroom (Muñoz, & Álvarez, 2010). In this article it was found, using a mixed methods approach, that positive washback was found in some areas, but that constant guidance and support is required to help teachers create positive washback in other areas.

Various studies into high-stakes tests have already revealed that they can have a very significant effect on teaching and learning in terms of languages being taught (Alderson & Wall, 1993; Green, 2013; Xie, 2013), and this can result in serious consequences for the students involved. There are, however, varying opinions among researchers in relation to the nature of washback. There are several (Alderson & Wall, 1993; Dawadi, 2018) who propose that language tests have direct effects on students' learning practices. This relationship may not always be direct between the relationship between a test and learning practices, and this may be so as language assessment is a social activity connected to a large number of variables in society which constantly overlap and interreact. As a result, we need to remember that language assessment is inevitably affected by the socio-cultural practices in a specific society in which the learning is taking place.

The studies and research that have already been conducted in relation to washback in assessment are vital to help ensure that we understand how aware teachers and instructors are as to the importance of promoting positive washback in relation to assessments they have their students do. By researching more about instructors' feelings and beliefs about assessment, and how they actually choose to conduct their assessments for their students – assuming they are able to do so – we can find out if more needs to be done, for example, in terms of improving teacher training, to ensure that assessments are used more positively in relation to learning. This research that was completed at a university in Japan attempts to add more data to this pertinent issue in ESL by collecting data in the form of a survey and also interviews with ESL instructors.

2. Literature Review

It is actually a relatively new idea that tests can have effects in evaluation and assessment in general, especially in relation to individuals. Only in the 1990s did the idea start to be researched significantly and understood better (Loumbourdi, 2014). The very usage of the term 'washback' (sometimes referred to as "backwash": Hughes, 2003; Prodromou, 1995) was only discussed widely around this time (Alderson & Wall, 1993), but the researchers acknowledged that it was still a very little understood concept that had not been properly explored and understood. It was not until Alderson & Wall's article (1993) that researches began to take the concept of washback seriously and begin to discover more about it.

Nowadays, there is a large amount of research that not only confirms the existence of washback, but also shows that it is a complex and multi-faceted phenomenon. Still, since there is not always a linear association between assessments and teaching/learning processes, it is not easy to say exactly what washback looks like in each situation (Dawadi, 2019).

The relationship between assessment, feedback, and learning has also been studied at the high school level (Davison, & Leung, 2009), in which issues in teacher-based assessment (TBA) were examined. While TBA assessment was largely considered to be positive, the article made clear that more thinking is needed around fairness, trustworthiness, and ethics when orally assessing students. More research into teacher training and professional development was also advised. Then it was concluded that TBA should be applauded for its strong potential to improve learning and facilitate teaching. This paper adds more to our understanding of where we are in terms of how some instructors feel about these issues and look at possible ways to increase positive washback and reduce negative washback.

Another interesting article investigated native and non-native teachers' judgments of oral English, in which Kim (2009) found through a mixed methods study that the judgments of native-speaker teachers were more elaborate and detailed than those of the non-native teachers in terms of pronunciation, specific grammar use, and the accuracy of transferred information. These findings could have implications in classes where non-native speakers are teaching the same students as native-speakers if oral English is being assessed. With training and efforts to improve washback, this may be possible to change.

Although focusing on writing, Matsuno (2009) also made some interesting observations in Japanese university EFL classrooms. This study found self-assessment was idiosyncratic and therefore of limited value as part of a formal assessment, but that peer-assessors were internally consistent and their rating patterns were not dependent on their own writing performance. This could also have implications for when these methods are used during oral assessments. Little evidence of bias was also found, and so peer-assessments may play a useful role.

Wicking (2017) conducted a similar study to this when he also researched about the assessment techniques of English teachers in Japanese universities. He pointed out that teachers are usually in the highest position of power regarding their ability to control how tests are created, conducted and interpreted. As a result of this, it is vital to understand about teachers' beliefs and practices regarding the very important issues around assessment. He discovered some differences in beliefs and practices of EFL teachers at Japanese universities, although for the most part he believed they were only to be considered slight. However, he concluded that educational leaders and policy-makers should use information like this to ensure better testing practice in the future.

In his study, he also noted that one reason for assessing students given by teachers was administrative: to determine final grades. While this is, of course, very important, it remains to be seen how much attention teachers are paying towards ensuring their testing procedures promote more positive than negative washback, and therefore play a useful part in the learning process. In Japan, in particular, it has been observed that the over-importance of testing can cause a number of negative effects (Sugimoto, 2014), but in his study most teachers felt that assessment contributed positively to EFL learning. However, part of the reasons for this was that they felt they had control over how to administer and conduct tests, and would have a much more negative opinion if they instead had to give standardized and high-stakes tests.

An interesting study was conducted on the washback effect and its relationship with fear of negative evaluation (Azmi, & Sham, 2018) in Malaysia. This was a mixed-method study not too much dissimilar from my own, and it showed that the students had a low fear of negative evaluation, and the positive washback was high in relation to the oral evaluation conducted. This shows that it is important to develop a stronger curriculum based around oral English language education, improving the training and skills for the English teachers.

Another Malaysian article explored the washback effects of the Malaysian University English Test (MUET) on teachers' perceptions on their classroom teaching and teaching materials. This study is in line with Cheng (1997) that high-stakes tests have both negative and positive washback effects on teaching, material used, and the depth and degree of teaching. It was found that the test influenced teaching and also what teachers taught, along with the degree and depth of their teaching. However, the study was not able to calculate the strength and weakness of the positive and negative washback effects presented by the test.

With regards to the IELTS examination, Estaji and Ghiasvand (2019) pointed out in their study of Iranian instructors, that washback had not yet been well researched in relation to high-stakes tests and teachers' professional identity. This was also a mixed method study, and they found that there was no improvement in IELTS instructors' professional identity total score from pretest to posttest, but there was a positive relationship between their past IELTS related experiences and their professional identity. The instructors also felt that they had no choice but to work for the test instead of promoting real literacy skills, and that to merely survive they had no option but to use past papers, test-taking strategies, and tips and tricks.

In Saudi Arabia, research on the washback effect of LOBELA (Learning Outcome Based English Language Assessment) was conducted at the first year of university students (Hazaca, & Tayeb, 2018). Again, the method used was a mixed method approach of a questionnaire and interview. In the study, they found that LOBELA washback had the greatest effect on teaching methods, and an equal effect on teachers' motivation and attitudes. At the end they concluded that there needed to be more training to develop language assessment literacy among EFL lecturers.

3. Research Method

I have explored how to conduct an effective qualitative and quantitative mixed method survey with regards to oral assessment washback. A quantitative survey (as used by Cheng, Rogers, & Hu, 2004) was given to university instructors at the beginning of the semester to find out more about the instructors and their beliefs regarding assessment. The first section consists of their personal background, and the next section asks the instructors to rate their purposes and reasons for assessing their students. This includes asking what is their primary source for test items and assessment procedures, and how they provide feedback, if indeed they do so.

The quantitative survey used by Cheng, Rogers, & Hu (2004) was used here because in their paper they were able to demonstrate, in their finds, the complex and multifaceted points that are involved in different learning and teaching environments with regards to assessment. Through the surveys they were also able to obtain insights about the nature of assessment practices at the tertiary level, which is relevant to what I am trying to discover more about.

Initial questions included asking their age, gender, qualifications and experience, before moving on to ask how much they agreed or disagreed with a variety of purposes and reasons for assessing their students. Instructors were then asked to outline the methods they used to assess students' oral skills, such as oral reading, oral interviews, and oral presentations. The next section asked the instructors to identify their primary source(s) for test items and other assessment procedures, while the last part asked them to check the ways in which they provided feedback to their students during the course.

This provided useful information about the purposes and reasons why the instructors were assessing their students, their methods for checking their students' oral skills, and their procedures of assessment and evaluation. Using this information, it would be possible to understand the kinds of washback that might be expected in each case. However, to gain more information of each instructor's knowledge and beliefs, an interview was also conducted and recorded with each instructor at the beginning of the semester. Follow-up questions were asked occasionally if I felt it would lead to more interesting information being unearthed.

The interviews were carried out in compliance with the ethical standards of the British Educational Research Association (BERA, 2018). Both participants and their parents/caregivers gave their informed consent before any primary data was collected for this study. Each participant was told that participation was entirely voluntary and that all data would be kept private and anonymized as soon as possible. All participants were given a detailed account of the project in order to gain informed consent.

Interview

As for the qualitative interviews, I devised the following questions to gather more specific and detailed evidence of the instructors' feelings and thoughts regarding evaluation methods in general, and washback in evaluation:

Initial Questions

1. When I say the word assessment, what images or feelings does the word conjure?
2. How do you feel the assessment of your students' going?
3. What areas of English do you feel the most comfortable assessing?
4. Think about the last assessment you did. How do you think it went?

Planning Stage

5. How did you come about choosing this kind of assessment for this class?
6. How much freedom did you have in choosing this kind of assessment?
7. Who decides on which assessments you are able to use?
8. How did you know that it would be suitable for your students?
9. How do you integrate assessment with teaching and learning?
10. How did you prepare your students for the assessment?
11. How much freedom did the students have in how they did/approached the assessment?
12. How did you go creating the standards and criteria for the assessment?

Implementation State

13. Tell me how you introduced the assessment to the students.
14. How do you feel the going of the assessment?
15. Did you feel that you were giving feedback to the students during the assessment?
16. How did you feel on the students' work on the assessment?
17. Would you change anything if you were to do it again?

Monitoring Stage

18. How did you rate the assessment?
19. What will you do with the results?
20. Will you provide feedback? If so, what kind of feedback?
21. Who will have the access to the results of the test?
22. What effects did the assessment have on your teaching this semester?
23. How do you think that the result of the assessment will affect the students?

Dissemination Stage

24. How are these assessments compared to the others that you have done?
25. How have these students performed in relation to the others in the class?
26. Do you feel that the assessment was effective in judging the achievement of the students?
27. Are there any restrictions on how many students can achieve certain grades? Do you have any freedom in this regard?

4. Results and Discussion

Three male instructors and two female instructors were given the questionnaire and took part in an interview. All of them were between the ages of 30-50, with Master's degree related to ESL/EFL/TEFL or linguistics, and had been involved in ESL/EFL teaching for at least ten years. In terms of the purposes and reasons for assessing their students, the points are to obtain information on students' progress, make students work harder, and determine the final grades and this is a part of the questionnaire. This information is to provide insight into the quantitative survey results and to be aware of the backgrounds of all five instructors collectively. All five interviews were transcribed, and pseudonyms have been utilized for direct quotations.

In terms of the methods for assessing their students' oral skills, oral presentations were conducted by four of five of the instructors, and three out of five did oral interviews and/or dialogues. Oral reading (dictation) was not used by any of the instructors. Peer-assessment was used by two of the instructors, while self-assessment was not used by any. Three out of five instructors used a standardized speaking test provided with the textbook materials.

Finally, in relation to the procedures of assessment and evaluation, three out of the five instructors used items from published textbooks, while one used items developed by himself, and another used items found on the Internet. As for providing feedback to students, all of the instructors told the total test score to the students and provided written comments, while two out of five provided verbal feedback and gave a checklist to the students showing them what they did or did not do and how well it was or was not done. The same was done with the final report.

The interview revealed some very interesting comments from the instructors involved. The first question ("When I say the word assessment, what images or feelings does the word conjure?") revealed that four out of five of the instructors' assessments have a negative meaning, especially among students and when they themselves have had to take assessments. Words such as "dread" (Peter) and "fear" (Anne) came up but also words like "necessary" (Peter, Robert) and "needed to sort out the good from the bad" (Peter, Rodney). All of the instructors felt that the assessment of their students was "going well" or "as far as I can tell everything is working out so far" (Rodney). In terms of what they felt most comfortable assessing, "pronunciation" (Peter, Anne) and "grammar" (Peter, Rodney, Carrie) were often mentioned. They were all also comfortable about the last assessment they did.

In the planning stage of the interview, the instructors who used the textbook materials for the assessment said things such as "it was convenient and relevant to use them" (Peter), and "they seemed appropriate for the level of the students" (Anne), while the instructors who used their own materials said that "I prefer to tailor my materials for the class to better meet their needs" (Rodney), and the one who used the Internet said that "I found a good site that provides good materials" (Carrie). All of the instructors said that they had complete freedom in choosing the kind of assessment for the class, although they were aware it should be relevant in some way to what they were teaching about. As for how they knew that the assessments would be suitable for their students, things such as "previous experience from doing this before" (Anne), "I've been teaching Japanese students for a long time" (Peter), and "the students seemed to find it reasonable and coped OK" (Rodney) came up.

Four out of the five instructors said they prepared the students for the assessment by telling them that it would be "based on the grammar and vocabulary of the unit studied" (Peter, Anne, Rodney, Carrie). In terms of how the students were able to approach the

assessment, four out of the five instructors said that the students were given questions to ask – some of which were required and some could be chosen from a list – while the other instructor allowed the students to talk about a topic they were interested in but told to use some of the grammar and vocabulary discussed in or related to what was studied in class for that particular unit. Three out of five instructors explained that they created their own standards and criteria for the oral assessment, while two of the five made their own standards to use in the assessment.

Some notable answers in the implementation stage of the interview came up in relation to whether the instructors felt that they were giving feedback to the students during the assessment. “I tried to do so with gestures and eye contact” (Peter) and “I didn’t want to give too much as it could affect the outcome” (Carrie) came up. All of the instructors felt that the students were able to complete the assessment to the best of their abilities, and none of them felt that they would change anything if they were to do it again as, as one pointed out, “I’ve been doing this for a long time already and haven’t had any major problems” (Rodney).

At the monitoring stage of the interview, all of the instructors rated the assessment as “fine” and “relevant”, and will use the results to help them to calculate the final grade of the students in the class. All of the instructors provided some form of written feedback after the test. Only the instructor and the student will have access to the results of the test in the case of all of the instructors. All of the instructors felt that the effects of the assessment were mostly positive as it allowed students to speak and the instructor had a clear opportunity to check their speaking levels. They were also united in that the result of the assessment would affect students differently depending on their performance in the interview as students appear to know if they have done particularly well or badly.

In the final dissemination stage (questions 18 to 23) of the interview, all of the instructors felt that the assessment was effective in judging the achievement of the students, although two said that “time restrictions” limited the effectiveness as they did not want to spend too much time on the assessment when instead the time could be spent doing actual teaching. No restrictions are in place at the university to affect how many students can achieve certain grades, and so the instructors have complete freedom to decide what grades the students eventually receive.

While all of the instructors provided feedback to students after their assessments, there was not much feedback taking place during the assessment. This may have been done for several reasons including time restraints and not wanting to unfairly affect the outcome of an assessment, but this is a chance wasted for positive washback as students who receive feedback immediately are more likely to remember it and use it to improve the remainder of their performance or one takes place in the future (McKinley, & Thompson, 2018). In my experience, in particular, students are often interested in little more than their final score, and this was also mentioned by three out of the five instructors during the interviews conducted.

Instead of merely providing students with written feedback, it might be more useful if verbal feedback was provided either during or after the assessments depending on the kind of oral assessment being done. If the assessment is a presentation, for example, then feedback after and not during would be more appropriate to avoid the student being embarrassed during the class, and peer-assessment should be encouraged based on the literature review which suggests it can be valuable and little bias occurs in most situations. Self-assessments may be useful as a way of seeing if a student understands how their

performance was, but it appears to be unhelpful when used as part of the actual assessment method.

5. Conclusion

This study was limited to five native-English instructors at one university in Japan due to the complicated nature of conducting and transcribing interviews. More studies involving other instructors in similar or different situations would help to add more knowledge and insight into the issues surrounding teacher-based assessment of oral assessments in Japan and other countries. Since the analysis was restricted to five participants, the results cannot be generalized. This research should be expanded to include a larger number of participants in order to generalize the results. Furthermore, this analysis lacks classroom data and does not provide the voices of students (one of the test's key stakeholders). In other words, additional classroom data gathered through observation and teacher interviews would have been beneficial.

Cultural and administrative issues may affect what an instructor can or cannot do in certain teaching environments. More research on how to ensure as much positive washback as possible in oral assessments would enable teachers to ensure that assessments are seen more positively and are also used as a way of improving English speaking levels. This analysis, on the other hand, may be used as a benchmark, providing guidance for future research. It is hoped that the results would add to the current test of washback literature.

In this study it has been shown that all of the instructors appeared to understand the importance of trying to promote positive washback, but more needs to be done to ensure that every aspect is covered. Providing more feedback – and at relevant times – depending on the kind of oral assessment being undertaken must be carefully considered and appropriate. Through more mixed method studies of this nature we can continue to learn more about how to provide positive washback with oral assessments in each particular setting and language school or university in each country. Further research in the field of language testing and assessment is suggested to draw on the results of the study and to delve deeper into the factors that influence the essence of washback and how instructors feel about evaluation and assessment.

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ENHANCING EFL ADOLESCENT LEARNERS' VOCABULARY ACQUISITION VIA ONLINE SINGLE PLAYER ROLE-PLAY GAMES

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Abstract

With the booming of digital gaming industry, numerous researchers have placed the focus on the use of online role-play games in language learning. However, the research focus of most prior studies was on the commercially-driven "massive multiplayer online role-play games" in the afterschool settings. The use of online single-player role-play games in the class was less studied. The present study hereby investigated sixty-five eighth graders' use of one online single-player RPG called OzHigh in vocabulary learning. The participants came from three classes in one public junior high school in central Taiwan. By means of a single group design, the participants underwent the game treatment, pre-test, post-test, delayed post-test, questionnaire, and the semi-structured interview. The results showed that the participants had significant improvement on their vocabulary performance. They also responded positively to their role-play game learning experience. Nevertheless, that did not mean that they held negative attitudes toward the traditional face-to-face method of vocabulary instruction. Instead, they confirmed the positive effects of both instructional methods and were aware of the varied learning purposes of these two methods. It is hoped that the findings of this study shed light on language teachers in their efforts to enhance their students' vocabulary learning.

Keywords: online role play games, vocabulary learning, adolescent EFL learners

1. Introduction

The growth of video gaming industries has changed many teachers' curriculum and instruction from face-to-face into digital game-based models (henceforth DGBL) (Tran, 2019). Over the years, numerous researchers have applied DGBL to different fields of teaching, including the field of history (Zin, Jaafar, & Yue, 2009; Lee, Talib, Zainon, & Lim, 2014), math (Ferguson, 2014), manufacturing (Perini, Luglietti, Margoudi, Oliveira, & Taisch, 2017), and language teaching (Jalali, & Dousti, 2012; Ryu, 2013).

In language research, issues revolving around DGBL have also been paid much attention, particularly in vocabulary teaching/learning. This may be partly caused by the fact that vocabulary memorization is a major obstacle faced by many EFL learners (Oxford, 1990) and that communication, without accurate use of vocabulary, cannot be achieved successfully (Wilkins, 1972). Although vocabulary learning is a fundamental task, many language learners did not consider it an interesting task (Nguyen & Khuat, 2003). This is because many EFL

learners often learn vocabulary by rote (Kim & Gilman, 2008). In the rote-based vocabulary instruction, the instructor usually demonstrates the spelling on the blackboard and asks the students to practice writing/spelling/pronouncing of the new word. This traditional face-to-face method of vocabulary instruction (also known as situational assistance), compared with DGBL, is less contextually-driven. Thanks to the development of DGBL, language teachers nowadays can provide their students with more contextually-driven learning experience.

Among various online games used in language learning, this study highlighted one specific type called online single-player role-play game (henceforth RPG). Prior studies tended to focus on the use of massive multiple-player ones (Rankin, Gold, & Gooch, 2006; Rama, Black, Van Es, & Warschauer, 2012) and drew on commercial games in the after-school setting. Less research focus was placed on the use of non-commercial single-player RPGs in the in-class setting. Therefore, one online single-player RPG (i.e., OzHigh) out of a popular English learning platform (i.e., Cool English) was applied to adolescent EFL learners as a classroom activity for further investigation in this study.

In Taiwan, where the present study took place, its Ministry of Education had launched and funded one free English learning platform for adolescent English learners called Cool English (<https://www.coolenglish.edu.tw/>). Cool English highlights the acquisition of various language skills (including vocabulary, grammar, listening, speaking, reading, and writing) via game play. Different from other games developed for commercial purposes, Cool English is non-commercial. Its online single player RPGs are aimed for helping the users to acquire vocabulary in a contextually-driven way. Currently, there are more than 28,000 registered Cool English users.

This study observed three 8th grade classes' use of Cool English single-player online RPGs for vocabulary acquisition. The study attempted to address the following questions: 1. Are there any significant differences in the participants' vocabulary learning performance after the RPG treatment? 2. What are the participants' attitudes toward the use of RPGs for vocabulary learning? 3. Are there differences in the participants' attitudes towards the RPG method and the traditional face-to-face direct method of vocabulary instruction?

2. Literature Review

2.1 Characteristics of Educational Online Games

In Sundqvist's (2013) SSI (scale of social interaction) model, online games can be divided into three types based on the number of players: single-player games that involve only one player; multiplayer games that involve two to thirty players; massively multiplayer online games that involve more than thirty players (henceforth MMOGs). Online games developed for educational purpose usually contain the following features: First, a storytelling narrative developed for enhancing players' sense of communal cohesiveness often serves as an initiative. Second, plenty learning opportunities are presented in the form of problem-solving tasks. Third, a safe space is often provided (particularly in young children's play) to allow players to construct their identities. These features benefit learners, allowing them to develop communicative competence and learning motivation out of the narratives, agencies, and content (Nardi, Ly, & Harris, 2007; Bowman, 2010; Bowman, 2013; Hitosugi, Schidt, & Hayashi, 2014).

Among studies on the use of online games in language learning, RPGs have been largely investigated (Hitchens, 2009; Sylven & Sundqvist, 2012; Bytheway, 2015; Chien, 2019), most of which emphasized massively-multiplayer-online-role-play-games (henceforth MMORPGs). For example, Rama et al., (2012) integrated *WoW (World of Warcraft)* into college students'

Spanish learning and concluded the positive use of online games on language learners' growth of communicative competence in the target language. Other studies using different MMORPGs such as *EverQuest 2* (Rankin, Gold, & Gooch, 2006) or *Minecraft* (Smolčec, Smolčec, & Stevens, 2014) also had similar findings. MMORPGs provide players with authentic communicative practices via bilateral or mutual interaction & communication (Steinkuehler, 2007). Such a characteristic reveals its socioculturally-relevant nature that learning takes place when learners interact with each other (Rama et al., 2012).

2.2 Online Single Player Games

Although the use of online games on language learning has been widely studied, less emphasis was placed on single game player's interaction in the virtual world. Prior studies on single-player games often looked at its effectiveness on learner's development of language skills such as listening (Anderson et al., 2008) and vocabulary acquisition (Miller & Hegelheimer, 2006; Ranalli, 2008; deHaan, Reed, & Kuwada, 2010; Jalali & Dousti, 2012; Abrams & Walsh, 2014). Many of them supported the positive use of game play in vocabulary learning. For example, Abrams and Walsh (2014) analyzed the use of one gamified single-player vocabulary learning platform called *Vocabulary.com Challenge (The Challenge)* on fourteen high school students in New York. They found that game-play made students become more active participants in the learning process. Regardless of the use in the in-school or after-school settings, the students showed vocabulary growth. Similarly, in college-level ESL courses, Miller and Hegelheimer (2006) and Ranalli (2008) also found that the use of one popular commercial single player RPG called *The Sims* assisted the learners in vocabulary acquisition.

Despite the positive use of online single-player RPGs in some classrooms, some studies had negative findings. For instance, deHaan, Reed, and Kuwada (2010) applied one music video game called *Parappa the Rapper 2* to eighty Japanese college students learning English as a foreign language to see the game interactivity on second language learners' English vocabulary acquisition. The result showed that those playing the game recalled less vocabulary if compared with those watching their peers playing. This may be partly caused by the fact that the players were cognitively overloaded with vocabulary learning and game play at the same time. Therefore, they were distracted from the vocabulary recall. In another similar study (Jalali & Dousti, 2012), game play was treated as a post-reading practice in traditional vocabulary instruction. One educational game called *Student Multirom* was used as a post-reading activity to enhance teenage EFL learners' vocabulary and grammar performance. Although the group playing the game were more active and motivated in the learning process, the result showed that there was no significance between the group treated with this post-reading game and the group that did not receive this treatment.

The aforementioned studies have implied the importance of selecting appropriate games for instructional use. For example, deHaan, Reed, and Kuwada's (2010) study on Japanese college EFL learners have shown that learners' development of reading and listening skills was greater than their vocabulary acquisition during gameplay. Therefore, a game well integrated into the beginning phase of vocabulary introduction seemed to be workable pedagogically. In short, prior researchers' results have shown that game play as a post-teaching practice with vocabulary taught in traditional method is of less effectiveness than the use of game play in the vocabulary introduction phase (Miller & Hegelheimer, 2006; Ranalli, 2008; Jalali & Dousti, 2012; Abrams & Walsh, 2014).

2.3 Cool English Use in Classroom Settings

With Cool English gaining popularity in Taiwan, its effectiveness has also been widely studied by local researchers. Most prior researchers concluded Cool English users' positive experience. For example, Chen (2016) investigated one class of elementary school students' attitudes toward the use of Cool English in a 15-week course. The participating students responded positively to their Cool English play. Another study (Wang, 2016) on 9th graders' Cool English user experience, learning motivation, and academic performance also found students' increased motivation in English learning. They also showed improved performance on the post-test. Wang thus attributed the students' successful learning outcomes to Cool English's stimulating visual aids and game interactivity.

Findings of other relevant studies on the analysis of a specific language skill also accorded with the aforementioned ones. For example, in one speaking analysis study, Huang (2017) compared the speaking performance and speaking anxiety of two groups of 8th grade EFL learners. One group practiced speaking with Cool English and the other practiced speaking face-to-face with their peers. The results showed students' alleviation of speaking anxiety in oral tests on the Cool English group. Additionally, Cool English users also had a significant improvement on their pronunciation, intonation, and fluency. In one reading analysis study, Li (2017) investigated the effectiveness of reciprocal teaching on Cool English users' reading comprehension and motivation. Although only high and intermediate-high level group of students showed improvement in reading comprehension, Cool English users' motivation in English reading was overall heightened. In another similar study, Wang (2017) applied Cool English and reciprocal teaching to junior high school students residing in rural areas. The result also showed that the students' English exam scores significantly improved. The participating students also agreed that they became more active and confident English learners via Cool English and reciprocal teaching.

Although online games or Cool English on heightening language learners' learning motivation and growth of language skills have been widely discussed, there is still a paucity of research on the use of non-commercial single player RPGs on students' vocabulary learning in the in-class setting. An inclusion of single-player RPG into investigation will add new threads to relevant studies.

3. Research Method

3.1 Participants

Research participants of this study were sixty-five eighth graders from three different English classes in one public junior high school in central Taiwan. They participated in this study voluntarily. According to the English teachers of this school, students' overall English proficiency levels in this school were considered "below average" if compared with the same age group in Taiwan.

3.2 Methodological Procedure

The methodological procedure of this study was framed by Groot's (2000) study on computer assisted vocabulary acquisition (CAVOCA) and Wang's (2016) study on EFL students' attitudes towards the use of technology in English learning. The data, collected in the Fall 2020, came from the following sources: pre-test, treatment, post-test, delayed post-test, questionnaires, and interviews. Different from Groot whose study divided the research participants into experimental group and control group, this study drew on a single group design. The reason was that the three participating classes' English proficiency levels were

not equivalent. A single group design was thus administered to measure the participants' responses and performance after the treatment.

The study was based on a five-week-game-play treatment as the vocabulary instruction. In the first week, the participants played the first chapter's games to familiarize themselves with the interface and the game play. After that, they took the pretest. The purpose of having them take the pretest was to know their knowledge of the target vocabulary. In the second and the third week, the participants played the second and the third chapter's games. In these two weeks, each research participant adjusted his/her own pace by slowing down or speeding up the completion of the RPG tasks. Toward the end of the third week, they took the post-test, which was to know their immediate learning outcomes. In the fourth week, they took the delayed post-test without prior notice. They also answered the questionnaire in this week. In the last week, the participants were invited by the researcher for a semi-structured interview.

To ensure that all the tests were of equivalent difficulty level, the researcher used the same set of test questions in the pretest, post-test, and delayed post-test. They were different only in the question order and the use of pronoun to replace previously mentioned nouns in the context. With respect to the delayed post-test, the participants were not informed in advance. The reason of doing so was based on Groot's (2000) suggestion that (1) it prevented the participants from paying extraordinary attention to the target vocabulary; (2) it helped the researcher to see the extent to which the game-play instruction worked in a realistic setting (Groot, 2000).

As suggested by Hubbard (2004) that having students familiarize themselves with the situated learning context and clear out unrelated tasks should be prioritized in the learning process, the present study also followed Hubbard's advice by including an additional interface training session prior to the start of the RPG session. Explanatory information of the game plot was provided to the participants. They also played the first chapter game to familiarize themselves with the interface and the game tasks.

Cool English's RPG - *OzHigh* (Chinese name *Mó-Wù-Syué-Yuán*) - is an educational single-player role-play game. *OzHigh* consists of four chapters featuring the school life setting. Throughout the gameplay, the players learn the English conversation and vocabulary simultaneously. The plot of *OzHigh* goes like the following: At the beginning of the game, everyone would be given an avatar named Marco. Macro was a new student admitted to the Oz Senior High School. However, as soon as he entered the campus, he was attacked by a dragon. Meanwhile, his school also faced numerous monsters' invasion and attack. To beat down the monsters and to save his school, Macro needed to find one missing magic stone as well as the stone-stealer. Marco is faced with two missions: surviving in the new school and beating down monsters (see Figure 2). In order to complete these two missions, the player needs to complete a number of vocabulary tasks in the game. The vocabulary tasks can be divided into three types: matching, categorizing, and true-or-false questions (as shown in Figure 3).

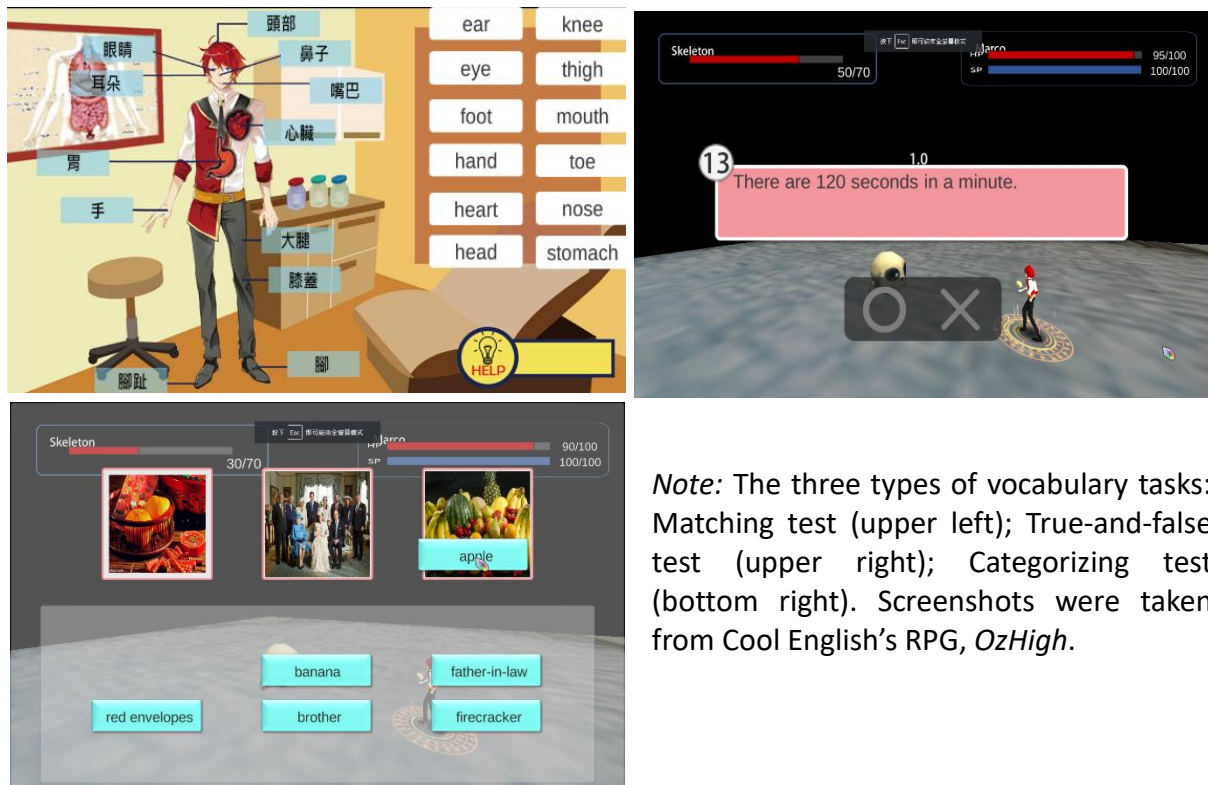
Every question popping up in the game needed to be answered correctly by the player so that he/she could move on to the next game. If he/she answered erroneously, a red cross would appear on the screen and that target word would automatically return to the target vocabulary list again. If the player answered the question correctly, a check would appear on the screen and the target word would be placed in the box, serving as an immediate feedback of this vocabulary task. According to Kiili (2005), such way of vocabulary acquisition is integral to digital game-based learning.

Figure 2: The Two Missions



Note: The left is a screenshot of one game task, in which Marco needs to purchase clothes for the school party. The right is a screenshot of the battling-monster task. Both screenshots were taken from Cool English's RPG, *OzHigh*.

Figure 3: The Three Types of Vocabulary Task



Note: The three types of vocabulary tasks: Matching test (upper left); True-and-false test (upper right); Categorizing test (bottom right). Screenshots were taken from Cool English's RPG, *OzHigh*.

After taking the post-test, the participants were asked to fill out a questionnaire aimed for knowing their attitudes toward the single-player RPG approach. The researcher adopted Chen's (2016) established questionnaire, which was developed to assess students' attitudes toward Cool English usage. Chen's questionnaire included four types of user-attitudes. The first two types featured Davis's (1989) technology acceptance model, the third type drew on Zarrad and Debabi's (2012) attitude model, and the last type derived from Liaw's (2008) behavioral intention model. A totality of 22 items following the five-point Likert scale was adopted (with 1 denoting "strongly disagree" and 5 denoting "strongly agree"). More specifically, these four types of user-attitude were arranged in the following order: perceived

usefulness (a.k.a. PU) (Items 1-6), perceive ease of use (a.k.a. PEU) (Items 7-12), attitude (A) (a.k.a. Items 13-17), and behavioral intention (BI) (a.k.a. Items 18-22).

In addition to the questionnaire data, the researcher also invited the participants for a semi-structured interview and nine of them volunteered to participate in the interview. The interviews were conducted in Mandarin Chinese (the interviewees' native language) but were transcribed verbatim and translated into English.

3.3 Data Analysis Procedures

The scores of the pretest, post-test, and delayed post-test were analyzed by repeated measured ANOVA. Descriptive and independent-sample t-test were used to examine the means of each questionnaire item; frequencies and descriptive were employed to know the participants' preference for the single-player RPG approach.

4. Results and Discussion

4.1 Effectiveness of the RPG method

Mauchly's Test of Sphericity indicated that the assumption of the sphericity had not been violated ($p = .864 > .005$, $\chi^2 (2) = .292$). The Tests of Within-Subjects Effects showed that $F (2, 128) = 13.503$, $p < 0.001$, meaning that there are significant differences among the pre-, post-, and delayed post-test. Based on the scores of their means (shown in Table 1), there was improved vocabulary performance on the participants. The following Pairwise Comparisons Table (Table 2) showed that their improved performance between the pre-test and the post-test was significant. This proved the positive use of the single-player RPG as a classroom activity in vocabulary instruction. It was also in line with prior research (Lu & Chang, 2016) that RPG games accelerate players' acquisition of semantic information (i.e., synonym and antonym words) and situational information (i.e., words acquired out of the context) of the target vocabulary. This positive outcome echoes prior researchers' call for game play as an alternative for foreign language learning (deHaan, Reed, & Kuwada, 2010).

Of particular note is the statistical insignificance between their post- and delayed post-test scores. Presumably, their delayed post-test scores should be lower than their post-test scores since (1) they were not informed of taking this test in advance; (2) they did not complete all the game tasks at home. One possible explanation is that their delayed post-test scores (shown below) may be related to the sustainable effects of the RPG method.

Table 1:

	N	M	SD.
pretest	65	50.15	25.89
post-test	65	57.62	28.11
delayed post-test	65	61.62	24.46

Table 2: Pairwise Comparisons Table

(I)	(J)	M (I-J)	S.E.	p
pretest	post-test	-7.462*	2.313	.002
	delayed post-test	-11.462*	2.192	.000
post-test	pretest	7.462*	2.313	.002

	delayed post-test	-4.000	2.210	.075
delayed post-test	pretest	11.462*	2.192	.000
	post-test	4.000	2.210	.075

4.2 Students' Attitudes toward *OzHigh*

The questionnaire data showed that the participants' attitudes toward the use of *OzHigh* for vocabulary learning were overall positive. This could be explained by Prensky's (2001) assertion that "digital natives" like the research subjects, compared with those who were deficient in digital literacy, were more aware of applying or integrating video games into learning. The mean of the four aspects of user attitudes were: PU (3.67), PEU (3.83) A (3.75), BI (3.12). Their feedback was generally positive except two BI items, one of which asked their possibility of re-using *OzHigh* in the after-class occasions. The other revolved around their interest in using this game on a long term basis. Their answers on these two items were less positive due to the reasons that (1) there were other activities to attract them in their personal life settings; (2) there were only four chapters of games in the *OzHigh*; however, the participants had already completed most of the games during the course of the study. Playing this game repeatedly or on a long term basis became less appealing to them. Regarding this, Yip and Kwan (2006) also pointed that students showed less interest in playing the same vocabulary game repeatedly if the game failed to provide them with continuous challenge.

Except the aforementioned situations, they responded positively in using the RPG for vocabulary learning (Item 18, M = 3.09). According to the interview data, more than half of the interviewees (i.e., five out of nine) even played the remaining games in their leisure time. Their curiosity about the game's storylines accounted for their continuing play. As for those who did not play, they expressed interest in completing the remaining gameplays if they could be given more free time. According to Pluck and Johnson (2011), such interest is beneficial to students' learning as it leads to their development of intrinsic motivation.

Table 3: Mean Score of the Items on the Questionnaire

perceived usefulness (PU)		M.	SD.
1.	Using <i>Ozhigh</i> helps me achieve the English learning goals faster	3.55	1.03
2.	Using <i>Ozhigh</i> improved my vocabulary learning performance	3.51	0.99
3.	Using <i>Ozhigh</i> improved my English ability	3.75	1.08
4.	Using <i>Ozhigh</i> makes me learn vocabulary more efficiently	3.66	1.03
5.	Using <i>Ozhigh</i> makes learning vocabulary easier	3.60	1.12
6.	<i>Ozhigh</i> is helpful to vocabulary learning	3.97	1
perceived ease of use (PEU)			
7.	Learning to use <i>OzHigh</i> is easy for me	3.97	1.02
8.	Using <i>Ozhigh</i> to accomplish my learning goals is easy	3.77	0.96
9.	The interface of <i>Ozhigh</i> is clear and easy to understand	3.68	1.02
10.	<i>Ozhigh</i> is flexible to interact with	3.69	1.07
11.	It would be easy for me to become skillful at playing <i>OzHigh</i>	3.81	0.93
12.	<i>OzHigh</i> is easy to use	4.06	0.93
attitude (A)			
13.	Using <i>OzHigh</i> to learn vocabulary is pleasant	3.92	1.14
14.	Using <i>OzHigh</i> to learn vocabulary is convenient	3.88	1.11
15.	Using <i>OzHigh</i> to learn vocabulary is interesting	3.77	1.20

16. Using <i>OzHigh</i> to learn vocabulary is inviting	3.49	1.12
17. Using <i>OzHigh</i> to learn vocabulary is satisfying	3.69	1.12
13. Using <i>OzHigh</i> to learn vocabulary is pleasant	3.92	1.14
behavioral intention (BI)		
18. I would spend time using <i>OzHigh</i> after class	2.88	1.32
19. I would spend more time using <i>OzHigh</i> for vocabulary learning	3.09	1.30
20. I would play <i>OzHigh</i> for long term use for vocabulary learning	2.91	1.22
21. I would try other chapters of <i>OzHigh</i>	3.58	1.20
22. I would introduce <i>OzHigh</i> to others	3.20	1.41

4.3 Student Responses: RPG Method versus Direct Method

Although the participants showed improved vocabulary performance via the RPG treatment and admitted the fun brought by the RPGs, it was interesting to note that their like of RPGs did not mean that they disliked or undermined the value of traditional face-to-face method of vocabulary instruction. According to the interview data, they generally agreed that the RPG method was a stress-relieving, fun, and relaxing way of vocabulary learning. For instance, Interviewee G stated that “no one stares at you in the Cool English class...which makes taking class less stressful.” Similarly, Interviewee D also mentioned that “with *OzHigh*, you can learn the vocabulary via game play, which is joyful...Taking regular classes is sometimes very stressful yet playing the game allows me to release my stress, which is very good.” Compared with the “stressful” or “stale” image of the traditional vocabulary instruction, the RPG instruction provided them with a friendlier, more multimodal, and more multifaceted learning environment. This part of finding echoed Wang’s (2013) assertion that the integration of technology into language instruction to some extent alleviates students’ stress.

Nevertheless, some participants addressed their concerns about the RPG method. First, compared with the traditional vocabulary instruction, textual information of the target vocabulary provided in the RPG instruction was somewhat limited. Some of them held that the traditional face-to-face method allowed the teachers to provide them with richer textual information of the target vocabulary. Second, the RPG method failed to provide students with adequate teacher-student interaction. The teacher-student face-to-face interaction was often desired and expected by the students yet it was achievable only via the traditional face-to-face method. Interviewee F’s words best described this situation: “Teachers can tell us jokes when teaching vocabulary... However, when using the RPG method, we just keep clicking the mouse.” Additionally, compared with the traditional vocabulary instruction, there were some technicity problems of the RPG instruction such as the malfunctioned game buttons or the poor sound effect. Some *OzHigh*’s malfunctioned game buttons caused the participants failure to place correct answers in the matching boxes in time, resulting in a delay of the game play. Sometimes, the sound effect (such as the echoing sound) caused confusion to some of them.

As stated earlier, although the participants enjoyed and benefited from the RPG method, it did not mean that they undermined the value of the traditional vocabulary instruction. Instead, some participants addressed the essential role of the traditional face-to-face method. For example, Interviewee F spoke highly of the RPG method yet she still favored the traditional vocabulary instruction:

The traditional way of vocabulary teaching is mainly rote learning. Playing the game, on the contrary, enables you to play, to know the storyline, and

then to understand the meaning of the new word...I prefer the traditional method because there is more interaction in the class. The teacher interacts with us more by providing more information such as the tips of memorizing and tell us jokes.

Different from the traditional face-to-face method, the RPG method required the participants to learn independently by either acquiring information from online dictionaries or learning directly out of errors they made in the game tasks. Such an automated learning approach was different from the cramming and banking model of education they were familiar with. Their unfamiliarity with RPG method's automated learning has resulted in their preference for the traditional face-to-face method. More specifically, they tended to rely on their teachers as the main source of knowledge. Therefore, they somehow expected their teachers to jump in to provide them with target vocabulary information so that they could solve the game tasks smoothly. For example, Interviewee A stated that "I prefer that the teacher integrated RPG games and activities into the lecture. That way, the teacher can solve my questions immediately and give me the answers right away. This allows me to learn more effectively." Another student – Interviewee D – commented on the automated learning feature of the RPG method: "Playing RPGs requires you to learn and to comprehend on your own. Compared with the RPG course sessions, I think the teacher's lecture is easier to understand."

The aforementioned finding shows the influence of one's situated learning culture on the selection of his/her preferred instructional approach. Some participants' preference for traditional vocabulary instruction may be explained by Loh and Teo's (2017) proposition that students in Asia participated less actively by relying on teachers for knowledge receiving and depositing. A student-centered as well as automated learning approach like the RPG game was thus at odds with the teacher-led instruction to which they were accustomed. One interviewee's answer may well conclude the students' like of both instructional approaches: "The RPG method is a better instructional approach for reducing our stress of learning. However, the traditional method is a better approach for achieving our learning outcomes." Such perception was analogous to Groot's (2000) finding in an earlier study.

To sum up, the participants improved their vocabulary performance by means of the single player RPGs. They also held positive attitudes toward this new method and considered it a less stressful way of learning vocabulary; however, that does not mean that they were against the traditional face-to-face method of vocabulary instruction. Instead, their attitudes towards the two methods were quite positive. Different from the traditional vocabulary instruction, the RPG method provided the participants with interesting and fun learning experience yet it failed to provide them with rich information pertaining to the word's origin, definition, usage, and examples. On the contrary, the traditional face-to-face method allowed the teacher to provide students with richer information of the target vocabulary; however, it also brought boredom as well as stress to the participants. Such finding is in line with Hays' (2005) earlier claim that learning via game play, in spite of making one's learning objective more achievable, does not make it a superior instructional approach.

5. Conclusion

This study investigated the effectiveness of a new vocabulary learning approach – the online single-player RPG method. Although the participants' attitudes toward the traditional face-to-face method of vocabulary instruction were also discussed, the aim of this study was

not to demonstrate which method was better. Instead, it is hoped that the findings unravelled in this study can provide language teachers with an alternative in their attempts to enhance their students' vocabulary learning.

The results of this study have shown that the use of an online single player RPG method in the in-class setting worked effectively on EFL adolescent learners' vocabulary learning. Such effect was even sustainable. Of particular note is that these "digital natives" responded positively to the digitally-driven instruction as well as the traditional face-to-face vocabulary instruction. Both methods met the participants' satisfaction in learning. The RPG method made their learning interesting and less stressful; the traditional method brought them direct access to the word's usage. Yip and Kwan (2006) stated that prior researchers tended to highlight students' recognition of the importance of an integrated approach in language instruction but overlooked their need for a traditional instruction. This study went one step further to fill the gap and to call for language teachers paying attention to students' need for traditional instruction and re-examining its value in the students' situated culture of learning.

The participants' positive responses to both methods imply their need for an integrated approach for the maximization of their learning outcomes. This study hereby makes some pedagogical suggestions, hoping to shed light on future studies: (1) supplementary course materials that enhance students' vocabulary acquisition deserved to be developed and included in the RPG course sessions; (2) future researchers may investigate how learners' English proficiency levels and personality traits affect their like/dislike of the RPG method; (3) a genre analysis on the game elements is needed to help us better understand what specific game elements work for language learners; (4) game developers may consider an inclusion of richer textual information and storylines in the RPG for educational purposes.

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CODE- SWITCHING AS AN EFL INSTRUCTIONAL STRATEGY: AN INSIGHT TO INDONESIAN LECTURERS' PRACTICES

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Abstract

Studies on code-switching (CS), particularly in Indonesian EFL context have a proclivity for the occurrences i.e., its types and forms being produced by the speakers, few on their motives of practising it. This study aims to fill the void by examining Indonesian EFL lecturers' practices of CS in General English classes for first-year university students from typological and functional points of view. Involving participant observation and interview as the instruments for data collection, the results reveal that the two lecturers participated in this study employed three types of CS, namely inter-sentential switching, intra-sentential switching, and tag-switching (ordered accordingly from the mostly to the least used type). Furthermore, it is also found that the lecturers' practises of CS served three pedagogical functions: 1) to enhance students' comprehension; 2) to scaffold students' learning; and 3) to encourage students' participation. Findings suggest that strategic use of CS in instructional practices may enhance EFL teaching as well as maximize learning efficacy.

Keywords: Bilingual, Code-switching, Instructional strategy, Thematic content analysis

1. Introduction

In this globalized community, language contact becomes inevitable, which in turn contributes to the spread and attributed value of bilingualism. The prevalence of bilingualism, referring to the practice of alternatively using two languages (Weinreich, 1974) leads to the emergence of some linguistic phenomena. These phenomena are often characterized with the intertwinement of the elements of one language with those of other language (e.g., lexical borrowing, transferring, interference, code-switching, code-mixing, etc.) during interactions among bilingual people. One linguistic phenomenon predominantly found in bilingual speakers' interactions is code-switching, (Redouane, 2005), hereinafter referred to as CS.

CS is generally defined as the practice of switching from one language to another within either a single utterance or a same discourse (Meng & Miyamoto, 2012). It was axiomatic that code-switching held negative connotations, commonly associated with lack of linguistic competency or even lack of intelligence (Dewaele & Wei, 2014). Early researchers encouraged the avoidance of CS in interaction as it was a manifestation of a sloppy use of language (Kaschula & Anthonissen, 1995) and might cause confusion and language interference (Polio & Duff, 1994). However, over the years, CS has gradually viewed with

favour due to abundant evidence denoting its frequent occurrences among fairly competent speakers in bilingual communities. It implies that code-switching is not a sign of language deficiency but rather an advanced control of language choice to be used in specific communicative situations (Dewaele & Wei, 2014). This language choice is influenced by some factors such as language proficiency, topic of discussion, setting, relationships between participants, attitudes, and emotions towards a particular language (Auer, 1998; Kim, 2006).

With the positive points of view about CS, research focusing on CS in diverse fields and environments has proliferated in the past decades. One which attracts burgeoning of interest is the field of language education. The use of CS for educational purposes has been studied meticulously in diverse settings and contexts. A plethora of studies has reported various pedagogical benefits of practicing code-switching in classroom interactions, which include improvement of learning outcomes (Ahmad & Jusoff, 2009; and Turnbull, 2001), improvement of communicative competence (Schwarzer, 2004), and enhancement of students' participation and interaction (Creese & Blackledge, 2010; Mati, 2010).

In Indonesian EFL context, CS in educational setting has also intrigued significant interest among many researchers in the past decade. However, these studies have mostly focused on the linguistic features of the occurrences (Barus, Pujiono, & Fibriasari, 2019; Novitasari & Mardiana, 2020; Rahmat, 2020; Siddiq, Kustati, & Yustina, 2020). Relatively little empirical evidence reveals why the speakers switch languages as a communicative strategy in classroom interactions. Since CS is a complex process, which involves various factors motivating the speakers to practice it, it is deemed essential to examine specific reasons behind its utilisation. Driven by the empirical gap, the present study aims to investigate Indonesian EFL lecturers' practices of CS as their instructional strategy and explore the pedagogical functions of such practices.

2. Literature Review

2.1 Code Switching as an Instructional Strategy

As previously explained, CS is prevalent in interactions among bilinguals either in formal and informal settings. Since norms of verbal interactions are both culture-specific and largely unconscious (Consolo, 2006), bilingual people tend to switch from one language to the other unconsciously. This distinct linguistic behaviour is also frequently found in interactions among foreign language learners (Almelhi, 2020). However, in certain contexts this norm of unconsciousness is not applicable. In classroom interaction for instance, since teachers play a vital role in helping students overcome linguistic barriers hindering the transmission of knowledge, they perform this practice of language alternation with being in the most aware of it. This intentional code-switching requires the speaker's sufficient knowledge of the two languages' grammatical systems to allow them to employ what rules of each system can work when being combined together. This practice is commonly known as code-switching as an instructional strategy.

In language education generally, the choice of language serves beyond its role as a medium of instruction. The language used by the teachers becomes an underpinning factor succeeding knowledge transmission from the teacher to the students. Thus, if learners do not understand the language used, they will have problems to develop educationally (Brock-Utne & Alidou, 2011). In EFL education particularly, English serves twofold; as the target

language for students and a medium of instructions for teachers-, (Fitriyah, Dewi, Putra, & Sulistyawati, 2020). To this end, teachers' choice of language in classroom interactions should be included as their instructional strategies

Putting its importance as an instructional strategy, CS becomes a common practice in EFL instruction.— Empirical evidence has also reported the benefits of teachers' CS for language learners in many different aspects, especially in the teaching of beginner students (Sert, 2005). For example, English classes in Indonesian EFL context are commonly instructed in the alternation of L2 (in this case is English) and L1 (Indonesian), with the use of the latter surpassing the former. The teachers consciously switch from one language to the other and vice versa for classroom communication, either in teacher-led presentation or teacher-student interaction. This typical practice of CS takes the teachers' equal competency in both languages and serves particular pedagogical functions, which vary from one teacher to the other. Thus, related to the purpose of this study, it is always interesting to investigate specific reasons and motivations driving EFL teachers' use of CS in their instructional practice.

2.2 Previous Studies on Code Switching in Language Education

A myriad of studies has been conducted to investigate diverse aspects of CS practices in language education, with the preponderance denotes the advantages of using L1 in ESL/EFL contexts. These empirical evidences showing the merit of CS could later be categorised into two, namely: instructional functions and pedagogical benefits. To begin with, Azlan and Narasumand (2013) delved into how Malaysian pre-service ESL teachers used CS as a communicative tool in class interactions. Employing surveys, observations, and interviews as instruments for data collection, they found out that tag switching was mostly used when the students communicated with their peers and with the course instructor. The study also reported that the participants used CS to convey ideas in specific situations and to enhance solidarity in the first language, in this case Malay language.

In a more recent year, Adjei and Ewusi-Mensah (2019) investigated how male and female lecturers used CS in lecturer-student formal interactions in campus setting. With a sample of nine lecturers and 120 undergraduate students from a Ghana university, the study examined the types of CS in Akan-English context. The findings showed that there were three types of CS occurred in the interactions, namely: intra-sentential, inter-sentential, and CS at word, phrase and clause levels, with intra-sentential CS as the most dominant at lectures. This study also revealed the tendency of the lecturers who spoke Akan as their L1 to use CS more frequently than the non-Akan speaking ones.

In terms of pedagogical benefits, Polio and Duff (1994) undertook a qualitative study to investigate when and why university teachers shifted from the target language to their students' L1 (English) in their foreign language classes. Involving six teachers, four were the native speakers of the target language and the other two were graduate student teaching assistants, as their participants, they found that there were eight functions of CS used by the teachers, which could be categorized into three main categories, namely 1) Function of item/utterance(s) produced; 2) Difficulty of the language being used; and 3) Interactive effect involving students' use of English.

Creese and Blackledge (2010) used the translanguageing approach in their study investigating the use of two or more languages by teachers and students in Chinese- and

Gujarati-heritage schools in the United Kingdom. Their results showed that integrating L1 and L2 improved both teachers' and students' reading comprehension, encouraged students' participation, and helped the students build identities in a multilingual and multicultural social context. Similar findings were also reported by Mati (2010) who conducted a research in a multilingual elementary class in South Africa. The teachers' use of CS in this study seemed potent on improving students' comprehension and engagement. The findings also revealed that the students found the teachers' use of CS motivating for their language learning.

Situated in ESL context, Jiang, García and Willis (2014) conducted an ethnographic inquiry to the use of L2 (English) in an L1 (Chinese) class in a U.S. bilingual program. Within a period of seven months, they observed how their primary participant, a senior Chinese teacher interacted with his five Mandarin-speaking students aged 10 and 11 in his Chinese Language Arts. The findings revealed that the teacher's strategic use of CS helped enhance students' bilingual development and maximize their learning efficacy. Specifically, the teachers used CS for five purposes, which include 1) Increasing students' bilingualism and bilingual learning; 2) Reviewing and consolidating ESL and English-language material; 3) Helping make cross-linguistic transition easier for students; 4) Improving students' awareness of home and U. S. culture; and 5) encouraging an understanding of cross-cultural differences.

Finally, Adriosh and Razi (2019) uncovered the status quo of classroom CS in EFL classrooms in Libyan universities by investigating how EFL teachers code-switched from English to Arabic to facilitate teaching/learning process. With six EFL instructors and their students from three universities as the participants in this study, they revealed that Arabic, as the participants' L1 was occasionally used for different pedagogical and social functions, which include clarification, repetition, recapitulation, and socialization. Furthermore, they also found that both teachers and students hold positive attitudes toward the use of the teacher's CS and found it necessary to facilitate learning process.

3. Research Method

This study was designed using an ethnographic approach. Since Ethnography relies on diverse types of data which include observations, interviews and documentation, thus provides the potential to yield detailed and comprehensive accounts of different social phenomenon (Reeves, et al., 2013), this particular research approach was chosen for this study as it allows the researcher to immerse herself in the social setting, in this case the English classroom interaction. In line with what Fraenkel, Wallen, and Hyun (1993) contended "Ethnography can reveal nuances and subtleties that other methodologies miss" (p. 508). Specifically, this study employed the exploratory ethnographic approach to explore how Indonesian EFL lecturers utilize their available language repertoires to code-switch during classroom interactions for diverse pedagogical functions.

3.1 The Context of Study and Participants

The study was conducted at a private university in Medan, Indonesia. Two English lecturers teaching General English classes for the first-year students were recruited to be the participants of this study. They were purposively selected because they have been using mixed languages (Indonesian and English) as their teaching practices. Table 1 provides

demographic information of the two participants using pseudonyms as their identities in this study.

Table 1: The demographics for teacher participants

Participant	Age	Sex	Languages Spoken	Education	Teaching Experience
Mentari	35	F	Javanese, Indonesian & English	Master in English Applied Linguistics	7 years
Yasmine	42	F	Indonesian & English	Master in English Literature	10 years

3.2 Data Collection

The data for this study were collected from observations and interviews. Due to time restriction, each lecturer participant was observed on four occasions over a period of one month. To eliminate the 'reactivity effect' from the collected data, only data from the last two observations of each participant were used with the assumption that during those observations the participants had already seen the researcher as the class dynamics, thus practiced CS as their instructional routine. A video recorder was used during the observation to gain data on how the lecturers used CS in classroom interactions. A total of four recordings, each lasted about 70 minutes were used as the data.

A semi-structured interview was conducted with each participant after all observations were completed. Each interview took place within 60-minute timeframe to collect the data related to the lecturers' motives in utilising CS as part of their instructional strategies. The interview was scheduled at the participants' convenience in terms of time and place. The responses were audio-recorded with the participants' consent and transcribed verbatim. For some questions, the participants were showed their video recording when using CS in their teaching asked questions like "Why did you insert L1/L2 words in this sentence?" or "Could you explain why you switched language here?"

3.3 Data Analysis

The data from video recordings during observations were thoroughly analysed to identify lecturers' use of CS. The results were transcribed and undergone further analyses to identify the types of CS based on the categories suggested by Poplack (1980) as detailed in Table 2. The results of the second phase of analysis were recorded in an Excel file to gain the quantitative calculation of the occurrences.

Table 2: Poplack's Categorisation of CS

Type of CS	Definition	Example
Tag-switching	The insertion of either a single word or a tag phrase from one language into an utterance in another language.	<ul style="list-style-type: none"> • <i>Sorry ya guys kalau aku datang telat lagi.</i> = Sorry guys if I come late again.' • <i>Kalau dia, you know lah gimana.</i> = If it's him, you know how (he is).
Inter-sentential switching	A language switch done at a clause or sentence boundary, either words or phrases at the	<ul style="list-style-type: none"> • <i>Cuma orang nekat yang mau kerja sama dia, if you know what I mean.</i> = Only reckless people want to

	beginning or end of a sentence.	work with him, if you know what I mean.
Intra-sentential switching	The shift done by inserting words or phrases from one language into another language, usually in the middle of a sentence. The speaker is usually unaware of the shift.	<ul style="list-style-type: none"> • Dari awal Saya sudah menasehati dia <i>not to do stupid things before thinking thoroughly</i> tapi tak pernah didengarkan. = Since the very beginning I have reminded him not to do stupid things before thinking thoroughly but he never listens.

For the data analytical tool, Inductive Content Analysis as proposed by Terrell (2016) was employed in this study. This particular tool was used to answer the research question related to the pedagogical functions of lecturers' use of CS by identifying themes in selected data from the interview transcripts. The transcription of the interviews with the participants were contextually analysed through three coding stages; *firstly*, important quotations and passages were coded manually using colour pencils; *secondly*, the results of the initial findings from the first stage of coding were further analysed at sentence level for coding and temporary categorization; and *finally*, the results from this stage of coding were analysed again at the final coding stage. This process was iterative until a fair saturation of categories and subcategories could be achieved.

4. Results and Discussion

The analysis of the data collected through the four observations showed that L2 (English) was predominantly used as a means of instruction in EFL undergraduate classrooms in Indonesia. Similarly, the data obtained from the interviews revealed the lecturers' inclination to use English as the language of instruction in their classes. The findings discussed in correlation with the purpose of the study will be divided into three; the types of CS used by the lecturers and their aimed pedagogical functions in practicing CS.

4.1 Types of Lecturers' CS

The results of the first data analysis regarding the typological aspect of the lecturers' use of CS disclosed that all three types of code-switching proposed by Polack (1980) were present in the classroom interactions. In total, there were 75 instances where CS occurred (look at Table 3 for details). Out of this number, 52 examples show inter-sentential codeswitching, 17 intra-sentential switching, and only 6 instances belong to the category of tag-switching. This implies that basically CS practised by the lecturers was not done on subconscious or habitual basis but a deliberate teaching strategy.

Table 3: Occurrences of Teachers' Use of CS

CS Used	Frequency	Percentage
Tag-switching	6	8%
Inter-sentential switching	52	69%
Intra-sentential switching	17	23%
Total	75	100%

Most of lecturers' use of CS occurred inter-sententially. This type of CS is seen to be occurring mostly in compound and complex sentences where one of the clauses is codeswitched entirely. Based on the data from observations, the two lecturers frequently used inter-sentential type of CS by beginning the utterance in English and ending it in Indonesian (look at examples 1 and 2 in Table 4). For the tag-switching, the lecturers usually inserted the tag phrase either in the beginning (example 7 in Table 4) or at the end (example 8 in Table 4) of the sentences. Interestingly, the lecturers used the intra-sentential CS only when using Indonesian as the language of interactions by inserting English phrases or clauses in medial position of an utterance as seen in examples 4 and 5 in Table 4. This particular insertion of L2 into L1 in intra-sentential switching might be attributed to the practice of CS due to habitual reasons which happened because of "an affective reason related to the qualification and experience of the teachers than students' needs" (Adriosh & Razi, 2019, p. 8).

Table 4: Examples of lecturers' CS identified in the data

Type	Examples Found in Data	Code in Data Analysis
Inter-sentential switching	1. The word prevalence here means <i>sesuatu yang lumrah atau lazim terjadi</i> (= The word prevalence here means something commonly happens/occurs).	CS-17
	2. For the exercise, you need to explain why you like the film <i>dan cukup ditulis satu paragraph aja ya</i> (= For the exercise, you need to explain why you like the film and just write in one paragraph).	CS -34
	3. Good morning, class! How are you today?... <i>Gimana akhir pekannya?</i> (= how's your weekend?)	CS-23
Intra-sentential switching	4. Kalau <i>text</i> -nya susah dipahami, catat yang menurut kalian <i>unfamiliar words and consult your dictionary</i> untuk mencari artinya (= If the text is difficult to comprehend, write down the unfamiliar words and consult your dictionary for the meaning).	CS-19
	5. Rizky, tolong ambilkan <i>marker from the office</i> ya (= Rizky, please take a marker from the office).	CS-42
	6. As you can see here, the two contrasting colours are juxtaposed, <i>dibandingkan dengan cara berdampingan</i> , to get its luminous effect. (= compared by placing it side by side).	CS-57
Tag-switching	7. <i>Yuk</i> , open your handbook page 26! (=Come on, open your book page 26)	CS-04
	8. I think I had explained it before, <i>sudah kan?</i> (=I think I had explained it before, hadn't I?)	CS-63

These findings echo those of Azlan and Narasumand's (2013) who found that the three types of CS were predominantly used in classroom interactions between the instructor and the students and between students and students with the inter-sentential switching as the

most employed type to be used and the tags-switching as the least used one. However, this result is conflicting with what Adjei and Ewusi-Mensah (2019) reported in their study as they found that intra-sentential switching outnumbered inter-sentential one with the ratio of 102 to 12 occurrences.

4.2 Pedagogical Functions of Lecturers' CS

The analysis of the data collected through interviews revealed that most of the times the two lecturers deliberately practised CS, particularly when employing inter-sentential type for different pedagogical purposes. Through thematic content analysis, the data analysis yielded three main functions as elaborated in the following sub-sections.

4.2.1 Theme 1: To enhance students' comprehension

The first pedagogical function of lecturer's use of CS in this study is to enhance students' comprehension. The teachers admitted that they often inserted Indonesian phrases or sentences into English utterances and shifted from English to Indonesian to help the students understand the messages they were trying to convey as what stated in Excerpt 1 below.

- I (interviewer) : Why did you switch to Indonesian here? (I pointed to CS-34 as seen in Table 4)
- Teacher 1 (T1) : Many times, when I tell them (students) it's time to do the exercise, there are always students (who) make mistakes like not understanding what to do or not following the requirements for the minimal words or the page length. So now I always explain them (about the exercise) in Indonesian so I don't need to waste time to ask them revise it (Mentari, Interview, Excerpt 1)

Mentari explained that to help her students understand her instruction well and to avoid unnecessary mistakes due to misunderstanding the instruction, she deliberately switched the language of instruction.

This finding conforms Jiang, García, and Willis' (2014) claim about the role of CS through "the insertion of L2 key words/phrases within the L1 syntax ... may enhance the comprehensibility of input (and) promote comprehension (p. 323). The use of CS from L2 to L1 to help students comprehend the messages communicated was also reported in the study of Polio and Duff (1994) who found that the teachers switched to English (L1) from the target language (Korean) when receiving no response from the students. However, they also argued that the comprehension failure was not only from the students' side but also from the teachers due to "the lack of necessary experience or strategies to rephrase and otherwise modify their speech" (p. 323). Similar to this purpose, the teachers in Siddiq, Kustati, and Yustina's (2020) study also frequently used CS by shifting to L1 and even to the students' mother tongue "to help the students to comprehend the materials" (p. 88).

4.2.2 Theme 2: To facilitate students' learning

The next function of the lecturers' practices of CS during their teachings was to facilitate students' learning. The teachers were observed in several occasions employed CS by inserting Indonesian words or phrases into English sentences. This strategy was advertently

done to illuminate new concepts, which many of the students were unfamiliar prior to the CS practice with the hope that they could bridge the meaning from L2 to L1. This particular function of CS was evident in classroom interactions as seen in the examples of CS-17 and CS-57 in Table 4.

The teachers' interview data also showed that L1 was often used to scaffold students' learning when the lecturers needed to introduce and/or to discuss academic vocabularies used in the course materials as observed in Excerpt 2 below:

- T2 : Sometimes I encountered big words in the handouts which I know most of my students perceived them difficult to understand the meaning. So I just added the translation (of the words) in Indonesian directly after I mentioned the words.
Why did you switch to Indonesian here? (I pointed to CS-34 as seen in Table 4)
- I : Do you think this strategy works well?
- T2 : Of course, cause I often see them use the words in their sentences correctly (Yasmine, Interview, Excerpt 2)

In the above extract, the lecturer indicated the facilitating function of CS for students' learning. She mentioned that it is not uncommon that the learning materials employ some sophisticated terminologies that are not familiar to the students. Thus, the students' L1 was used to overcome this issue.

The use of CS to help bridge students' background knowledge to new one is also suggested by Cole (1998) who postulated that students' previous experience in learning L1 can be used to increase their understanding of L2 through the use of CS as instructional strategy. Similar to this, Jiang, García, and Willis' (2014) ratified through some examples in their study that CS could function as "a medium through which bilingual children bridge the concepts and linguistic forms embedded in two languages ... thus, CS) not only enhances the acquisition of linguistic forms, such as vocabulary, but also strengthens conceptual construction (p. 323).

The function of CS use to facilitate student learning was also reported in other studies (Jiang, García, & Willis, 2014; Sert, 2005). Jiang, García, and Willis (2014) found that the students in their study could use equivalent terms in L2 (English) in a new context after the teacher introduced them through the use of L1. They further argued that this comprehension is an "evidence of cross-linguistic transfer" (p. 320). Meanwhile, Sert (2005) found that the teacher in his study shifted from L2 to L1 in dealing with particular grammar points. He furthermore posited that when practising this function of CS "the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue" (The Functions of Teachers' Code-Switching section, para. 2),

4.2.3 Theme 3: To encourage students' participation

The last function of lecturers' CS practise generated from the analysis is to encourage students to participate in the on-going classroom interactions. For this purpose, the two lecturers tended to switch to Indonesian at the end of sequential sentences about one related topic as can be seen in the exchange from observation below.

- T2 : Any questions so far? [waited for about 30 second before

continued talking]

If you have any questions, just raise your hand. You can use either English or Indonesian. *Jadi semua sudah jelas ya?* (= so everything is already clear right?)

[three students raised their hands signalling they had questions about the lecturer's explanation

T2 : Yes, [mentioned the student's name].

Student 1 : I have a question mam. [then continued speaking in Indonesian]. (Yasmine's class interaction, Observation four, Excerpt 3)

In Excerpt 3 above, the interaction between the lecturer and the students was initially initiated in English. However, since the students did not give the responses the lecturer expected due to language barrier, she switched to Indonesian which seemed successful in making them participate.

This particular function was confirmed by the lecturer during the interview. She advertently switched to Indonesian as an effort to invite her students' responses to her explanation as seen in Excerpt.

I know if I keep using English, it's less likely they (the students) will ask me although they didn't understand (the material) at all. Not because they don't understand my invitation (to ask questions), they're just afraid to use their English, afraid if the grammar is wrong or they don't say it right. That's why I switched to Indonesian so they can also ask me in Indonesian (Yasmine, Interview, Excerpt 4)

The use of L1 to encourage students' participation is also found in the study of Polio and Duff's (1994) who observed that their Korean teacher participant switched to English (L1) after getting no response from the students. Student's response after the lecturer in this study code switched to their L1 may also be seen as the function of CS to emphasize group identity. Adjei & Ewusi-Mensah (2019) revealed in their study that the lecturers switched to the students' L1 to "close the status gap between them... Once this status gap is bridged, the lecturers identify themselves with the group and group solidarity is expressed" (p. 31).

5. Conclusion

This present study sought to investigate how two Indonesian EFL lecturers used CS as part of their instructional strategies in teaching General English classes for first-year university students from typological and functional points of view. On a typological point of view, the findings revealed that the predominant type of CS used by the lecturers is inter-sentential switching, followed by intra-sentential switching and tag-switching respectively. On a functional point of view, the lecturers, in most cases used CS deliberately for different pedagogical functions, which include to help their students better comprehend the materials and/or their explanation, to scaffold the students in learning new unfamiliar concepts, and to make the students participate in the classroom interactions.

In addition to shedding a light on how interactions occur in university EFL classrooms, the findings of this study have a number of pedagogical implications. First, studies such as

this can suggest that instead of viewing CS as an interference in foreign language learning, it should be seen as an instructional tool that help bridge between students' L1 and the target language they are learning. These findings could also raise EFL educators' awareness of how they use their language repertoire, in this case the practise of switching from L1 to L2 and vice versa, in the classroom to make the teaching learning process more effective. Being aware of their teaching practices is essential for language teachers before they could apply knowledge or skills they have learned (Freeman, 1989).

In spite of being an exploratory endeavour, this study contains limitations in several ways. This study was conducted in limited timeframe, as a consequence the data collected for this study is on an ad hoc basis. Furthermore, this study recruited only two lecturers, both are females, as the participants. In future, more research on the use of CS in classroom interactions may use the type of data gathered from diverse sources over a long period of time, with a larger number of participants, and include both lecturers and students.

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THE ACHIEVEMENT OF ENGLISH LANGUAGE CURRICULA FOR SECONDARY STAGE FROM THE PERSPECTIVES OF EFL TEACHERS AND SUPERVISORS IN JORDAN

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Abstract

This study aims to investigate whether or not the goals of English language curricula for secondary stage have been achieved from the perspectives of EFL teachers and supervisors in Jordan. The participants were 101 EFL teachers and 8 supervisors in Al_Karak educational directorates of Education during the first semester 2020/2021. The researchers designed a questionnaire consisting of fifty-nine items in four areas: listening, speaking, reading and writing skills, used to collect the data for this study. The findings of this study showed that English language teachers and supervisors were mostly satisfied with the goals of English language curriculum for secondary stage. The means for all the areas according to English language teachers was 3.31 while the means for all the areas according to English language supervisors was 3.27. This implies that English language teachers and supervisors were satisfied with the goals of English language curriculum for secondary stage.

Keywords: EFL teachers, English language, curriculum, Jordan, Supervisors.

1. Introduction

English is now entrenched in Jordan as the first foreign language. English is the customary language for international communication and for overcoming barriers to the flow of information, goods and people across national boundaries. English is the most language generally associated with international trade and tourism, with higher education and research (Alkaldi, 2011). The end of new syllabuses is to set standards for four areas of English language education: - social communication, access to knowledge, performance, and appreciation of culture and literature and language. The aim of new English language curricula is to graduate a literate person who is competent and confident in using language for both functional and aesthetic purposes.

All English curricula secondary stage are centered on the philosophy of language as the base for communicating, learning and thinking. Secondary school students need to continue instruction and extend guided practice in the skills of oral language for formal and informal speaking situations, including public, small group and personal setting. They should identify and use effective strategies to articulate ideas clearly, precisely, accurately and appropriately. The secondary school English language curricula also strive to involve themselves as deeply as possible in the world beyond the classroom. They provide a solid foundation for effective communication in diverse contexts for multiple purposes and roles

in life-as a life- long learner, a responsible citizen, a concerned parent and a productive worker.

In Jordan, English is learnt as a foreign language, and Jordan English is essentially a performance vanity. To gain better understanding of what this means, one might refer to Kachru's concept of three concentric circles, which represents; the types of spread, the patterns of acquisition and the practical fields which English used through cultures and languages. As an EFL country, Jordan belongs to the third circle, the expending circle where English is used as tool for communication, trade, business, diplomacy, travel and as a medium in higher education (Maley, 2011). The educational system in Jordan has three stages: kindergarten for children (two years) Basic (ten years) and secondary (two years) (M.O.E, 2012 a).

Consequently, the government of Jordan realized the need for teaching English quite early and introduced the English language courses as compulsory subject from the kindergarten stage to secondary stage. The secondary stage is the final plan of general education in Jordan. It is a two years period, following on from the Basic stage. Normally students join secondary stage education between the ages of (16-18) years. This stage is considered the most important period in the general education ladder because students who successfully completed this stage are eligible to join any higher educational institution (M.O.E, 2014). This study aims to determine the extent to which the objectives of the secondary stage English Language curricula are achieved. The curricula under investigation are the curricula of secondary stage that have been adopted in the Jordanian public and private school for the secondary stage.

2. Literature Review

Ministry of Education (2012 b) defines evaluation as an activity that takes place through the teaching-learning process. Evaluation process is informed by the curriculum, in turn; it informed the method, techniques and strategies of teaching and learning. Ministry of Education recommends that writing down the educational objectives is the first step in the evaluation process and following the general guidelines is an important step in this process. These guidelines are content must include the four language skills, the weight given to each skill must reflect the weight stated in the curriculum, the techniques used in evaluation must be in harmony with the objectives and the recommended techniques and procedures.

Evaluation researches play different functions in education. These roles include providing basis for decision makers, assessing students' achievement, evaluation curricula, accrediting schools, monitoring expenditure of public funds, and improving educational materials and programs (Cohen, Manion, & Morrison,2011; Jolly& Bolitho,2011). Evaluation is an educational need because it indicates how a curriculum can be developed or justified. Curricula have a direct effect on the teaching- learning process. The crucial part in the curriculum is textbooks, and does more than merely grease the wheels of teaching- learning process. At their best, they offered concrete models for desirable schoolroom practice. They act as curriculum models and at their very best; they fulfill an instructor improvement role (McGrath, 2013; Tomlinson, 2013). Mishan&Timmis (2015) mentioned two key aims for evaluating curricula:

1. Providing proof that can mark theoretic contentions about trends to be pursued in teaching language.
2. A tool to show the appropriateness of nominated approaches or techniques under given conditions and whether they meet the claims made for them.

None of the aforementioned studies investigated the secondary stage English language curricula. The researchers claim that this is the first study investigating the secondary English language curricula stage. The current study differs from the studies in some aspects; the population, the sample, and the instrument. Some of the previous studies evaluated English textbooks as one of the educational inputs in the learning process. Textbooks were evaluated depending on certain characteristics of good English textbooks from supervisors and teachers' perspectives; other evaluated the achievement of objectives using standardized proficiency tests. The present study attempts exclusively to determine the extent to which objectives of secondary stage English language were achieved as one of the educational outputs in the learning process.

3. Research Method

3.1 Population of the Study

The population of the study consisted of all teachers in (Al_Karak, Al- Mazar, Ghawer Al_Safi, and Al-Qaser) directorates of education. The total number of the study sample was 101 teachers and 8 supervisors. Questionnaires were sent to all the teachers and supervisors, but only 109 questionnaires returned, 101 from teachers and 8 from supervisors. Table (1) presents the sample distribution.

Table 1:
The population distribution

Teachers

Gender	Years of teaching					Total
	1-5	6-10	11-15	16-20	20 and above	
Male	13	5	11	13	9	51
Female	12	7	9	8	14	50
Total	13	12	20	21	23	101

Supervisors

Gender	Years of teaching			Total
	6-10	15-11	16-20	
Male	1	4	1	6
Female	-	2	-	2
Total	1	6	1	8

3.2 Research Instrument

After analyzing the goals of English language curricula for secondary stage, listed by the English National Team of the MOE (2016), and after reviewing the related literature; a questionnaire was designed by the researcher to gather the information needed, the questionnaire directed for both teachers and supervisors of English language. The researchers designed a questionnaire of five-Likert type scale items: strongly agree, agree, undecided, disagree, strongly disagree.

3.3 Procedures of the Study

The researchers designed an initial draft of the questionnaire of (95) items. The questionnaire was submitted to a group of instructors at Jordanian universities, English teachers and supervisors at the Ministry of Education. They were asked to make amendments: adding, changing, omitting or correcting any items. It was amended in light of their comments where some of the items were omitted while the other items were modified.

Finally, the researchers got their final draft which consisted of (59) items. These items were arranged under four domains entitled :(listening, speaking, reading and writing). The listening domain consisted of (15) items while the speaking domain consisted of (15) items whereas the reading domain consisted of (14) items and writing domain consisted of (15) items.

3.4 Validity of the Instrument

Construct Validity

It was calculated using the correlation between the item score and the test score the correlation coefficient between item score and the test score was around between (0.406** - 0.789**) This means that the questionnaire was valid.

Piloting the Study

Before the implementation of the present study, it was piloted to a (15) secondary stage English language teachers and (2) English language supervisors. In the presence of the researchers, the items were read to the respondents who were required to respond to and give their opinions to such items. When a need for clarification arose by the respondents, the researcher was available for explanation and clarification. Finally, the questionnaire forms were collected and the researchers responded to the notes and comments suggested by the respondents to modify a few items in the questionnaire.

Reliability of the Instrument

To find out if the study was reliable the questionnaire was forwarded to a number of participants (15) from the population of teachers and supervisors in the current study. Obtained data were calculated and compared with those first got by the questionnaire in the study. Using SPSS programme and the Cronbach alpha was computed as (.87). The reliability equal (0.87) and its significant at ($\alpha=0.01$).

Table 2:
Alpha formula of instrument reliability

Number of Cases	Number of Items	Alpha
41.0	59	.87

3.5 Data Analysis Methods

In analyzing the study data, the rating took the method of Likert Scales. Rating scales were numerically coded as 1-(strongly agree) has 5 points. 2-(agree) has 4 points. 3-(undecided) has 3 points. 4-(disagree) has 2 points. 5-(strongly disagree) has 1 point.

The researchers used SPSS to examine the study data. The data was exposed to analysis through descriptive statistics the means and the standard deviation of each statement were computed.

4. Results and Discussion

4.1 Results Related to the First Question

Table 3:
Means and stander deviation for all domains according to English language teachers

Domain	Means	Std. Deviation
Listening skills	3.29	.520
Speaking skills	3.16	.750
Reading skills	3.49	.647
Writing skills	3.27	.675
Total	3.307	.584

Table (3) shows that the teachers considered all the domains suitable, where their means were statistically medium. The highest rating was given to the reading domain 3.49, where the lowest rating was given to the speaking domain 3.16.

1. Listening Skills

The listening skills domain included 15 items. The means and standard deviation of each item is shown in table (4).

Table 4:
Means and standard deviation for the listening skills domain according to English language teachers

Listening skills	Means	Std. Deviation
1	3.44	.923
2	3.59	.706
3	3.41	.836
4	3.41	.865
5	2.90	1.020
6	2.85	1.062
7	3.24	.916
8	3.41	.921
9	3.59	.948
10	3.12	1.053
11	3.10	1.020
12	3.15	.963
13	3.54	.778
14	3.61	.703
15	3.02	1.037
Total	3.292	.52087

Table (4) shows that the evaluation of the listening domain was medium. The highest mean was (3.61) for item L14. The lowest mean was (2.85) for item L6. Teachers expressed their

satisfaction about the listening goals of English Language curricula for secondary stage. The results indicated a complete consensus on the statement that the listening goals of English Language curricula for secondary stage have been achieved. The mean reached 3.3 and the standard deviation is 5.2.

2. Speaking Skills

The speaking skills domain included 15 items. The means and standard deviation of each item is shown in table (5)

Table 5:
Means and standard deviation for the speaking skills domain according to English language teachers

Speaking Skills	Means	Std. Deviation
1	3.56	1.141
2	3.37	.968
3	3.15	1.062
4	3.02	1.084
5	3.17	1.093
6	2.78	.962
7	3.20	.954
8	3.07	1.104
9	3.12	1.053
10	3.24	1.053
11	2.95	.943
12	3.17	1.024
13	3.22	1.116
14	3.24	.988
15	3.15	1.152
Total	3.1610	.75011

Table (5) shows that the evaluation of the speaking skill domain was medium. The highest mean was (3.56) for item S1. The lowest mean was (2.78) for item S6. Teachers expressed their satisfaction about the speaking goals of English language curricula for secondary stage. The results indicated a complete consensus on the statement that the speaking goals of English Language curricula for secondary stage have been achieved. The mean reached 3.2 and the standard deviation is .75

3. Reading Skills

The reading skills domain included 14 items. The mean and standard deviation of each item is shown in table (6).

Table 6:
Means and standard deviation for the reading skills domain according to English language teachers

Reading Skills	Means	Std. Deviation
1	3.78	.822
2	3.66	.762
3	3.61	1.022
4	3.66	.882
5	3.46	.869

6	3.41	.741
7	3.37	.915
8	3.44	.896
9	3.46	1.051
10	3.29	.873
11	3.44	.976
12	3.39	.919
13	3.56	.976
14	3.39	.945
Total	3.4948	.64728

Table (6) shows that the evaluation of the reading domain was medium. The highest mean was (3.78) for item R1. The lowest mean was (3.29) for item R10. Teachers expressed their satisfaction about the reading goals of English language curricula for secondary stage. The results indicated a complete consensus on the statement that the reading goals of English language curricula for secondary stage have been achieved. The mean reached 3.4 and the standard deviation is .65

4. Writing Skills

The writing skills domain included 14 items. The means and standard deviation of each item is shown in table (7)

Table 7:
Means and standard deviation for the writing skills domain according to English language teachers

Writing Skills	Means	Std. Deviation
1	3.78	1.037
2	3.22	.988
3	3.20	1.054
4	3.12	1.077
5	3.24	1.019
6	3.29	.814
7	3.10	.917
8	3.34	.938
9	3.29	.981
10	3.49	.978
11	3.34	.965
12	3.27	1.073
13	3.17	.919
14	3.27	1.119
15	3.07	1.212
Total	3.2797	.67548

Table (7) shows that the evaluation of the writing skill domain was medium. The highest mean was (3.78) for item W1. The lowest mean was (3.07) for item W15. Teachers expressed their satisfaction about the reading goals of English language curricula for secondary stage. The results indicated a complete consensus on the statement that the writing goals of English language curricula for secondary stage have been achieved. The mean reached 3.3 and the standard deviation was .68

4.2 Results Related to the Second Question

Table 8:
Means and standard deviation for all domains according
to English language supervisors

Domain	Means	Std. Deviation
Listening skills	3.36	.201
Speaking skills	3.24	.308
Reading skills	3.16	.441
Writing skills	3.31	.259
Total	3.27	.215

Table (8) shows that all the Domain were considered suitable by the supervisors, where their means were statistically medium. The highest rating was given to the Listening Domain, where the lowest rating was given to the Reading Domain.

1. Listening Skills

The listening skills domain included 15 items. The means and standard deviation of each item is shown in table (9)

Table 9:
Means and standard deviation for the listening skills domain according
to English language supervisors

Listening Skills	Means	Std. Deviation
1	3.80	.422
2	3.60	.516
3	3.60	.516
4	3.30	.483
5	3.20	.422
6	3.20	.422
7	3.30	.483
8	3.10	.738
9	3.30	.675
10	3.60	.699
11	3.40	.516
12	3.50	.527
13	3.50	.483
14	3.20	.632
15	3.00	.667
Total	3.36	.2017

Table (9) shows that the evaluation of the listening skill was medium. The highest mean was (3.80) for item L1. The lowest mean was (3.0) for item L15. Supervisors expressed their satisfaction about the listening goals of English language curricula for secondary stage. The results indicated a complete consensus on the statement that the listening goals of English language curricula for secondary stage have been achieved. The mean reached 3.4 and the standard deviation was .20.

2. Speaking Skills

The speaking skills domain included 15 items. The means and standard deviation of each item is shown in table (10).

Table 10:
Means and standard deviation for the speaking skills domain according to English language supervisors

Speaking Skills	Means	Std. Deviation
1	3.60	.699
2	3.30	.675
3	3.10	.738
4	2.90	.568
5	3.10	.568
6	3.00	.667
7	3.40	.699
8	3.50	.707
9	3.50	.707
10	3.30	.483
11	3.10	.568
12	3.20	.422
13	3.10	.568
14	3.30	.675
15	3.30	.832
Total	3.2467	.3080

Table (10) shows that the evaluation of the speaking skill domain was medium. The highest mean was (3.90) for item S1. The lowest mean was (2.90) for item S4. Supervisors expressed their satisfaction about the speaking goals of English language curricula for secondary stage. The results indicated a complete consensus on the statement that the speaking goals of English language curricula for secondary stage have been achieved. The mean reached 3.2 and the standard deviation was .30

3. Reading Skills

The reading skills domain included 14 items. The mean and standard deviation of each item is shown in table (11)

Table 11:
Means and standard deviation for the reading skills domain according to English language supervisors

Reading Skills	Means	Std. Deviation
1	3.30	.823
2	3.30	.675
3	3.30	.483
4	3.50	.707
5	3.10	.568
6	3.20	.789
7	2.90	.568
8	3.30	.483
9	3.20	.632

10	3.20	.632
11	2.90	.738
12	2.90	.568
13	3.10	.738
14	3.10	.876
Total	3.164	.4416

Table (11) shows that the evaluation of the reading skill domain was medium. The highest mean was (3.50) for item R4. The lowest mean was (2.90) for item R7, R11, R12. Teachers expressed their satisfaction about the reading goals of English language curricula for secondary stage. The results indicated a complete consensus on the statement that the reading goals of English language curricula for secondary stage have been achieved. The mean reached 3.2 and the standard deviation was .44.

4. Writing Skills

The writing skills domain included 14 items. The means and standard deviation of each item is shown in table (12)

Table 12:
Means and standard deviation for the writing skills domain according
to English language supervisors

Writing Skills	Means	Std. Deviation
1	3.20	.632
2	3.40	.699
3	3.20	.632
4	3.10	.876
5	3.10	.568
6	3.40	.516
7	3.30	.483
8	3.20	.789
9	3.40	.699
10	3.40	.699
11	3.50	.707
12	3.30	.823
13	3.50	.707
14	3.30	.483
15	3.40	.516
Total	3.313	.2592

Table (11) shows that the evaluation of the writing skill domain was medium. The highest mean was (3.50) for item W11 and W13. The lowest mean was (3.10) for item W4 and W5. Supervisors expressed their satisfaction about the reading goals of English language curricula for secondary stage. The results indicate a complete consensus on the statement that the writing goals of English language curricula for secondary stage have been achieved. The mean reached 3.3 and the standard deviation was .26

4.3 Discussion of the First Question Results

The findings of question one show that the means scores for the teachers' investigation (listening skill, speaking, reading skill, and writing skill) were medium. The total mean of the

evaluated domains was (3.31). The highest mean was (3.5) for the reading skill domain, while the lowest was (3.16) for the speaking skill domain.

The results of the study concerning the main strengths of English language curricula for secondary stage indicated that teachers were completely convinced of the achieving of reading skills. They considered that the English language curricula for secondary stage curricula contain meaningful, authentic, and suitable texts.

Curricula provide a variety of meaningful and mechanical exercises and activities to practice language items and skills; they provide communicative exercises and activities that help students carry out their communicative tasks in real life situation. The findings of the study revealed that the teachers agreed on the clarity of the objectives and their gradual level of difficulty, presenting interesting texts, relevance of grammar to the students' needs and interests, selecting and presenting the new vocabularies, provision of cassettes, CDs and utility of teaching aids.

The researchers attribute this to many factors; the time allotted for listening and speaking activities is not sufficient, there is still a gap between theory and practice, most of students use mother tongue, teachers are always giving less chance for language practice, and exams usually depend on memorization and are usually based on grammar, this can be attributed to the fact that the teachers and students do not Participate in selecting the textbook objectives; the reading texts are meaningful and authentic. However, some writings are difficult for most of the students. This is for the reason that learners are obligatory to write long passages, papers or letters and listening and speaking are appropriate and helpful for the teachers; the exercises are relatively designed properly to suit the students' levels and interests.

4.4 Discussion of the Second Question Results

The findings of question two shows that the means scores for the supervisors' investigation (listening skill, speaking, reading skill, and writing skill) were medium. The total mean of the evaluated domains was (3.27). The highest mean was (3.36) for the listening skill domain, while the lowest was (3.16) for the reading skill domain. It is quite clear that the supervisors agreed on the achieving of English language curricula for secondary stage goals in terms of the four skills domains, Such medium evaluative scores may be ascribed the wide awareness of all aspects of the new curricula and to the role they play as trainees when being enrolled in training programs held by the Ministry of education on how to teach the newly developed curricula ,and as trainers who took the rest of responsibility to train the teachers in the field on how to precisely deal with the new curricula. The results of the study concerning the main strengths of English language curricula for secondary stage indicated that teachers were completely convinced of the achieving of the four skills.

5. Conclusion

The purpose of this study was to investigate whether or not the English language curricula for secondary stage have achieved their goals from the perspectives of EFL teachers and supervisors in Jordan. A survey questionnaire was used in this study to elicit the perspectives of 101 English language and 8 supervisors in (Al_Karak, Al- Mazar, Gahwer Al_Safi, and Al-Qaser) directorates' education of about English language curricula for secondary stage. The questionnaire consisted of 59 items grouped under four main categories: listening domain, speaking domain, reading domain, and writing domain. The listening domain was measured by 15 items. The speaking domain was measured by 15

items. The reading domain was measured by 14 items. The writing domain was measured by 15 items.

Validity and reliability were ensured. Moreover, Cronbach's alpha and descriptive statistics that included the mean scores and standard deviations were computed by using the SPSS program to answer the questions of the study. To guarantee accurate discussion results, the researchers adopted a specific criterion to decide whether the teachers and supervisors' response to the questionnaire in general were considered (low, medium, and high) on the Likert scale.

The results of the study indicated that the secondary English language teachers and supervisor were generally satisfied with the goals of the secondary English language. In particular, the means of the teachers' perspectives was (3.3) whereas the means of the supervisors' perspectives was (3.3). This implied that the teachers and supervisors were completely satisfied with all domains.

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A CRITICAL DISCOURSE ANALYSIS OF A VINTAGE AMERICAN AIRLINES ADVERTISEMENT

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Abstract

Critical Discourse Analysis (CDA) is a rapidly increasing area of study used by Applied Linguists to examine discourse, that is spoken or written communication, found in areas such as education, media and politics. CDA studies focus on the relationship between society and discourse and how the use of language reinforces already established societal roles. This paper focused on a vintage American Airlines advertisement of 1968 which is a classic example of utilitarian advertising that purported a false reality of air travel in the late 20th century. Using the three-dimensional CDA framework designed by Fairclough (1989) the results showed a manipulation of gender roles by the advertisers intended to appeal to the male dominated passengers of the airline. Primarily, the alignment of air hostess with that of a mother. The maternalisation of this profession reflected the advertisers' views of the time and in a wider societal perspective, power inequalities between men and women.

Keywords: Critical Discourse Analysis, advertising, maternalisation, social hierarchy.

1. Introduction

The history of advertising can be traced back to ancient civilizations. But it is the explosion of capitalism, coinciding with the rise of utilitarianism in the 19th century that was responsible for the birth of modern advertising as it is known today. In essence, utilitarian advertising focuses on what consumers need rather than what they want and targets their marketing accordingly.

In contrast, CDA has been around for a much shorter length of time. Started in the 1970s and emerging from the larger field of critical linguistics, CDA is now a multi-disciplinary field of study that encompasses a wide range of social, anthropological and linguistic viewpoints concerned with various methods to study the relationship between language (discourse) and society.

Lemke (as cited in Gee and Handford, 2012) states that although CDA originally focused purely on the analysis of discourse it has grown to include a wide range of visual, animated, aural and interactive texts. With the use of multimedia discourse analysis, linguists are able to identify and explain various aspects of society being reflected and exploited in advertising such as the proliferation of normative gender roles, reinforcement of power asymmetries and sexualisation of both men and women.

This image was chosen for analysis because it represents a snapshot in time, at least from a marketing perspective. It demonstrates advertising ideology of women and their

place in the workforce as well as the utility of American Airlines' demographic. It is also a possible indication of broader societal views of female appropriate vocations in the mid 1960s.

CDA is a form of content analysis and a single advertisement, however loaded with sociocultural discourse or sexualised imagery, does not provide enough evidence of what people actually think. Therefore, this paper will be careful not to make sweeping declarations of society's opinions more than 50 years ago based upon a single advertisement. But through CDA this paper can confidently demonstrate how advertisers created the narrative of a maternally seductive air hostess as truth, discuss why this was considered acceptable and how this representation fits into wider social practices at the time.

2. Literature Review

Modern advertising and sexuality is nothing new. It has pushed or at the very least, reinforced various forms of gender inequality throughout its history such as the perpetuation of unrealistic physical perfection and the reinforcement of stereotypical societal roles for both sexes.

Holbrook and Pollay (cited in Tschila and Zotos, 2014: 447) called this the "mirror" vs. the "mold" argument. They hypothesised that whilst "mirror" advertisements purely reflect societal attitudes already prevalent in a particular culture it is the "mold" advertisements that establish these attitudes and creates the gender stereotypes that society adheres to.

Glick and Fiske (1996) theorised that female sexism in advertising can be distilled into two forms of discrimination, hostility and benevolence, in what they have coined the ambivalent sexism theory. Hostile sexism is particularly antagonistic in nature because it is seen as a power challenge to male domination and an attempt to break away from the stereotypical societal roles females are expected to adhere to. Benevolent sexism is not as antagonistic towards women but still just as prevalent in advertising. It reinforces the gender power structure of a male-centric society by placing women in subservient, domesticated positions.

In 1978 Goffman published *Gender Advertisements*, a highly influential book for gender portrayal analysis and theorised that "the cultural infantilisation of women and their ritualised subordination in advertisements" (Lawton, 2009:1) could be coded and placed into five categories: feminine touch, function ranking, relative size, licensed withdrawal and ritualisation or subordination. This method of examination is still used today and provides researchers with the tools to gather empirical evidence on how advertising impacts an audience, how media frames reality and the extent to which an audience will base their idea of reality on a particular advertisement.

Hovland, McMahan, Lee, Hwang, and Kim (2005) used this framework as the basis for their study into the cross cultural portrayals of women in magazines. The researchers selected two of the most widely circulated women magazines from Korea: *Women's Donga* (for middle-aged women) and *Ceci* (for young women) and from America: *Good House Keeping* (for middle-aged women) and *Glamour* (for young women). A total sample size of 320 advertisements from current issues of the magazines were randomly chosen and coded according to the framing analysis created by Goffman (1978) and were examined for implied gender roles within each country and in comparison, to the other.

The results showed a slight decrease in sexualised imagery of women in the American magazines but overall, women were still being depicted in subservient roles and although the two countries are profoundly different, the stereotypical depiction of women

throughout all of the magazines was not pronounced. However, the researchers admit the limitations of their findings (a different selection of magazines would invariably produce different results), they concluded the study by saying that regardless of geography, advertisers use already established patriarchal gender roles in society to sell their products and “given the similarities in the American and Korean depictions of women, the Westernization of Korean advertising seems to be firmly at work” (Hovland et al. 2005: 897).

Andersson and Schytt (2017) conducted research into consumer attitudes towards companies and analysed the effect congruent and incongruent sexist advertising had on their respondents. For CDA purposes the idea of congruence (a receiver’s agreeance) and incongruence (a receivers disagreeance) in relation to advertising is vital to understand the perception consumers have of a particular company. An initial survey was the interpretive method in which the primary data was collected which was then followed by a semi-structured, two-part oral interview between 50 participants: 25 males and 25 females within the ages of 20-35.

The researchers used two models to interpret the data: The scale of sexism by Pingree et al. (1976) and a modified version of Goffman’s (1978) original framework. In order to observe sexism in advertising, Pingree et al. (1976) created a consciousness scale that classified qualitative indicators of sexism on a scale from level one (very sexist) to level five (non-sexist). Only advertisements from the first two levels were selected for the study.

The results showed that sexist advertising had a negative influence on all participants which therefore, created a negative opinion of that company. It also discovered that women had more negative consumer attitudes than men and that regardless of gender, the most negative consumer attitudes towards companies who use sexist advertising was when the advertisements were incongruent.

However, the relatively small number of respondents and the fact that it was not a quantitative study makes it impossible to generalize on the findings and therefore it is not statistically binding.

3. Research Method

The research design for this CDA was based on Fairclough’s (1989) three-dimensional framework of discourse analysis explained below:

1. Text Analysis: Linguistic description of text and images.
2. Discourse Practice: Interpretation of the text.
3. Sociocultural Practices: How the advertisement fits into social and cultural structures.

The aim of this study was to examine the connection between language and social practices and the extent media discourse frames these opinions or distorts them. A qualitative design research methodology was used to collect data from a single image, a vintage American Airlines magazine advertisement, produced in America and first published in October, 1968.

3.1 Textual Analysis:

The first stage of analysis is linguistic and examined the vocabulary, grammar, semantics and imagery of the advertisement. In the top left hand corner of the advertisement is an enlarged phrase in bold text and directly under this is the first line of text. The two sentences are as follows:

- *Think of her as your mother*

- *She only wants what's best for you*

Through the use of personal and possessive second-person pronouns the reader is being addressed individually rather than collectively. Fairclough (1989:62) named this style of direct communication as 'synthetic personalisation' and is a common practice in marketing in order to connect with the audience. The following two lines of written discourse are three simple sentences comprised of an adjective and a noun. These sentences set the scene for potential passengers and details what to expect when they travelled on American Airlines. The sentences are as follows:

- *A cool drink*
- *A good dinner*
- *A soft pillow and a warm blanket*

The use of adjectives is an effective linguistic tool because it allows advertisers to emphasise the positive aspects of a product or service and implants into the minds of the receivers. Cook (2001) described this strategy as 'fusion' and noted that it will enhance a characterless product with qualities that are desirable.

The following three lines of text juxtapose the overt maternal message with one of leading-industry professionalism and culminates in a quantifying statement to ensure the reader about the competence of the stewardesses. The text is shown below:

"This is not just maternal instinct. It's the result of the longest Stewardess training in the industry. Training in service, not just a beauty course."

The text continues with guarantees regarding the service quality of American Airlines and it is this high standard that not only satisfies previous customers (resulting in repeated business) but attracts new passengers. The next two lines of text are as follows:

"Service, after all, is what makes professional travellers prefer American. And makes new travellers want to keep on flying with us."

The remaining text individualises every passenger and finishes with a declarative statement about their business ethos. For ideological and practical reasons, reassuring the reader that each and every passenger is equally important and therefore valued to American Airlines is an essential tactic to maintain credibility. Text is as follows:

"So, we see that every passenger gets the same professional treatment. That's the American Way."

Smith (2004) noted that this style of communication in marketing is very common as it allows advertisers to establish a direct relationship between both parties. Examples of this are the pronouns "we" to imply authority and power and "you" to personally engage the audience.

Finally, the written discourse of the advertisement culminates in the company's name in bold text along with the company's slogan which reiterates the declaration of professional simplicity previously mentioned:

"Fly the American Way... American Airlines."

Occupying the majority of the advertisement is a single and commanding image of an attractive stewardess. She is curled up on a chair with her legs tucked underneath her,

resting her head on her hand. The stewardess is directly gazing into the camera and is portraying a casual demeanor that is both seductive and relaxed. She is young and attractive. When combined with written or verbal text, visual imagery is a powerful tool in advertising and although both are effective on their own, it is the combination of the two that make for arresting and powerful discourse. This is echoed by Barthes in his essay *Rhetoric of the image* (1977) who argued that the interpretation of an image is always related to and dependent on some form of text to extend the meaning of the message.

The colour layout of the advertisement is best described as muted, almost monochromatic and is an important aspect of creating the professional situation described in the text. Williamson (1978) stated that “colour tells a story” and the right correlation can distill real world elements into the two dimensional. The first colour the receiver notices is the blue coat of the stewardess, the gold of her American Airlines badge and the white of her uniform. The colour scheme of her uniform depicts professionalism and sophistication. The second colour is the black text in bold. Both of the dark colours, juxtaposed against the light backdrop, draw attention to the text.

3.2 Discourse Practices

The second level of discourse analysis examined the discursive practices, the production and the consumption of the advertisement. Also at this stage, this paper will attempt to interpret the message of the advertisement by looking at the values and attitudes of both the producer and the audience.

American Airlines employed various discursive strategies to align this product within a social framework that allowed them to appeal to and attract a particular type of customer. Given the high cost of air travel in the 1960s, this would have been a predominantly white, affluent, upper-middle class demographic.

Blackedge (cited in Gee and Handford, 2012) in his research into power and discourse argues for the analysis of voice (spoken or written) to help identify the effects and conditions of power in discourse. The intended receiver of the advertisement must have come from a position of social-economic power and prestige. More than likely, this was a result of a high level of formal education and social opportunities afforded to a very small percentage of the American population at the time. Spoken or not, the voice of this piece of discourse in relation to its intended audience is prominent and overt.

The main theme of the advertisement is a dichotomous combination of professionalism and motherly love. These two conflicting characteristics are suggested to be in a symbiotic relationship with one another, providing the receiver with the best of both worlds when they fly American Airlines. The syntactic devices used to achieve this are a combination of visual and seductive imagery, coupled with the overall motherly and nurturing theme of the written text.

The advertisers have worked hard to balance the image of maternal care giver and professional worker in order to engage and appease the intended demographic and this is reflected in the written discourse throughout the advertisement.

The written discourse in the advertisement is gender-orientated and charged with ideology and beliefs that a stewardess's value is somewhere between professional and motherly care taker. The denotative constructs are that American Airlines stewardesses are very well trained with the longest training in the industry. Connotatively it implies that despite all this training, the stewardess is after all still a woman and therefore available to nurture passengers with her maternal instincts.

3.3 Sociocultural Practices:

The final level of analysis examined the wider social issues that affect marketing and the way in which advertisers use and sometimes push societal norms to sell their products.

In 1968 gender stereotypes were considerably more ingrained into the social fabric but an analysis of advertising trends suggests that regardless of how culturally dated and inappropriate this American Airline's advertisement was, the same piece of discourse could have been possible today.

In a review of 50 years of magazine articles from the United States, Mager and Helgelson (2011) concluded that although women are no longer seen entirely in domesticated settings this positive step has been negatively countered. Women are still being portrayed as reliant on a man for protection and advertisements where women are depicted as the object of sexual desire have actually increased. Despite of all the advancements in gender equality, it seems at least in Western culture, that advertising and societal views related to gender roles have not changed but simply shifted to what is considered normal at the time.

Sexual desire is not inherently a negative factor in advertising. Gill (2008) noted that there has been an increase of modernised representations of femininity. Women are no longer solely passive recipients of men's sexual desires but have taken an active role in their own sexual agency. Homosexuality is also advertised unapologetically in mainstream culture and if for nothing else, Gill states, this is culturally a significant step forward.

By combining the professionalism of the stewardess in a motherly and unassertive framework, the advertisement manages to create a feeling of warmth and gratitude, establishing an emotional connection that can be relied on whilst subtly commenting on a woman's position and her abilities in the workforce in the 1960s.

The depiction of the motherly stewardess was a clever marketing strategy that likely appealed to the intended receiver for two reasons: It reinforced the male dominated, utilitarian power structure of the time and helped to solidify the female "housebound" role regardless of professional employment.

4. Results and Discussion

Based on the data examined in this CDA it can be concluded that the advertisers used various tools such as direct speech, personal and possessive pronouns and declarative statements to directly address the reader and create an ideology of air travel with American Airlines in 1968. Coupled with the seductive and spatially dominating image of the stewardess, this advertisement is a classic example of misogynistic marketing that was prevalent throughout western society in the second half of the 21st century including America.

The advertisers reduced the American Airline stewardess to an aesthetically pleasing, well-trained professional that despite all of her extensive training could not resist her womanly, maternal instincts to nurture the high paying, affluent passengers who frequented the airline.

By minimising the power of the stewardess, the advertisers reassured the male dominated audience that despite the capability and experience of the women on board American Airlines they are, after all, only women and therefore still know their place in society. This advertisement was designed to appeal to the utilitarian needs of the intended

demographic and marketed in a way that was professionally alluring and at the same time non-threatening.

Based on this, it can be further concluded that the narrative created by the advertisers is a wider comment on gender equality and social hierarchy prevalent at the time. This raises some questions: was this advertisement considered outrageous at the time, a gross exaggeration of the truth, or did the advertisers simply reflect what was happening in 1968 because there was enough societal evidence to support its message?

With the world left in tatters after the second world war, western governments actively encouraged the repopulation of society in what is now referred to as the baby boomer generation. Despite the advances of women entering the workforce in record numbers during the war, the majority of women willingly gave up their jobs after the war and returned to the more traditional role of housekeeper. Even if some women did want to remain in the workforce, they faced an uphill battle. On average, women earned 50-60 percent of the same wage as men did, were excluded from top well-paid jobs and faced the threat of dismissal when they got married.

The situation was made even worse with advice from the medical community that pushed the ideology of the traditional pre-war family structure. In 1957 Dr. John Schindler published *The Woman's Guide to Better Living 52 Weeks a Year*, in which he wrote "Whether you are a man or woman, the family is the unit to which you most genuinely belong. The family is the center of your living. If it isn't, you've gone astray."

This sentiment was echoed by one of the leading childcare experts of the day, Dr. Benjamin Spock in his best-selling book *Common Sense Book of Baby and Child Care*. First published in 1946, it continued to be highly influential for years. In it Spock warned mothers that employment and even hobbies were nothing more than distractions that were potentially harmful to a young child and advised mothers to devote themselves full-time to raising their children.

Considering this historical context, the decision to align American Airlines' stewardesses with that of a motherly caretaker by the advertisers is easier to understand. Despite an increase of women in the workforce by the time of publication (the American department of labor estimated an 11% increase for female employment from 34% in 1950 to 43% in 1970), working in America in 1968 was still a male dominated area.

Regardless of these facts, it is evidently clear that the advertisers took a subjective artistic license when they reduced and demeaned the professionalism of American Airlines' stewardesses to that of a glorified housewife in an attempt to entice and appease to their male dominated demographic.

5. Conclusion

The purpose of this CDA was not to make broad sweeping statements of societal views in 1968 but attempt to explain the meaning behind American Airlines' message and how an advertising firm could release a piece of discourse such as this. By examining the context of discourse, linguists can understand language and its connection between social, power, gender and racial relations, many of which are hidden in layers of nuanced discourse throughout the majority of past and modern advertising.

The overt language that was used and the underlying subtext and connotative message behind it, coupled with the seductive and sexualized imagery of the advertisement presented the narrative that at American Airlines, passengers got the best of both worlds: unparalleled hospitality from an attractive and possibly flirtatious stewardess who would

simultaneously mother them and cater to their every domesticated whim. The combination of these diametrically opposed societal positions clearly demonstrates American Airlines' view of women who were working in their company at the time and in a broader sense, it made a not-so-subtle comment on a women's place in society.

In 2021 it would be congenial to think that advertising and society in general has moved on from such sexist and demoralizing representations of women like the one found in this advertisement. Further research should be conducted on a wider range of advertisements across a broad section of magazines to ascertain if this is the case as a CDA on a single piece of marketing is not adequate enough to make any claims in regards to realistic female depictions in advertising.

It is true that women have more vocational freedom than ever before and slowly but surely, there is a cultural shift towards economic and social equality between men and women. Hopefully with this shift, female roles in the workforce will be represented more truthfully and companies have surpassed the need to use the archaic ideology and chauvinistic discourse displayed by this American Airlines advertisement.

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ACOUSTIC EFFECTS OF DURATIONAL CUES IN THE PERCEPTION OF *NAJDI* ARABIC VOWEL CONTINUA

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Abstract

This paper explores how the manipulation of vowel duration as a perceptual cue influences listeners' perceptual ability. Four native speakers of *Najdi* Arabic, a well-known variety of Arabic in the Arabian Peninsula, were tested on the perception of /a/ vs. /ε/ vowels. Listeners' identification and discrimination rates along each vowel continuum showed a clear effect of duration on the perception of /a/-/ε/ contrast. In each vowel continuum, listeners were more inclined to classify stimuli as belonging to one vowel or the other based on relative proximity to the steady-state vowel duration. Perceptibility naturally improved as duration approximated the normal duration of either vowel. Listeners' perceptual judgments in the identification and discrimination of the vowels were swayed by their aural sensitivity to perceptual shifts (/a/-/ε/ at 185-195ms; /ε/-/a/ at 195-205ms). Moreover, findings of the identification task followed predictably from the discrimination task; this could be taken as evidence for the existence of categorical perception. Results aggregately indicate that perception of the two *Najdi* Arabic vowels proceeded as a function of duration.

Keywords: vowel duration, acoustic cues, perception, vowel contrast

1. Introduction

Much of the phonetic work on Arabic has focused on the standard form of the language overlooking different dialects that have diverged considerably from standard Arabic. It is simply impossible to assume that all speakers of Arabic use one variety of the language, and as such, it becomes essential to explore in more detail the phonetic intricacies of dialectal Arabic. This paper examines one of the most prominent phonetic cues in the perception of vowels, namely duration. The variety of Arabic in question is *Najdi* Arabic (NA), a dialect widely spoken in the central part of the Arabian Peninsula, nowadays Saudi Arabia. There is quite a dearth of phonetic studies on Arabic dialects, particularly *Najdi*, with most of the work being descriptive in nature (Al-Ani, 1970 and Mitleb, 1984). The paper explores how instrumental duration in and of itself can be in influencing native speakers' ability to perceptually identify, categorize and discriminate contrasts involving two well-recognized, although frequently confounded, vowels, namely, /ε/ and /a/. To this end, identifiability as well as discriminability of these two vowels by native speakers of *Najdi* Arabic are assessed along durational continua where duration emerges as an essential cue for perception. The paper attempts to determine if and where a perceptual shift between /ε/ and /a/ exists, and how informative this transition is for listeners in the distinction of these two vowels.

2. Literature Review

2.1 Effects of Duration on Perception

In the identification of consonants and vowels there exist a number of factors that contribute to the robustness of the acoustic signal. For vowels, energy is found essentially below the 1 kHz threshold and it declines considerably around -6 dB/oct with frequency. This energy is concentrated at multiple levels known as the formants (multiples of F0). The first formant (F1) is:

“readily identified in time plots of many vowels as the inverse of the period of dominant oscillation within a pitch period. Front vowels in particular have a wide separation between F1 and F2, and the lowpass nature of the glottal source causes F1 to have much more energy than higher formants in these cases.” (O’Shaughnessy, 2000: 58).

In addition to the locations of the first three fundamental frequencies (formants), duration plays an important role in distinguishing vowels. Vowels are inherently longer than consonants and their intrinsic duration could vary according to the external factors such as the phonetic context in which they occur. Stress as well as speaking rate can influence the length of a vowel substantially, so can the voicing status of the consonant following the vowel with relatively longer vowels before voiced consonants than before voiceless ones. Vowels, especially stressed ones, average about 100-130ms, although variations in length, as well as formant frequencies, are common due to many variables such as the speaker’s age, gender or mode of conversation. Duration in vowels is also greater when they occur before continuants than before stops (Borden, Harris, & Raphael, 2003).

A number of studies have reported on the effect of vowel duration in the perceptibility of consonants. Hogan and Rozsypal (1980) systematically reduce the length of the vowel using 24 English monosyllabic words, and show that vowel duration is an important cue in the voicing distinction of word final consonants. Ainsworth (1981) explores the relationship between duration and the identification rate of synthetic vowels, and concludes that the ability to identify and classify synthetically modified vowels is closely related to duration, since recognition of vowels varied as a function of durational differences.

Tsukada (2009) examines vowel length contrasts in three different languages, Arabic, Japanese and Thai. The findings indicate that duration, among other spectrally related cues, can assist in vowel distinction. Listeners systematically relied on duration in perceptually discriminating vowels (also Ueyama, 2003). Luo, Li, and Mok (2019) test native Mandarin speakers’ ability to distinguish vowel length contrasts in Cantonese. Even though vowel duration is not contrastive in Mandarin, listeners were able to exploit durational differences in discriminating vowels contrasts.

Hillenbrand, Clark, & Houde (2001) investigate the effect of duration on vowel recognition. In order to evaluate the role of duration in the perception of vowels, fifteen native speakers of American English trained in phonetics participated in a listening experiment that involved identification of CVC syllables with variable synthesized durations generated at multiple intervals. Their findings, although not fully supportive of duration as a primary perceptual identification cue, establish a clear effect for duration in the recognition of the pair /æ/-/ɛ/, among other vowels.

In their examination of Australian vowels, Watson and Harrington (1999) report an effect of duration in the classification of different vowels, specifically when duration complements other acoustically significant measures such as formant trajectories. Dupoux,

Takehi, Hirose, Pallier, and Mehler (1999) study the effect of different durations on vowel perception by French and Japanese listeners. A six-step vowel continuum was generated (from zero vowel e.g. *ebzo* to full vowel e.g. *ebu_zo*) to gauge the discoverability of the vowel. Their results naturally show that the longer the duration of the vowel is, the better identification rates are. In a more recent study, Mok (2011) investigates how vowel duration, in addition to vowel quality, influences vowel-to-vowel coarticulation in Thai, but concludes that by itself duration has little effect, and that other vowel qualities contribute to the degree of overlapping.

2.2 Selection of the NA Vowel Contrast

The durational contrast selected for the identification and discrimination experiments in this study is the *Najdi* Arabic vowel pair /a/ and /ε/. NA is a dialectal variety of Modern Standard Arabic and is one of the main dialects spoken by people in and around the central region of the Arabian Peninsula (Ingham, 1994). Vowel length in Arabic is contrastive word finally and more commonly medially, but not initially since no vowel initial words exist in Arabic (Al-Ani, 1970, p. 75). Specifically, NA maintains a length contrast between /a:/ and /a/, /i:/ and /i/, /u:/ and /u/. Front mid /e/ (sometimes diphthongized /ej/), front high mid /ε/, and back mid /o/ have no long counterparts. The vowels in question are the short counterpart of /a:/ (i.e. /a/) and the shorter /ε/ vowel, which is often treated, and transcribed by some scholars, as /a/.

Acoustic measurements of the NA vowels are needed primarily to determine if the /a/-/ε/ vowel pair is ideal for testing durational effects. It is crucial to look for vowel pairs that rely less on spectral formant trajectories in their identification; presumably if two vowels possess formant frequency values of close proximity, their classification, as well as discrimination, would be more reliant on other temporal acoustic cues such as duration. Vowel separability in such cases would be augmented by durational differences, which predictably can alter listeners' perception of the vowel quality. No previous acoustic analysis of NA vowels and their formant dimensions exists, to my knowledge. Therefore, a preliminary analysis of the acoustic measurements of the NA vowels is essential for this study.

To this end, two native speakers of *Najdi* Arabic (ages 24 and 27) were recorded reading a wordlist that contains the five NA vowels: /a/, /i/, /u/, /ε/, and /e/. The vowels formed the nucleus of monosyllabic nonsense words with the voiced bilabial /b/ as the initial consonant. The following shows the seven syllables read by the NA talkers: /ba/, /bi/, /be/, /bε/, and /bu/. The materials list was made up of 25 test words (five instances of each syllable*5 vowels=25) which were presented to the talkers in Arabic orthography using Praat (version 5.0.32) speech recording and editing software. Test words were embedded in the carrier phrase /hiyah ____ ʔalkɛlmeh/ "the word is ____". Each phrase was randomly displayed using Praat script function with the subjects controlling stimulus presentation by clicking on a button to initiate recording. The recording took place in a quiet library room using an external clip-on PRO 7 Electret condenser microphone and Audacity audio editor and recorder software (version 2.0.0).

The first instance of each of the five vowel syllables recorded was selected for analysis. An exception, however, is the syllable for /u/ where the second instance was chosen since the vowel of the first instance was considerably longer than other instances. Using Praat (version 5.0.32), spectral and waveform representations of the actual syllables were generated as represented in Figures (1-5):

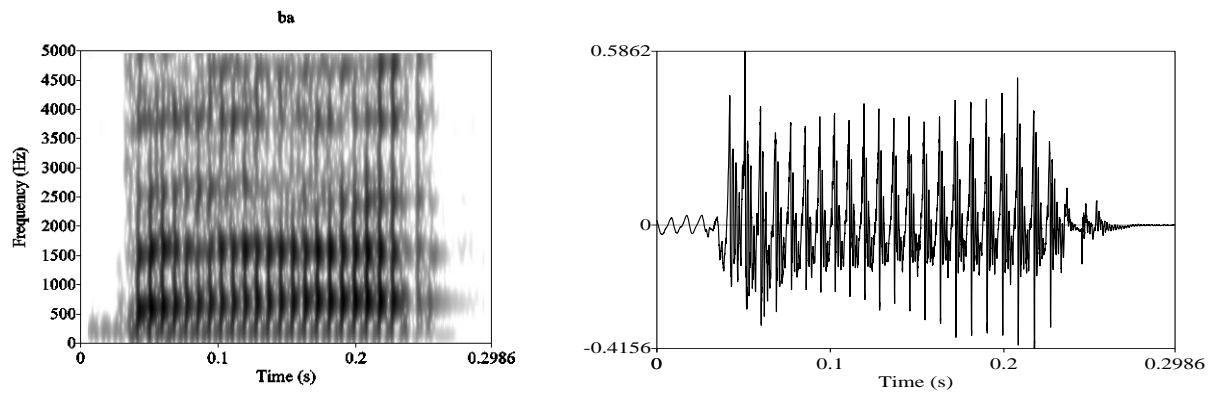


Figure 1: Spectrographic and waveform representation of the syllable /ba/

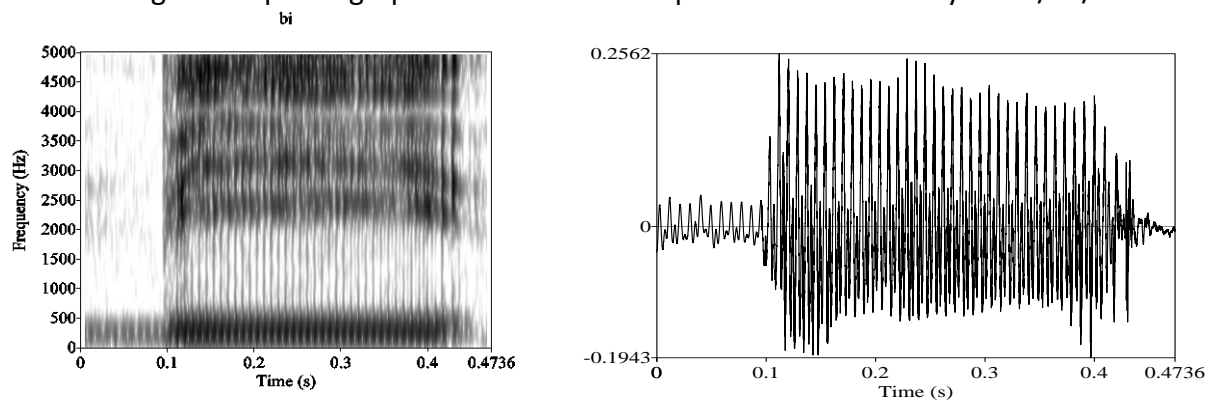


Figure 2: Spectrographic and waveform representation of the syllable /bi/

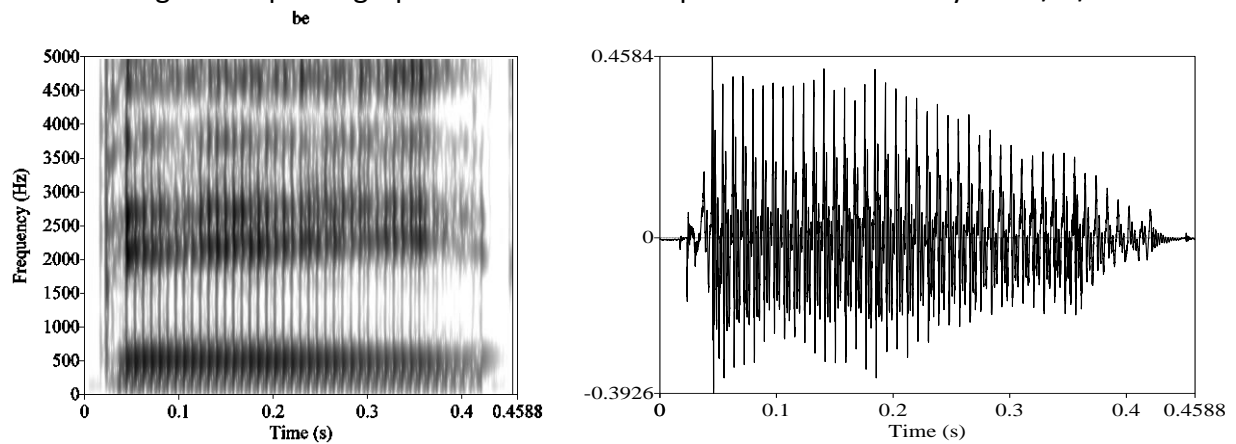


Figure 3: Spectrographic and waveform representation of the syllable /be/

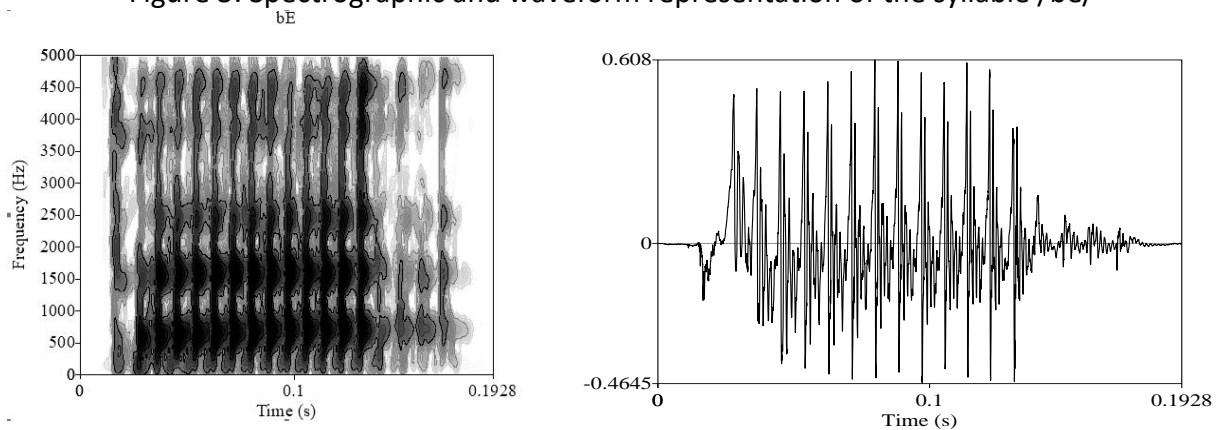


Figure 4: Spectrographic and waveform representation of the syllable /bē/

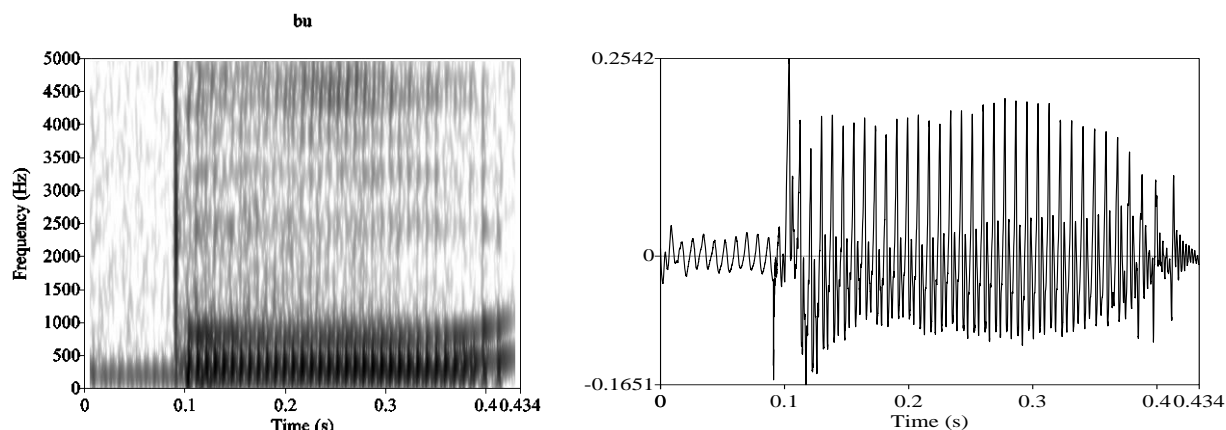


Figure 5: Spectrographic and waveform representation of the syllable /bu/

The vowel portion in each syllable was specified by determining the start and end points. Duration and formant frequency measurements were then computed for each of the five vowels. Table 1 summarizes the results of the average duration measurements, F1, F2, and F0 for each of the five vowels tested in this experiment:

Vowel	Duration	F1	F2	F0
a	245ms	727	1550	114
e	380ms	435	2160	112
ε	155ms	644	1683	117
i	338ms	239	2402	118
u	327ms	298	730	112

Table 1: Vowel measurements in *Najdi* Arabic

The F1 and F2 values of the vowels in question were then plotted on a vowel formant grid:

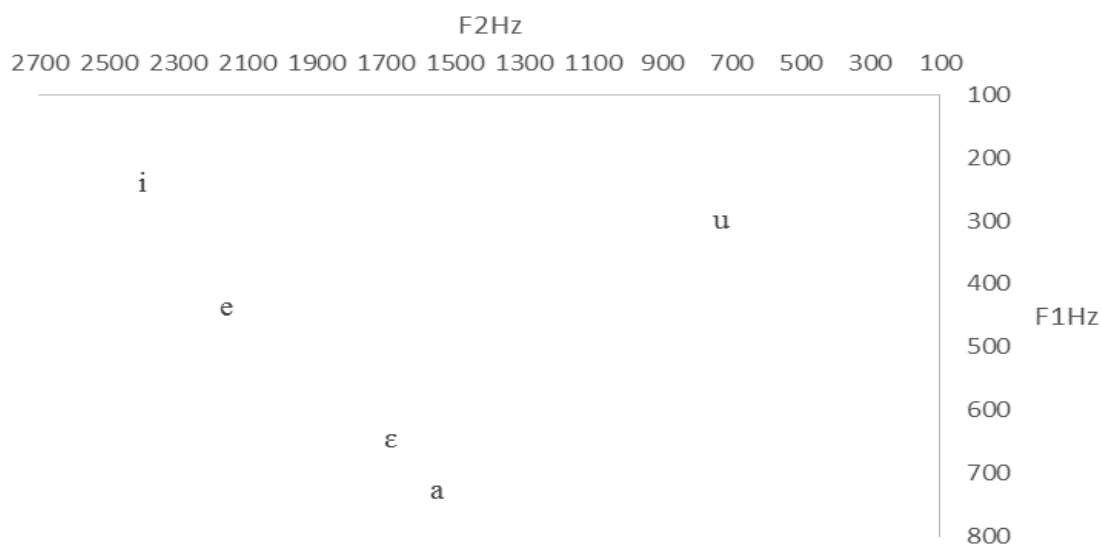


Figure 6: F1 and F2 plot grid of the five *Najdi* vowels

Figure 6 plots all five vowels on a formant grid, with the second formant as the x-axis and the first formant as the y-axis. F0 estimates' differences are irrelevant since they are very small for all five vowels as seen in Table 1, and as such are excluded in the vowel

formant grid. The selection of the pair /a/ and /ε/ in this study is thus justified on the basis of their proximity to each other with regard to their formant trajectories. Note how minimal is the difference between /a/ and /ε/ in the first and second formant frequencies. Additionally, third formant frequency estimates for this vowel pair are quite close, with F3 valued at 2570Hz for /a/, and F3 at 2441Hz for /ε/. It is not unreasonable to assume, owing to the similar formant structure in both /a/ and /ε/ vowels, that duration would be an instrumental acoustic cue in the distinction of these two vowels. This hypothesis is appealing especially because the duration measures between the vowel pair appear to be steep. Note that /a/ measures up to 245ms in duration while /ε/ only 155ms.

3. Research Method

As discussed in section 2.2, the vowel pair /a/-/ε/ represents an interesting case for testing the effects of duration since other spectral information is arguably less definitive due to proximity between the two vowels in their F1 and F2 values. If the formant frequencies in the two vowels are controlled for, perception of the pair will heavily rely on duration. Another reason for the selection of this vowel pair is the fact that although they are used contrastively in *Najdi* Arabic, for example /mɛl/ '(he) got bored' and /mal/ '(he) leaned over', they are commonly confused with each other. It is important to note that Arabic orthography reserves the letter /l/ for /a/ but /ε/ is written as a *fatha* diacritic superimposed on the letter /ō/. In fact, many NA speakers are not even aware that /ε/ is a vowel in their own language.

In order to appreciate the effects of duration on /a/-/ε/ perceptibility, an experiment involving NA listeners' identification and discrimination of the vowel pair is carried out. The study aims to address whether duration solely is influential in the perception of vowel quality differences between /a/ and /ε/. Based on the discussion in section 2.2, it is hypothesized that native speakers of NA will be able to identify and discriminate the /a/-/ε/ vowel contrast based on durational differences. To this end, identification and discrimination tasks were designed to test *Najdi* listeners' ability to identify and discriminate stimuli along /a/-/ε/ vowel continua.

3.1 Participants

Four native speakers of *Najdi* Arabic, different from the ones who took part in the production experiment in section 2.2, served as listeners in all four tasks of the experiment (two identification tasks and two discrimination tasks). The listeners have lived all their lives in the Najd region, Riyadh, and grew up in *Najdi* families. They were graduate students at Imam University with an age range of 27-32, and were recruited via the author's personal contacts. While all listeners reported taking some basic English courses, none has received any specialized training in pronunciation or in Arabic or English phonetics. None has reported participating previously in an auditory experiment, and according to self-report, none suffers from any hearing difficulty.

3.2 Materials

Materials for this experiment include open syllable monosyllabic nonsense words with the voiced bilabial /b/ as the initial constant consonant and the two NA vowels namely /a/, and /ε/ as the nucleus. The two vowels are taken from a larger list previously recorded by native talkers of *Najdi* Arabic (see section 2.2). The averaged measurements (from the five tokens) of duration, F1, F2, F3 and F0 values for each vowel are restated in Table 2:

Vowel	Duration	F1	F2	F3	F0
a	245ms	727	1550	2570	114
ε	155ms	644	1683	2441	117

Table 2. Vowel measurements for /a/ and /ε/ in *Najdi* Arabic

Since the difference between the F1, F2 and F3 values of the endpoint vowels /a/ and /ε/ is very minimal, only the duration parameter between the two vowels estimated around 90ms was used to create a ten-step vowel duration continuum for each vowel. Vocalic steady state F1, F2, F3, F0 and duration measures (outlined in Table 2 above) were used as the continuum endpoints. For each vowel, nine intermediate steps with 10ms duration intervals were interpolated by either lengthening or shortening the duration of the vocalic element (i.e. less the stop occlusion portion) using PSOLA in Praat (version 5.0.32). For each continuum, the sound was selected in Praat and then a manipulation object with an empty duration tier was produced. A new duration tier was created and new duration points (i.e. longer/shorter) were added. This new duration tier was applied to the manipulated sound object and the modified sound was then produced separately using the publish synthesis function in the manipulation editor file menu. A Praat script function was used to interpolate the nine steps of the continuum each with 10ms duration interval. The endpoint vowels formed the first steps of each continuum. Spectrographic and waveform representations of every synthesized step were examined and only minor durational discrepancies between the nominal and observed values were tolerated.

3.3 Stimuli

For the identification task, 100 stimuli for each vowel continuum (10 stepsX10 reps) were created. For the three-step AXB discrimination task, 280 test trials were generated for each vowel continuum (28 trialsX10 reps). The 28 trials are made up of seven stimuli pairs with 30ms duration intervals between them. The 30ms interval was determined in a pilot test after experimenting with 10ms, 20ms and 30ms durations on a subject whose results are not reported here. For each pair, four trials were constructed (AAB, BBA, ABB, BAA). The following table summarizes the stimuli for both the identification and discrimination tasks:

Task	Identification	Discrimination	Discrimination Example
Stimuli	155ms	155ms-185ms	155-155-185, 185-155-155, 185-185-155, 155-185-185
	165ms	165ms-195ms	165-165-195, 195-165-165, 195-195-165, 165-195-195
	175ms	175ms-205ms	175-172-205, 205-175-175, 205-205-175, 175-205-205
	185ms	185ms-215ms	185-185-215, 215-185-185, 215-215-185, 185-215-215
	195ms	195ms-225ms	195-195-225, 225-195-195, 225-225-195, 195-225-225
	205ms	205ms-235ms	205-205-235, 235-205-205, 235-235-205, 205-235-235
	215ms	215ms-245ms	215-215-245, 245-215-215, 245-245-215, 215-245-245
	225ms		
	235ms		
	245ms		

Table 3. Identification and discrimination stimuli for both /a/ and /ε/

3.4 Procedure

Two identification tasks were carried out (one for each vowel continuum). ExperimentMFC function in Praat was used to design a two-choice identification task in which each of the 100 stimuli was aurally presented in a randomized fashion. After hearing each stimulus via headphones, subjects were asked to indicate if they heard /a/ or /ε/ by clicking on one of two boxes displayed on a computer screen. The boxes showed the syllable with short and long vowels written in Arabic orthography (e.g. [٤] [٥], /ba/ and /bε/, respectively). The next stimulus was played 500ms after each click was made. An optional subject-controlled break was offered every 50 tokens. The two identification tasks were administered over two sessions with an intervening 5-minute break. A 3-item practice test preceded the experiment to ensure subjects understood the instructions. The two tasks lasted around 15 minutes for each subject.

For the discrimination experiment, two AXB discrimination tasks (one for each vowel continuum) were designed also using the ExperimentMFC function. It is believed that an AXB discrimination task provides a reference stimulus (i.e. X) against which listeners estimate similarity as opposed to a simple AX discrimination task where listeners may base their 'same' or 'different' responses on nonlinguistic factors (Beddor and Gottfried, 1995). The 280 trials were presented via headphones in a random order. Every trial was a triad with three stimuli each separated by 500ms. After listening to each trial, listeners had to decide whether the first or the third word was more similar to the second word by clicking on two boxes shown on a computer screen. The next trial began 500ms after each click was made. Optional breaks every 70 trials were provided. The two discrimination tasks were carried out over two sessions with 5-10 minute breaks intervening. Again, prior to taking the experiment a 3-item practice test was given to ensure subjects understood the AXB task instructions. For each subject the experiment lasted around 25 minutes.

All four identification and discrimination tasks were administered individually for each participant using Koss R80 headphones in a quiet library room setting. None of the participants reported any hearing discomfort or problems after the experiments.

4. Results and Discussion

The goal of this paper is to explore the role of duration as an acoustic cue in the perception of *Najdi* Arabic vowels. It is hypothesized that native speakers of NA will be able to successfully discriminate /a/ and /ε/ vowel contrasts and identify them based on durational differences alone. Thus, we would expect NA listeners' performance on the identification as well as the discrimination tasks to be determined to a large degree by variations in the vowel duration. In the experimental design of this study, *Najdi* native speakers' ability to identify and discriminate the two NA vowels was tested along vowel continua with an identification and a discrimination task for each of the two NA vowels. The results here are discussed individually for each vowel continuum.

4.1 The /a/ vowel continuum

NA listeners' identification responses on the 10-step /a/ vowel continuum were tallied for each of the four subjects. Table 4 below shows identification scores on the /a/ duration continuum both individually and averaged among subjects:

Subject	Duration									
	155ms	165ms	175ms	185ms	195ms	205ms	215ms	225ms	235ms	245ms
1	0	0	33	42	69	100	100	99	100	100
2	1	6	40	50	91	100	93	95	100	100
3	4	8	29	43	79	83	92	100	90	98
4	2	5	30	55	77	79	88	95	97	100
Mean	1.75	4.75	33	47.5	79	90.5	93.2	97.2	96.7	99.5
Std. Deviation	1.7	3.4	4.9	6.1	9.1	11	4.9	2.6	4.7	1

Table 4. Identification function scores for the vowel /a/

Identification rates were collapsed across all four subjects and pooled for each of the durational increments in Table 4. To determine whether performance on the identification task significantly follows from durational differences in vowel length, the data were submitted to a one-way repeated measures (within subjects) ANOVA with Duration as the ten-level independent variable. Results indicate a significant effect of Duration on listeners' ability to identify vowels correctly, $F(9, 27) = 194.8$, $p < .001$, $\eta_p^2 = .95$. Figure 7 plots NA listeners' identification rates on each of the ten vowel continuum steps:

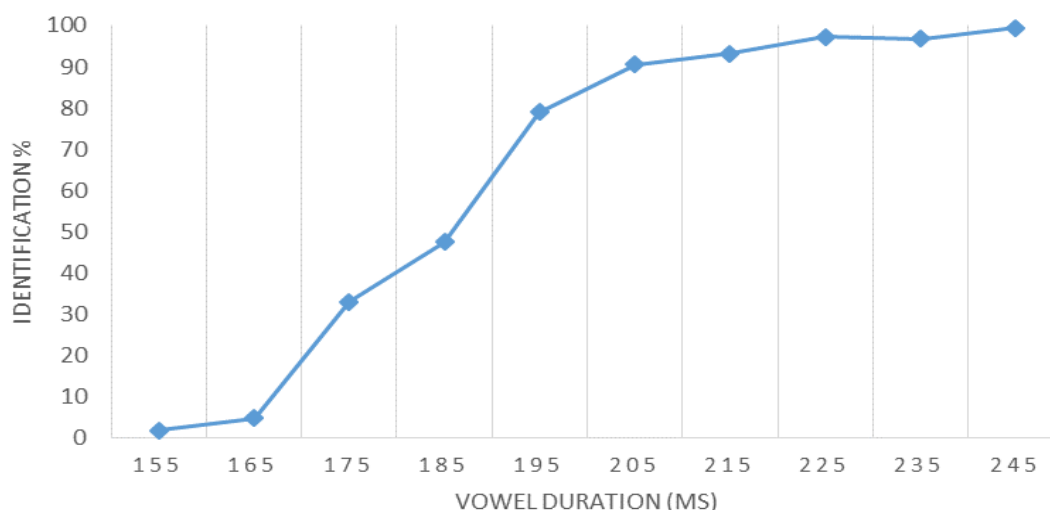


Figure 7. Duration effects on /a/ vowel identification

Results from the identification task indicate that duration did play a role in the perception of /a/ vowel. Listeners consistently and significantly relied on durational length differences to draw a distinction between /a/ and /ε/. Figure 7 demonstrates that on the lower end of the vowel continuum, and more specifically in the area of 155ms, 165ms, 175ms, listeners were biased towards hearing /ε/ rather than /a/ as clear from their low mean identification rates on these durations, 1.75%, 4.75%, 33%, respectively. Even when stimuli length was 185ms, still identification was below chance, 47.5%. It seems that for the NA listeners, a perceptual shift between /a/ and /ε/ exists in the 185-195ms threshold. This is where identification rates noticeably improved from 47.5% to 79%. That is, listeners were sensitive to durational differences in length, and the 195ms continuum step marked the beginning of distinction between /a/ and /ε/. Note that in longer durations of the vowel, 205ms to 245ms, subjects were successfully able to classify stimuli as /a/. This improvement

in vowel classification is quite expected as stimuli approach higher ends of the continuum close to the normal duration measurement of /a/, which is 245ms, as noted in Table 2.

Next, responses of the discrimination task were computed for each subject and tallied. The following table presents discrimination rates, means and standard deviation values for the vowel /a/:

Subject	Duration						
	155-185ms	165-195ms	175-205ms	185-215ms	195-225ms	205-235ms	215-245ms
1	75	75	80	60	95	75	55
2	60	50	50	60	75	50	40
3	50	80	70	55	80	55	60
4	54	71	75	49	73	69	53
Mean	59.7	69	68.7	56	80.7	62	52
Std. Deviation	10.9	13	13	5.2	9.9	11.7	8.5

Table 5. Discrimination function scores for the vowel /a/

A one-way repeated measures (within-subjects) ANOVA, which tested the significance of different length durations on NA listeners' vowel discriminability, reveals a significant effect of the independent variable Duration (7 levels), $F(6, 18) = 5.6$, $p < .05$, $\eta_p^2 = .97$. Results of the discrimination task are shown in Figure 8:

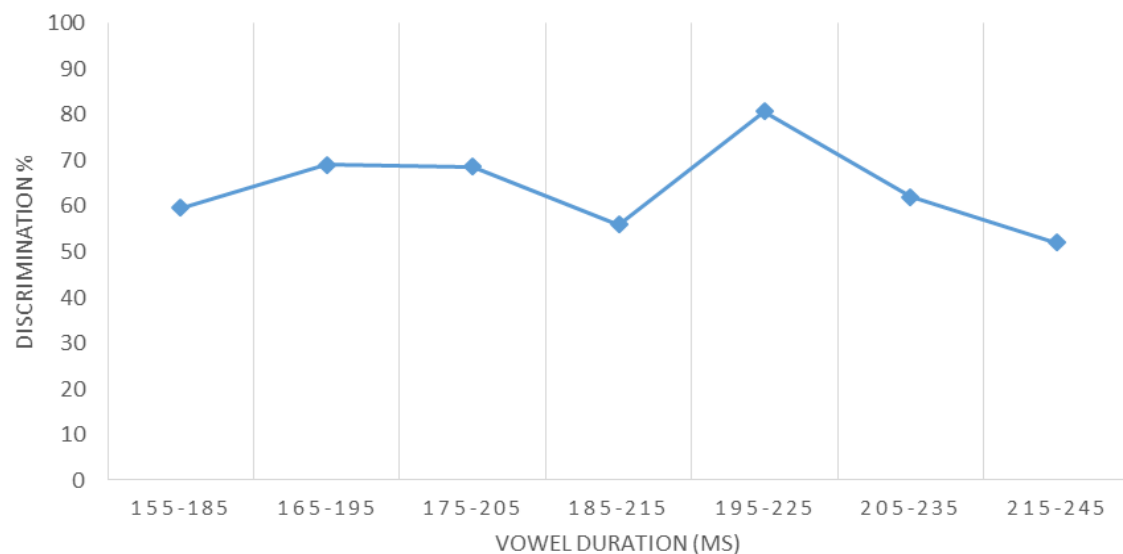


Figure 8. Duration effects on /a/ vowel discrimination

Although discrimination rates in general support the hypothesis in that they follow from durational variations, discriminability appears to be modest across different vowel durations. The 195-225ms length contrast marks a perceptual boundary between /a/ and /ε/ as clear from the overall enhanced ability of listeners to discriminate these two vowels, 80.7%. It seems that for NA listeners discrimination is at its best when duration spans the 195-225ms range. This is interesting since in the identification task, 195ms marked a transitional stage as well, and can be taken as evidence for the tendency of NA listeners to perceive the vowel /a/ categorically. Categorical perception is a phenomenon where within-category stimuli are

harder to discriminate than stimuli belonging to two separate phonetic categories (Liberman, 1996). The perception of the NA listeners in the discrimination task, as well as in the identification task, was aided by an abrupt perceptual shift that took place after the 195ms mark in discrimination and the 185ms mark in identification. This perceived dichotomy in the auditory distinction clearly biased listeners' responses on both tasks towards /a/. The existence of such perceptual boundary, as well as the correlative relationship between both tasks are quite characteristic of categorical perception (Repp, 1984).

4.2 The /ε/ vowel continuum

Responses on the identification task were tallied for each vowel duration. Standard deviation and means were computed across all subjects as shown in Table 6:

Subject	Duration									
	155ms	165ms	175ms	185ms	195ms	205ms	215ms	225ms	235ms	245ms
1	97	100	88	90	89	48	32	8	0	0
2	93	90	97	88	79	52	22	13	5	2
3	100	98	85	84	82	68	29	17	6	2
4	94	90	92	82	86	59	19	11	4	1
Mean	96	94.5	90.5	86	84	56.7	25.5	12.2	3.7	1.2
Std. Deviation	3.1	5.2	5.2	3.6	4.4	8.8	6	3.8	2.6	.95

Table 6. Identification function scores for the vowel /ε/

Data submitted to a repeated measures (within subjects) ANOVA show significance of Duration (10 levels) on vowel identification, $F(9, 27) = 276$, $p < .001$, $\eta_p^2 = .99$. Listeners' identification of /ε/ along the vowel continuum are depicted in Figure 9:

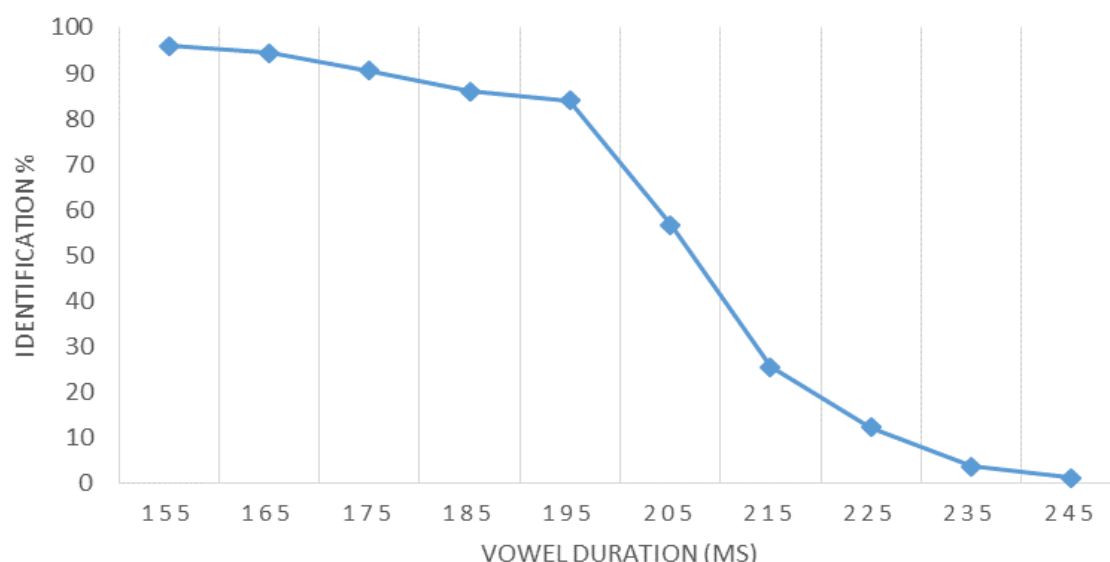


Figure 9. Duration effects on /ε/ vowel identification

In their identification of /ε/ NA listeners predictably were more successful in classifying /ε/ in shorter durations. As can be seen from Table 6 and Figure 9, identification rates are highest in the 155ms, 165ms, and 175ms continuum steps. Poor identification seems to take

place somewhere between the 195ms and 205ms range, and declines drastically thereafter. In other words, as the duration of the /ε/ vowel gets longer, listeners' penchant to hearing /a/ rather than /ε/ becomes stronger. On the 245ms duration step /ε/ was identified as /a/ more than 99% of the time. Understandably so since the 245ms length is characteristic of /a/ not /ε/. What is important to note here is that a high level of confusion, due to increased similarity, exists after the 195ms boundary.

To find out if listeners were sensitive to durational difference in their discrimination of the /ε/ vowel, discrimination rates were analyzed using a repeated measures (within subjects) ANOVA which tested for the significance for the independent variable Duration (7 levels). Results show, however, that duration had no statistical significance on listeners' ability to accurately discriminate /ε/ vowel stimuli, $F(6, 18) = 1.66$, *ns*. Table 7 and Figure 10 illustrate subjects' discrimination rates of the /ε/ vowel:

Subject	Duration						
	155-185ms	165-195ms	175-205ms	185-215ms	195-225ms	205-235ms	215-245ms
1	40	65	55	52	50	62	65
2	50	41	65	50	45	40	60
3	55	62	40	45	50	54	55
4	32	49	44	47	53	58	69
Mean	44.2	54.2	51	48.5	49.5	53.5	62.2
Std. Deviation	10.3	11.2	11.3	3.11	3.3	9.6	6

Table 7. Discrimination function scores for the vowel /ε/

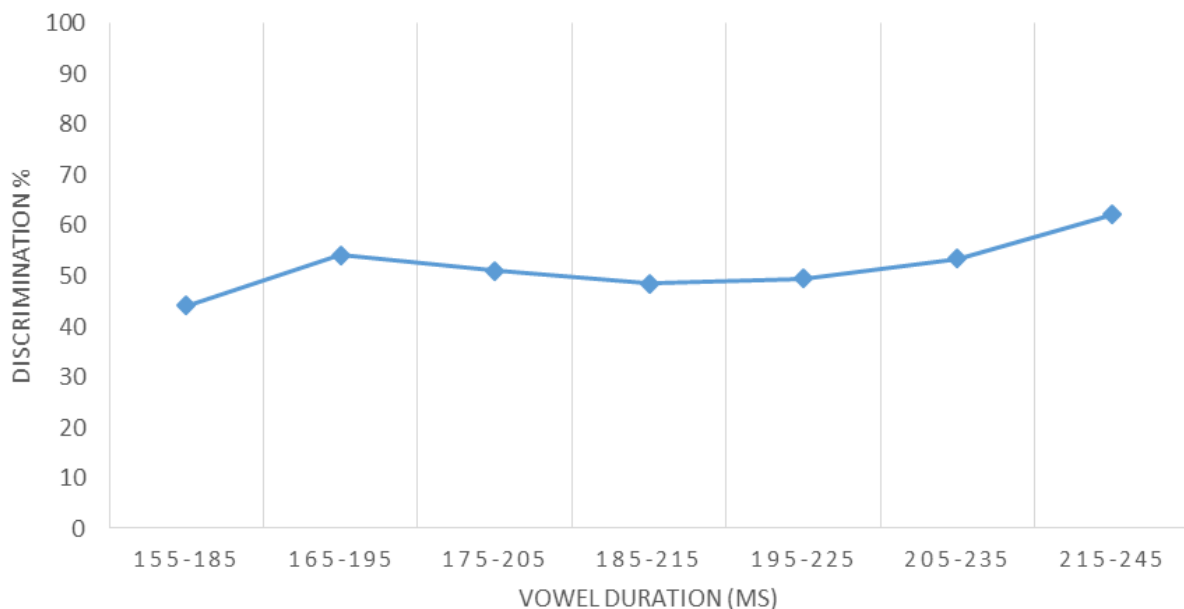


Figure 10. Duration effects on /ε/ vowel discrimination

Unlike the results for the identification task, discrimination of the /ε/-/a/ vowel contrast here did not significantly react to durational differences. Minor nonsignificant differences only exist as shown in Table 7 and Figure 10. The overall performance of the native NA listeners seems to hover around chance level, indicating a high level of uncertainty among

respondents as they make their choices on the discrimination task. It is not readily clear, however, why listeners were able to correctly classify /ε/ in the identification task but failed to do so on the discrimination task. Discrimination in general is a more demanding task than identification as listeners have to process multiple similar stimuli in a short window of time. It is possible that this may have led listeners to confuse /ε/ with /a/ and provide answers based on guessing. Recall too that this discrimination task is the last of four subsequent tasks and subjects' performance may have been inadvertently and inevitably undermined due to fatigue. Nonetheless, the findings here cannot be taken to express a significant tendency toward counting duration as a prominent determiner in listeners' overall discriminability of the /ε/-/a/ contrast.

5. Conclusion

This paper examined the effect of duration as an acoustic cue on the perceptual ability of native *Najdi* Arabic speakers to classify and distinguish the vowel pair /a/-/ε/. Identification results from a 10-step duration continuum for each vowel revealed listeners significantly employed discrepancies in length in their perception of /a/ vs. /ε/. Similarly, the seven different duration steps along the vowel continua provided listeners with robust acoustic cues in their discriminatory responses when presented with the auditory /a/-/ε/ contrast, although findings were insignificant for /ε/. In general, the performance of the NA subjects on both tasks for each vowel suggests that listeners categorically classified each vowel according to the perceived proximity to its steady-state normal duration measurement. For the NA listeners, the perceptual shift from /a/ to /ε/ seems to occur somewhere in the 185-195ms range. Whereas for /ε/-/a/, the transition occurs in the 195-205ms intervals. It is argued that, in addition to spectral information in the acoustic signal such as formant frequencies, perceptual distinctiveness between the NA front vowels /a/-/ε/ varies a function of vowel duration.

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ERRORS IN CONSECUTIVE INTERPRETING: A CASE OF JESSICA KUMALAWONGSO'S COURT

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Abstract

This study aimed to analyze the main types of errors found in the consecutive interpreting (CI) in Jessica Kumalawongso's trial court and to indicate its causes. The research method used is the descriptive qualitative method by means of the secondary data taken from Kompas TV, uploaded on YouTube in 2016 consisting of three videos of the justifications of Jessica's attorney, toxicologist and forensic pathologist before the interpreter in order to counter the public prosecutor in the courtroom. They were, then, classified into both the source and the target languages by analyzing their types of error leading to the finding of the main types and subtypes of errors. The result of this study is that based on Gonzales theory on the consecutive interpreting, 67 errors with six out of eight main types are found at the entire selected videos. The six main types of errors detected in the court proceedings are non-conservation of paralinguistic features, inadequate language proficiency, addition, omission, distortion and register conservation.

Keywords: Consecutive interpreting, Source Language, Non-conservation of Paralinguistic Features, Inadequate Language Proficiency

1. Introduction

Interpreting is, basically, the flow of rendering information and ideas from one language into another one verbally and consequently, the spoken words turn to be the pivotal concern for interpreters. Bao (1997) strengthens this concept that it refers to conveying the meaning of spoken words from one language to another orally either to an individual or to a group. Furthermore, Russell (2005) puts forward the theory that in terms of consecutive interpreting and its process can be explained after the signer or speaker has completed one or more ideas in the source language and then pauses while the interpreter transmits that information. There are two kinds of situation of the processes: interpreter listening to the source language's speaker and the sentences, and the part of speech being reproduced according to the audiences or the target language. CI is essentially a recreation of meaning of the information given by a speaker.

Jessica Kumalawongso's case is assumed to have something to do with the error-analysis interpretation and, therefore, it is worthwhile to be investigated. The interpretation of the justification and inquiries during the trial among those from the source language and the other ones from the target language along with the interpreter serving as the connector are inevitable. The report of Myrna's autopsy (the victim) apparently evinced the existence

of corrosive substances in her stomach damaging the gastric mucosa. Later, it was allegedly derived from cyanide. Having attended the court proceedings for 31 times, she was finally found guilty and got 20 years.

The National Police Headquarters Forensic Laboratory Center has also released the results of examining coffee samples taken by Wayan Mirna Salihin. From the coffee sample, it was found 15 grams of cyanide poison. In comparison, 90 milligrams of cyanide can cause death in people weighing 60 kilograms. Around 90 milligrams, if it is in liquid form, it takes only 3-4 drops; whereas 15 grams, it takes about one teaspoon (Wikipedia, 2016).

Barik (1992) and Hairuo (2015) systematized seven types of causes of errors in interpreting problems; nervousness, lack of practice, time pressure, speaking skill, classmates, tape recorders quality, and bad health. Such categorization was then developed differently by Gonzales : literal translation, inadequate language proficiency as grammar and lexicon, register conservation, distortion, addition, omission, protocol-procedure-ethics, and non-conservation of paralinguistic features.

Having briefly narrated the chronologies of Wayan Mirna Salihin's homicide hereabove, it is assumed that the issues related to the error-analysis interpreting, the likelihood of the errors made by interpreters, the inaccurate interpretation of the topics delivered by one person to another one, allegedly happened during the trial court which naturally came from source language to target language. Since interpreting process was held directly and the mistakes of the interpretation were detected by researchers during the initial observation, the research will eventually be intended to analyze the incorrectness of the interpretation being made from Jessica's case at the courtroom.

2. Literature Review

2.1 Three Modes of Interpretation

Error analysis is the avenue to spot grammatical, semantic, and phonological discrepancies and erroneous with the particular levels. In the academic setting, teachers of foreign language can apply them to detect the any error made by their students. Error analysis is an activity to reveal errors found in writing and speaking.

Error analysis is the process of observation, analysis, and classification of the deviations of the rules and regulation of the second language and then to reveal the systems operated by learner.

In this research, the source and target languages are divided into two namely English and Indonesian. The arrangements are organized as follows:

Part 1.

Source Language → Toxicologist and Forensic Pathologist (English)

Target Language → Interpreter (Indonesian)

Part 2.

Source language → General Prosecutor and Jessica's Attorney (Indonesian)

Target Language → Interpreter (English)

When it comes to mode of interpretation, the categorization is made based on the features of interactions: simultaneous interpretation, consecutive interpretation, and sight translation. The second one will be further discussed and implemented in this research.

2.1.1 Simultaneous interpreting is when interpreter gets behind speaker from source language, transferring message toward target language nearly at same time the source language is being said. In judicial regulations, being simultaneous frequently happens in the situation where English is transferred into the other languages. This mode is usually processed in the heavily embroiled speaking with judges or attorneys, such as instructions of jury, and motions or arrangements. Unlike in the other type of interpreting, this natural flow of the speaker is not disturbed and allowed for a somewhat smooth output for the listeners.

2.1.2 Consecutive interpretation (CI), is the process of listening in source language first, after that, meaning is delivered toward the target language. Usually length of words can be 40-60 at a time. CI is commonly used interpreting from plaintiff with limited english speaking or proficiency mostly happening in attorney interviews or may be client. Quickness in delivering information and difficulty of subject matter or speech's length will change depending on speaker, needing interpreter not only listening delivered orations but also processing dissimilar types and levels of discourse. The information or content which can be unpredictable also making interpreter have a wide scope in vocabulary and high quality of delivering meaning toward source-target languages.

2.1.3 Sight translation is done before an interpreter proceeds to deliver the meaning from the written documents or letter set forward to the court by the oral interpretation; they have been standardized in the rights forms of waiver, the forms of driving under the influence of drugs or alcohol, and the reports of police. In many routine procedures, the sight translation of such documents is performed in such a way that a defendant who is limited in English skill or proficiency will be able to comprehend. Sometimes, either formal or informal documents from a particular foreign language are presented and must be interpreted for the sake of the court's benefit by the interpreter. Even though the opportunity might be provided to an interpreter to review the last document to show sight translation, it must be read first to anticipate from the incompleteness of the entire text in the content. The same level with simultaneous interpreting, sight translation needs interpreter to use skills of predicting in order to process information and make context for incomplete message or meaning.

Reading ahead and processing upcoming or next information are often done by interpreters at the moment they are delivering the units in the text. The function of interpreter is important and essential since they have a pivotal responsibility. This is analogized as a bridge of court and litigant who cannot speak English or other languages well. This leads them to convey the essence or meaning of a message and they are considered as the representation of all the voices of the participants in the courtroom.

2.2 Types of Error in Consecutive Interpreting

Types of Error in CI are essential to systematize the report of discrepancies of the interpretation. Some of them are divided into eight various conditions: literal translation, inadequate language proficiency grammatically and lexically, register conservation, distortion, additions, omissions, protocol-procedures and ethics, and the last is non conservation paralinguistic features, (Gonzales, 1996, Barik, 1998, Hairuo, 2015).

1. *Literal translation*. Barik (1998) states that interpreter only focuses on the substitute words from source language toward target language.
2. *Inadequate language proficiency*. It is simply the condition that an interpreter has lack of ability in predicting language patterns in sentences and expressions. It is divided into two types of error: lexical error and incorrect translation. The former is defined as the distortion and misunderstanding of the words meaning, while the latter is that an interpreter is unable to tell the message to the target language from source language.
3. *Register conservation*. It is the formality in speech which can take place in any situation such as courtroom, classroom also social event.
4. *Distortion*. It is about making the meaning lost. This one is integrated with three factors, deficient language skill, second memory, and interpretation skill.
5. *Omission*. This is the situation where the interpreter can delete information. Barik (1971) divides it into four types:
 - *Skipping omission*. Interpreter deletes a word or short phrase which cannot change a structure; so in court interpreting, interpreter makes fault, explaining the target or source language toward public prosecutor of the court and toxicologist.
 - *Comprehension omission*. An interpreter is unable to understand some parts in the text which consequently causes the loss in meaning.
 - *Compounding omission*. The interpreter composites two sentences by deleting some phrases.
6. *Addition*. This is the condition where an interpreter adds some information in delivering message to clients. These types are explained to have four kinds of condition such as:
 - *Qualifier addition* is when an interpreter adds adjective or adverbs which don't exist in the source language. Barik (1971) states that interpreter can interpret the language with adding adjective or adverb in target language which does not exist in the source language.
 - *Elaboration addition* is when an interpreter devotes some unconnected information which consequently can little bit alter the meaning.
 - *Relationship addition* is when an interpreter adds some of outside conjunctions in source language.
 - *Closure addition* is when an interpreter can rephrase, omit and misinterpretate part in the target language and give the closure as well to the unit of the sentence, without adding anything substantial to it.
7. *Protocol-procedures-ethics* is the assumption that the message has a profanity which consequently takes the correction especially when the case is being tried in formal section.
8. *Non-conservation of paralinguistic feature* is the sentences which have filler, incompleteness, and repeated words and phrases.
 - *filler* happens when interpreter making sounds "euu, hm".
This happens because the interpreter makes pauses and the impact will have some sentence incompleteness
 - *incomplete sentence* is produced when a student is feeling under pressure at the moment of their interpretation, the not fulfilled idea, and lacked vocabulary leading them to the difficulty in expressing ideas.
 - *repeated words or phrases* is little repetition in activity of interpreting which can affect speech fluency. The impact will confuse the speech sounds and distracted product of interpretation.

2.2.1 Interpreting Problems

There are seven types of problems in interpreting such as nervousness, lack of practice, time pressure, speaking skill, classmates, bad tape and tape recorders quality. Furthermore, Ribas (2012) divides it into four types only: listening-understanding, note-taking, decoding notes and expressing-reformulating.

2.2.2 Liason Interpreting

Liason interpreting is when interpreter can express strong view in professional needs including provision in preparation material to the assignment and physical working during the assignment (Hale, 2011).

Examples of the case in consecutive interpreting are shown in the table below:

Source Language (Forensic Pathologist)	Target Language (Interpreter)	Types of Errors
1. I <u>1would expect</u> the formalin in the blood stream.	1.2 <u>euu.1</u> <i>Tentunya formalin tersebut akan masuk ke dalam aliran darah.</i>	¹ Incorrect meaning. ² Filler
2. And it <u>1actually</u> low levels, <u>2for my sure</u> is normally low levels.	2. <i>dan 1biasanya sianida yang terbentuk itu sedikit.</i>	¹ Incorrect interpretation ² Comprehension omission

Based on the first example, the interpreter makes “euu” once in one sentence. The case during the pause is more than five seconds and could be recognized by the audience because it is annoying. It should have been ‘*saya berekspektasi*’ not ‘*tentunya*’. The errors in the second example show incorrect interpretation and comprehension omission. The interpreter fails to deliver the meaning ‘actually’ in target language which is supposed to be ‘*sebenarnya*’ but the interpreter says ‘*biasanya*’ which has confused meaning. The clause ‘for my sure’ is deleted in that sentence whereas the meaning in the target language is ‘*saya yakin*’.

3. Research Method

The research method covers identification, classification, interpretation, and finding a solution. Interpreting is the part of analysis and conclusion. The flowchart below simplifies the explanation of the methodological steps (Mahsun, 2005).

Identification → *Classification* → *Analysis* → *Conclusion*

The first one is identifying the source of data. Then, it is followed with classifying the collected data according to the types of errors in consecutive interpreting. The next one is analyzing the types of errors in consecutive interpreting. And the last is concluding the data to make the dominant type of error in consecutive interpreting. The final objective is to find the causes of the errors or interpreting problems in consecutive interpreting in Jessica Kumalawongso's court.

4. Results and Discussion

4.1 The first video: Expert: The cause of Mirna's death is not cyanide

The data are arranged based on the detected errors in the first video expert: The cause of Mirna's death is not cyanide. Six main types of errors are indicated such as register

conservation, non conservation of paralinguistic feature, addition, omission, inadequate language proficiency, and distortion.

The eight subtypes of error based on four main types; the first is addition which has four subtypes, consisting of addition in qualifier, relationship, closure and elaboration. Second it is omission which has one subtype, consisting of skipping omission. The third is non-conservation of paralinguistic feature which has two subtypes, consisting of filler and repeated phrase or word. And the fourth is inadequate language proficiency which has one subtype, that is incorrect interpretation.

The explanation is systematically scrutinized in the table below. Two other main types with no subtype: register conservation and distortion are detected. Thoroughly, the finding of errors in consecutive interpreting in the first video entitled **Expert: The cause of Mirna's death is not cyanide** are 44 errors.

Number	Main Types of Error	Sub Types of Error	Quantity
1.	Register Conservation	-	7
2.	Addition	Qualifier addition	6
		Elaboration addition	1
		Closure addition	1
		Relationship addition	7
3.	Omission	Skipping omission	2
4.	Non-conservation of paralinguistic feature	Filler	6
		Repeated phrase/word	9
5.	Inadequate language proficiency	Incorrect interpretation	4
6.	Distortion	-	1
Total			44

4.2 The second video: Australian Witness Considers Other Causes of Mirna's Death

From the second video, four main types of error are found, consisting of addition, omission, non conservation of paralinguistic feature, and inadequate language proficiency. Meanwhile, seven error subtypes of fourth main types are indicated: non-conservation of paralinguistic feature is the first one which has two subtypes: filler and repeated phrase. The second one is addition which has four subtypes, The indicated ones are relationship addition and elaboration addition. The third is inadequate language proficiency which has two subtypes and both are present : incorrect interpretation and lexical error. The fourth one is omission which has one subtype, comprehension omission.

The data are elaborated and described in the table below. Apparently, the numbers of errors in the CI spotted in the second video entitled **Australian Witness Considers Other Causes of Mirna's Death** are as many as seven.

Number	Main Types of Error	Sub Types of Error	Quantity
1.	Non-conservation of paralinguistic feature	Repeated phrase	1
		Filler	1
2.	Addition	Relationship addition	1
		Elaboration addition	1

3.	Inadequate language proficiency	Incorrect interpretation	1
		Lexical errors	1
4.	Omission	Comprehension omission	1
Total			7

4.3 The third video: Expert: Cyanide is Broken Down by Formalin in Mirna's Body

The first video is entitled: **Expert: The cause of Mirna's death is not cyanide**. In the third one five major types of errors are found consisting of inadequate language proficiencies, non conservation of paralinguistic feature, omission, distortion, and addition.

The seven subtypes of error are originally derived from four main types. The first one is the inadequate language proficiency which has one subtype and consists of the incorrect interpretation. The second one is the non-conservation of paralinguistic feature which has two subtypes and consists of filler and repeated phrase. The third one is omission which has two subtypes and consists of the comprehension omission and skipping omission. The fourth one is the addition which has the addition of qualifier and of elaboration. The last one is the omission which has one subtype and consists of the comprehension omission.

The details are scrutinized in the table below along with the other main type without subtype which is called distortion. Hence, errors found in consecutive interpreting from the case of Jessica Kumalawongso's court in the third video are entitled **Expert: Cyanide is Broke Down by Formalin in Mirna's Body** are as many as 16 altogether.

Number	Main Types of Error	Sub Types of Error	Quantity
1.	Inadequate language proficiency	Incorrect interpretation	4
2.	Non-conservation of paralinguistic feature	Filler	1
		Repeated phrase	2
3.	Omission	Comprehension omission	3
		Skipping omission	1
4.	Distortion	-	1
5.	Addition	Qualifier addition	3
		Elaboration addition	1
Total			16

Overall, 67 errors are found from the three videos of Jessica Kumalawongso's court with six out of eight main types of errors based on the theory of Gonzales in consecutive interpreting. Among others, they consist of non conservation of paralinguistic features, inadequate language proficiencies, addition, omission, distortion, and register conservation.

4.4 Discussion

This part explains the errors in accordance to Gonzales' theory, and the comparison of the current findings to others which have described the similar case. Below are the one between this research and the other findings studied by Rully Sutirasa Pratiwi (I), that has been previously published in *Sutri's Journal from University of Indonesia*. The similar findings are apparently found from hers (I) and the current one (II).

(I)			(II)		
Source Language (English) Speaker	Target Language (Indonesia) Interpreter	Type of error	Source Language (Forensic Pathologist)	Target Language (Interpreter)	Types of Errors
1. Can you, recommend me the good place for me to have a honeymoon in <u>¹Bandung</u> ?	<i>Euu.. Apakah mas Robi, punya rekomenda si tempat yang cocok untuk bulan madu?</i>	¹ <i>Skipping omission.</i>	1. No <u>¹post mortem</u> finding of <u>²cyanide</u> toxicity.	<i>Tidak ditemukan adanya toksisitas ³eeu...¹pada perubahan pasca kematian.</i>	¹ Incorrect Interpretation ² <i>Skipping omission</i> ³ Filler
2. <u>¹Nice to meet you</u> , my name is Divta....	<i>²Euu.. Ya, nama saya Divta</i>	¹ Comprehension omission ² Filler	2. <u>¹So</u> , one is that the clinical presentat.. ² eeu... sorry, clinical ³ presentation is not a typical	<i>Adalah bahwa pertama ³hasil pemeriksaan klinistidaklah khas untuk ⁴keracunan sianida</i>	¹ Qualifier addition ² Filler ³ Register Conservation ⁴ Closure addition
3. To find a new talent and new entertainer.	<i>¹Euu.. disini saya sedang mencari talent dan entertainer yang ²berbakat</i>	¹ Filler ² Qualifier addition	3. That is not due to cyanide as <u>¹reasoning</u>	<i>Ini bukan ¹diakibatkan oleh ²keracunan sianida</i>	¹ Register Conservation ² Qualifier addition
4. I will see it first.	<i>Ya, mungkin saya bisa melihat dulu <u>¹ya bu yang tari-tarian itu.</u></i>	¹ Elaboration addition.	4. That is, <u>¹that is the red as coloration</u>	<i>²Seperti misalnya, ³eeu.. warna ¹kulit berubah menjadi merah terang</i>	¹ Register Conservation ² Elaboration addition ³ Filler

5. Conclusion

There are 10 subtypes of error under four main types; the first one is non-conservation of paralinguistic feature which has two subtypes : filler and repeated phrase or word. The second one is the inadequate language proficiency which has two subtypes consisting of incorrect interpretation and lexical error. The third one is addition which has four subtypes consisting of the addition in qualifier, relationship, closure and elaboration. The last one is the omission which has two subtypes: skipping omission and comprehension omission. Two other main types with no subtype are register conservation and distortion.

To sum up, based on the theory of Gonzales, there are six out of eight main types of errors in consecutive interpreting detected from three videos of Jessica Kumalawongso's court. They consist of non conservation of paralinguistic features, addition, omission, inadequate language proficiencies, distortion and register conservation.

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VERBAL HUMOUR CREATED BY NON-OBSERVANCE OF COOPERATIVE PRINCIPLE IN *MIRANDA*

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Abstract

Humour is one of essential aspects to communicate with other people comfortably. Most of verbal humours, especially implicit humours generate because people break Grice's four conversational maxims. Concerning this phenomenon, this research aims to find out types of non-observance of cooperative principle found in verbal humour, which uttered by the characters in British Situational Comedy *Miranda*. Qualitative method was adapted to analyze the data, which was conducted through identifying, classifying, interpreting the data. Humorous utterances from nine episodes of *Miranda* were the primary sources of data. In collecting the data, the researchers observed the whole episodes and the scripts, checked the suitability, took a note, and classified it into tables. The study concludes that there are four types of non-observance of cooperative principle, namely violating, flouting, infringing, and opting out a maxim. The result reveals that there are 80 humorous utterances, which do not obey the maxim. There are 66 utterances (82,5%) of flouting maxim, 10 utterances (12,5%) violation maxim, 3 utterances (3,75%) of infringing maxim, and 1 utterance (1,25%) of opting out maxim which are found in the sitcom.

Keywords: cooperative principle, non-observance of cooperative principle, situational comedy, verbal humour

1. Introduction

Conversation is the most significant part in communication. People interact to each other to exchange information and express their ideas. Conversation is an activity between two or more participants use verbal and non-verbal signs to communicate (Pashler & Brennan, 2013). The participants utter the required information related to the topic of conversation. Thus, people must adhere a set of rules of conversation to accomplish mutual goals and avoid misunderstandings (Rafika et al., 2020). The basic rules of conversation are termed as the cooperative principle. Grice (1989) differentiates the cooperative principle into four conversational maxims. Each individual are assumed to cooperate in an attempt to be informative, truthful, relevant, and comprehensible to other individual.

Nevertheless, people occasionally do not abide by the maxims when they deliver their speech in particular contexts of our life, including humour by disregarding the validity, amount, appropriateness, and the way information is given during conversation (Awwad et al., 2019). People organize their speech to create particular meanings which are not understandable on every occasion without knowing the context to win the support of the public to reach their goals (Ayasreh & Razali, 2018; Massanga & Msuya, 2017). They generate an

implicature which actually do not contain the real meaning whether it occurs intentionally or unintentionally (Khakipour, 2017; Lestari, 2019). The speakers expect the hearers are being cooperative in the talk exchange. When their utterances appear to diverge from the maxims, the hearers initiate to find out the hidden meaning of the utterances and make inferences based on the cooperative principle. The hearer should know the speaker's background, the time of utterance, and the meaning on certain situation in utterances to comprehend what the speaker said thoroughly (Grice, 1989: 25). Grice defines these occurrences as the non-observance of cooperative principle. It is a condition when people do not imply the maxims in several ways, such as flouting, violating, infringing, opting-out, and suspending a maxim. People break a maxim as the result of incoherent speech or their decision to deceive others by providing false information (Thomas, 2014).

Non-observance of cooperative principle is frequently used to produce verbal humour in daily conversation (Kehinde, 2016). People may have utter explicit verbal humour that is not required a specific knowledge to understand by the hearer. However, the implicit verbal humour happens on the most occasions. Humour involves creating obscure literal meaning which is considered to be funny (Hoicka, 2014). It causes conversational implicatures which means the hearer should realise any certain context to draw the inference. For instance, British people have a tendency to express their implicit verbal humour in the form of irony, sarcastic and self-deprecation expressions with deadpan tone (Easthope, 2004). However, people from other nations may think the humour in different ways (Jiang et al., 2019). For some people, especially non-native speakers, British sense of humour is regarded as impolite and not amusing in the slightest, due to the culture differences, unfamiliar terms, and the use of languages.

This research is conducted to analyse types of non-observance of cooperative principle using Grice's theory in verbal humour. The Grice's theory enables to identify how verbal humour was formed by not obeying maxims and its implied meaning. The researchers examined humorous utterances uttered by the characters in a British television situational comedy entitled *Miranda*, which was aired on BBC two on 9th November 2009 until 1st January 2015. This series won a Royal Television Society award and nominated in BAFTA TV award several times and becomes one of the popular British situational comedies.

2. Literature Review

Several studies are found related to non-observance of cooperative principle. Kuang and Zhao (2017) observed types of non-observance of Grice's maxims in Chinese situational comedy *Home with Kids* season four. Saradifa (2020) focused on analyzing types of non-observance maxims in the script of drama series "The Grapevine: Gossip at Work, What Should You Do as A Leader?". The two studies discovered similar results that the characters in the show are mostly used flouting maxim as a way to not observing the maxim. The findings of these studies matched with Fadillah and Imperiani (2020) as the writers revealed flouting maxim, specifically flouting maxim of quantity, is the most prominent type of non-observance of maxims used by the passengers, either Indonesians or foreigners, in conversations between passengers and custom officers at Indonesian airport. From five videos in the 86 and Custom Protection NET Youtube Channel, the passengers intentionally break the maxim by adding unrequired information of their new item from overseas to the custom officers. It showed that they intended to convince the officers and tried to avoid paying the tax.

Of five categories of non-observance of cooperative principle, Puspasari and Ariyanti

(2019) chose to focus in identifying the flouting maxim and type of joke techniques found in both Indonesian and American stand-up comedy. The writers found that Indonesian comic, Abdur Arsyad mainly flouted maxim of quality, while the American comic, Kevin Hart, flouted maxim of quantity. In addition, both stand-up comics constantly used ridicule as a joke technique to create humour.

Meanwhile, Qassemi et al. (2018) examined violation of maxim and which maxims that had been violated from 120 news reports in *Tehran Times* newspaper. The news reports consisted of five news categories, such as sport, political, economic, social, and cultural news. The result of the research showed that violation maxim of quality mostly found in five categories of the news.

The previous studies and the current study analysed the non-observance of cooperative principle by using Grice's (1989) theory. However, this research is dissimilar with the previous studies as the writers used humorous dialogues in British television situational comedy *Miranda* as the source of data. The researchers analysed not only flouting or violating a maxim, but also infringing, opting out, and suspending maxim in verbal humour.

2.1 Cooperative Principle

a. Maxim of Quantity

Grice (1989: 26) states that the speaker can not make his contribution more or less informative than is needed to obey this maxim. This type of maxim expects the speakers transmit accurate information that the hearers needed, without more or less information. The speaker should estimate how much information the hearer needs by saying "To cut a long story short, she didn't get home till two." (Cutting, 2002: 34)

b. Maxim of Quality

As a result of using this maxim, the speakers provide truthful and valid information to the hearers. People should not speak false or lack of evidences utterances to reach mutual goals in conversation (Grice, 1989: 27). Grice explains that "If I need sugar as an ingredient in the cake you are assisting me to make, I do not expect you to hand me salt" to illustrate the use of maxim of quality.

c. Maxim of Relation

When the speakers use this maxim, they suppose to say relevant things that has been said by other speaker (Cutting, 2002: 35). Grice uses the following analogy of maxim of relation: "If I am mixing ingredients for a cake, I do not expect to be handed a good book or even an oven cloth". It means that the speaker should be relevant during conversation with the other person.

d. Maxim of Manner

In using the last maxim, people are expected to say things briefly and orderly. People should not talk in ambiguous way to avoid misunderstanding. He described maxim of manner is about how people utter the messages or information to be interpreted by the hearers (Grice, 1989: 28).

2.2 Non-Observance of Cooperative Principle

a. Flouting Maxim

Flouting maxim occurs when the speakers intentionally fail to observe a maxim and generates indirect meaning without any intention to mislead the hearers. It prompts the hearers to infer the implied meaning instead of the literal meaning of their utterances. The listener's interpretations are based on the assumption of cooperation which means if people exceedingly deviate the maxim, then their utterances are still considered as cooperative (Levinson, 1983: 109).

b. Violating Maxim

The speakers violate the maxim if they have the intention to mislead and deceive the hearer on purpose by not following maxim in their utterances. The speakers violate the maxim with the purpose that the hearer do not know the truth of their utterances and assume the literal meaning of what it is said (Al-Zubeiry, 2020). They deliberately delivers inadequate information because they do not want the hearer has the knowledge of whole information.

c. Infringing Maxim

When the speaker do not comply with maxim unintendedly without implying something, it is defined as infringing a maxim (Thomas, 2014). The cause of this condition is usually because of the speaker's imperfect language performances, such as agitation, excitement, or drunkenness. The limited knowledge of such language of foreigners or children also become the cause of people infringe the maxim.

d. Opting-out Maxim

Grice (1989: 30) states that the speaker chooses to opt out of a maxim because he's unwilling to cooperate within the way maxim requires. He may say "I can not say more" or "My lips are sealed." The speakers intend to avoid causing an implicature or appearing uncooperative for legal or ethical reasons (Thomas, 2014).

e. Suspending Maxim

Suspending maxim occurs when the speakers do not comply with one or more maxims in certain occasion in which the maxim does not always expected to obey by the participants (Martinich & Stroll, 2007). This type of non-observance happens due to cultural differences or events. During those circumstances, people do not expect others to fulfill the maxim. Therefore, their utterances do not contain implied meaning even if the speakers break the maxim.

3. Research Method

A study of how people disclose the meaning of particular phenomena is qualitative research (Merriam, 2009). This study applied qualitative method and descriptive technique to analyse types of non-observance of cooperative principle in verbal humour in British television situational comedy *Miranda*. The sources of data are the humorous utterances which contained of flouting, violating, infringing, opting out, and suspending a maxim from 9 most viewed episodes of 20 episodes in *Miranda*, which entitled as follows: "Date", "Teacher", "Holiday", "The new me", "Before I die", "Let's do it", "A new low", "It was panning", and "Je regret nothing". In collecting the data, the researchers applied documentation method. The researchers collected the data by using these following steps:

1. Downloading and watching 9 episodes of the situational comedy *Miranda* to comprehend the story of the show by watching the selected episodes of *Miranda*.
2. Retrieving the transcript of 9 episodes of *Miranda* from <https://subsaga.com/bbc/comedy/miranda/>.
3. Checking the suitability between the sitcom and the transcripts to discover the context of the utterances.
4. Highlighting the humorous utterances which contained non-observance of cooperative principle.

In qualitative method, the data analysis involves several steps, namely organize the raw data, analyse the data in detail with a coding process, interpret the data based on the context and theories, and make a conclusion (Creswell, 2009). In analysing the data, the researchers applied four steps as follows.

1. The researchers identified humorous utterances based on Grice's (1989) theory of non-observance of cooperative principle.
2. The researchers classified the data into different categories based on the theory.
3. The researchers described the analysis of the data in each type of the non-observance of cooperative.
4. The researchers concluded the findings of the research.

4. Results and Discussion

The results of the non-observance of cooperative principle in creating verbal humour found in *Miranda* are presented in the form of a table. The writers discovered 80 humorous utterances from *Miranda* situational comedy. The findings are classified into 4 categories as shown in Table 4.1.

Table 4.1 Occurences of Non-Observance of Cooperative Principle in *Miranda*

No	Non-Observance of Cooperative Principle				
	Types of Maxim	Flouting	Violating	Infringing	Opting-out
1.	Maxim of Quantity	29	1	-	-
2.	Maxim of Quality	12	9	2	1
3.	Maxim of Relation	10	-	-	-
4.	Maxim of Manner	13	-	1	-
5.	Maxim of Quantity and Relation	1	-	-	-
6.	Maxim of Quantity and Manner	1	-	-	-
Frequency		66	10	3	1
Percentage		82,5 %	12,5 %	3,75 %	1,25 %

The study revealed that there are 4 types of non-observance of cooperative principle found in 9 episodes of *Miranda*, namely flouting, violating, infringing, and opting out a maxim. From the total 80 data of verbal humour, the most dominant type of non-observance is flouting maxim which occurs 66 times or 82.5%, followed by violating maxim with its percentage 12.5% or 10 occurrences and infringing maxim with percentage 3.75%. Suspending maxim is the only type that is not found in the show. The further explanation of

humorous utterances containing non-observance of cooperative principle found in *Miranda* are as follows.

Data 1

(Episode 13, 19:49-20:02)

Dick Twist : "Well, have you considered getting a partner?"

Penny : "Oh, we have tried and tried, Dick, if you pardon the vernacular. **She couldn't attract a partner if you shoved a giant magnet down her blouse and sat her next to a man made of iron filings!**"

In the example above, the dialogue occurred between Miranda, her mother Penny, and the business manager, Dick Twist in Miranda's shop. They discussed future business plans for Miranda's joke shop that faced a heightened risk of bankruptcy. When Twist offered his solution for getting a business partner for Miranda, Penny interrupted him and expressed her frustration about Miranda of being single. She could just say the first sentence to fulfill the maxim, which showed that Miranda and Penny have tried getting a partner. However, what Penny meant referring to partner was not business partner, but a life partner or a husband. As shown in the bolded utterance, Penny gave extended explanation of Miranda's personal problem about how she believed that Miranda could not attract a man even if she had a magnet inside her blouse and sat next to a man made of iron filings. Penny provided too much unrequired information to Twist, which caused humorous effect as she blatantly exposed her daughter's secret to a stranger. Thus, she flouted maxim of quantity as the result of not observing maxim and offered more information that is not required.

Data 2

(Episode 8, 04:00-04:10)

Gary : "What's going on?"

Miranda : "Someone's dead, don't know who, funeral in two hours. **I can't go, can I? Not when I don't know who's in the box. It'll be like Deal or No Deal, but with people.**"

This example shows that Miranda's utterance flouted maxim of quantity when she expressed her thoughts too much to Gary. The dialogue occurred when Miranda got a voice message from her aunt about her relative's death. However, she accidentally deleted the message as her aunt mentioned her relative's name. As Miranda panicked and paced around her shop, Gary confused and asked her what happened. She explained the situation and answered Gary's question. Nonetheless, she blurted her worries whether she went to the funeral or not as she did not know who died. She continued her endless rambling by comparing her situation like the show "Deal or No Deal". It is a dramatic game television show where the participants play a game of odds and chance by choosing locked briefcases of cash. Her rambling created an amusing situation for the audiences as soon as she made a reference of the game show. She provided unnecessary information to Gary who did not need that information, thus Miranda's absurd utterances flouted maxim of quantity.

Data 3

(Episode 4, 11:12-11:19)

Room boy : "Fridge, bathroom, bed."

Miranda : "**Oh, we've only just met!**"

In this data, Miranda's utterance displays the example of flouting maxim of relation because there is no relevance to the previous utterance. This conversation occurred at the Hamilton Lodge where she stayed to spend her holiday. She pretended to have a vacation in Thailand to her friends while she stayed at the nearby hotel because she was not brave enough to go abroad. The room boy did his duty and showed her the room. Then, Miranda shamelessly blurted that they had only just met which was not relevant with his statement. Her utterance generated an implicature right after the room boy said the word "bed". Miranda implied that he flirted with her in order to sleep with her intimately. She uttered irrelevant things and not related to the topic. Hence, she flouted maxim of relation in her speech. She also made a hilarious situation for the audiences and created humour.

Data 4

(Episode 1, 12:21-12:31)

- Gary : "Look, I just popped in to ask, you're not with anybody, or married or anything at the moment?"
Miranda : **"Yep, yep, of course, yeah."**
Gary : "Oh, really? Kids?"
Miranda : **"Yeah got two."**

The conversation above is clearly the example of violating maxim of quality because Miranda deliberately failed to comply with maxim of quality by uttering untrue words with intention to deceive Gary. The dialogue occurred when Gary and Miranda reunited after they had not met for years. Gary came to Miranda's shop next to his restaurant to ask if she was single or already in relationship. Miranda actually was smitten with him, but she chose to lie to him by admitting that she was indeed with someone. Gary believed her and questioned her further whether she already had kids. Miranda chose to mislead him again by saying she got two kids. She violated maxim of quality with a purpose of mislead Gary, because she was embarrassed and did not want him to know her being single. Miranda's obvious lies made the situation amusing because the audiences clearly knew she was single but she admitted that she married with two kids.

Data 5

(Episode 7, 21:52-22:07)

- Danny : "What was that?"
Miranda : **"M-m-m-m-me, I'm so excited. M-m-m-m-m! Shall we go? W-w-w-w-wait for me-e-e-e!"**

From the example above, Miranda infringed the maxim of quality because she felt anxious until she could not speak clearly in answering Danny. The dialogue happened when Danny showed up at Miranda's flat to have a dinner date. Meanwhile, at that time, there was a misunderstanding between Miranda and Stevie, her bestfriend. Stevie brought a goat to Miranda's room to help Miranda scared her mother away. Stevie misunderstood Miranda's word of 'ghost' into 'goat'. As soon as Danny pressed the bell, Miranda hastily tried to hide the goat. However, when Miranda opened the door, the goat bleated all of sudden. Danny asked about it, while Miranda became nervous and imitated the goat's bleats in her utterance to cover it up. Here, she infringed a maxim as she uttered in incoherent

speech without any intention to imply something because of her nervousness. She just did not want him to know that there was a goat in her room. Her utterance also created a humorous effect because she did ridiculous things by mimicking the goat's bleats.

Data 6

(Episode 9, 13:35-13:39)

Stevie : "Are you sure nothing happened?"

Miranda : "**My lips are sealed, my face is a mask.**"

In this dialogue, it is showed that there is a phenomenon of opting out of a maxim in Miranda's utterance because she was unwilling to answer Stevie's question. The dialogue took place at Miranda's shop where Stevie and Miranda talked about Miranda's date with Gary the other night. The truth was Gary actually spent his time for a while at Miranda's room after dinner which involved romantic kisses between them. When Stevie asked about her date, instead of telling her about what happened, she decided not to tell her by saying "My lips are sealed", since Miranda still couldn't believe that she was getting kissed by Gary. Therefore, her utterances are classified as opting out a maxim and created a humorous effect for the audiences because of her exaggerated speeches.

5. Conclusion

This study reveals that there are differences of the findings with the prior researches which mostly found and analysed flouting and violating maxim. As stated in the findings of the study, it is deduced that there are four types of non-observance of cooperative principle out of five types in verbal humour found in the situational comedy *Miranda*, namely flouting, violating, infringing, and opting out a maxim. From 80 data of humorous utterances, the only type of non-observance that is not detected is suspending a maxim. The most frequent type of non-observance of cooperative principle is flouting maxim, which means the characters mostly did not observe the maxims to generate indirect meaning to the audiences.

In flouting maxim, most characters flouted maxim of quantity. It means the characters provided unnecessary information and creates humorous situations. The second most frequent strategy is violation of maxim. The speaker failed to obey a maxim to mislead the other person intentionally. It means they lied and uttered untrue words to the hearer on purpose to change the topic. The researchers also discovered that the characters are also infringing a maxim and opting out a maxim. In infringing maxim, the speakers delivered an unclear speech because of nervousness and excitement with no intention to mislead or imply something. In opting out a maxim, the characters were unwilling to obey a maxim without implied meaning by not telling anything to the hearer.

Based on the result and discussions, the writers found fewer examples of opting-out and suspending maxim. Due to that reason, it is suggested that the future researchers with similar topic to provide more data of those categories. The researchers also offer a suggestion for other authors to conduct researches which have not been explored, for instance suspending maxim analysis in certain cultural events.

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SWEARING WORDS ON YOUTUBE COMMENT COLUMN IN CNN POLITICAL NEWS

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Abstract

This study aimed to identify the types of swearing words and the reasons of swearing words that are used on YouTube comment column. This study conducted a descriptive qualitative research. The source of the data was taken from comment column of video uploaded by CNN about political news on YouTube. In analyzing the data, the researchers employed the theory proposed by Lakoff (1975) in order to identify the types of swearing word and the theory of Andersson (in Karjalainen, 2002:23) in order to describe the reasons of swearing word. The result of this study revealed that there were two types of swearing word, which were strong and weak swearing word and three reasons of swearing words, which were psychological, social and linguistic motive. The most dominant type was strong swearing word and the most dominant reasons of using swearing word was psychological motive. The word fuck as the powerful taboo word was the most dominant word contained in the expressions of swearing word.

Keywords: Sociolinguistics, Swearing Words, Comments

1. Introduction

Swearing has evolved thousand years ago to represent human expression. Nevertheless, before the nineteenth century, swearing is not popular and strictly forbidden. Allan and Burridge (2006) state that swearing words are those considered offensive, shocking, or indecent when used in certain context, there are strict conditions on its use and penalties for violating these conditions. Recently, the use of swearing is different from the past. Swearing becomes more popular as can be seen in our daily life as well as in many Medias, both in spoken and written conversation, more specifically in comment column.

The use of swearing words often takes place in social media network sites. Along with the advancement of technology, social media has become a common platform for communication. People are free to write what they want to say through comment column. No one controls and limits the freedom of expression in using it. For instance, YouTube as one the popular social networking sites in which thousands of videos are being uploaded everyday by its user.

YouTube allows its user to communicate through video comment and ratings (Halpern & Gibbs, 2013). YouTube users are free to comment and discuss through the comment column on various video posted. Various YouTube channels deal with particular issues, it can be about science, education, entertainment, and the popular one is political issues. These videos

are made available to the public to debate and discussed upon. Additionally, YouTube is a community in which rule for online behavior is not strictly forbidden.

Regarding to the political issues, CNN (cable news network) is one of the popular channels in YouTube. CNN is an American News channel that mainly broadcast political news. CNN has more than eight million subscribers and uploaded one hundred forty seven thousands of videos on its own YouTube channel. People around the world easily reach the accessibility of those videos to debate and discussed through the comment column. Moreover, YouTube is a community in which rule for the language usage is no control and the viewer who wants to comment do not required to disclose any personal information. Thus, the researcher found that many comments contain swearing words is there to strengthen strong emotion such as dislike, dissatisfaction, anger, and surprise.

2. Literature Review

Related to swearing phenomenon, many researchers have conducted for several times. First, a sociolinguistics research entitled *An Analysis of Taboo Word and Swear Word in Dustin Lee Abraham's How High Movie*, was done by Aditia (2011). The purposes of this study is to classify the types of taboo words and the factor which cause the characters use the taboo words and swear word in this movie. The result of this study showed that there are four types of taboo word that found in *How High* movie. Moreover, there are two types of swear word that found in *How High* movie such as strong swear word and weak swear word. This research contributes to the ongoing research to analyze types of swearing in terms of the theory that based on Swan (1995).

From the previous researches focused on language usage, the researcher mainly found the oral media such as movie, vlog and song as the object of the study. Afterwards, there have been limited studies concerned on how language used on written media such as YouTube comment column. Thus, the research intends to analyses the phenomenon of language usage, more specifically swearing word on YouTube comment column. The study only focuses on analyzing the types and reasons of swearing word found in comment column of videos uploaded by CNN on YouTube.

3. Research Method

This study conducts a descriptive qualitative research. Bungin (2007) states that in descriptive qualitative research, data collecting method and technique of data analysis are tied inseparably, because the data analysis method and technique have actually been started since the data collection has been conducted. This kind of research describes and explains a phenomenon as it is. The source of data in this study was taken from comment column of video uploaded by CNN about political news on YouTube. The researcher only focuses on comment that contains swearing words. The data will be analyzed, classified, and described in order to answer the problem of the study. Moreover, the researcher takes 17 data to be analyzed from three most commented videos about Political News from CNN on YouTube from the website <https://www.youtube.com/user/CNN>. This research is collected by using documentary method, in which only the data that support the research question are taken.

4. Results and Discussion

The analysis puts the focus on the types of swearing words and the reasons of swearing words used on YouTube comment column in CNN Political News. There are two types of

swearing words that are used by participant in commenting the CNN political news on YouTube comment column they are strong and weak swearing word. Three reasons of swearing words that are used by participant; they are psychological motive, social motive, and linguistic motive.

Table 1 Types of Swearing Word

No	Types	Total
1	Strong	13
2	Weak	4
	Total	17

Based on the analysis of 17 data used in this study, it is found that types of swearing word in this study is dominated by strong swearing words, which is 13 data from data analysis. On the other hand, it is only found 4 for the types of weak swearing words.

Table 2 Reasons of Swearing Word

No	Reasons	Total
1	Psychology	8
2	Social	3
3	Linguistic	6
	Total	17

Reason of swearing word in this study is dominated by Psychological motive, which is 8 data and 6 data for linguistic motive from data analysis. Social motive is the lowest reasons used by participant, which is 3 data from 17 data analysis.

4.1 Analysis of Types of Swearing Word

Strong swearing word can be identified by seeing the taboo word that has rude character and it does not maintain its literal meaning. Moreover, it should be interpreted according to their emotive sense. Meanwhile, weak swearing word pertains to the taboo word that has mild character and it does not maintain its literal meaning. Moreover, it should be interpreted according to their emotive sense as can be seen from the following data below.

- a. *Adam Shortnacy: as long as Trump is president I don't give a fuck, just like you didn't when Buma was president*

The expression of "I don't give a fuck" is regarded as strong swearing word and characterized as a way to express emotion in order to exclaim an unconcern toward something. The word *fuck* in the expression pertains to taboo word and refers to sexual activity. The literal meaning of *fuck* is having sex with someone and generally used in informal situation. *Fuck* is the most taboo and powerful rude in English. In this expression, the word *fuck* does not maintain its literal meaning and it has rude character in the sense of unconcern toward something.

- b. *Audihostem187: so at the end of this very long drawn-out process no witness and no trial? What the hell is going on here?.*

This data is regarded as weak swearing word and presented by the expression "*what the hell is going on here*" and it is interpreted as a surprised question. The word *hell* in this

expression pertains to taboo word and one of religious types of mild taboo word. The word *hell* means the place where some people are believed to go after death to be punished forever for the bad things they have done during their live, the word *hell* also refers to unkind-bed tempered. But in this expression, the word *hell* does not mean to the place but used as expression.

4.2 Analysis of Reasons of Swearing Word

Psychological motive emphasize that swearing words is used to release stress and related to personal emotions. Meanwhile, social motive can be used to show social intimacy and distance to other people. Linguistic motive is uttered to give emphasize on what people try to communicate and something being discussed as can be seen from the following data below.

a. *E P* : *holy shit you are stupid*

The expression above written by E P is categorized as an expression contained swearing words which is influenced by psychological motive since it is employed to show the personal participant's emotion in order to express annoyance.

b. *Dude Bro* : *Donald Trump doesn't trust China! China is Asshole*

The expression written by Dude Bro "China is Asshole" is categorized an expression contained swearing words which is influenced by social motive. He showed his hatred toward China and saying that china is Asshole. The word Asshole is strong taboo word used to show hatred toward community that can cause insult.

c. *Xun Gu* : *give me fucking link. Who is DR. Z?*

The expression "give me fucking link" written by Xun Gu is categorized as an expression contained swearing word which is influenced by linguistic motive. The word "fucking" as an adjective word in this expression is used to give emphasize to what Xun Gu asking for.

5. Conclusion

The researcher found that there are two types of swearing words; they are strong and weak swearing word. The most dominant type of swearing words that is used by participant in commenting the CNN political news on YouTube comment column is strong swearing word. Moreover, there are three reasons of swearing words; they are psychological motive, social motive, and linguistic motive. The most dominant reason of swearing word is psychological motive. The word fuck as the powerful taboo word is the most dominant contained in the expressions of swearing word.

Strong swearing word and psychological motive are the most dominant types and reasons of swearing in this study. Those are very offensive and impolite to be used in formal situation. CNN as the object of the data is legal YouTube channel, which mainly posts about political news. On the other hand, YouTube is a community in which rule for the language usage is no control and the participants who want to comment do not required to disclose any personal information. Moreover, Political issue is one of the popular issue in which people are interested to debate and sometimes causing pro and contra. Thus, it is no doubtful that the participant highly used strong swearing words in order to express and strengthen their personal emotion.

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CONFLICT IN NICHOLAS SPARKS' NOVEL *THE NOTEBOOK*

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Abstract

The objectives of this paper are to identify the conflicts revolving around the main characters in *The Notebook*, to describe and to explain how the main characters are able to deal with the conflicts in *The Notebook*. Conflict as a concept can explain many aspects of social life such as social disagreement, conflict of interests and fight between individuals, groups or organization. Conflict in literature refers to the different drives of the characters or forces involved. Conflict may be internal or external. This paper uses descriptive qualitative and library research methods as the topic deals with social matter, that is conflict, in a novel. Social matter is in the realm of descriptive qualitative approach so this method deserves to be applied. The results show that there are four kinds of conflicts: man against man, man against society, man against nature, and man against self and the main cause of the conflicts is love and with love the conflicts are resolved by the main characters.

Keywords: conflict, resolution, love, *The Notebook*

1. Introduction

The Notebook is a romantic novel published in 1996 written by Nicholas Sparks, an American novelist whose works in romance are very famous. This is his first book published. The story in *The Notebook* was set in New Bern, North Carolina in the pre- and post-World War II era. The novel was about the romantic journey of a couple, Noah Calhoun and Allie Nelson who were madly in love towards each other. They came from two different worlds. Noah was from a poor family, while, Allie; came from a very respected and wealthy family, her father worked for a tobacco firm. The difference in their social statuses became a gap that they had to overcome in order to be together. The story in *The Notebook* showed the readers that the power of love could win against everything that came in the way. The main characters' struggles were so hard to find their ways to be together although the situation was not on their sides. The complicated situation created the conflicts. Conflicts had made the story became more fun to follow. That was why it was very interesting to study about those conflicts and to find how the characters in the novel could resolve those conflicts. This study was selected since conflicts had been experienced by people in their lives and resolving the conflicts would be very significant. It would give pride and joy to people who were involved when it was successfully done or was simply able to go through it. (Taylor: 1981)

2. Literature Review

Conflict is an actual or perceived opposition of needs, value and interest. A conflict can be internal (within oneself) and external (out of oneself). Internal conflict is a private war within oneself. It could be anything from deciding between two or more choices, to deciding many things in our personal life. There is internal conflict between good and evil, strength and weakness love and hate. Internal conflict refers to emotional or analytical struggles a character has due to his values, his role and society, or the company he finds with himself. The characters of a story will struggle against the circumstances of external conflict and they may even suffer internal conflict resulting from the issues of external conflicts; but this is not as simple as internal conflict. External conflict occurs when characters are involved in the world's woes, such issues as community, nature, government and other characters are all examples of external conflict (Castle: 2007) External conflict manifests itself as Man against man, Man against nature, Man against society. Tennyson(1967: 14) says: "The basic conflicts most frequently cited are:

- a. when the individual in conflict with another individual
- b. the individual in conflict with himself,
- c. the individual in conflict with outside force or forces."

Conflict as a concept can explain many aspects of social life such as social disagreement, conflict of interests and fight between individuals, groups or organization. Conflict in literature refers to the different drives of the characters or forces involved. Conflict may be internal or external-that is, it may occur within a character's mind or between a character and exterior forces. A character may as easily find himself or herself in conflict with a natural force, such as an animal or a weather event, like a hurricane. The literary purpose of conflict is to create tension in the story, making readers more interested leaving them uncertain.

There may be multiple points of conflict in a single story, as characters may have more than one desire or may struggle against more than one opposing force (Peck: 1983). When a conflict is resolved and the reader discovers which force or character succeeds, it creates a sense of closure. Conflicts may resolve at any point in a story, particularly where more than one conflict exists, but stories do not always resolve every conflict. If a story ends without resolving the main or major conflict(s), it is said to have an "open" ending. Open endings, which can serve to ask the reader to consider the conflict more personally, may not satisfy them, but obvious conflict resolution may also leave readers disappointed in the story.

The basic types of conflict in fiction have been commonly codified as "Man against man", "Man against nature", and "Man against self." In each case, "man" is the universal and refers to women as well. These are several types of conflict classifications as presented below:

- a. Man Against Man. "Man against man" conflict involves stories where characters are against each other. This is an external conflict. The conflict may be direct opposition, as in a gunfight or a robbery, or it may be a more subtle conflict between the desires of two or more characters, as in a romance or a family epic. This type of conflict is very common in traditional literature, fairy tales and myths. One example of the "Man against man" conflict is the relationship struggles between the protagonist and the antagonist.
- b. Man Against Society. Here man stands against a man-made institution (such as slavery or bullying), "Man against man" conflict may shade into "Man against

society". In such stories, characters are forced to make moral choices or frustrated by social rules in meeting their own goals.

- c. Man Against Nature. "Man against nature" conflict is an external struggle positioning the hero against an animal or a force of nature, such as a storm or tornado or snow.
- d. Man Against Self. In "man against self" conflict, the struggle is internal. This is a conflict that is usually associated with an external conflict. A character must overcome his own nature or make a choice between two or more paths - good and evil; logic and emotion.

3. Research Method

Method of research is an important thing to know in order to do a research; therefore, an author of a research must know about the research method that must be used for the research. There are several types of research method. An author can use a descriptive method or descriptive qualitative research method for the paper. In analyzing the data of this paper, a qualitative descriptive method is used. In this method, the analysis begins when all the data have been collected. Moleong (2006: 4) states that qualitative descriptive method is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. In this case, the research focuses on analyzing the conflict in Nicholas Sparks' *The Notebook*. Therefore, descriptive qualitative method is properly applied in this study. All the data are analyzed based on personal ideas, and paraphrasing. This is how qualitative method works (Abdul: 2019).

4. Results and Discussion

4.1 Data

The plot in *The Notebook* is not set chronologically; it starts with the present to flashback and then goes way back deeper and goes forward to the present time again. So in order to avoid the confusion, the data presented in this paper are organized chronologically, starting from the first time when Noah and Allie meet. *The Notebook* has some conflicts (man against man, man against society, man against nature, and man against self).

Man against man

"Would it have made a difference even if you'd got them? Of course. I always wondered what you were up to. No, I mean with us. Do you think we would have made it?' It took a moment for her to answer. I don't know, Noah. I really don't, and you don't either. We're not the same people we were then. We've changed. Both of us." She paused. He didn't respond, and in the silence she looked towards the creek She went on. 'But yes, Noah, I think we would have. At least, I'd like to think we would have." (Sparks: 60)

Man against self

He continued to think about Allie, especially at night. He wrote her once a month but never received a reply. Eventually he wrote one final letter and forced himself to accept the fact that the summer they'd spent with one another was the only thing they'd ever share (Sparks: 26)

Man against society

She had quietly rebelled Against this ideal since childhood... (Sparks 18)

Man against nature

I'm so afraid. I'm afraid of forgetting you again. I isn't fair I just can't bear to give this up her voice breaks as she finishes but I don't know what to say. I know the evening is coming to an end and there is nothing I can do to stop the inevitable. In this I am a failure. (Sparks: 190)

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4.2 Analysis

Based on the data found, the conflicts would be resolved by means of tracing and discovering.

a. Conflict between Allie's Parents and Allie-Noah (man against man)

During Allie's and Noah's earlier relationship, Allie was so afraid of her parents' finding out that she was having relationship with Noah, for Noah was out of their standard. From this problem Allie tried so hard to hide it from them. Whenever she wanted to meet Noah, she would:

"Most of the summer she had to make excuses to her parents whenever they wanted to see each other." (Sparks, 1996: 25)

But then a secret cannot be hidden forever,

"I got home a little late that evening, and my parents were furious when I finally came in I can still picture my daddy standing in the living room smoking a cigarette, my mother on the sofa staring straight ahead. I swear, they looked as if a family member had died. That was the first time my parents knew I was serious about you, and my mother had a long talk with me later that night. She said to me, 'I'm sure you think that I don't understand what you're going through, but I do. It's just that sometimes our future is dictated by what we are, as opposed to what we want.' I remember being really hurt when she said that." (Sparks, 1996:58)

There was nothing wrong with Noah, though Noah was a likeable person, everybody liked him when they got to know him better, even her parents liked him but:

"It wasn't that they didn't like him – it was that he was from a different class, too poor, and they would never approve if their daughter became serious with someone like him. I don't care what my parents think. I love you and always will she would say. We'll find a way to be together. (Sparks, 1996:25)

Unfortunately the summer was over and Allie together with her parents had to go back home. Her parents' job in New Bern had been finished. They took Allie with them leaving New Bern, Noah and friends for Winston-Salem.

"But on the end they couldn't by early September the tobacco had been harvested and she had no choice but to return with her family to Winston-Salem. Only the summer is over, Allie not us he'd said the morning she left. We'll never be over. But they were (Sparks, 1996:25)

b. Problem of Mail

Noah was not aware of what was happening to Allie, why he had never got answers from her.

"'You never answered my letters.'

'You wrote?'

'Dozens of letters. I wrote you for two years without receiving a single reply.' "(Sparks, 1996:59)

Noah saw her reaction. It looked like it was news for her. She did not know anything at all that Noah had ever written her letters.

"She slowly shook her head before lowering her eyes. "I didn't know.." she said finally, quietly, and he knew it must have been her mother checking the mail, removing the letters without her knowledge. It was what he had always suspected, and he watched as Allie came to the same realization. "(Sparks, 1996:59)

There was no doubt about it that her parents, especially her mother played a role of the missing letters. As it was mentioned earlier that they did not approve their relationship. Her mother did everything to get Noah away from Allie.

It was wrong of her to do that, Noah, and I'm sorry she did but try to understand Once I left, she probably thought it would be easier for me to just let it go. She never understood how much you meant to me, and, to be honest. I don't even know if she ever loved my father the way I loved you. In her mind, she was just trying to protect my feelings, and she probably thought the best way to do that was to hide the letters you sent, That wasn't her decision to make, ' he said quietly. I know." (Sparks, 1996: 59-60)

Because of this, all of the time Allie thought that Noah had forgotten her. In chapter seven, Allie admitted that she wrote Noah the letters too but she had never sent them as she was afraid that Noah did not feel the same as Allie did in the summer they had spent together.

c. Conflict between Noah and self (man against self)

The day when Allie had gone, Noah was in deep sorrow and emptiness and the feelings went on for days.

"When she left three weeks later, she took a piece of him and the rest of summer with her. He watched her leave town on an early rainy morning, watched through eyes that hadn't slept the night before, then went home and packed a bag. He spent the next week alone on Harkers Island. "(Sparks, 1996:14)

Since he had been young, Noah liked to spend his vacations alone in solitude places. Forests and rivers had always been his favorite places as isolation helped him clear his mind. That was why after Allie had left, he went to Harkers Island to be alone, to get away from stress and sadness.

"When he got a little older he spent most of his weekends and vacations alone. He explored the Croatan forest in his first canoe, following Brices

Creek for twenty miles until he could go no further, then hiked the remaining miles to the coast. Camping and exploring became his passion, and he spent hours in the forest, whistling quietly and playing his guitar for beavers and geese and wild blue herons. Poets knew that isolation in nature, far from people and things man-made, was good for the soul, and he'd always identified with poets." (Sparks, 1996:24)

While isolation was good for the heart that longed for peace, no one could live in isolation forever, so he decided to move out of the city to find a job for a living and to get his mind on the track again. Distraction was all he needed right then.

"Eventually he decided to leave New Bern to help get her off his mind, but also because the Depression made earning a living in New Bern almost impossible." (Sparks, 1996:25-26)

d. Conflict between Allie and Herself (man against self)

After finding out the truth about Noah, she found herself wavering for she had never thought she would hear anything from him again. Now she felt confused as to what she was about to do. She had thought about this for days before she finally came with a decision. She was going to see Noah again and she knew where he was. She never felt so confused in her life before. This would hurt Lon if he ever found out about her going to see her former lover.

"... she sat alone on the porch swing of her parents' home, one leg tucked beneath her. The seat had been slightly damp when she sat down; rain had fallen earlier, hard and stinging, but the clouds were fading now and she looked past them, toward the stars, wondering if she'd made the right decision. She'd struggled with it for days and had struggled some more this evening but in the end she knew she would never forgive herself if she let the opportunity slip away." (Sparks, 1996:16)

By driving her car she went on her own. New Bern had not changed much. She could find her way to it easily by only relying on memory she has from 14 years ago she visited this town. She was now in New Bern, and she checked in a hotel then unpacked her bags. She felt guilty to Lon for being here. Lon was a successful and good man, whom she loved and to whom she was engaged too, but she did not understand why the urge of coming here to see Noah with her own eyes was so strong.

"Thinking these things made her feel guilty about being here, and she knew she should pack her things and leave before she changed her mind. She had done it once before long ago and if she left now, she was sure she would never have the strength to return here again. ... realizing that if she quit now she would always wonder what would have happened And she didn't think she could live with that. (Sparks, 1996: 18-19)

She knew there was no turning back now but just before she was about to leave, hesitation rode her mind. She wavered between following her brain and her heart. Her brain was telling her that it was crazy but her heart was telling her to see Noah.

"She turned it over in her hand a couple of times, thinking – you've come this far, don't give up now, and almost left then, but instead six o'clock She

knew she had to leave in a few minutes-she didn't want to arrive after dark-but she needed a little more on the bed again. She checked her watch Almost time. Damn.' she whispered. What am I doing here? I shouldn't be here. There's no reason for it, "(Sparks, 1996:21)

e. Conflict between Allie and society (man against society)

Allie never agreed on the thought of marrying a person from the same social status. Love did not work that way; love could reach beyond everything whether it was status, age, race, gender, location, or religion belief. And besides she had human rights; she chose the man she wanted to get married with, not to be chosen by anyone, or even parents,

"... in the caste system of the South, family name and accomplishments were often the most important consideration in marriage. In some cases they were the only consideration." (Sparks, 1996: 18)

She always refused the idea, though not saying it out loudly. She still thought that a man was born with choices, choices that they were up to pick whatever it was. A society could not dictate her life.

"The same as I did back then. That it's wrong, that it isn't fair. It was a terrible thing for a girl to learn, that status is more important than feelings."
(Sparks, 1996: 59)

To be growing up in a strict family she had never spoken out her ideology, simply because she loved her family. But Noah was the only man she wanted. She chose her happiness over her family and society.

"... she had quietly rebelled against this idea since childhood..." (Sparks, 1996: 18)

f. Conflict between Allie and Anne (man against man)

When Allie had arrived in New Bern she thought of her parents back at home in Raleigh. She remembered fourteen years ago, her parents were furious when they found out about her and Noah, especially her mother. She had always been suppressing her will on Allie.

"...she thought about her parents and what they would think of her behavior. No doubt they would disapprove, especially her mother. Her mother had never really accepted what had happened the summer they'd spent here and wouldn't accept it now; no matter what reason she gave."
(Sparks, 1996: 20)

Another example of her mother being too tyrannical on her will was when she forbade Allie to pursue her talent, painting. She thought:

"My parents didn't think it was proper for someone like me to paint for a living. I just stopped after a while. I haven't touched a brush in years."
(Sparks, 1996: 64-65)

Noah was the one who encouraged her to paint again because he thought she was talented.

"Do you think you'll ever paint again?" I'm not sure if I can anymore. It's been a long time. You can still do it. Allie. I know you can. You have a talent that comes from inside you, from your heart, not from your fingers. What

you have can't ever go away. It's what other people only dream about. You're an artist, Allie.' The words were spoken with such sincerity that she knew he wasn't saying it just to be nice. He truly believed in her ability, and for some reason that meant more to her than she expected. "(Sparks, 1996:65)

g. Conflict between Noah and Allie (man against man)

Noah had strong curiosity to know the reason she came all the way here. He learned the fact that she was engaged with someone. But her coming was confusing him. She could have written him letter instead of telling him in person.

"Then he asked:

Allie, do you love him?

She answered automatically. 'Yes, I love him'

The words hurt. But again he thought he heard something in her lone, as if she were saying it to convince herself. He stopped and gently took her shoulders in his hands, making her face him. The fading sunlight reflected in her eyes as he spoke. if you're happy. Allie, and you love him. I won't try to stop you from going back to him. But if there's a part sure, then don't do it. This isn't the kind of thing you go into halfway. Her answer came almost too quickly. I'm making the right decision. Noah. He stared for a second, wondering if he believed her. Then he nodded and they began to walk again." (Sparks, 1996: 46-47)

Noah was still holding hopes for her to love him. She still loved him, though only he did not know it yet. He asked her in the hope of finding out if her feelings for him were still there.

"Would it have made a difference even if you'd got them?" Of course. I always wondered what you were up to." No. I mean with us. Do you think we would have made it? It took a moment for her to answer.

I don't know, Noah. I really don't, and you don't either. We're not the same people we were then, We've changed. Both of us, She paused. He didn't respond, and in the silence she looked towards the creek. She went on. 'But yes, Noah, I think we would have. At least, I'd like to think we would have. "(Sparks, 1996: 60)

Allie and Noah were now having another problem coming. After dealing with her mother, she now had to face Lon just when she and Noah enjoyed their times together. She felt sorry for him, but he knew better that it was just a matter of time that Lon was going to find out.

"I'm sorry,' Allie said. I had no idea this would happen." Noah shook his head, Don't be sorry. We both knew it was coming to some form or another. It's still hard. I know.' He finally turned to her, reaching for her hand." (Sparks, 1996: 139-140)

h. Conflict between Noah-Allie and nature (man against nature)

Noah and Allie had now been married for almost forty-nine years and had four children and also two grandchildren. But in the late era of their lives they were faced with illness. The illness was not ordinary, and made them apart. Another conflict came from nature that they had to endure, a conflict that tested their love life once again.

"....sickness has come to us, both of us. We are in the final minutes in the day of our lives, and the clock is ticking. Loudly. I wonder if I am the only one who can hear it." (Sparks, 1996: 161)

Allie had Alzheimer. It was a terrible disease that came to few people. People who had Alzheimer would gradually forget things, and become worst in time to the stage that they did not remember anything in their lives, their family, their spouse, their children, themselves, anything at all. It was worst than amnesia as it changed personality, showing hallucination, and degraded brain ability to think like a baby. It was incurable.

"I'm so sorry to have to tell you this," Dr. Barnwell began, "but you seem to be in the early stages of Alzheimer's... My mind went blank and all I could think about was the light that glowed above our heads. The words echoed in my head: the early stages of Alzheimer's. My world spun in circles, and I felt her grip tighten on my arm. She whispered, almost to herself: Oh, Noah... Noah... And as tears started to fall, the world came back to me again: ... Alzheimer's... It is a barren disease, as empty and lifeless as a desert, It is a thief of hearts and souls and memories. (Sparks, 1996: 167)

Both Noah and Allie were shocked with the news. They were afraid of what was coming next. Oblivion was an absolute probability for him. Allie would not remember herself and Noah. She would not remember that they were ever married, that she had children, friends and family. She would be a completely different person. Noah stayed by her side, comforting her even though he was afraid of himself

i. Conflict between Noah and society (man against society)

Noah for hundreds of times had to deal with scientists who claimed that Noah might be delusional. As they thought people with Alzheimer could not remember anything at all. They said if Allie could remember at random moments and could communicate fluently then Allie might not have Alzheimer, or Noah was lying about it. But Noah knew her better than anybody did.

"But this is where the similarity ends. This is why Allie is considered a miracle, because sometimes, just sometimes, after I read to her, her condition isn't so bad. There is no explanation for this. 'It's impossible,' the doctors say, She must not have Alzheimer's. 'But she does.'" (Sparks: 185)

"And though you may call me a dreamer or a fool or any other thing, I believe that anything is possible. I realize that the odds, and science, are against me. But science is not the total answer; this I know, this I have learned in my lifetime. And that leaves me with the belief that miracles, no matter how inexplicable or unbelievable, are real and can occur without regard to the natural order of things." (Sparks, 1996: 4-5)

What the scientists did not understand was that the miracle only happened to Noah and Allie when they spent times together. Only when she was with Noah, Allie could manage to compose her mood stability and if he was lucky she could remember him.

""You can't possibly understand it if you use only your training and your books,' but they shake their heads and answer: Alzheimer's does not work

like this. With her condition, it's just not possible to have a conversation or improve as the day goes on Ever." (Sparks, 1996: 186)

Two weeks after being treated in hospital for having stroke, he missed Allie. It was night time now, he should not bother Allie during this hour, but he missed her so badly. Despite not being able to walk normally, thanks to stroke, he then made himself out of his mom and went to Allie's. But there was another problem, from his room; Allie passed the nurse's desk. There was no way he could go there without being noticed.

"... standing, I cross the room and open my door. I peep down the hall and see Janice seated at the main desk. At least I think it is Janice. I must pass this desk to get to Allie's room, but at this hour I am not supposed to leave my room, and Janice has never been one to bend the rules, I wait to see if she will leave, but she does not seem to be moving, and I grow impatient. I finally exit my room anyway, slow-shuffle, slide-the-right, slow-shuffle. It takes me to close the distance, but for some reason she does not see me approaching. I am a silent panther creeping through the jungle, I am as invisible as baby pigeons. In the end I am discovered, but I am not surprised. I stand before her. Noah, she says, what are you doing? I'm taking a walk,' I say. 'I can't sleep.' 'You know you're not supposed to do this.' I know. I don't move, though. I am determined. You're not really going for a walk, are you? You're going to see Allie." Yes, 'I answer. Noah, you know what happened the last time you saw her at night. I remember. You shouldn't be doing this. I don't answer directly. Instead I say, I miss her. I know you do, but I can't let you see her." (Sparks, 1996: 208)

Once again the writer of the novel showed that the power of love was undeniably able to create miracles, to do things beyond possibility, and to conquer everything. Nicholas Sparks had his own way for the readers to believe in true love. By believing in true love, the main characters in *The Notebook* could make solution to their problems, though not all the problems have the solution.

5. Conclusion

After reading the novel, looking for the data, and analyzing them, it can be concluded that Nicholas Sparks, in his novel *The Notebook* uses conflicts such as man against man, man against society, man against nature, and man against self to drive the plot of the story. As Nicholas Sparks raises the theme of love in the novel, the conflicts or the problems are universal. It means that the conflicts can be understood by many people in all ages and in all places. Love is also the reason why the conflicts happen in the novel, and the main characters could hold their beliefs in love and solve their problems. Not all the conflicts are given the solution by Nicholas Sparks in the novel but those unsolved conflicts are not very relevant to the study and they are not touched. Finally, it is clearly seen that by relying on the power of love, the main characters could cope with all the problems coming in turns to them.

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DEVELOPMENT OF TEACHING MATERIALS IN WRITING DESCRIPTIVE TEXTS OF VOCATIONAL SCHOOL STUDENTS

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Abstract

The objective of the study is to develop the teaching materials in writing descriptive texts in Grade X students of *SMK Binaan UMN Al-Washliyah 3*, Medan. The study is conducted by the Development Research method, and the evaluators are the instructors of the Indonesian Subject (specific instructors), and the subjects are Grade X students. Pre-test and post-test are done to find out the effectiveness of the result. The result of the pre-test shows that the average score is 67% with the category of satisfactory; the result of the post-test shows that the average score is 85% with the category of distinction. The process of developing teaching materials includes three aspects of assessment: 1) teaching materials, 2) presentation, and 3) language structure. The validation of material experts includes content with an average score of 4.9% and a percentage of 82.2% with the category of distinction. The feasibility of presenting teaching materials has an average score of 113% with the category of distinction, and the language element has an average score of 11.4% with the category of distinction. The conclusion indicates that the design for developing teaching materials of descriptive texts by using a scientific approach in the subject of Indonesian is very effective.

Keywords: Developing, Scientific Approach, Descriptive Texts, Teaching Materials, Vocational School.

1. Introduction

The subject of Indonesian is a compulsory one which has to be studied in either public or private schools. It is specified in the Curriculum of 2013, which prioritizes text based-materials. One of the subjects in the curriculum of 2013 is writing. According to Kurniasih and Rahmawati (2018) in the process of developing writing materials, the teachers should be familiar with learning objectives, organizing the structure of the book, writing and selecting essay models, creating tasks, designing grammatical focus and vocabulary exercise, and completing the appendix. Yamin,(2019) adds that the general weakness the students have in writing paragraphs deals with a topic sentence in which the learners have a problem in

determining the topic sentence correctly. Furthermore, (Riwayatiningsih, 2019) explains that writing is the most difficult skill in the process of learning a language; it is caused by a lack of idea.

Texts are the system that is used to give information. There are some types of text – narrative, expository, explanatory, persuasive, argumentative, and descriptive texts. Each of these texts has its own characteristics. The descriptive text has been taught at schools, and the development of teaching materials in writing descriptive texts by using the scientific approach has not yet been taught in Grade X students of SMK *Sekolah Binaan UMN*. Talking about descriptive text, teachers should be familiar with the process of describing context to be a descriptive text. A text can also be found as what (Sembiring, Milisi. Panggabean, 2018) is discussed in their studies. The creativity of the students is really needed to increase their writing skills. The students should try to be familiar with several ways to advance their ways of thinking. The condition of writing class is like a graveyard, students do their writing in a silent way, while the teacher monitors their activities and helps some students who ask about vocabularies. (Indriani, 2017)

The authors believe that in writing descriptive text, it is quite difficult for the students if there is no creativity to increase their vocabularies. The authors know that lack of vocabularies is one of factors that makes students hard to create in the writing process. Therefore the authors make creative ways for students to increase their ability. The students need to have a model of creating a writing activity. It is also explained that the educational world is inseparable from the learning model applied in the classroom (Palupi et al., 2020). This is also a major factor in determining the success of educational goals. Therefore the teacher and students should have the same orientation in the process of learning. It is explained that a teacher with good teaching readiness behaviors could make students trust that the teacher is really capable of teaching the students (Wijaya, 2017). Furthermore, experimenting and associating are considered to be good enough while communicating is considered to be well implemented. The scientific approach is effective in making the students actively involved in the classroom activities so that their speaking and listening skills can be improved (Zaim, 2017). Education is becoming commonsense to consider programming skills as important as other fundamental skills, math, reading, and writing (Silva & Silveira, 2020). Many explorations have been conducted in improving teaching English skills, (Bochkareva, et al., Astutik, et al., 2020).

The objective of the research was to explain the effectiveness and the process of developing teaching materials by using a scientific approach and by assessing the media of teaching, which include validity, effectiveness, and practicing to teach how to write descriptive texts. It is known that teaching material is a set of lesson materials which are referred to the curriculum 2013 in order to achieve specified competency standard and basic competency.

2. Literature Review

The teacher must know the student's activity in learning how to write the description of the text by applying the problem based on the learning method of the students in a class. The teacher must observe the communicative relationship between students and teacher as well as the students with others.

According to Masrukhah (2017), descriptive material is potentially helpful for students' activities in encouraging students' literacy skills through giving appropriate materials for

reading and writing. Besides, (Ningsih & Fitrawati, 2014) explain that writing is required not only for a message of a paragraph especially for a descriptive text, but it should convey the meaning of the text to the reader. Furthermore, (Sundana, 2017) explains that writing can be improved by the use of appropriate grammar or vocabulary such as the correct use of tenses, concords and modifiers. Translation also has a potential process in teaching writing descriptive text. (Khasanah, 2019) emphasizes that the teacher should use mixed languages, English-Indonesia so that students know and understand the lessons given. According to (Sarma, Devita. Rosa, Rudi, 2014) double entry diary is helpful in developing students' ability for writing descriptive text.

3. Research Method

The research is conducted by the development method, which is also called Research and Development (R & D) method. It is a method that is used to yield certain products and product testing, as has been pointed out by Sugiono (2016), a method that is based on adaptation to a procedure. (Syaodih et al., 2009) states that Research and Development method is a process to develop a new processor to complete an existing product. The scientific approach emphasizes the students to be active in asking, arguing, and accommodating on what is being taught and describing it through their writing, which is called descriptive text, according to curriculum 2013.

Furthermore, Risnawaty et al., (2020) propose that the explanation for the cultural term in one language should be done to get a close meaning in another language. In the process of explaining a cultural term in a language, the authors believe that the process of writing done by students will advance their competence in writing skills.

In addition, researchers also use the '*explication de texte*' approach or known as the term 'textual approach' by analyzing text or manuscripts. Therefore, this research can also be called descriptive research because this research relies on the development of teaching materials in writing descriptive texts by using the scientific approach that has not yet been taught in Grade X students of SMK Sekolah Binaan UMN.

4. Results and Discussion

There are two findings in this research on developing teaching materials in writing descriptive texts by using a scientific approach:

1. Effectiveness in developing teaching materials in writing descriptive texts by using a scientific approach.

In this case, the researchers have to find out the previous teaching of writing descriptive texts, the scores obtained by the students in their writing works, and their capability of writing descriptive texts by performing a pre-test to find out what they have achieved. After getting their achievement, the researchers could develop the teaching media. In this case, the researchers use the Development Research method for writing descriptive texts by using a scientific approach.

The result of the pre-test shows that the students' scores are not satisfactory since they are not interested in the lecture model (conventional model) in which the teachers do not emphasize the five elements as they are suggested by the curriculum 2013 (observing, asking, attempting, associating, and documenting). The result of the pre-test could be seen in the Table below.

Table 1. Pre- TestAnalysis of Descriptive Text without Using Scientific Approach

No	Samples	Pre- Test Analysis of Descriptive Text			Concluding	Scores (%)	
		Observing Themes 20 %	Asking 20 %	Processing Data 30%	30%	Total	Category
1	1	12	12	18	18	60	Adequate
2	2	14	14	21	21	70	Satisfactory
3	3	13	13	22,5	22,5	71	Satisfactory
4	4	12	12	21	18	60	Adequate
5	5	16	16	24	24	80	Distinction
6	6	16	16	24	24	80	Distinction
7	7	12	12	24	24	72	Satisfactory
8	8	12	12	18	18	60	Adequate
9	9	14	14	21	21	70	Satisfactory
10	10	14	14	21	21	70	Satisfactory
11	11	16	16	24	24	80	Distinction
12	12	14	17	21	21	70	Satisfactory
13	13	14	14	21	21	70	Satisfactory
14	14	16	16	24	24	80	Distinction
15	15	14	14	21	21	70	Satisfactory
16	16	16	16	24	24	80	Distinction
17	17	16	16	24	24	80	Distinction
18	18	14	14	24	24	60	Adequate
19	19	14	14	24	24	60	Adequate
20	20	14	14	24	24	60	Adequate
TOTAL					1.403		

Average Score = 70.15
The Number of Data =1403

Table 1 above indicates that teaching descriptive texts without using the scientific approach is not very effective because the percentage of scores indicates that 30% of the respondents get fair grades, 40% satisfactory grades, and 30% of them distinction grades. Based on the scores obtained by the respondents, it is found that they are not very interested in the conventional teaching method, so that it is necessary to develop it. Based on the fact above, the researchers develop it by using Research and Development(R&D) Theory, using a scientific approach, as it is shown below:

Table 2. Post – Test. Writing Descriptive Texts Using Scientific Approach

No	Samples	Post – Test Writing Descriptive Texts			Concluding	Scores	
		Observing Theme 20 %	Asking 20 %	Processing Data 30%	30%	Total	Category
1	1	16	16	24	24	80	Distinction
2	2	15	15	24	24	80	Distinction
3	3	16	16	24	24	80	Distinction
4	4	15	15	24	24	78	Satisfactory
5	5	16	16	24	24	80	Distinction

6	6	16	16	24	24	80	Distinction
7	7	16	16	24	24	80	Distinction
8	8	16	16	24	24	89	Distinction
9	9	16	16	24	24	80	Distinction
10	10	15	15	24	24	80	Distinction
11	11	16	16	24	24	80	Distinction
12	12	14	15	21	21	78	Satisfactory
13	13	16	16	24	24	80	Distinction
14	14	16	16	24	24	80	Distinction
15	15	15	15	24	24	78	Satisfactory
16	16	16	16	24	24	80	Distinction
17	17	16	16	24	24	80	Distinction
18	18	16	16	24	24	80	Distinction
19	19	15	15	24	24	80	Distinction
20	20	15	15	24	24	80	Distinction
TOTAL					1.603		

The Table 2 above indicates that the average score = $1.603/20 = 80.15\%$

From the table 2 above, it could be concluded that the post-test gets the average score of 80.15 %. Analysis of developing descriptive text by using the scientific approach is very effective since the result of the post-test shows that the students are very interested in scientific teaching media because they could exercise their observation, asking questions, processing data, and concluding.

2. Assessment on the Process of Developing Teaching Materials by using Scientific Approach.

The developing teaching materials become the guideline for students for their competency, which has to be mastered by teachers as an important evaluation device of teaching in implementing education. The core competence (CC) and basic competence (BC) are shown in table 3. The process of developing teaching materials includes three aspects of feasibility: 1) material/content feasibility, 2) presentation feasibility, and 3) language feasibility.

Table 3. Content/Material Feasibility Data of Validation of Professional Teachers Stage 1 and Stage 2 in the Aspects of Content/Material Feasibility

No	Assessment Indicators	Scores (%)	
		Stage 1 (pre-revision)	Stage 2 (post-revision)
1	Presenting teaching materials containing teaching materials of the subjects which support the achievement of CC and BC	4	5
2	Explanation of concept, definition, procedure, examples, and exercises in a module according to the need for teaching materials of the subjects which support the achievement of CC and BC.	3	4
3	Teaching materials specified in a module can	3	4

	encourage students to know ideas, to identify and to explain them, to construct new knowledge, and to implement KI and KD.		
4	The presented teaching materials should be accurate and correct so that they can help achieve CC and KD.	4	4
5	The design of teaching materials in a module should be accurate and able to be formulated so that students will not be confused and wrong in interpreting them.	3	4
6	The procedure in the module should be formulated accurately so that it will not be systematically interpreted.	3	4
7	Teaching materials should contain concepts, principles, procedures, or formula, aided by accurate examples, facts, illustrations.	3	4
8	Questions should be clear according to the teaching materials so that students can answer them accurately.	2	5
9	Teaching materials presented in the module should be in line with the development of current science and technology.	3	5
10	Explanation, examples, and exercises in the module should have renewal values.	3	4
11	Teaching materials presented should be able to encourage students to draw conclusions.	3	4
12	Teaching materials should be able to affect students to solve problems.	3	5
13	The available teaching materials in the module should be related to the concepts.	3	5
14	The available teaching materials in the module should be communicative so that they can explain contextually the problems being learned by students.	4	5
15	The presented teaching materials in the module should be explanations and exercises so that they can help explain their implementation in daily life.	3	4
16	Teaching materials in the module should be interesting so that students can learn the module joyfully and effectively.	3	4
17	Assignments available in the module should be able to train students to get information from various sources.	3	4
18	The module should contain the materials for evaluation, which can measure students' capacity.	4	5

19	Teaching materials in the module should be interesting.	3	4
20	Teaching materials presented in the module should be able to be formulated clearly	3	4
	Total	63	87
	Average Score	3,15 %	4.35 %
	Category	Adequate	Distinction

The table 3 above indicates that the average Content/material feasibility has the scores of 4.35 with a percentage of 87% with the category of distinction. Meanwhile, before using a scientific approach, the average score is low (3.15), with the percentage of 63 % with the category of adequate. The Table above indicates that there is a significant increase after the scientific approach has been developed.

1. Feasibility of Teaching Materials

Presenting teaching materials is the strategy of selecting teaching materials that will be presented and the behavior toward the teaching materials which will be presented to students. The feasibility of teaching materials for Grade X students of SMK *Bisnis of Madrasah Binaan UMN Al-Washliyah* can be seen in the Table below:

Table 4. Data of the Validation of Skilled Teachers of Stage 1 and Stage 2 in the Aspect of Presentation Feasibility

No	Assessment Indicators	Scores	
		Stage 1 (Pre-Revision)	Stage 2 (Post-Revision)
1	Every chapter is equipped with pictures, illustrations, sentences, introduction, and conclusion	2	4
2	Presenting teaching materials in the module should be in line with thinking linearly to make students understand.	3	5
3	Explanation of substances in chapters (reflected in the number of pages) should be presented proportionally by always considering KI and KD	4	4
4	Explanation in the module should be interactive and participative so that students will be motivated to learn independently.	3	5
5	Explanation and discussion of teaching materials in the module should accommodate active and enjoyable learning.	3	5
6	Explanation of teaching materials should be able to encourage students to think critically, creatively, and innovatively.	3	5
7	The introduction in the module should be presented clearly. It should include a foreword, Direction, Table of Contents and/or List of Symbols, or Notation.	3	5

8	In the content, the presentation of teaching materials in the module should use pictures, illustrations, tables, references, exercises, and summaries.	4	4
9	The last part of the module should have References, an index, a list of terms, and directions for doing the exercises.	3	4
Total		28	51
Average Scores		3.11%	5.67%
Presentation		62.2%	113.4%
Category		Fair	Very Good

The table 4 above shows the average score of 4.5 with a percentage of 113.4% with the category of distinction. Before it is developed by using a scientific approach, the average score is 3.11, with the percentage of 62.2% with the category of adequate. Therefore, it could be concluded that there is a significant increase in the average score after the scientific approach has been developed.

Indicators of assessment for the feasibility of language field consist of three elements: 1) the language used in the texts should be easily understood by students, 2) the language should be communicative, and 3) the language used should be clear. The feasibility of the language field can be seen in the Table below.

Table 5. Feasibility in Language Field Data for the Validation of Skilled Teachers in Stage1 and Stage 2 In the Elements of Language Feasibility

No	Indicators for Assessment		
		Stage I (Pre-Revision)	Stage 2 (Post- Revision)
1	The language used to explain teaching materials in the module should be in line with students' capacity.	3	4
2	The language used in the module should be in line with students' social-emotional capacity.	3	5
3	The module should look attractive since it uses language, which is clear, on target, and not ambiguous so that students will be easy to understand it.	3	4
4	Words and sentences in the module should be easy to understand so that they will be motivated to read it completely.	3	4

Based on table 5 above, validation in stage 1 implemented by skilled teachers in graph feasibility of content/materials, it is found that the average score is 3.18% with the category of good, while in the validation in stage 2 the average score is 4.45% with the category of very good. Further explanation about the result of the validation of the skilled teachers and each of the data in both stages is described in the Table below:

Table 6. Data of Average Score of the Validation of the Skilled Teachers
in Stage 1 and Stage 2

No	Aspects of Assessment	Average Score of the Validation of the Skilled Teachers in Stage 1 and Stage 2 t		Category	
		S.1	S.2	S1	S2
1	Correspondence in Content / Materials	3,18%	4.41 %	Good	Very Good

The table 6 above shows that there is a significant development in Stage 2, compared with that in Stage 1. The average score in Stage 1 is 3.18, with the category of fair, while the average score in Stage 2 is 4.41, with the category of distinction (very good). Therefore, it could be concluded that there is a significant development of validation in Stage 2 compared with that in Stage 1, with the disparity of 1.68. It indicates that there is the development of teaching materials by using a scientific approach after they have been revised.

5. Conclusion

The conclusion is that using a scientific approach in the research development of teaching materials in the skill of writing descriptive texts is very effective when it is implemented at SMK (vocational school), especially at SMK *Bisnis, UMN Al-Washliyah*. The result of the pre-test shows that the lowest average score is 67%. From this average score, it could be concluded that the students are not very interested in the conventional approach. Based on the result of the pre-test, the researchers would like to find out the effectiveness of the scientific approach in developing teaching materials in the skill of writing descriptive texts. After the post-test is done to the students of *SMK Binaan UMN Al-Washliyah* when they get teaching materials, using a scientific approach, their scores (grades) increases significantly. It could be seen from their average score of 85% in the post-test. This phenomenon proves that there is the influence of the scientific approach to developing teaching materials in its effectiveness. The level of feasibility in the content of materials is 63.6% in the pre-test, and they increase to 88.2% in the post-test; the feasibility of teaching materials in the pre-revision is 0.63% and increase to 0.85% in the post-revision. Therefore, it could be concluded that there is an influence of scientific approach to the development of teaching materials in its effectiveness.

It is recommended that students' skill ability in writing descriptive texts be increased. Teachers should develop teaching materials by using a scientific approach in writing descriptive texts so that they will be trained to observe and to identify and formulate problems.

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ENGLISH INFLECTIONAL ERRORS MADE BY INDONESIAN DEAF PEOPLE IN WRITING COMPOSITION

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Abstract

This paper was conducted to describe the types of English inflectional errors found in Indonesian deaf people in writing composition, identify the sources of the errors in the use of English inflection, and to find out the percentages. The Indonesian deaf people were from Indonesian deaf community groups on *Facebook*, *WhatsApp*, and *Instagram*. This research used a descriptive qualitative approach by applying English inflection theory by Andrew Carstairs-McCarthy. The data collection techniques were conducted by using an online English writing test. The results showed that there were 179 errors in total in Indonesian deaf people's writings. The most found error was in Third Person Singular Present Inflection with 51 errors (28.5%) and the least was in Present Participle Inflection with 16 errors (9%), and the rest were 18 errors (10%) in Preterite Inflection, 19 errors (10.6%) in Comparative Inflection, 22 errors (12.3%) in Superlative Inflection, 27 errors (15.1%) in Past Participle Inflection, and 26 errors (14.5%) in Plural Inflection. The source of error was Intralingual Error with 156 errors (87.15%) (False Concept Hypothesized with 6 errors (3.3%), Incomplete Application of Rules with 8 errors (4.5%), Overgeneralization with 23 errors (12.85%), and Ignorance of Rules Restriction with 119 errors (66.5%)) and Interlingual Error with 23 errors (12.85%).

Keywords: Deaf People, Error Analysis, English Inflection

1. Introduction

Learning needs process, especially in learning a language, whether it is our mother tongue or foreign language, like babies learning their mother tongue or people learning foreign languages. It is what happens in learning English. It needs four skills in acquiring it, listening, speaking, reading, and writing. To support the progress of the skills, pronunciation, spelling, vocabulary, and structure should be taught to the learners.

In learning language structure, the learners need to learn about morphology as the importance can be seen clearly in writing. Morphology is the study of words, how they are formed, and their relationship to other words in a language. It analyzes the structure of words and parts of words, such as roots, stems, bases, and affixes. Morphology consists of derivation and Inflection based on the process.

Carstairs-McCarthy (2002:42) states that inflection is part of morphology which is a kind of word-formation where some words (lexemes) have more than one word form, depending on the grammatical context or on choices that grammar forces us to make (for example, in nouns, between singular and plural).

Most people have a notion that learning English morphological inflection is difficult. Besides, Prevost & White (2000) have proven that second or foreign language learners have difficulties in the realization of inflectional morphology in second or foreign languages. That is what happens with deaf people. Since having difficulty in hearing, the language that deaf people always use in their daily activities is limited; it is usually their mother tongue, and using sign language and writing are the ways of communication instead of speaking for them. It is the reason why there is a limitation of vocabulary or words they know, mostly general or concrete ones or everything visible and sensible. Furthermore, it makes them difficult to learn second or foreign languages.

The researchers found and read in the previous studies that Indonesian deaf students struggle in formatting Indonesian and English sentences and words. Writing would be quite a difficult thing for them. Since inflection carries grammatical context depending on how a word interacts with other words in a phrase, clause, or sentence, the understanding about that would be able to make them write correctly especially in formatting words. Besides that, they have difficulties in learning grammar like any other target language learners. The most common difficulty in learning grammar is English morphological inflection.

The problems will cause the presence of errors. However, it is natural to make errors when learning something because the understanding of the lesson will not be gotten if not trying to learn and making errors before. Dulay et al (1982) points out that making errors is impossible in learning a language and errors can be used as an indicator of progress and success in mastering the language. Interference of the mother tongue is a cause of errors. Moreover, the different patterns and rules in every language must be noticed by the target language learners. It becomes the reason why errors in learning the target language especially English are quite hard to avoid.

The researchers used English inflection theory proposed by Carstairs-McCarthy (2002). He simply divides English inflection into three kinds, they are Noun (Plural), Verb (3rd Person Singular Present, Preterite, Present Participle, and Past Participle), and Adjective Inflection (Comparative and Superlative), they are seven forms in total.

2. Literature Review

According to Byrne (1997:1), writing is the act of forming symbols, letters, or combination of letters, related to the sound, making marks on a flat surface of some kinds, making arrangement according to certain conventions to form words and sentences.

The result of the activity of writing is called a text. The text can be in the form of composition. According to Cambridge Dictionary (2020) composition is a short piece of writing about a particular subject, done by a student. It is also something that a person has created or written, such as a text, a work of art, or a piece of music, or the act of creating or writing something. Since writing is a complex activity, it is considered the hardest skill to be mastered. Various morphemes would be used and integrated to make good, meaningful, and grammatically correct sentences by learners.

Learning a language always involves the making of errors, especially in writing. Dulay et al (1982) conclude that error is any deviation from a selected norm of language performance, no matter what the characteristics or causes of deviation might be. This is because it is difficult to determine the nature of error classification as performance or competence.

Corder (1981) notes that a learner's errors are significant in that they provide the researchers' evidence of how language is learned or acquired and what strategies and procedures the learners are employing in the discovery of the language.

The sources of error are divided into two, they are interlingual and intralingual (Richards, 1980).

Interlingual Errors

Interlingual errors are errors caused by interference of the learner's mother tongue or native language. Dulay et al (1982) describe that interlingual errors are similar in structure to a semantically equivalent phrase or sentence in learner's native language. Here are some examples of error produced by Indonesian speaker:

To know if there is an interlingual error and existence of similarity, the sentences in learners' target language are translated into the learners' native language. It can be seen in *His sister sad* and *House old*. The sentences are the productions of learners' native language, Indonesian. The first sentence indicates an interlingual error in adjectival phrases; the learner interferes with the native language structure. That is why they produce *His sister sad* instead of *His sister is sad* because the translation in Indonesian *Kakaknya sedih* shows the similarity which interferes learner's English sentence. It also happens in the second example that should be *Old house*. In English, it should be modifier precedes head, but in Indonesian, head precedes the modifier.

Intralingual Errors

Intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. Intralingual errors can be detected based on their characteristics (Richards, 1980).

a. Overgeneralization

In simple terms, Richards (1974:175) points out that there are two reasons for overgeneralization errors: (1) the learner's creation of one deviant structure in place of two regular structures. For example, *He can sings*. This sentence should be: *He can sing*. There is an over form of a structure verb *sing* becomes *sings*. (2) The result of the target language learners' attempts to decrease or reduce their linguistic burden.

b. Ignorance of Rule Restrictions

Richards (1974) states that ignorance of rule restrictions is the inability to uphold the limits (borders) of present formations, specifically, administering rules to inappropriate situations. It involves the application of rules to context where they do not apply. It is the learners' failure to observe the restriction of existing structures. For instance, having learned the sentence structure *She arrived at home yesterday* which is absolutely correct; a learner may use this previously acquired grammatical rule in a new situation or he might apply it in a situation such as *She has arrived at home yesterday*, which is definitely wrong. Misordering can be a good example of such errors that are caused by ignorance of rule restrictions. Richards (1974) claims that these types of errors might be caused by some structure drills that combine complementary rudiments.

c. Incomplete Application of Rules

According to Richards (1974), target language learners tend to apply some of the rules and continue to construct deviant forms to ease their learning. Question formation by target language learners is a good example of these types of intralingual errors, particularly misordering some items. For example, a target language learner might produce such a sentence: *when you will come to the meeting?* instead of *when will you come to the meeting?* Richards confirms this fact by revealing that many target language learners face many difficulties in formulating questions. This type of intralingual interference of errors emphasizes the systematic difficulty in particularly formulating WH-questions. Another example is when answering or responding questions, the learners usually do not use the right form of the verb. They usually answer the questions by taking the last phrases in the questions without noticing the questions form and what kind of verb should be used, such as in *Does he speak English?* They may answer the question with *Yes, he speak English* that should be *Yes, he does* and answer the question *What does he order?* with *He order to close the door* that should be *He orders to close the door*.

d. False Concepts Hypothesized

Intralingual errors can be also resulted from the learners' faulty comprehension of rule distinctions in the target language. Al-Tamimi (2006:44) explains that this type of intralingual error is sometimes as a result of "poor gradation of teaching items". The learners might form hypotheses about some grammatical rules of the target language. For example, target language learners might interpret using the forms *was* or *did* wrongly when they think that these forms are markers of the past tenses; therefore, they produce utterances such as *one day it was happened, she was finished the homework, or He is speaks English* (Richards, 1971). The other examples are as in *They wented to school yesterday* or *They did went to school yesterday*, the past tense marker is more than one, it should be *They went to school yesterday*, and in *He doesn't knows my sister* that should be *He doesn't know my sister*.

Inflection is part of morphology which is a kind of word-formation where some words (lexemes) have more than one word form, depending on the grammatical context or on choices that grammar forces us to make (for example, in nouns, between singular and plural) (Carstairs-McCarthy, 2002:42).

Lieber (2009) states that inflection refers to word-formation that does not change category and does not create new lexemes, but rather changes the form of lexemes so that they fit into different grammatical contexts. Borjars and Buridge (2010) also state that inflection adds some functional information to the element to which it is added, but does not drastically change the meaning of the word.

Carstairs-McCarthy (2002) simply divides English inflection into three kinds, they are Noun (Plural), Verb (3rd Person Singular Present, Preterite, Present Participle, and Past Participle), and Adjective Inflection (Comparative and Superlative) which there are seven types in total.

Verb Inflection

Blevins (2006) states that regular verb inflections contain three forms based on the stem. They are a form in suffix *-ing* functioning as a present participle and gerund, a form in suffix *-ed* that functions as a preterite and past participle, and a third person singular present form in suffix *-s*. Irregular main verbs also have stem-based forms in suffix *-ing* and *-s*, but have distinctive patterns of preterite and participle suppletion.

Noun Inflection

Blevins (2006) states English nouns inflect for number, but not case or gender. Noun plurals in English can be assigned to the three broad categories. Regular plural are marked by the suffix *-s*. Besides, English contains a number of irregular formations. Some of these plurals have no suffix (having the same form with the singular form), others retain ablaut patterns, and a couple of nouns preserve the historically weak ending *-en*. The third class contains nouns whose plural forms have been borrowed with their singulars.

Adjective Inflection

Blevins (2006) states English adjectives are inflected in two forms in the degree of comparison. They are comparative and superlative. Most monosyllabic adjectives and many disyllabic adjectives have synthetic comparatives in *-er*, and superlatives in *-est*, as illustrated by *old-older-oldest* and *yellow-yellower-yellowest*. The majority of adjectives with two syllables, and nearly all with three or more, form analytic comparatives with *more*, and superlatives with *most*, as in *foolish-more foolish-most foolish* or *precocious-more precocious-most precocious*.

3. Research Method

In this research, the researchers used a descriptive qualitative design to analyze the data, in which to describe the kinds of English inflectional errors, to identify the sources of the errors, and to find out the percentages found in Indonesian deaf people in writing composition through English writing test and documentation.

The data sources of the research were Indonesian deaf people's answers on the online English writing test. The data were their English words, phrases, and sentences showing English inflectional errors.

This research was carried out for two weeks in collecting the data. The data were collected by giving Indonesian deaf people an online writing test requiring them to write and answer a text in English. The test was done online and made with *Google Form*, a website to make an online form. The online test was made in Indonesian to make them more familiar with and easy to answer. The online writing test consists of four types of test, they were multiple choices consisting of twenty-five questions, missing words consisting of twenty-one questions, answering question consisting seven questions, and one essay writing about their idol, role model, or someone they impress to. The test had fifty-four questions in total. The test questions were about English inflection. The first type of the test, the multiple choices test, was made to filter the eligible participants who are the ones getting fifty percents and more of the right answers or answering correctly thirteen questions and more, and the data of the research were from the rest types. The online writing test link was shared to the deaf people community group on social media, *WhatsApp, Facebook, and Instagram*.

The researchers applied the procedures data analysis suggested by Ellis and Barkhuizen (2005). The first step in analyzing learners' errors is identification of errors. Identification of errors is needed to compare sentences, phrases, and words produced by the learners with the correct forms in the target language based on the understanding of the theory of the research, the theory of English inflectional morphology proposed by Carstairs-McCarthy (2002). The second step in analyzing learners' errors is description of errors. The researchers described the errors based on grammatical categories of English inflection consisting of the seven types proposed by Carstairs-McCarthy (2002). The last step is called explanation. This step was concerned with establishing the source of the error, i.e. accounting for why it was

made. The errors found were classified according to its sources. They were classified into interlingual and intralingual errors (overgeneralization, ignorance of rules restriction, incomplete application of rules, and false concept hypothesized) (Richards, 1980).

4. Results and Discussion

After reading and identifying the errors, then the researchers described the errors. The errors were described by grouping them in a more detailed classification. The total of error found in Indonesian deaf people's compositions is 179 errors with all types of inflectional error and error source. The discussion can be seen below.

a. Plural Inflectional Error

There are 26 errors or 14.5% of the total of error of Indonesian deaf people's writings with this type of error. The errors found in plural inflection are in the plural form of noun *box* and *person* as shown in the data examples below:

- (1) Thereare many *boxing* in my house.
- (2) Mr. Budi has two *boxs*.
- (3) Thereare five *persons* in the group.
- (4) Thereare five *peoples* in the group.

As can be seen in [1], the participant wrote the wrong form of the plural form of the noun *box* by adding the suffix *-ing* that should be *boxes*. In [2] most of the participants follow the rule by adding the suffix *-s* to make the noun plural. They ignore that kind of noun, a noun ended by 'x' sound, the inflectional suffix *-s* should be *-es*, and then the verb turns to *boxes*. The error was also found in writing the plural form of the noun *person*. In [3] most of them also follow the rule by adding the suffix *-s* to make the noun plural. They ignore that *person* is an irregular noun that should be *people* in the plural form. Some of them added the suffix *-s* in the plural form of the noun as in [4].

b. Third Singular Present Inflectional Error

This is the type of error found mostly in Indonesian deaf people's writings containing 51 errors or 28.5% of the total of the error. The errors found in third singular present inflection are seen in the data examples below:

- (1) He *like* cooking and playing her cellphone.
- (2) She *watching* movies every Sunday.
- (3) My mother is a role model for me today to be a person who is not closed, and always *learn* new things in this world.
- (4) He also got a scholarship to Rochester Institute of Technology (RIT) in America, that *inspiring* me to study hard

As can be seen in [1], there is an omission of the suffix *-s* of the verb *like* that should be *likes*, the inflectional form of verb *like*. This kind of error in this type is found most. Meanwhile, in [2] there is wrong addition of the suffix *-ing* where should be the suffix *-s* in. In [3] the participant forgot the context of the utterances that the activities are in the habit, and then it should be *learns*. The last data example shows that the error has the same type as in [2], adding the wrong inflectional form of the verb *inspire* that should be *inspires*, with the suffix *-s*.

c. Preterite Inflectional Error

There are 18 errors or 10% of the total of error of Indonesian deaf people's writings with this type of error. The errors found in preterite inflection are seen in the data examples below:

- (1) Yesterday I woke up early in the morning around 5 AM then as usual I *pray* the shubuh shalat.
- (2) I *study* the programming.
- (3) After I woke up, I studied and *doing* my homework.
- (4) Yesterday I *watching* a movie on Netflix.

As can be seen in [1] and [2], the participants wrote the wrong form of the verb where there is not any inflection. The verbs should be ended with the inflectional suffix *-ed* to inflect the verb in preterite or past, then make them *prayed* and *studied*. Meanwhile, in [3] the participant wrote the wrong inflection of the verb *do* by adding the suffix *-ing* that should be *did*, parallel with the previous verb that is in past or preterite inflection. The same thing also happens in [4], the verb is ended with suffix *-ing* that should be *watched*, ended with the inflectional suffix *-ed*.

d. Present Participle Inflectional Error

This is the type of error found least in Indonesian deaf people's writings containing 16 errors or 9% of the total of the error. The errors found in present participle inflection are seen in the data examples below:

- (1) We *are plays* football at present.
- (2) My mother like *reads* a book.
- (3) No doubt it that he is the man *has* stories to learning and inspiring.
- (4) I like Steve Jobs because he works harder until *makes* the word of technology with great.

In [1] even though the participant right in writing the auxiliary verb *are* after the subject, the participant wrote the wrong inflectional form of the verb *play* by adding the verb with the suffix *-s*. The verb should be *playing*, with the suffix *-ing*. In [2] the verb *read* should be *reading*, with the suffix *-ing* because it is a gerund. The participant wrote the wrong inflectional form of the verb by adding the verb with the suffix *-s*. In [3] the participant did not know that the verb *has* in the relative clause that should be *having*, ended with the suffix *-ing*. In the last data example, the participant wrote the wrong inflectional form of the word *make* by adding the suffix *-s*. The verb should be *making*, with the suffix *-ing*, because it is preceded by a preposition.

e. Past Participle Inflectional Error

There are 27 errors or 15.1% of the total of error of Indonesian deaf people's writings this type of error. The errors found in past participle inflection are seen in the data examples below:

- (1) She has *watch* the movie three times.
- (2) I have *eated* the food twice.
- (3) The room is *cleanes* by Tono every day.
- (4) The room is *cleaning* by Tono every day.

Some participants did not write the past participle inflectional form of the verb *watch* as can be seen in [1]. The verb should be *watched* after being inflected by adding the suffix *-ed*. In [2], the participant inflected the wrong form of the verb *eat* by adding the suffix *-ed*. The verb should be *eaten*, in the past participle inflectional form. On the other hand, we can see in [3] and [4], the participants inflected the wrong form of the verb *clean* by adding the suffix *-s* and the suffix *-ing*. The verbs should be *cleaned*, with the suffix *-ed*.

f. Comparative Inflectional Error

There are 19 errors or 10.6% of the total of error of Indonesian deaf people's writings with this type of error. The errors found in comparative inflection are seen in the data examples below:

- (1) This place is *widing* than there.
- (2) This cat is *smalled* than that one.
- (3) This cat is *more small* than that one.
- (4) He is *tallest* than me.

As can be seen in [1], the participant inflected the adjective *wide* with the wrong suffix. The noun should be inflected with the suffix *-er* not *-ing*. In [2] the participant wrote the wrong inflectional form of the adjective *small* by adding the suffix *-ed*. The adjective should be *smaller*, with the suffix *-er*. Meanwhile, in [3], with the same sentence, the participant wrote the wrong form of the adjective by writing the paraphrase *more small*. The adjective should be *smaller*, with suffix *-er* and without *more* because it is one-syllable adjective. In the other sentence, in [4], the other participant wrote the wrong inflectional form of the verb *tall* by adding the suffix *-est*.

g. Superlative Inflectional Error

There are 22 errors or 12.3% of the total of error of Indonesian deaf people's writings with this type of error. The errors found in superlative inflection are seen in the data examples below:

- (1) Mila is the *most smart* student in my class.
- (2) Dika is the *tall* student in the class.
- (3) Dika is the *most tall* student in the class.
- (4) Rino is the *younger* child in my family.

As can be seen in [1], the participant wrote the wrong form of the adjective *smart* by not inflecting it and adding *most*. The adjective should be *smartest*, with the suffix *-est* and without *most* because it is a one-syllable adjective. In the other sentence, in [2], some participants wrote the wrong form of the adjective *tall* by not inflecting it. Meanwhile, with the same sentence, in [3], the other participant wrote the wrong form of the verb *tall* by adding *most* and not inflecting it. The verb should be *tallest*, with the suffix *-est* because it is a one-syllable adjective. In the two last data examples, the other participants wrote the wrong form of the adjective *young* by adding the suffix *-er* as in [4]. The adjective should be *youngest*, with the suffix *-est*, because it is a one-syllable adjective.

The researchers analyzed the sources of English inflectional errors from the Indonesian deaf people's writings as the explanation of the errors was found. Richard divided source of error into interlingual and intralingual errors.

Interlingual Error

Interlingual error appears because of the role of native language or mother tongue. In this case, *Bahasa Indonesia* or Indonesian is the Indonesian deaf people's native language. Most of them made these errors because of imitating the native language rules by translating the utterances from their native languages to the target language.

There are 23 errors or 12.85% of the total of error of Indonesian deaf people's writings with this source of error. The errors found in this source are seen in the data examples below:

- (1) My mother is a role model for me today to be a person who is not closed, and always *learn* new things in this world.
- (2) Yesterday I woke up early in the morning around 5 AM then as usual I *pray* the shubuh shalat.
- (3) There are five *person* in the group.
- (4) This cat is *more small* than that one.

As can be seen in [1], there are errors in third person singular present. The verb should be *learns*, with the suffix *-s* showing third person singular present inflection. Meanwhile, in [2] the participant did not inflect the verbs into preterite or past inflection. The verbs should be *prayed*, with the suffix *-ed* showing the preterite inflection. In [3] with another kind of error, the participant did not inflect the noun into plural inflection. The noun should be *people* showing the plural inflection. In [4], the participants did not inflect the adjective by writing the paraphrase *more + adjective*. The adjectives should be *smaller* showing the comparative inflection because it is a one-syllable adjective. All the errors in this type because of the participants' native language, which is Indonesian interfere in formatting their sentences. They translated the utterances in their native language into the target language. It can be seen that there are no inflections in the verbs, noun, and adjectives as in Indonesian.

Intralingual Error

Intralingual error appears mostly because learners are unable to perform good sentences in the target language because of their low understanding or competence toward the target language's rules. Sometimes they overgeneralize sentences by mixing two different rules in one utterance, ignore the restriction of rules, make the incomplete application of rules, and hypothesize the false concept.

a. Overgeneralization

There are 23 errors or 12.85% of the total of error of Indonesian deaf people's writings with this source of error. The errors found in this source are seen in the data examples below:

- (1) There are five *persons* in the group.
- (2) Mr. Budi has two *boxs*.
- (3) She *watchs* movies every Sunday.
- (4) I have *eated* the food twice.

Most of the participants overgeneralized the plural form of the noun *person* by adding the suffix *-s* as can be seen in [1]. The noun should be *people* in the plural form because it is an irregular noun. Some participants also overgeneralized the plural form of the noun *box* by adding the suffix *-s* as we can see in [2]. The noun should be *boxes* in the plural form, with

the suffix *-s* turning to *-es*, because the noun is ended by 'x' sound. Meanwhile, in [3] the participant overgeneralized the third singular present form of the verb *watch* by adding the suffix *-s*. The verb should be *watches* in the third person singular present inflection, with the suffix *-s* turning to *-es*, because the noun is ended by 'ch' sound. In the last data example, we can see that the participant overgeneralized the past participle of the verb *eat* by adding the suffix *-ed*. The verb should be *eaten*, without the suffix *-ed*, because it is an irregular verb. It can be concluded that all the errors appear because the participants overgeneralized the nouns and verbs by writing the wrong inflectional form of them.

b. Ignorance of Rule Restrictions

This is the type of error found most in Indonesian deaf people's writings containing 119 errors or 66.5% of the total of error of Indonesian deaf people's writings. The errors found in this source are seen in the data examples below:

- (1) She always *fighting* for the Asian American community ...
- (2) He also got a scholarship to Rochester Institute of Technology (RIT) in America, that *inspiring* me to study hard.
- (3) After I woke up, I studied and *doing* my homework.
- (4) She *is reading* a book yesterday.

As can be seen in [1], the participant wrote the wrong form of the verb *fight* by adding the suffix *-ing*. The verb should be *fights*, with the suffix *-s* because the context of the utterance is in the present. Meanwhile, the other participant wrote the wrong form of the verb *inspire* by adding the suffix *-ing* as we can see in [2]. The verb should be *inspires*, describing the phrase *He also got a scholarship to Rochester Institute of Technology (RIT) in America* which is a third singular person. With the other type of error as can be seen in [3], the participant wrote the wrong form of the verb *do* by adding the suffix *-ing*. The verb should be *did*, inflected in the preterite inflectional form, because the context of the utterance is in the past which is parallel with the previous verb, *studied*. With the same type of error as we can see in [4], the other participant wrote the wrong form of the verb *read* by writing the auxiliary verb *is* and inflecting the verb *read* into the present perfect inflectional form. The verb should be *read*, showing the preterite inflection. As having been discussed before, all the errors happen because of the participants ignored the restriction of rules. They failed to observe the restriction of existing structures.

c. Incomplete Application of Rules

There are 8 errors or 4.5% of the total of error of Indonesian deaf people's writings with this source of error. The errors found in this source are as can be seen in the data examples below:

- (1) My mom *like* her cats.
- (2) My mother *like* cooking.
- (3) My mother *like* jogging in afternoon sunday.
- (4) I *study* the programming.

In answering the question *What does your mother like to do?* in the test, some participants did errors by writing the wrong form of the verb *like* as can be seen in [1], [2], and [3]. The verb should be *likes*, with the suffix *-s* showing the third person singular present inflection because the context of the utterance is in the present or showing

habit and the subjects of the answers are third person singular. On the other hand, as we can see in the last data example, the other participant answered the other question *What did you do yesterday?* in the test by writing the wrong form of the verb *study*. The verb should be *studied*, with the suffix *-ed* showing the preterite inflection because the context of the question is in the past. All the errors appear because the participants, the target language learners, tend to apply some of the rules and continue to construct deviant forms to ease their learning.

d. False Concepts Hypothesized

This is the source of error found least in Indonesian deaf people's writings containing 6 errors or 3.3% of the total of error of Indonesian deaf people's writings. The errors found in this source are seen in the data examples below:

- (1) I *was studied* English yesterday.
- (2) Because she *was passed away* on 2017.
- (3) There are five *peoples* in the group.
- (4) English is *more harder*.

As can be seen in [1], the participant wrote the wrong form of the verb *study* by writing an auxiliary and main verb at once. The verb should be only *studied*, without the auxiliary verb *was* because the verb *studied* has already shown the preterite inflection. The same thing also appears in [2]. The other participant wrote the wrong form of the verb *pass away*. The verb should be only *passed away*, without the auxiliary verb *was*. There are also the other types of error, in plural and comparative inflection as we can see in [3] and [4]. The noun in [3] should be only *people*, without the suffix *-s* because it has already shown the plural inflectional form of the verb *person*. Meanwhile, in [4], the adjective should be only *harder*, without the adverb *more*. All the errors appear because the participants gave double markers to the verbs, nouns, and adjectives as the results of the participants' or learners' faulty comprehension of rule distinctions in the target language. The learners might form hypotheses about some grammatical rules of the target language.

5. Conclusion

Based on the analysis of the research, the researchers conclude that the total of error found in Indonesian deaf people's compositions is 179 errors. The types of error found in Indonesian deaf people's writings from the lowest to highest are 16 errors (9%) in Present Participle Inflection, 18 errors (10%) in Preterite Inflection, 19 errors (10.6%) in Comparative Inflection, 22 errors (12.3%) in Superlative Inflection, 27 errors (15.1%) in Past Participle Inflection, 26 errors (14.5%) in Plural Inflection, and 51 errors (28.5%) in Third Person Singular Present Inflection. The sources of error found in Indonesian deaf people's compositions are Intralingual Error with 156 errors (87.15%) (False Concept Hypothesized with 6 errors (3.3%), Incomplete Application of Rules with 8 errors (4.5%), Overgeneralization with 23 errors (12.85%), and Ignorance of Rules Restriction 119 errors (66.5%)) and Interlingual Error with 23 errors (12.85%). Ignorance of Rule Restriction is a source of error found mostly and False Concept Hypothesized found least among the Interlingual errors and all the sources of errors.

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THE SENSE OF BELONGING: HYBRID OR REINVENTION? A STUDY OF K. S. MANIAM'S *IN A FAR COUNTRY*

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Abstract

The issue of race, identity, and multiculturalism are focal points in modern novels. K. S. Maniam, as an Indian-Malaysian as such, explains the same question again in his writings. There is a longing or rather a forlorn look at India as the Motherland of some of the Indians in Malaysia in the setting of K. S. Maniam's stories. The novel does not provide a complete recovery of the original country; it is instead giving a deep insight into finding out a connection to the place one settles in. *In a Far Country* is a typical example of the modern chaotic world through which Maniam sheds light on it. The research aims to analyse the redefinition of identity and determining race. It is also to explore the choices between a native and nonnative value in a foreign land. Under the analysis, Homi Bahbah's theory of hybridity is chosen for the study of the novel. It is a significant and difficult step at the same time to reinvent one's identity through a hybrid culture or rather to be called "reinvented" when the final solution fails and instead "reinvention" shapes a new identity.

Keywords: race, land, multicultural, identity, India, postcolonialism

1. Introduction

The twentieth century can bear witness that there is much ethnic consciousness that voices out loudly through many speeches, writings, and words. The conflict is seen through sharing one's pure ethnicity and spreading the message around the world. The changes in social, historical, and geographical ones have raised the questions of race, identity and cultures all around the world. Some writers like V.S. Naipaul, Toni Morrison, Bharati Mukerjee and K.S. Maniam are among those who denote many voices from many different cultures. There is one common feature among these fiction pundits that they have a nationality for a country that is as alien to their motherland. The common themes that these diasporic writers share include migration, displacement, and hybridity. K.S. Maniam is born in Kedah, West Malaysia, in 1942. He started writing poetry in the early 60s and 70s, short stories and novels. He was rewarded Raja Rao Award for his fabulous contribution to the literature of the South Asia Diaspora in New Delhi in 2000. Maniam's major concerns deal with postcolonial theory, especially British colonialism as it is seen in his first novel, *The Return* (1981). Maniam is not distracted by his rivalry fellowships as they believed it is a failure to give an Indian perception concerning drawing Malaysian's attention. Yet, however, Maniam assures readers that writing works best when the worldview of a writer is shaped by the time and place in which his awareness arose again and brings bitter reality into fiction. Mixing different characters as to show Malaysian multicultural country is at one side, the

misunderstanding of the term "multiculturalism" is on the other side of the bridge where the two must fight for the final call. So, the reader is allowed to create his own place where he can imagine as a part of a multicultural society. Nelson (1992) has confirmed the "haunting presence of India" is at the heart of diasporic novelists with "anguish of personal loss" that Indian writers have been writing on, from this alienation, despair, and displacement, etc. comes to mind without being forced. Maniam's preference of dynamic and multi-faceted Malaysian society is argued in the hope of finding "self" in words and/or "voice" among others with accepting or refusing its consequences. Ravi in *The Return* has the same issues differentiating between the mother-land or the land as he himself sees it as guest, Peter Wicks in his article "Diaspora and identity in the fiction of K. S. Maniam" (1994) observes India as a "place of memory and nostalgia" and much of the plot constitutes a "hymn to Indian ethnicity". The question is Maniam cannot answer what if someone is unable to escape from the diaspora, and from its consequences? The perception looks simple, yet if it comes to a solution; Maniam and his own characters are stuck and the unresolved issues remain as they are or left, on purpose, for the readers.

2. Literature Review

Maniam has to mix myth, history, past and present. A lot of critics put much credence in the novel in which it revolves around the notes, letters, meditations and memories of Rajan, a middle-aged businessman. His reflections are detected from his past, thus embarking on a journey to the far country of his imagination. Rajan, Indian and the protagonist of the novel, has much more to tell the readers: being away from one's real land costs a lot in terms of thinking, and childhood memories are going to destroy one's life compared to the owner of the land, Malay. Importantly, Maniam is a Malaysian, and the novel is to be trying to become a Malaysian. The sense of being and becoming is bitterly in the core of the discussion in the novel. Rajan is a successful businessman in a country marked by ethnic division. Accompanied by Lee Shin and Zulkifli in quest of the spirit of the land, Rajan's nonstop questioning on a real land is boomed throughout the story. Numerous questions are coming out of Rajan's mind in terms of cultural roots, identity and race issues. Thus he sees himself as a protagonist and a victim at the same time to find answers. Malaysia is a colonized country taken by the Portuguese, Japan and Finally Britain which led to its victory and Independence in 1957. The significant shift that appears in the colonial history of Malaysia's population with three different races: Malay, Chinese and Indian, through which Maniam's eagerness can be detected over his real land.

Since then, Malay took political power and his elite both traditional rulers and modern ones announce their race as number one and as "sons of the soil". Since the majority of Malays were farmers and fisher folk; they enunciated the power of their language attached to their land. So, the Malay language is the national language for all. Maniam's niftiness in organizing the structure of the novel is depicted, especially in creating the characters; for instance, Pak Zul is given that power relating to his strong attachment to the land. Sharrad describes the novel as "remarkable for its experiment. It moves beyond early Malayan writing in English, which sought to establish a local literary imagination in opposition to an imposed colonial one." (xv, 1993). *In A Far Country* searches for both moments: from a village to a town associated with racial harmony, but they are both sensitive and fragile.

Rajan, in *In a Far Country*, seeks attentively to redefine Malay-defined Malaysia, or in his own words "some elusive rootedness", not knowing unconsciously he is the one who stands the concept itself. Being an "observer" is what he is in reality, rather than a national folk

mixing in the society, “the idea that nothing of me will ever remain” is still hideous. Instead, the novel “offers another return to Hindu verities in the quest for a mystical light that is beyond and above all earthly existence and travail.” (Wicks, 2002) The adaptation of the homeland and the land they live on creates a sense of belonging. Having said that, Becker and Bhugra (2005) assert that migration is thus accountable for losses that go beyond the loss of one’s birthplace, namely “the loss of one’s social structure and culture”. Thus, this confuses is to whether welcomes the new homeland or the one attached with his own. It is an inevitable experience where Maniam’s characters prevail in their family life. In Bahbah’s term “in-between” is the one each character must live, either in the homeland or in an adopted land. The choice is theirs. In either case, psychological and physical frustration are deemed as they suffer each day and each time as the word “unhomliness” arrives at the gate and takes its journey throughout the novel.

3. Research Method

The paper is a qualitative research about the protagonist in *In a Far Country* in relation to the postcolonial theory; it is a hero-research study in which he is analysed thoroughly. The study also presents some of the significant quotations of Homi Bahbah in investigating the needs and demands of the characters through which race issue is inevitable: the journey is taking place from Malay, Chinese and an Indian chap where he doubts his existence. The result denotes how the issue of racism is affecting each individual and finding a spot to be in an exile.

4. Results and Discussion

Maniam’s *The Return* (1981) and *In a Far Country* (1993) both reveal the suffering of Indians bringing their culture to the new world. Maniam emphasizes the disconnection between one’s real culture and identity into a different one; it is something that cannot be harmonized. These two novels show an immigrant community living in Malaysia before and after Independence. *The Return* (1981) is about an immigrant family who tries to mingle themselves with the current land. The protagonist, Ravi, faced a lot of crises in determining his own identity, believing that studying at an English school might adapt to the situation. As a result, he sees a vast difference between western and his own culture. Maniam’s first sharp criticism is on the culture of British which influenced Ravi in picking up the English culture so fast and distancing him from his own,

I had felt I was the least important person in the gathering. I could have been age-old pebble, confirmed in its existence only because they had discovered it. Murugesu’s presence, the incense curling towards the smoke-glazed pictures of the gods and goddesses, joss-sticks stuck into spotted bananas, had seemed the surface of ancient, terrestrial darkness. There was no unexpectedness. I was expected and accepted. Miss Nancy made me feel I was a discovery in myself (Maniam 1981: 30).

K. S. Maniam, in his article, *In Search of a Centre* states that Ravi’s life may bear resemblance to his own “but they are only resemblances” (Maniam 1993: par.22). Maniam had also studied in England to become a teacher. Nevertheless, Maniam confirmed that in his adolescent years, he was strongly influenced by Western culture. No sense of belonging once one attended the English school. What Rajan tries to do is stabilize his mental trauma

through his successful business; failure to do so, he recalls childhood memories and those characters he had met when he was young. He avoids meeting people in his current days.

As far as I recall there had been only one great adventure in his life – his escape from India to Malaysia. There were times when he muttered and mumbled during his toddy-soaked carelessness, and it was through these moments of indiscretion that his story came through to me. Thinking back, I realized that that was how he tried to pull himself out of his limp helplessness. (Maniam, 1993: 4)

Homi Bahbah focuses on the term “hybridity” which is widely used in postcolonial theory, which refers to “the creation of new transcultural forms within the contact zone produced by colonization.” (Ashcroft, Griffiths, Tiffin, 1998:118). Hybridization can also be explained in terms of politics, culture, and linguistics. The term is used by Bakhtin and his idea that it “destabilizes univocal forms of authority”. However, Bahbah believes, hybridity is a backbone to show the relationship between the colonised and the coloniser and their independence. Besides, he asserts that all cultural statements and systems are constructed within a space as it is so-called “Third Space of enunciation”.

What makes cultural identity is its contradiction and in ambivalent space and for him “the recognition of this ambivalent space of cultural identity may help us to overcome the exoticism of cultural diversity” in which it empowers hybridity of which cultural difference operates, “it is significant that the productive capacities of this Third Space have a colonial and postcolonial provenance. For a willingness to descend into that alien territory may open the way to conceptualizing an international culture, based not on the exoticism of multiculturalism or the diversity of cultures, but on the inscription and articulation of culture’s hybridity.” (Bahbah, 1999 : 38). It is the “in-between” space that carries the burden and meaning of culture, and this is the reason behind the crucial significance of hybridity. In-between is also a fundamental key-idea in Bahbah’s writing, “Border lives; the art of the present” the essay in which he clarifies those who live “border lives” on the margins of very different nations. To live at the border, according to Bahbah, demands a new “art of the present” that relies on having the contrary logic of the border, and reuse the ways in which one presents things such as identity, community, and history. However, borders are crucial while having contradiction and ambivalence as they are separated.

There are locations where one moves beyond a barrier, Bahbah defines that “beyond” is an in-between site of transition: “the beyond is neither a new horizon, nor a leaving behind of the past....we find ourselves in that moment of transit where space and time cross to produce complex figures of difference and identity, past and present, inside and outside, inclusion and exclusion”. The space of the “beyond” is stated as in-between sense: for example, “liminal” or “hybrid”. Furthermore, Bahbah denotes the significance of the in-between spaces by confirming “these ‘in- between’ spaces provide the terrain of elaborating strategies of selfhood- singular or communal- that initiate new signs of identity” (Bahbah, 1999:1). This leads to giving a summary of Bahbah’s point of view: first, he is against essentialist subject or the idea of “sovereign”, since identity is a discursive product. Second, to remake subjectivity is possible as it is a discursive product. Thirdly, the “new” signs of identity had a great influence on the individual and the group as well. The process of decolonization entails a sense of ‘in-betweeness’, it is clarified in detail in Homi Bahbah’s book, where colonised people do not know their origins, a moment of confusion. Tyson calls this feeling “unhomeliness”, a term originally belongs to Bahbah, which means a “feeling of

being caught between cultures, of belonging to neither rather than to both. . . . To be unhomed is to feel not at home even in your own home because you are not at home in yourself: your cultural identity crisis had made you a psychological refugee, so to speak" (Tyson, 2006: 421). Since the old colonized identity no longer existed, a new form of identity is to be created which leads to another phase called, according to Bahbah's, hybrid. The destruction of identity is a common feature that happens to colonised people, so a lot of postcolonial communities look at history in the hope of the reestablishment of authentic identity. Said in *Culture and Imperialism* mentions post-colonial writers:

bear their past within them—as scars of humiliating wounds, as instigation for different practices, as potentially revised visions of the past tending toward a post-colonial future, as urgently reinterpretable and redeployable experiences, in which the formerly silent native speaks and acts on territory reclaimed as part of a general movement of resistance, from the colonist (Said, 1993:212).

So, one can interpret Rajan's confusion as the result of lacking his own culture, Indian culture, plus his overthinking on the past make him an empty person through which his identity becomes zero, admitting " I thought I would find heaven. But people can be wrong. A man can be wrong. The price has to be paid. I am paying it with blood...Why must there be suffering? We suffered there in India. Now there is only suffering. No escape like the last time." (1993, 7) Rajan's suffering is to that extend, readers can envisage what happens in Malaysia. In Malaysia, political and social power, including the Malay language, are controllable; it makes it rather challenging to establish the identity by the minority. So, Maniam wants to make that effort in redefining the identity and cultural background of Indian people; he is straightforward in stating that writing about the Indian community in Malaysia "was not a blind loyalty to my own race; rather it was writing about a community which breathed closest to my heart" (Maniam 1993: 21).

Another instance is paced out in the novel of what the early Indian settlers went through in Malaysia after leaving their motherland. Maniam successfully depicts how Indians struggled in the new land through the flashbacks of Rajan:

Those stars were wrong to bring us here. But how can we stop ourselves from following their pull? Everything is joined together. One land's grass dies, another land's jungle is cool and full of fruits. Like blind bats we come to the fruit trees. There we're caught in the net (Maniam, 1993: 6).

Rajan is defined by as a "house and property owner, with a solid bank account" (47) leaving everything behind. He remains at a room where no desires to meet or go out, and obsessed with his inner thoughts. There is a return to Hindu integrity demanding for a mystical light which is beyond every earthly existence, asserting:

I see the light. It is the light of pure living. It is there shining all around and into me. There is no ego, no self-interest, no loyalty to all the people. I've known; only the desire to contain that light within me and to take it out into the world. For it is the light of intelligence, not the darkness of the limited mind. (48)

In this case, Rajan in *In A Far Country* and Naina in *The Return* both share the same path to turn from worldly success to spiritual enlightenment. At the beginning, Rajan keeps

himself shut in a bright room to begin thinking about what goes around him in terms of soil, race and his lost identity. It is both crucially significant and his reconciliation with his wife at the end of the novel; what is so-called a step from total darkness to its light.

Flashbacks and dreams work stunningly throughout the novel in which one day Zulkifli (Malay) takes Rajan to the jungle to show him the real land. A place where they are supposed to look for a tiger, and during the break Rajan falls asleep and dreams. The instance is the most pivotal part in the story wherein the vision Rajan is not a human except a chameleon. Zulkifli sees the tiger, but Rajan is unable to do so; failing to feel its existence. Zulkifli explains the reason why Rajan does not see it due to not having ancestors in Malaysia. (Maniam, 1993: 101). Through this, Rajan is continuously reminded that he is not the son of the soil. Maniam's use of symbolism here is very accurate; tiger represents "sons of the soil", and the jungle is a sign of "motherland", with the chameleon which stands for "immigrant". Rajan finishes the whole journey without seeing the tiger. He does not feel the landscape, and it cannot be forced, he thought; no invitation is received from the jungle; instead the total rejection and repulsion are presentable. The tree spot represents the gateway to the land, Zulkifli says "Once we cross over, we change." (95) as an indirect sign that one dares to face the native land and thus, one is connected to the land as reminded by Zulkifli to forget the past, otherwise, no way to step forward. Maniam wants to unravel the truth that this political diagram and alien culture cannot be digested and accepted as he finally admits,

I consciously threw that background I was born into, overboard? I recall now that I ran away from my parents'- especially my father's-background and history. I remember ironically now, expunging my memory of them. Yet when I use memory now there seems to be nothing in it. Only a blank. (Maniam, 1993: 136)

Rajan is successful in his business, but puzzling on his own identity and origin is an obstacle. Obsession thereupon becomes a nightmare. He looks happy in leaving his father's background and digs into his future. His mind goes blank and devoid his memories of his ancestors. He tries to reconcile with the host land with his empty mind and a new identity, saying:

I've given up resistance. It was resistance that had prevented me from entering the depths of tiger-land that Zulkifli had promised me. It has taken me so many years to stop running that I don't mind waiting for as long as is necessary. (Maniam, 1993: 138)

Rajan is in a dilemma and stuck between accepting the past and merging with the new Malaysian culture forming a new identity. It is difficult for a third-generation Indian like Rajan to take that in postcolonial Malaysia. Maniam leaves the confusion/tension as it is without providing Rajan's approval in merging and accepting a new identity with his alien culture.

5. Conclusion

Maniam's *In a Far Country* is not a story of the author alone; it involves a lot of immigrants around the world. He shares what he feels about not belonging to the real land with others and the readers. Many people have lived in an adopted country a long time ago, but have to realize at the end, the feeling of being uninvited guests. So, it has to be admitted

it is inevitable when one wants to write about homeland, race, and identity. Thus, their out-loud voice and anger can be spread through literature. The power of the text lies in its myriad people and painful record of the third Indian Malaysian generation in providing a rendezvous with their own identity in an alien country. Rajan is bewildered in making the final decision, he may do so, but consequences await him at the end of the road. To be Malaysian Indian, or not to be is a significant question through the voice of Rajan; it is a universal question for the Indians living abroad, but it is surprising for others who live in their homelands. V. S. Naipaul affirms, "To be an Indian or East Indian from the West Indies is to be a perpetual surprise to people outside the region." (1972: 33)

Maniam's poets, short stories, and novels are the places of telling the world about their suffering. Words become a magical tool that subsists in the literary works which explore and expose unsaid words; a step forward to look or search for a greener place, a place can be called Motherland.

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RACIAL INEQUALITY AND SEXIST OPPRESSION IN TONI MORRISON'S *BELOVED*

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Abstract

Morrison in her writings has keenly addressed racism and sexism as the two dominant social codes of untold sufferings of African-Americans in the United States. The manifestation of brutality and abuse of these two stereotypes in the name of racial indifference, superiority, prejudice or discrimination and sexual inequality, suppression, rape and other form of sexual violence has made her unparalleled as the novelist of black experience. This study mainly examines the construction of racialized society and gendered identities in fictional text of Morrison's *Beloved*. The aim of the research is to analyze and explore how these identities are constructed in *Beloved* by using a feminist approach. The research finds that the imposed ideal of femininity is absorbed and patriarchy is assumed. Female's black characteristics are repressed both intra-communally and inter-communally. In the former, black female characters are not 'fitted' to white femininity as they strive for identity crisis even among the black. In the latter, they are whim of male dominance-subject of incest, rape and seduction. Though, women are doubly repressed, it is not the racial discrimination that threatens and jeopardizes black women identity rather a sheer domination of patriarchal power from within and without exaggerating debasing women life among the whites.

Keywords: postcolonial feminism, racism, slavery, patriarchy, gender discrimination

1. Introduction

Toni Morrison's novel *Beloved* has often been interpreted and evaluated as a body of work on racism and feminism and how these two issues settle Afro-American life among the white community. The novel depicts the Afro-American women as victims of both gender and racial discrimination (Nirupama & Laishram, 2016). *Beloved* offers a fresh perspective on black life, their history and genealogy. The major focus is apartheid, slavery and racism, the psychological and socio-cultural subjugation of blacks over the ages. Morrison focuses on the damage that the black women characters doubly suffer through the construction of femininity in a radicalized society and explores the experience and roles of black women in a racist and male dominated society. She also shows the complex reality of being both black and female in a patriarchal society. According to Ru & He (2016), "Morrison reflected miseries, abnormalities and distortions of the black women's feeling and mind under the oppressions of racism and sexism (p7)". The research focuses on Toni Morrison's novel

Beloved and considers constructions of femininity and examines power relations with a view to breaking them down and show the extend of patriarchy.

2. Literature Review

Beloved (1987) unfolds the legacy of slavery and its trauma of African-Americans and their descendants. It is a harrowing novel about racism and sexist oppression and violence. The consequence of slavery and the condition of women in gender-biased society are portrayed in *Beloved*. Slaves were treated as subhuman creatures and they received punishment as mutilation of the corpse (Ali, 2013). Morrison has shown the relations between blacks and whites in terms of slavery as well as examines the violence, sexual exploitation, and discrimination that supremacists whites have perpetrated on grounds of racial supremacy (M'Baye, 2006). Though *Beloved* mainly illustrates the miserable lives of women caused by racial discrimination and sexual oppression, Morrison also highlights the inhuman condition of black men in the racial world (Dzregah, 2013). Paul D. is a fragmented and lost human being who has been utterly shaken by the inhumanity of slavery (Gallego, 2009). On the other hand, due to racism, black women are subordinate to white women in society and unlike white women; black women have lacked difference in the dominant society principally because of the stigma of race (Lewis, 1977).

African –American women are “inferior” as a race and sexually objectified as women (Goza, 2020). According to Hooks (as cited in Ghaemmaghami, 2009) the sexual exploitation of the slave woman was even more dehumanizing than the racist exploitation of black women as hard laborers. She contends that the institutionalized sexism of the patriarchal white slaveowners created a social system that spared black males the humiliation of sexual assault and protected black male sexuality. However, such institutionalized sexism legitimized the sexual exploitation of black females. Hooks says, while institutionalized sexism was a social system that protected black male sexuality, it (socially) legitimized sexual exploitation of black females. The female slave lived in constant fear that any male, white or black, might single her out to assault and victimize (24).

The presence of black feminine characters in Morrison's novels is represented as repressed race subject to male domination. In an interview with McKay (1988), Morrison says, “I think black women are in a very special position regarding black feminism as advantageous one, what women generally define black women's role as the most repressed because they are both black and female (p. 48-49).” Nevertheless, female identity creates more acute problem than blackness. Blackness, a communal discrimination can be done but the macho man dominating within the society can hardly be undone. Therefore, black feminine characters are repressed, suppressed and consumed by different ways. For example: their white masters because of their blackness repress them, their own black people subjugate them, as they are female. They are slaves of slaves (Mageswari, 2018).

Pecola the protagonist in Morrison's first novel *The Bluest Eye* (1970) is the victim of dual repression. Her familial ostracism is seen through the treatment of her parents, especially of her father. She is twice raped and impregnated by her own father. In *The Bluest Eye*, Pauline Breedlove, Geraldine, Maureen Peal, and Pecola are black characters who try to conform to an imposed ideal of femininity. They are absorbed and marginalized by the “cultural icons portraying physical beauty: movies, billboards, magazines, books, newspapers, window signs, dolls, and drinking cups” (Gibson, 1989). In trying to conform to the ideal of white femininity, the black women characters despise their blackness, which in turn leads to self-

hatred. They see themselves through the eyes of white people and their worship of white beauty has destructive effects on their own community.

All the accepted norms of women life emerge as a rebel, a mocker, and a wanton, sexual seductress and suffers the consequences of her choices because she is 'neither white nor male and that all freedom and triumph was forbidden for them.' Therefore, it shows it is not racial segregation but a phallogocentric tradition has succeeded in suppressing women's voice.

Sexism in *Beloved* is dealt with Sethe becomes a victim of sexual harassment by the white slave masters. Sethe, an escaped slave on confronting the white slave master kills her child rather than letting it into their hands. Morrison interweaves racial and sexual consciousness in *Beloved*. Therefore, her brutal act of killing her infant is not only an impact of slavery or racism but also a vile form of patriarchy which operates underneath.

On the other hand, Mohammed (2018) portrays the dehumanizing effect of slavery on the characters and how the traumatic memory of the past has crippled them physically, psychologically and emotionally to adapt the present. "Sethe is the embodiment of a traumatic and devouring past, a character in whose personality, the reader perceives the painful loss of a true maternal love. The weight of the past has diminished the possibility of a meaningful present and a promising future. Paul D tells Sethe that together they have "move yesterday than anybody. We need some kind of tomorrow" (Morrison, *Beloved*, 1997, p. 273)." (p. 50). *Beloved* shows the mental condition of the characters, who were former slaves. The slavery has devastated them physically, mentally, emotionally and spiritually (Kesur 2019).

3. Research Method

The qualitative descriptive method has been used to describe and analyze data collected from both primary and secondary sources to reach the objective of the study. For this study, *Beloved* is taken as a primary source and the text is analyzed by using a feminist postcolonial approach. Post-colonial feminist theory define women as subjugated by both patriarchy and colonial power. The quotations, texts, sentences and words relevant to the objective of this research have been identified, examined and illustrated through a thematic and textual analysis approach. Secondary research includes Morrison's interviews, books, and collections of critical essays, research papers and articles available in library of bookshops. Useful websites and online journals are also used to search for relevant data for the study. Finally, secondary data related to the main idea has been meticulously scrutinized, and explained. On the other hand, a thorough review of literature has been conducted to provide contributions of other prominent writers and critiques about the subject matter.

4. Results and Discussion

4.1. Racial Inequality

Morrison portrays the dreadful condition of racial discrimination between the white masters and the black slaves. In fact, *Beloved* represents the time before and after the abolishment of slavery. Because of the acrimonious racial discrimination prevailing in that American society, Morrison depicts the inhumane and brutal circumstances of the system of slavery.

The racist whites were so mean to sanctify the marriage between the slaves so that they could not claim anything – their lives, their family, and their children. When Sethe and Halle got married, the white masters did not recognize their marriage. To have some senses of

celebration for their socially, religiously and legally unsanctified marriage, Sethe sewed a dress from very old clothes.

The supremacists did not allow the slaves to assert things: Baby Suggs got eight children from six different fathers. Nevertheless, she lost all of her children while they were young, except Halle, whom she lost ultimately. Sethe also recollects how Halle used to treat her more like a brother rather than one who could lay claim to her. Sethe and Halle were unable to lay claim to each other because their own lives were not their property. Stealing her milk as well as raping her in front of her husband without any protest from his part indicates the loss of manhood and the powerlessness to claim and save his family. Eventually Halle went mad after seeing all these brutality in front of his eyes. The slaves were never able to own anything. The sense of possession that comes through love and marital ties is concealed by the abnormal ownership of slavery.

The racist whites were the “definers”. So “definitions belonged to the definers- not the defined” (Morrison, 1988: 190). Schoolteacher beat Sixo-the black nigger, just to remind him that he had no right to give “definitions”.

Identity crisis is another phenomenon of Racism. The characters in *Beloved* suffer from the absence of self-knowledge and self-recognition under slavery. Mr. Garner never called baby Suggs by any name at all. The absence of a name signifies the denial of her humanity. Paul D wonders about the value of masculinity bestowed on him by a white master. He questions his manhood. He recalls the benevolence of Mr. Garner, his owner, who regarded him and the other male slaves at Sweet Home as men. Nevertheless, this turned out to be a mean trick to fool the slaves. Schoolteacher, a more malicious slave owner, did not believe he was a man. Now Paul D does not believe it either, if he were really a man, he could break his relationship with Beloved. He takes the coward's route to deal with Beloved and Sethe. It points to the shortcomings of even Mr. Garner's “enlightened” slavery. Once Garner died, masculinity proved terrifyingly easy to take away. In fact, the slave's dignity still had its origin in an outside source and was therefore meaningless.

“In Morrison's novel, it is realized that the character's self-esteem and self-worth have been denigrated or even eliminated by racism, marginalization and oppression. Their skin color or more clearly, their degree of blackness shows their value. For instance, the light-skinned blacks had a better position in society than darker ones. It was not an idea just among the white majority, but even blacks treated one another differently based on the degree of their blackness. These opinions were transferred from one generation to the next. Therefore, considering Morrison's characters, it becomes clear that racism and oppression are not limited to an individual's life, but also influence other generations.” (Shahrezaee & Ladani, 2014: 19)

The brutality of racism and slavery is shown in Paul D's memories of the chain gang where he was forced to work. The men on the chain gang slept in wooden boxes that were sunk into a deep ditch a thousand feet long. Paul D locked up his harsh memories "into a tobacco tin lodged in his chest"(Morrison, 1988: 113) which "nothing in this world could pry it open." (Morrison, 1988: 113)

Sethe kills her daughter to save her from the brutality of slavery, to exclude her from the consequences of slavery. Perhaps, the most horrible experience of slavery is a mother's killing of her children with an intention of keeping them away from slavery. Sethe gives a physical death to her daughter rather than the psychological death. Sethe states, “If I hadn't killed her, she would have died and that is something I could not bear to happen her” (Morrison, 1988, p.200). This, in fact, exemplifies the reality of the Fugitive Slave Law, which permitted slave owners to hunt down escaped slaves and pull them back into slavery. In Sethe's case,

Schoolteacher came for her and her children. Sethe's act of killing one child and attempting to kill the others is a strong statement about the cruelty of slavery and a mother's love: she would rather see her children dead than enslaved; Sethe "carried, pushed, and dragged them through the veil, out, away, over, there where no one could hurt them. Over there. Outside this place, where they would be safe." Her endeavor to transport the children away to "where no one could hurt them" (Morrison, 1988: 163).

According to Fuston-White (2002), it was the consequences of slavery that led Sethe to kill her child, compelled her to accomplish such a vicious crime. She states, "It was not madness, but the reality of slavery, that drove Sethe to kill her child, fully aware of the act and its brutality, as well as its compassion" (p.464).

"Another example of infanticide is Charlotte Brooks' slave narrative in *American Slaves Tell Their Stories*. In this book, Rogers Albert makes six interviews with slaves. One of them is Charlotte Brooks. Like Sethe in *Beloved*, Aunt Charlotte kills her children. She thinks that it is better for them to die before becoming slaves. She mentions that: "They died for want of attention. I used to leave them alone half of the time. Sometimes old mistress would have someone to mind him or her until they got so they could walk, but after that, they would have to paddle for themselves. I was glad the Lord took them, for I knew they were better off with my blessed Jesus than with me" (8)" (as cited in Shahrezaee & Ladani, 2014: 20).

The white superiority and black inferiority is also vividly portrayed in *The Bluest Eye*. The difference between colored people and niggers were easily identifiable. Colored people were neat and quiet; niggers were dirty and loud. "Long hours" Pecola "sat looking at the mirror, trying to discover the secret of the ugliness, the ugliness that made her ignored or despised at school, by teachers and classmates alike." (Morrison, 1970: 45) She has seen "the distaste" for the "blackness" "lurking in the eyes of all white people." (Morrison, 1970: 49) In the eyes of white people "under every dark skin was a jungle" (Morrison, 1988: 198), but "it wasn't the jungle blacks brought with them to this place from the other (livable) place. It was the jungle white folks planted in them" (Morrison, 1988: 198).

The blacks because of their color and race are deprived of self-respect, honor, inclusion, equality, identity and even ownership of their own self, family or children. They feel uneasiness and otherness in the white ruled, white superior society. Even when they became free, they had to bear the effects of slavery and racism as they lost their individuality, the sense of freedom; and the burden of memories kept them under pressure all the time. Paul D asked Stamp Paid, "Tell me this one thing. How much is a nigger supposed to take? Tell me. How much?" (Morrison, 1988, p. 235) "All he can, said Stamp Paid. "All he can." until death. (Morrison, 1988: 235)

4.2. Sexist Oppression

Sexist oppression is as strong as racism in the lives of enslaved black women, which is institutionalized and socially structured by patriarchy. Racist exploitation of black women as workers either in the fields or in domestic household was not as de-humanizing and demoralizing as the sexual exploitation. The female slave lived in a constant awareness of her sexual vulnerability and in perpetual fear that any male, white or black, might single her out to assault and victimize (Hooks, 1982; Boudreau, 1995).

In *Beloved*, Morrison illustrates gender discrimination between male and female slaves. She emphasizes, "Particularly the brutal form of double oppression suffered by black women on account of their race and gender" (Chakravarty, 2008: 178). Society approves certain roles, actions, behaviors and features for male and female that result in sexual inequalities.

Sexual inequality is examined here with special reference to feminism. Feminist theory focuses on gender politics, gender relations, power issues and sexuality to criticize this inequality. "Inequality comes from the refutation of equal rights. The main obstacle to equality is sexism. Women are considered the first suppressed group, facing this sexism; women's suppression is most pervasive and deepest. No man will relinquish gender advantage as no white relinquishes racist advantage" (Shaheen & Nazir, 2014: 97).

Gender discrimination is vividly presented in *Beloved*. The center of our attention are the female slaves, whose sufferings are twofold. "Not only does their skin color push them toward the margin, but also their gender causes their being doubly marginalized" (Shahrezaee & Ladani, 2014: 19).

Women were treated rudely not only in the hands of white masters but also by their own community people. The community's envy of Baby Suggs, their refusal to celebrate life and become resentful of her generosity show their anxieties, their fears, their disgusts to accept a female slave who tries to represent herself as an individual self in the society. The community is also partially responsible for Sethe's infanticide who out of jealousy did not inform baby Suggs about the Schoolteacher's arrival to catch Sethe and her children. Their hatred of Sethe, a female slave, who tried to break the social norm, led Sethe and Denver stay in isolation for long years, and they had to stand alone and did not go to the community for anything.

Patriarchy considers female body as an object of commerce. We find Sethe, as a free woman out of bondage, also experienced sexual abuse because she could not afford to pay for the engraving of her daughter's grave. She was forced to use her body as an object of commerce. The commercialization of the female body is quite evident in the bargain the engraver proposes to Sethe, "Ten minutes, he said. You got ten minutes I'll do it for free." (Morrison, 1988, p. 5). With ten minutes sex she could engrave only seven letters "Beloved". However, she wanted to engrave "Dearly Beloved" and "for twenty minutes, a half hour, say, she could have had the whole thing". (Morrison, 1988: 5).

In *Ain't I a Woman: Black Women and Feminism* (2007), Hooks states that:

"As far back as slavery, white people established a social hierarchy based on race and sex that ranked white men first, white women second, though sometimes equal to black men, who are ranked third, and black women last. What this means in terms of the sexual politics of rape is that if one white woman is raped by a black man, it is seen as more important, more significant than if thousands of black women are raped by one white man." (52)

Therefore, black women are in the periphery of social rank. In *Beloved* too, Sethe appears as an inferior black woman who greatly suffers mistreatment. Because of her social status, not only her white masters but also other people in society exploit her as they wish. Sethe seems to have no right to defend herself.

In *Beloved*, Morrison emphasizes the dehumanizing effects of slavery especially on female slaves. Sethe is raped, mistreated, and violated. She mentions:

"After I left you, those boys came in there and took my milk. That is what they came in there for. Held me down and took it. I told Mrs. Garner on em. She had that lump and could not speak but her eyes rolled out tears. Them boys found out I told on em. Schoolteacher made one open up my

back, and when it closed, it made a tree. It grows there still." (Morrison, 1988, p. 16).

Vulnerability of female body is another phenomenon of patriarchy. Women cannot protect themselves. Though they had to give severe physical labor, they were also the victims of their white masters' wishes and urges. They were not the owner of their own bodies; they were forced to make their bodies available whenever their masters wanted. As if their bodies were the possessions of their masters' and they were incapable to protect it. They were treated as sexual objects in the hands of white masters. Even the white wives (as they are female in the patriarchal society) did not have any power to stop their husbands from doing this violations and rapes. Stamp Paid went to his young master's wife (as his wife Vashti "every now and then she be gone all night" (Morrison, 1988, p. 233) to satisfy her master's sexual desires) with the hope that "she might stop it, but it went right on." (Morrison, 1988: 233).

Stamp Paid, a typical man, the prototype of the society could do nothing to stop the violation of his wife but he could show his wrath to the powerless, helpless, feeble, weak woman. "I looked at the back of her neck... I decided to break it." (Morrison, 1988: 233). 'Death' is the only solution to escape the never-ending cycle of subjugation and discrimination. This is the tragedy of the black women in the society, which is manipulated by patriarchy and racism. Sethe's eldest daughter Beloved, Stamp Paid's wife Vashti are the embodiments of this deprivation.

Female black slaves were seen as breeders - the reproducers of more slaves by their white masters. Though Sethe is a slave, she is still valued for her fertility by Schoolteacher. Children of every black people were the property of slave masters and they were being raised to do the work that was badly needed in whites' family. For instance, Baby Suggs has eight children with six different men. The narrator says, "Her two girls, neither of whom had their adult teeth were sold and gone nor she had not been able to wave good bye." (Morrison, 1988, p. 23).

The dual policy of patriarchy is that the male slaves suffered from racial discrimination but the female slaves were subjected to both racial and gender discrimination (Chakravarty 2016, Mageswari, 2018). Whereas the male slaves were mostly limited to working in the fields, the female slaves were subjected to both household as well as plantation work. As punishment they could beat both male and female as well as they could rape one, so that the female slaves could receive dual punishment.

Because of their race and gender, their sufferings were worst in compare to the male slaves. Hira Ali (2013) says, "Lives of woman slave were much worst as compared to male slaves due to two reasons. Firstly, husbands of slave woman were taken away or sold by the *white masters*. Secondly, black woman were abused and violated through rape. White man kept sexual relations with black woman in order to increase their assets." (p. 1421)

5. Conclusion

Being a black feminist and having first-hand experience Morrison has vividly documented the agony of racism and sexism in white dominated American society. The novel *Beloved* shows the miserable life of Afro- American women who are doubly oppressed by both racism and sexism. The untold and unvoiced plight of racism, slavery and sexism in the dominant white-skin culture has made the novel unique. The conflict between the whiteness and blackness and the superiority of whiteness over blackness is painstakingly

portrayed in *Beloved*. The Afro-American black people are considered merely slave rather than human of flesh and blood. They have been deprived from all human rights, and deliberately hated, raped, and even killed. On the other hand, black feminine has been dehumanized because of their sex and color. They have been made slave and forced into sex slavery by both white and black male. Unlike black male who are only racialized, black female are victimized by racial and sexual oppression and the latter is considered a great threat to the freedom of black women. For them racial equality does not entail all human rights and freedom as like as colored women in socially constructed sexist mind-set of America. No matter whether white or non-white women, everyone is conditioned to accept femaleness as inferior / sexism as natural. Therefore, black female is enslaved and sexually oppressed by their racist and sexist white master and at the same time forced to be silent as sexually inferior by black male patriarchy. According to Hooks (2007), the struggle to end racism and the struggle to end sexism were naturally intertwined that to make them separate was to deny a basic truth of our existence, that race and sex are both immutable facets of human identity.

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EXPLORING TRAUMA AND HOPE IN REFUGEES' POEMS

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Abstract

A situation of enforced migration in which individuals are compelled to migrate against their own causes a sense of displacement (Shamsuddoha et al., 2012). As of 2019, UNHCR has confirmed a population of 79.5 million forcibly displaced refugees, which accounts for nearly one percent of the global population. Displaced refugees is a topic that has gained international focus in numerous disciplines - anthropography, geopolitics, health sciences, to name a few. This paper examines displaced refugees through two recent poems composed in 2018: *Greetings to the People of Europe* by Alemu Tebeje and *When Exile Comes: How the Brain Reacts to Trauma* by Eric Ngalle Charles. Both poets have lived as refugees, and they both have experienced displacement and consequently, its hardships. It aims to provide a linguistic lens in analysing displaced refugees' plights by identifying and foregrounding distinctive linguistic devices in the poems. The in-depth stylistic analysis of the poems unveils that, while trauma is commonly discovered, hope and future viewpoints are equally registered.

Keywords: displacement; refugee; linguistic devices; hope; trauma; stylistic analysis.

1. Introduction

Displacement is a human behaviour of enforced nature; currently on the rise globally mainly because of political conflicts and natural disasters (Siriwardhana & Stewart, 2013). Conflicts of war and persecution generally lead to either people being displaced within the country or escaping to other countries (Ferris, 2008). Refugees flee from homeland to seek asylum in other countries. As of 2019, United Nations High Commissions for Refugees (henceforth, UNHCR) has confirmed approximately 79.5 million forcibly displaced refugees. Refugee Convention (1954) defines "refugee" as a person who, "owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country" (as quoted in Ferris, 2008: 77).

Many studies have so far investigated some adverse impacts of displacement on mental health, inclusive of depression, anxiety, violence, post-traumatic stress disorder (henceforth, PTSD), and so forth (Bhugra & Jones, 2001; Horn, 2010; Amirthalingam & Lakshman, 2013). Moreover, it is argued that the displaced population continues to confront substantial stressors, such as problems with food, healthcare, employability, and discrimination, all of which may further promote mental disorders.

In this paper, the impacts of displacement can be disclosed in poems by two selected poets, Alemu Tebeje (*"Greetings to the People of Europe"*) and Eric Ngalle Charles (*"When Exile Comes: How the Brain Reacts to Trauma"*). The following synopsis of both poems describes the situations faced by displaced refugees. The poem, *"Greetings to the People of Europe"* (henceforth, *"Greetings"*) is a portrait of the displaced persona in exile in the hope of seeking help from one of the first world countries, Europe. Tebeje is an Ethiopian journalist, and he recalls how brutal and inhumane his home regime was to its people. In this context, the poet recalled the teaching of love from European missionaries to the forefathers of his nation. Inspired by such teaching, the poet endured unimaginable sufferings within his nation alongside the extremely harsh conditions on his way to Europe. It can be inferred from the poem that the poet firmly believes that the Europeans *"all the lovely words"* (line 19) that they preached to the forefathers of the author.

The other poem, *"When Exile Comes: How the Brain Reacts to Trauma"* (henceforth, *"When Exile Comes"*) is a vivid reflection of the displaced life of the poet Ngalle who was a Cameroonian refugee who writes extensively about displacement and the arduous journey of seeking refuge. First and foremost, Ngalle went through the loss of identity when he prayed in a tongue he did not understand since prayer is usually an intimate manner of communication that is often delivered in one's mother tongue. Subsequently, he expresses extreme solitude by living as a stranger in a foreign land. He presented life difficulties, such as paying debts and having holes in his shoes. In this context, the poet has *"cried"* and *"laughed,"* and he eventually was waiting to be buried - reflecting the likeliness of mental distress and the loss of hope.

2. Literature Review

In this section, this paper reviews some key literature on displacement and the impact of displacement on refugees. The recent years witnessed an upsurge of refugee populations worldwide. Although refugees' physical needs are attended to by many organizations like the World Health Organization (WHO) and the UNHCR by providing food and shelter, the delicate matter of mental health of the refugees is not receiving proper attention, chiefly because the inequitable refugee service distribution together with difficulties in coordinating such services across borders (Silove, Ventevogel & Rees, 2017). Due to the distressing and traumatic events faced by the displaced refugees, it is discovered that some of them have endured psychological effects such as PTSD. It is noteworthy that both poems are distinctive in revealing and expressing psychosocial duress of the displaced personas. Therefore, the linguistics analyses will tie in the manifestations from feelings of being overwhelmed, fearful and/or helpless.

2.1 Displacement

The last one hundred years have been called as an era of unprecedented displacements in many senses - from witnessing the flood of rural populations to metropolis, the diasporas of migrant workers to mass refugees' exodus (Smith, 2007). In poetry, the theme of displacement is largely deployed to represent poets' senses of personal estrangement and their existential angsts with their unsettling, uprooted conditions. Refugee movement and human displacement have been one of the consequences of conflict within a country and between societies. Despite the popular perception of the refugee movement and human

displacement as phenomena that have seen marked upturns in recent years, it is still debatable whether there have been qualitative changes in patterns of forced displacement over the past century (Newman & Van Selms, 2016: 3). This paper focuses on two displaced African refugee poets who have left their homeland and migrated to Europe. According to Ngalle, he states that he had lost the concept of a home completely considering the hardships he had gone through: he had slept on tree trunks, tree branches, used stones as a substitute for pillows (Migrant Offshore Aid Station, 2017). Based on the statistics, the peak of forced exile was the spring of 1992, when 356, 627 persons had to flee from their homes (Ajdukovic & Ajdukovic, 1998: 187). According to the Office for Displaced People and Refugee (1997), by October 1997, there were still 287 366 people that remained displaced and/or had refugee status (cited in Ajdukovic & Ajdukovic, 1998: 187).

2.2 Trauma and Hope in Displaced Refugees

A wide range of studies have investigated physical losses and adverse mental issues found amongst displaced refugees. Displaced refugees face a wide range of losses: from the comfort of their homes, familiar environment where they grew up, educational settings, social network to living patterns with their loved and closed ones. The home itself plays a crucial role in the identity formation and development of children (Ajdukovic & Ajdukovic, 1998: 187). Losing these crucial aspects of life clearly had negatively impacted the individuals involved, physically or mentally. As what has been reflected in the title of Ngalle's poem, *"When Exile Comes"*, Ngalle described his hardships of being a displaced refugee, and somehow it has traumatized and impacted him physically and mentally. Being traumatized by what happened, Ngalle stated that it was and still an absolute and lonely experience to him as all he carried with him was his memory, mental and physical scars (MOAS, 2017). Studies suggest that during warfare, displaced adults frequently display anxiety, depression, anger, aggression, alcohol abuse, distrust, somatization or 'escape to illness,' and sleep disturbance (Moro & Vidovic, 1992 as cited in Ajdukovic & Ajdukovic, 1998: 187). Along the displacement process, it has made the refugees feel traumatized, degraded, demotivated, demoralized and become financially dependent, hopeful and helpless.

Based on the previous study conducted by Ajdukovic and Ajdukovic (1998), the findings revealed the mother's perceptions on the stress reaction of displaced children. The mothers stated that exposure to living in displacement is likely to result in a number of stress-related symptoms (McCallin & Fozzard, 1990; Ressler et al., 1988 cited in Ajdukovic & Ajdukovic, 1998: 190). Another statement from the mother's perception taken from the study, displacement had a strong negative impact on the children's well-being (Ajdukovic & Ajdukovic, 1998: 190). In the same study, the findings found that the depression score for refugee children was significantly high. It also disclosed that the importance of the family and the support it provides to a child in coping with the prolonged stressful situation of displacement (Ajdukovic & Ajdukovic, 1998: 193). However, based on Ngalle's poem, he clearly lost one of the most essential aspects - his family.

Parents or caregivers play a very crucial role in protecting the children's health, physically and mentally. Developing effective interventions to help parents on how to do parenting effectively within a new context can reduce refugee families' suffering throughout their journey to resettlement, and it should be a global mental health priority (UNICEF, 2013; Williams, 2012 cited in El-Khani et al., 2016: 99). A recent review conducted by Hassan,

Ventevogel, Jefee-Bahloul, Barkil-Oteo, and Kirmayer (2016) emphasizes the importance of formulating mental health difficulties in non-stigmatising and inclusive ways that avoid labelling and acknowledge the multiple casualties of these, including stress-induced exacerbations of pre-existing conditions, problems arising from the experience of violence and conflict, and difficulties arising from adaptation to new contexts through conflict and displacement (as cited in El-Khani et al., 2016: 100).

3. Research Method

This present study is a qualitative research where a linguistic analysis of two poems entitled, '*Greetings to the People of Europe!*' by Alemu Tebeje and '*When Exile Comes: How the Brain Reacts to Trauma*' by Eric Ngalle are analysed by drawing out the sense of displacement by examining what linguistic features re being foregrounded in the two poems. In a linguistic context, this type of analysis deals with a wide variety of linguistic features and studies the ways in which language is used in literary works and the implementations are descriptive where all findings are descriptively explained. It is grounded under the umbrella of stylistics. Stylistics is widely known as a branch of applied linguistics which is concerned with the study of style in language in both literary and non-literary texts (Jeffries & McIntyre, 2010; Jandlová, 2018). Using a stylistics approach is a systematic way which provide objective and scientific commentary on the data. Researchers used this approach to closely analyse literary or non-literary texts by looking at the various levels. Since every author has his or her own distinct unique style in writing, this field is adopted as a tool to explore their choice of linguistic means which illustrate the relationship between the words used and the functional significance (Hough, 2019).

In the case of poetry, a poem in particular, "is realized by lines, stanza, and sub-stanza" where the meaning of the poem will be understood by relating each part that is "bound together" to form the poem. Stylistics analysis of a poem can show how poetic style creates meanings and effects (Rifqi, 2009). It is not only about the poet's style, but how the poet chooses certain patterns in a stanza, for instance, can be used as linguistic evidence to interpret the possible meaning/s in a poem. It is important to have knowledge of how the language itself works in order to foreground the irregularity of the linguistic features that are manifested in the text. The foregrounding of the linguistic features can be achieved through the presence of linguistic deviation, parallelism, and repetition (Leech, 2014). The significant functions of the foregrounded features will help in integrating the meaning in a poem. By using stylistics approach, the purpose of the language use and its effects can be uncovered. In the same vein, it is the very method that will be employed to disclose the sense of trauma and hope amongst the refugees in both the poems, "*Greetings*" and "*When Exile Comes*".

3.1 Data

Poetry and prose written on the theme of "displacement" are popular among the literary works and writings of refugees. The written work of refugees about their experiences can be found in several online platforms including the Exiled Writers Ink and the Migrant Offshore Aid Station (henceforth, MOAS) websites. During the annual refugee week, the arts and works of people experiencing forced displacement are published on these online platforms (Catrambone, 2019; Langer, 2019). The selection of the poem begins with a few criteria: keywords search (refugee, poetry, and displacement); time frame (within the last

five years); and medium (unpublished, freely available on the internet). The final selection is made up of poems that receive little attention, self-composed on the Internet, and express the life of refugees that is replete with hardships. The poems used for this analysis were focused on refugees' sentiments related to hope and trauma in their poetry. Both poets wrote the poems based on their own life story which makes it more personal and easier to comprehend with the help of additional reading on their background information. These poems registered the sense of displacement in two conflicting different ways: trauma and hope; pithily portrayed by both personas.

The poem, "*Greetings*" focuses on the displacement persona felt as a refugee. This poem vividly portrays how refugees always seek help with hope in their hearts that there would be someone who would take them one day. In the first line, the persona describes how the European come to Africa in two ways: land and sea. In line 2, the persona continues to unveil the European's mission in which they unload enormous number of bibles in order to share the words of love from the bible to the persona's forefathers. As seen in lines 4-7, verses taken from the bible are referred to inculcate refusal to vengeance and revenge in favour of forgiveness and loving others, including your enemies. Next, the persona continues by representing himself as one of the forefather's generation to preach the words of love that the Europeans have passed down years ago (lines 8-9). In lines 10-11, the persona describes their hardships and unfortunate fate of being displaced by giving an imagery of the actions faced; slapped and stripped in their home country. Lines 12-13 explain the challenging journey of the displaced persona en route Europe to seek for help and this line discloses the hardships that the persona faces during the journey and how fearful he is to face the calamities. After describing the hardships of his journey at the sea, the persona continues in lines 14-15 to express his hope and willingness to survive the challenges and difficulties in the journey to Europe. The words of love give them hope, enabling them to suffer persecution and seek refuge with the innocent and genuine hope of being adopted by those loving Europeans whose forefathers preach "words of love." In lines 16-17, the persona describes his successful arrival to Europe. Lastly, in lines 18-19, the persona remains optimistic and hopeful that he will be able to resettle with the assistance of the Europeans.

On the contrary, the poem, "*When Exile Comes*" focuses more on hopelessness due to the displaced experiences undergone as a refugee, where all the hardships lead the persona to feel like he desires to die. The persona feels displaced in a new place where he is not familiar with. The persona's feeling of being in a strange place is clearly depicted by language barrier where he prays in a language that he does not speak. He feels helpless and there is nothing that he can do but to mockingly laugh at himself. Furthermore, the time spent by persona roaming to seek a home or permanent shelter is long and this is portrayed in his words, "*[m]y wrinkles hiding the passage of time*" (line 6). After spending a long time seeking for shelter, the persona is given a new beginning as a refugee in a place far from home. However, he is still haunted by his past. This feeling is portrayed in line 7 where he feels like he is a stranger among the people in a community. In this new home that he finds refuge, he does not seem to find hope and is constantly troubled by his past. This feeling of hopelessness is clearly depicted from lines 9 to 16. The helplessness that he experiences is causing him to lose hope in life. Lastly, lines 17-19 arrive at a point of climax of hopelessness, in which the author repeatedly says, "*this is my grave*", which veers into morbidity where the persona hopes that death can finally terminate his suffering. This thought further

clarifies the displacement and hopelessness experienced by the persona as a refugee in a whole new place far from his home.

With the opposite sense of hope registered by both personas in the above poems, their position as displaced refugees - both poems disclose insights to refugees' experiences and predicaments.

3.2 Procedure

This analysis was carried out by following the heuristic checklist of linguistics and stylistics categories presented by Leech (2007). This checklist provides a 'systematic basis' for the collection of relevant linguistic data from the text for the purpose of stylistic evaluation and offers four levels for analyzing the linguistic choices made by the writer, in terms of style. These levels include the lexical categories, grammatical categories, figures of speech and context and cohesion". Leech (2007) points out that while the list itself is a selective one, leaving out a lot of detail but it allows the reader to reach the significant and relevant features of the text through a linguistic survey.

By utilizing stylistic analysis, this paper explores the trauma and hope portrayed in the two poems by examining the foregrounding of **grammatical categories**, **figure of speech**, and **graphological deviation**. In terms of **grammatical categories**, *repetition of certain lexical items* and *paralleled structure* that are foregrounded are selected for analysis. Additionally, **figure of speech**, specifically *hyperbole*, is also taken into consideration. A visual feature, **graphology**, though not listed in this heuristic checklist, is incorporated in the analysis due to its prominent role. All these features are analysed thoroughly by relating them to trauma- and hope-related sentiments. Concurrently, the poets' background information is alluded to as they project their angsts through their poetry. The analysis maps out both poems to vividly provide an insight on how linguistic features that are foregrounded in the poems can function as a means that reflect the sense of hope and trauma by both poets.

It is observed that both poems have unique spacing style: "line-by-line arrangement of the poem on the page with irregular margins" (Pirnajmuddin & Medhat, 2011: 1331). Therefore, reference to lines rather than stanzas within the analysis can avert any confusion in the positioning of the content and respect the unique construction of both poems. Following this, both poems are labelled according to lines throughout the whole paper.

4. Results and Discussion

In both poems, hope-related sentiments are implied through various linguistic features. By studying stylistics of poems, literary meanings and structural features can be decoded for better comprehension (Ferdows & Masoud, 2012). This literary analysis utilizes stylistics analysis to identify and label foregrounded linguistic features, analyze systematically features, inter alia, *repetition*, *hyperbole*, *parallelism* and *graphological deviation*. Foregrounded linguistic features in both poems are closely examined to reveal juxtaposition of hope-related sentiments, namely, hopefulness and hopelessness. A close investigation of the ways Alemu Tebeje Aleye, the poet of "*Greetings*", and Eric Ngalle Charles, the poet of "*When Exile Comes*" react to displacement is done.

Greetings to the People of Europe!
by Alemu Tebeje Aleye (2018)

Line 1 Over land and sea, your fathers came to Africa
Line 2 and unpacked bibles by the thousand,
Line 3 filling our ancestors with words of love:

Line 4 *if someone slaps your right cheek,*
Line 5 *let him slap your left cheek too!*
Line 6 *if someone takes your coat,*
Line 7 *let him have your trousers too!*

Line 8 now we, their children's children,
Line 9 inheriting the words your fathers left behind,
Line 10 our bodies slapped and stripped
Line 11 by our lifetime presidents,

Line 12 are braving seas and leaky boats,
Line 13 cold waves of fear – let salt winds punch
Line 14 our faces and your coast-guards
Line 15 pluck us from the water like oily birds!

Line 16 but here we are at last to knock
Line 17 at your front door,
Line 18 hoping against hope that you remember
Line 19 all the lovely words your fathers preached to ours.

Figure 1: "Greetings"

When Exile Comes: (How the Brain Reacts to Trauma)
by Eric Ngalle Charles (2018)

Line 1 That day, I prayed in a tongue
Line 2 I did not understand,
Line 3 In a language, I did not speak.

Line 4 I laugh.

Line 5 Rain bouncing on my back,
Line 6 My wrinkles hiding the passage of time,
Line 7 Living as a stranger amongst my own.
Line 8 I cry.
Line 9 I do not remember my dreams,
Line 10 the sun rays avoid my skin.
Line 11 My shoes have holes.
Line 12 I paid my debts a thousand times
Line 13 to those who planned to kill me.
Line 14 I laugh.
Line 15 This is my grave,
Line 16 This is my grave

Line 17 I stand in a field of Daffodil
Line 18 I am Waiting for you,
Line 19 I am Waiting for you to bury me.

Figure 2: "When Exile Comes".

The poem, "*Greetings*" specifically portrays hopefulness as displaced refugees hopefully seek help from Europe as seen in lines 12-15.

Table 1: Lines that indicate Hopefulness

Line 12	are braving seas and leaking boats
Line 13	cold waves of fear – let salts wind punch
Line 14	our faces and your coast-guards
Line 15	pluck us from the water like oily birds!

Lines 12 to 15 describe the journey of the displaced persona heading to Europe to reach for help. Line 12 portrays the hardship he faces throughout the journey. Despite tempestuous seas' conditions and leaky boats, he then says in lines 14-15 that, "*coast-guards/ pluck us from the water like oily birds!*". This is the hope for the poet who strives to survive the odds in the arduous journey of escaping from his homeland turmoil. In line 13, "*let salt winds punch*" shows how persona expresses his fearful emotions yet striving to survive. In reality, no one would allow oneself to be punched but persona is willing to be in pain to seek help because he is vulnerable and hopes to be saved.

As for the poem, "*When Exile Comes*", the overarching theme is that of hopelessness. Ngalle, the poet, informs that he suffers hardships in life and is betrayed by his father's family when he is in Cameroon (MOAS, 2017). This reality leaves a deep wound in him and contributes to his feeling of hopelessness. Likewise, as reflected in the poem, the persona experiences hardships and desperation because he "*lives as a stranger among my own*" and even "*sun rays avoid my skin*". Consequently, from lines 15-19, the persona expresses his hopelessness that although he stands on a field of daffodil, a symbol of hope and rebirth, he is "*waiting for you to bury me*". This contradictory expression intensifies his hopelessness. All he could see is his own open grave (lines 15-16, "*This is my grave*"). Therefore, the poet's experience of betrayal from his family takes a heavy blow on him and this very experience is cast upon the persona's ominous sense of hopelessness.

The first similar linguistic feature in both poems is **repetition** of the words; '*love*' and '*words*' that express the themes of hopefulness and hopelessness. Repetition is commonly used in literary texts to produce deeper emphasis, clarity, and amplify the emotional effects (Ochoa, 2014). In "*Greetings*", the lexis "*words*" is repeated three times throughout the short poem – "*words of love*", "*words your fathers left behind*", and "*lovely words*" (lines 3, 9 and 19).

Table 2: Example of Repetition in "*Greetings*"

Line 3	filling our ancestors with words of love:
Line 9	inheriting the words your fathers left behind,
Line 19	all the lovely words you father preached to ours.

This repetition is to describe 3 different stages that "*words*" have impacted Africans' life. The phrase in line 3, "*words of love*" is not only preached, but also inherited and deeply rooted in the lives and hearts of these Africans. It is derived from Bible verse that Tebeje includes as a part of the poem itself in lines 4-7. The Bible verse; "*if someone slaps your right cheek, let him slap your left cheek too! If someone takes your coat, let him have your trousers too!*" is said to be the rejection of revenge and retaliation and focusing on forgiveness and loving others, even your enemies. In line 3, the first repetition of "*words*" alongside the first polyptoton '*love*' is to describe Europeans preaching "*words of love*" and kindness to Africans.

While in line 9, it refers to how Africans inherit and nurture “*words of love*” in their life. Lastly, “*lovely words*” in line 19 show that these Africans are now hoping for Europeans to remember the words of love that they preach before. The polyptoton of “*love*” is used as adjectives, ‘lovely’ to depict a clearer image of what type of words that the Europeans preach to them. Lewis (2020) explains that using adjectives in poetry allows the poet to give readers a clearer picture of what the poet is trying to say. The Africans hope that the European would remember the love and kindness they teach and gospelize them. Thus, repeating “*word*” and the polyptoton of “*love*” shows the importance of the words of love that Africans now live by. The hopefulness that they have in their life despite hardships and struggles that they face attribute to these words of love.

Contrarily, “*When Exile Comes*”. repeats the phrase “*This is my grave*” (lines 15-16) to reflect sense of hopelessness. In this poem, Ngalle describes how he is treated by society as a refugee. He spends years of his life seeking for a new place he could call home (MOAS, 2017). It can be seen in lines 1-3 that he tries so hard to have a better life where he wrote, “*I prayed in a tongue I did not understand, in a language, I did not speak*”. These lines show his desperation to ask for God’s help to have a better life because he is now using a language that is not his language. Baesler (2003) defines prayer as an intimate spiritual communication between a believer and God. Prayer is an intimate action that creates a bond between humans and God where people would try to communicate as comfortably as they could. However, this poem shows persona’s desperation for him to start praying in an unfamiliar language. Those hardships including “*[I]iving as a stranger amongst my own*” (line 7) has led him to feel hopeless in life. He is also living in a situation where his life could be ended anytime by “*those who planned to kill me*” (line 13). Consequently, he feels hopeless to find a reason to continue seeking for a new home. The phrase “*[t]his is my grave*” which is repeated twice emphasizes how the persona has now lost hope in continuing his journey. He has determined that it is hopeless to find a home except for this “*grave*” which might be the end of his journey in finding a place to call home. The determiner “*this*” is used to refer to something or somewhere near to the speaker and in this phrase, it is referring to the place that he is currently at. The noun “*grave*” indicates where all ends for the persona.

He shares his thoughts on his journey by mentioning that moving from one country to another as refugee, climbing mountains, crossing seas, seeking peace, and finding none, has forced him to be in a state of hopelessness. Thus, the repetition of, “*[t]his is my grave*” in lines 15 and 16 emphasizes the emotion he feels when he decides to end the hopeless search for a new place to live. In sum, these all relate to deeply rooted hopelessness of the persona’s life.

The next linguistic feature foregrounded in the poems is **hyperbole**. Hyperbole is “exaggerated intensification, expanding or enlarging of an entity and the exaggerated reduction or attenuation” (McCarthy & Carter, 2004, p. 151). Both poems use hyperbole to reveal hope-related sentiments. Nevertheless, by using the same linguistic device, they reveal contrasting hope-related sentiments. “*Greetings*” is about hopefulness whilst “*When Exile Comes*” is about hopelessness.

For “*Greetings*”, the example of hyperbole can be found in line 2. The phrase “*by the thousand*” is meant to exaggerate and intensify. This is to create a maximum effect of the “*words of love*” that Europeans preached to Africans. It also refers to the abundance of words of love that is preached, and it implies that these give Africans a faith and belief by teaching them love. Subsequently, the Africans have learnt words of love, what and how to practice it. This superlative form of love is then reflected upon from lines 4-7 in details. The

use of hyperbole then reflects the theme of displacement. Albeit hardships and sufferings of displacement, the abundant amount of "*words of love*" blessed displaces Africans who face unfortunate fate at home, in that their bodies are "*slapped and stripped*". Moreover, words of love give them hope to endure injustice and seek asylum with innocent and sincere hopefulness that they will be adopted by those loving Europeans whose forefathers preach "*words of love*". In sum, using hyperbole reflects hopefulness amongst displaced African refugees seeking asylum in Europe.

In "*When Exile Comes*", the example of hyperbole can be seen in line 12. It is generally challenging to count times of paying debts, so "[a] *thousand times*" is an extravagant exaggeration to disclose that the refugee pays loads of debts repeatedly for many times and the overwhelm emotions and feelings of doing so. The use of hyperbole releases compelling effects. The repetition of paying debts can cause lots of mental pressure to the persona, and it aligns with "*how the brain reacts to trauma*" in the title. In the context, the persona feels he is forsaken, isolated and shunned as he says even "*the sun rays avoid my skin*". Haunted by such traumatic memories, the persona repeatedly pays debts to "*those who plan to kill me*". This appears that the persona is in an inferior social status and his life is under threat. Those in his new community who not only unwelcome him but also be hostile to him in that he is a refugee and is of lower social status. This has led to the persona to feel mentally exhausted. He has had enough of this and could not bear more. By repeatedly paying debts, the persona lingers on in a steadily worsening condition as a displaced refugee. The use of hyperbole correlates to the conflicting sense of hope and trauma endured by the persona. These all reflect extreme traumatic hopelessness that is deeply embedded in the bottom of the persona's heart. To sum, the persona could do nothing about steadily spirals into hopelessness.

The next linguistic feature found in both poems is **parallelism**. In "*Greetings*", lines 4-7 derive from Bible verses reflecting the words of love. The verses are taken from the Bible but some words have been substituted by the poet parallelly. In addition to that, it is also to show that two or more ideas have the same level of importance. These lines portray the main points of words of love that are passed by the European to the Africans. This verse has been modified into a parallel sentence structure as the poet intends to emphasize how powerful this Bible verse is in the Africans' lives. This verse has built faith in the Africans' lives which lead them to have hope in receiving "*words of love*" by the Europeans. The sentence structure of these lines remains the same but the verbs and nouns of the lines are changed. The changes could be seen in Tables 1 and 2 below.

Table 3: Paralleled Sentence Structure in "*Greetings*"

Conjunction	Pronoun	Verb	Pronoun	Noun
if	someone	slaps	your	right cheek
if	someone	takes	your	coat

Table 4: Paralleled Sentence Structure in "*Greetings*"

Verb	Object Pronoun	Verb	Possessive Adjective Pronoun	Pronoun	Noun
let	him	slaps	your	left cheek	too!
let	him	have	your	trousers	too!

The main verbs “slaps” and “takes” are enforcing actions, whilst nouns “coat” and “trousers” are personal belongings. This could reflect the torture from their own regime, and yet, by the “words of love” abiding by their life, the Africans do not take revenge. The verb, “let” and auxiliary verb, “have” indicate actions of willingness. They willingly give their personal belongings. This is to clarify and reinforce the power of love on them and intense hope they have from “words of love” as an integral belief.

In the poem, “When Exile Comes”, parallelism is seen in lines 4, 8 and 14 where a simple sentence is written to actualise the feeling of hopelessness that the poet feels. It is written in simple and short sentences, yet it brings a powerful meaning to the poem’s context. The paralleled sentence structure is in the Table 5 below.

Table 5: Paralleled Sentence Structure in “When Exile Comes”.

Subject (Pronoun)	Verb
I	laugh
I	cry
I	laugh

The use of the verbs “laugh” and “cry” could be a kind of ironic yet sarcastic choice of word chosen by the persona to speak about his life. This also displays the persona suffering from a loss of identity and the frustration that follows. Therefore, the persona mocks himself by laughing. He feels helpless and there is nothing he can do but to laugh. The word “laugh” and “cry” are used in a paralleled structure which leads to the ironic situation even though they are mentioned in different lines. The title of the poem is “How the Brain Reacts to Trauma” so this has close relation with the mental state of the persona, who may have been traumatized because of displacement and living a life as a displaced refugee. In this regard, the trauma and mental disorders contribute to hopelessness. Being hopeless, one may become mentally unstable not knowing what to feel. Sometimes one feels sad and sometimes excited. Using parallelism of these simple sentences creates tension of unstable mentality and clarifies that the persona has been suffering from mental distress because of he feels futile.

Another similarity that can be found in both poems is the use of **graphological deviation**. However, this feature is used differently in terms of function in order to convey the meaning of the poems while disclosing the theme of the poem; hopefulness and hopelessness. Graphological deviation found in “Greetings” is the use of dash in line 13.

Table 6: Example of Graphological Deviation in “Greetings”

Line 13	cold waves of fear – let salts wind punch
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It can be observed that the poet uses dash to compound and link the “cold waves of fear” and “let salt winds punch” to represent an abrupt break bringing an impact to the meaning of this line. The dash’s purpose is to indicate a sudden shift in a sentence or to set off and draw attention to specific words. The persona tries to portray that he has a short break deciding whether he wants to continue his journey seeking help. After thinking, he thinks that there is hope for him to seek and get the help he wants so he goes through the challenge, he willingly “let the salt winds punch” his face. Even though it is such a painful journey, he knows that he can survive or bear with it because he has hope to reach for help. In sum, this graphological deviation has helped to actualise the sense of hopefulness that the persona feels.

As for "*When Exile Comes*", Ngalle uses two graphological features which are the deviation in the line arrangement and the capitalization of words. For the first deviation, it can be observed in the line arrangement of the poem which is graphologically odd. This is a type of deviation related to the poet's disregard of the rules of writing. "It is the line-by-line arrangement of the poem on the page with irregular margins" (Pirnajmuddin & Medhat, 2011: 1331). By having an overall view of this poem, it can be seen that lines 4, 8 and 14 are really short whereas line 6 and 7 and line 15 and 16 are about the same length. Looking at the context of "*When Exile Comes*", some lines are significantly short and some regularly matching lines as shown below:

Table 7. Example of Graphological Deviation in "*When Exile Comes*".

Line 4	I laugh.
Line 8	I cry.
Line 14	I laugh.
Line 6	My wrinkles hiding the passage of time,
Line 7	Living as a stranger amongst my own.
Line 15	This is my grave
Line 16	This is my grave

Specifically, in lines 15 and 16, Ngalle repeatedly mentions '[t]his is my grave' in both lines which can be taken as a hint and be considered as a creative approach by the poet in revealing an idea of overall visual representation of this poem as shown in Figure 3 below.

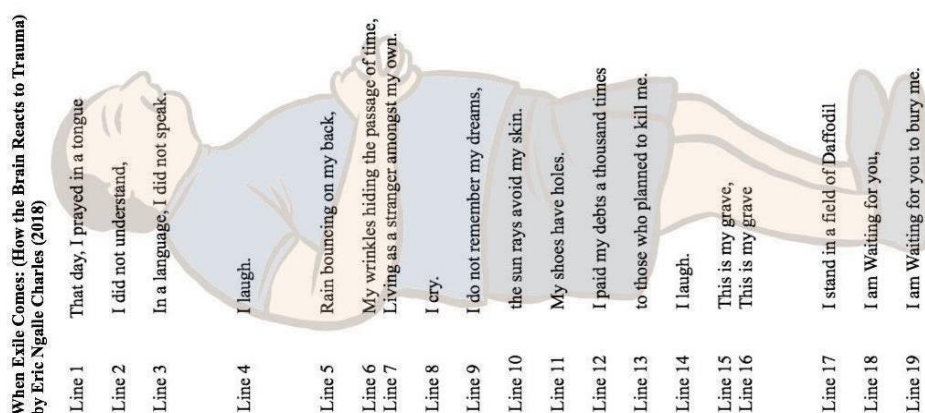


Figure 3: Visual Representation of "*When Exile Comes*"

"The graphological deviation or the special way of putting words and lines on the page may add some second meaning to the original meaning of the verse" (Pirnajmuddin & Medhat, 2011: 1331). In these lines deviation has its own effect that evokes the second meaning related to the poem about hopelessness. After all the challenges and hardship, he is still overwhelmed with the feeling of fear that he could run no more and with the feeling of hopelessness, he feels the need to rest from the tiredness and exhaustion. This recalls back lines 18 and 19, '*I am Waiting for you,*' and '*I am Waiting for you to bury me.*' The effect evoked on the deviation of the line arrangement has clearly given an impact on how the readers could comprehend and get a gist by looking at the shape of the lines. The poet is hopelessly waiting for "*you*", the person who will find his corpse, and bury him.

Another graphological deviation that can be found in *"When Exile Comes"* is the use of capitalization. In Lines 18 and 19, Ngalle inserts a capital letter in one of the words within the sentence.

Table 8: Example of Graphological Deviation in *"When Exile Comes"*.

Line 18	I am Waiting for you,
Line 19	I am Waiting for you to bury me.

The letter 'W' in the word 'waiting' has been capitalized despite not being placed at the beginning of the sentence. This capitalization can be classified as initial word capitalization; the use of an uppercase letter in the initial position of a word. In *"When Exile Comes"*, the poet intentionally capitalizes it to highlight the word 'waiting'. There are a few creative functions of capitalization, one of which is to emphasize certain elements in the poem. The effect evoked using initial capitalization in the word 'waiting' shows that the persona greatly suffers from the hardships he faces as a refugee that all he could do is to wait for someone to bury him; ultimately an utterance of his utter hopelessness.

5. Conclusion

In general, *"Greetings"* and *"When Exile Comes"* are both about displacement. They specifically disclose hope-related sentiments that are closely related with the hardships and trauma because of the personas' status as displaced refugees. Next, it is evident that similar linguistic features are found in both poems, such as repetition, hyperbole, parallelism, and graphological deviation. Analysing the poem stylistically also highlights how the most internally deviant features of the poem are those which we would usually consider to be 'normal,' non-deviant language in both everyday communication and within poetry, and suggests a reason as to why this might be. Stylistics, then, is helpful in explaining parts of a text which we might not otherwise understand (McIntyre, n.d.). These linguistic features foregrounded in the poems highlight the manifestation of trauma- and hope-related sentiments of the struggles faced by the personas. By utilizing these linguistic features, trauma- and hope-related sentiments are better comprehended and visualized.

Not surprisingly, different attitudes towards hope are discovered. It can be observed from previous analysis that both personas face similar traumas whereby they are forced to move to a new place, away from their homeland. They have to face challenges, mental and physical struggles. However, both personas show a bipolar views on hope despite facing similar traumas. In *"Greetings"*, the persona is replete with hope. He is hoping that someone would save him from his situation and lead him to a better life. In most cases, the chance of refugees to be saved leading to a better life is relatively minimal. Phillips (2013) writes that "according to the UNHCR, less than 1 percent of the world's refugees may be resettled in any given year. Millions of refugees around the world continue to live with little hope of finding a solution to their plight..." (p. 5). Nevertheless, the persona of the poem *"Greetings"* is still optimistic and hopeful despite such minimal chance. He believes that he will be resettled by the helping hands of the Europeans. On the other hand, the persona of *"When Exile Comes"* showcases a strong sense of hopelessness that he is ready to give everything up including his life.

In a nutshell, the analyses on both poems are hoped to provide an opportunity to understand refugees' lives and help cultivate empathy towards their hardships and struggles for seeking a "normal" life. Based on the limited scope within our paper, some recommendations can be offered for enhancing future research. A development of

methodology is suggested by expanding the sampling and the utilization of corpus-driven stylistics analysis. This will be more representative and generalizable. Recurring patterns and many other linguistics features, inter alia: phonological, point of view, semantic, deictic, may enable more grounded and multifaceted aspects of the refugee population to be captured as well. Besides, it is also commendable to triangulate stylistics analysis with ethnographic research as both will enrich and sharpen each other's observations.

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SPEECH ACTS IN ENGLISH CLASSROOMS (A CASE STUDY AT ISLAMIC COLLEGE JAKARTA)

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Abstract

This study aims to analyze and describe (1) the forms of speech acts in interactions in English class at Islamic College Jakarta and (2) the types of speech acts in the interaction in English class at Islamic College Jakarta. To achieve this goal, the researcher uses a descriptive-qualitative research design. The participants of this study are students of Islamic College Jakarta. The objects in this study are the forms, functions, and types of speech uttered by Islamic College Jakarta students. The data collection is done using the note-taking method supported by recording techniques. The data analysis is done based on the interactive Miles model, which includes three stages: (1) data reduction, (2) data presentation, (3) verification. The results of this study indicate that: (1) Three forms of speech acts: declarative, interrogative, and imperative modes and (2) types of speech acts of students in English class: direct speech, and indirect speech acts are found in the research.

Keywords: *English learning, classroom interaction, speech acts*

1. Introduction

Language is a means of connecting, a means of communication in community, consisting of individuals as humans who think, feel and desire. According to real experience, language always appears in the form of individual speech acts. Therefore, every study of the structure of the language must start from the study of speech acts. Speech acts are a concrete manifestation of language functions, which are the basis for pragmatic analysis (Rahardi, 2005).

Each individual can act in the form of language, and the behavior of this individual language can have a wide effect on other members of the language community. However, the individual is still bound by the "rules of the game" which apply to all members of society (Sumarsono, 2009, 19).

In creating meaningful communication, language knowledge alone is not enough, it must be supported by situation and context factors in language use. A speech act is an entity that is central in pragmatics so that it is essential in the linguistics field. Speech acts are the basis for analyzing other pragmatic topics such as presuppositions, the principle of cooperation, and the principle of politeness. Speaking is a skill in conveying messages through spoken language to others. Speaking activities in which there is the interaction between speakers and speakers can be said to be conversations and establish a communication. These activities cannot be separated from the function of humans themselves as social beings who carry out conversations in forming interactions among

people in maintaining social relations in society. Defining conversation as an activity is regulated by rules, norms, and conventions as part of the process of acquiring language competence. A conversation is a form of oral discourse. (Sumarsono, 2009).

One of the factors that influences the form and meaning of oral discourse is speech event. Speech events are social events because they involve the parties speaking in a particular situation and place. This speech event is basically a series of speech acts organized to achieve a goal. In a speech event, the speaker certainly hopes that the interlocutor can understand what is being communicated. For this reason, speakers always try to be relevant to the context, clear, easy to understand, dense, concise, not deviating from the problem so that they do not waste time from their interlocutors (Wijana & Rochmadi, 2011).

While in language learning context, Celce-murcia (2007) states that one of the purposes of learning English as a foreign language (EFL) is to be able to communicate. Students must have communicative competence that does not only consist of linguistic competencies, but also socio-cultural competencies, interactions, formulas and strategies. Kasper in Senowarsito (2013) says that sociocultural, interactional, and strategic competencies refer to the speaker's pragmatic knowledge. Pragmatic perspectives can be specifically defined as knowledge of communicative actions, how to apply them, and the ability to use language appropriately in a context. The same with Console (2006) who says that classroom is a sociolinguistic environment and discourse community where we speak using various language functions to build a communication system, and the interaction of teachers and students is believed to contribute to the development of student language.

In the process of teaching English, the lecturer must not focus only on language rules grammatically, but also on the use of practical language in everyday life, especially the knowledge of politeness concepts in English which may differ from our cultural background (Fitriyah, et. al., 2020). Cultures carry norms and expectations on how speech acts are performed. On the other hand, responding to compliments is challenging in nature for not only it involves an internal conflict, but also is subject to cultures and other factors (Cedar & Setiadi, 2016).

The upper intermediate and the intermediate learners use different types of speech acts in each situation and that at low levels some degree of pragmatic awareness should be presented. The study provides some pedagogical implications for the field of EFL teaching and syllabus designing (Behnam & Azarmi, 2012).

To find out the repertoire of forms and types of English speech acts among Islamic College Jakarta students is the object of this study. The descriptions of the forms, functions and types of speech acts in the English class of Islamic College are expected to provide an actual picture of the skills of using English by students because their skills in communicating in English are currently lacking and also heavily influenced by the environment.

2. Literature Review

Pragmatics deals with the study of the ability of natural language speaking. In philosophy of language, a natural language or sometimes called ordinary language is a language which is spoken, written, or signed by human beings for general purposes of communication. In classroom, interactions or conversations occur between lecturers and students in the classroom. Conversations occur because of greetings, remarks, such as: questions, statements, requests, praises, promises, and so on. The interaction is part of the speech act and the speech act is part of the conversation. This is consistent with what Eggins

(1997: 40) states that "conversation as a sequence of speech act." When a conversation occurs in the classroom, the conversation contains a series of speech acts.

By studying language on the basis of pragmatics, we can get big advantages. We can talk about people's intended meanings, their assumptions, their goals, and the kinds of action (request, refusal, agreement, disagreement, thanking, apologizing, etc) when they are speaking. And to achieve the success in communication, a speaker from one language should understand the meaning and effects of utterances in relationship to the context and the speaker's intention. Pragmatics entails some fields and one of them is politeness.

Suhardi (2009: 34) classifies speech acts based on the speaker's intention when speaking into five major groups, namely: a) Representative, a speech act that describes a situation or event; statements, allegations, reports, descriptions. b) Commissive; speech acts that can bind the speaker to do something: promises, oaths, threats. c) Directive; this speech act is intended to make the listener take an action: asking for help, ordering, challenging, inviting. d) Expressive; speech acts that indicate the psychological state or attitude of the speaker: greeting, asking or giving forgiveness, congratulations, condolences, giving praise.

Yule (1996) also describes pragmatics as the study of the speaker's meaning, requiring a consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when and under what circumstances. Pragmatics is the study of contextual meaning. From the explanation of pragmatics given, pragmatics is a study about language, meaning, and the context in a communication.

So, it can be concluded that verbal behavior in speech acts has three aspects, namely, form, meaning and function. Form refers to the formal physical characteristics of speech which grammatically belongs to the level of morphology, syntax, or even discourse. For example, forms at the morphological level can be in the form of morphemes or words, and forms at the syntactic level can be in the form of phrases, clauses or sentences. Traditional sentence forms are usually grouped into three, namely the form of statements (declarative), questions (interogative), and forms of commands (imperative), (Subyakto & Nababan, 1992: 27-28).

3. Research Method

This study is a descriptive qualitative research. According to Bogdan, Robet and Bikien (2007) the design used in the research refers to the researcher's plan of how to proceed. Information about speech acts is best approached using descriptive qualitative method which generally involves studying real world settings, activities of people, whole picture, user's own view (perspective), and literature.

The selection of Islamic College Jakarta as research site is because here, students have gone through a selection test process to become outstanding students as evidenced by the presence of an entrance tests, one of which is English, and they get English matriculation courses for two months, at campus.

The participants of this study are three English classes, they are class A (Speaking Class), Class B (Reading Class), and Class C (Grammar class). They are determined based on purposive sampling technique — a choosen subject as they are believed to facilitate the provision of maximum information for a complete data collection.

The following chronological steps are taken to obtain the data of this study: 1. Recording and taking videos of the students and lecturers' utterances in the classroom 2. Transcribing the recording. 3. Identifying the speech acts 4. Analyzing the speech acts used by the lecturers and students 5. Concluding the analysis.

Data analysis is the process of systematically searching and arranging the observation transcripts, audio visual transcripts, field notes and other materials that the researcher accumulates to increase her own understanding of them and to enable her to present what she has discovered to others (Bogdan & Bilden, 1992). The analysis involves three concurrent flows of activity, namely, data reduction, data display, and conclusion.

The researcher first carefully selected the data, which are relevant, summarizing the data which are in the forms of words, subsuming or grouping the data into the similar categories. Afterwards the researcher displayed the data as an organized assembly of information that permits conclusion and action taking. The last activity is conclusion which was done through deciding the pattern or regularities after reading the matrices or display.

Data analysis in this study is based on the interactive model of Miles (1994: 16) which is generally known in the realm of research. In general, data analysis of this model includes three stages, namely (1) data reduction, (2) data presentation, and (3) verification or drawing conclusions.

4. Results and Discussion

a. Form of Speech Act

The form of speech acts is a form of using speech acts in a real way in a conversation. In a conversation, the speaker's form of speech acts can be manifested in the form of speech in declarative, interrogative, and imperative modes. Declarative speech is a speech that is conventionally used to convey information. Interrogative speech is speech that is conventionally used to ask questions and imperative speech is speech that is generally used to command or use to ask.

Based on the research results, the form of speech acts of students can be divided into 3, namely (1) declarative mode, (2) interrogative, and (3) imperative. Recapitulation of data emergence can be seen in the table below:

Table 1. Recapitulation of the Speech Act Mode Occurance

No	Modes of Speech Act	Amount	Percentage
1	Declarative	28	29,8 %
2	Introgrative	37	39,4 %
3	Imperative	29	30,8 %
	Amount	94	100 %

1. Declarative Mode

In every speech uttered by speakers and interlocutors, some use declarative speech. The content of the speech only asks the interlocutor to pay attention, because the speaker's intention is only to tell information or something. This means that speakers do not expect comments, and there is no obligation for the interlocutor to comment. Here are some examples.

Situation: In a speaking class (Class A), the lecturer (L1) discussed transportation problem and asked the students (S) about it.

L1: *Well...we already heard about our experience in using home remedies, now, let's come back to our new topic ...it's our transportation problem. Now let me ask you some questions, like ...how do you go to school? Do you use public transportation or not?*

S1: I'm not using public transportation everyday, because when I go out, I just walk.

S2: Poor you are.

The speech that has been delivered by L1 in the declarative mode is delivered directly aiming to *inform* about the presentation of traditional medicine, and inviting students to discuss new topics, as well as giving a turn to talk to students by asking a few questions. The speech delivered by L1 indirectly aims to instruct students to answer and explain the questions. Another example is:

Situation: In a speaking class (Class A), the lecturer (L1) discussed transportation problem and asked the students (S) about it.

S1: Except Sunday.

L1: Ooh, except Sunday, okay. Yeah. I mean working days, on every working days, almost everyday? *You're making me confused* (laughing). Ok. And then, what did you take? What kind of public transportation did you take? (still asking to Junia)

The form of speech delivered by L1 is in a declarative mode, which directly functions to approve and at the same time clarifies S1's answer that he uses public transportation only on Sundays or weekdays as well. Indirectly, the speech serves to be funny. This cuteness arises when L1 tries to ask for an explanation of the answer given by S1.

2. Introgrative Mode

A form of interrogative speech act is a speech that contains the intention of asking something to the interlocutor. That is, a speaker intends to know the answer to something or situation. The answer given earlier demands an answer in the form of a yes response and a deny response. However, there are times when every question that is spoken by the speaker does not get a response in the form of a verbal answer but through cues or signs. Here are some examples.

Situation: In a speaking class (Class A), the lecturer (L1) discussed *transportation problem* and asked the students (S) about it.

L1: *How about the public transportation already used?*

S1: He's always walking around

L1: You like sport, that's why you walk?

S1: If I use public transportation, I'm always confused

L1: Oh. I see, because you have to pay? *How much you have to pay? About the price or confused of what?*

S1: Confused.

The Lecturer's (L1) speech aims to ask student (S1) about the public transportation they usually use. The speech delivered by L1 is a direct speech that aims to ask for opinions or explanations from students and indirectly the speakers want to mention the reasons why the student feels confused. Another example is:

Situation: In a reading and comprehension class (Class B), the lecturer (L2) discussed *Religion* and asked the students (S2) about it.

S2: Religion.

L2: Okay, its a part of religion. Ok, *kategorinya berarti ini masuk ke..? masuk ke Religion. Ok, the others?* Ms. Rany, have you? Ok Rany, come on!

S2: I don't finish it Sir.

L2: You don't finish. Okay, Ms. Mela? Oh, you didn't study last week ya. The previous meeting. Miss...*have you?* (Pointing at someone). Okay come on, Mr. Adhika, *come on what numbers did you criticize?*

S2: 50.

L2: 50. Ok.

This direct question that was asked by L2 aims to clarify whether the student attended last week's lesson. However, indirectly the speech asked students to provide answers to the questions given by L2. This is confirmed by L2's speech when asking students to give criticism, L2 said "*Okay come on, Mr. Adhika, come on what numbers did you criticize?*" This speech clearly emphasizes that L2 wants students to answer his questions.

3. Imperative Mode

An imperative form of speech act is utterance that has a commanding intent in the hope that the speech answers carry out the contents of the speech. Speech with the intention or function of commanding can be broadly divided into two parts, namely, the order function and the prohibition function.

In research at Islamic College Jakarta, the researcher found speeches with imperative mode of ordering, asking and prohibiting. The following are data on speech in imperative mode in communication between students and lecturers at Islamic College Jakarta. The imperative mode of speech acts was immediately seen in the speech of students and lecturers. The imperative form of speech act is immediately stated as ordering. Here are some examples.

Situation: In a grammar class (Class C), the lecturer (L3) discussed *Clauses* and asked the students (S3) about them.

L3: *Ok, coba perhatikan (clapping his hands), sekarang!* No (1) Although this lesson seems easy, there are many students who are still confused. (2) The application letter will be accepted provided (as long as) you send before Friday. (3) Why he becomes the only person (one) who get/is chosen/ to be selected to get this job is still a mystery for me (to be itu bermakna harus sama dengan have to. (4) Whenever you are ready, you are allowed to take this chance/ are permitted to take this opportunity. Do you have any question?

S3: *Selain where sama when, itu adverb?*

L3: Adverb *pasti*. *Hanya* where sama when *bisa ke* adjective clause, *bisa ke* noun clause. Any other question? *Ok, prepare for tomorrow ya. Tomorrow I'll give you exercise. Ok, one minute more.*

The direct speech delivered by the L3 has the imperative mode aimed at instructing students to prepare themselves for the exercises that will be held the next day. However, indirectly the speech delivered by L3 means that he still doubts whether the students have understood the lesson or not. This doubt was expressed in his utterance *Ok, one minute more*. This speech is indirectly in imperative mode, which aims to instruct students to ask further questions.

Another example:

Situation: In a speaking class (Class A), the lecturer (L1) discussed *transportation problem* and asked the students (S1) to watch the movie.

L1: Now...I wanna show you the video ...ya...we will watch movie

S1: Yeay, watching movie...Wow, refreshing...

L1: Yeah. *But don't tell it to your friend.* Do you know Rotterdam splash bus? Can you imagine what kind of bus is that?? Guys, can you imagine Rotterdam. Rotterdam. Do you know what is Rotterdam? In the Netherlands (pointing at a student) splash bus of course it is a kind of bus, yes. And splash is related with? Water. (The lecturer shows the students a picture)

S1: Wow, it's kind of rollercoaster

This is imperative speech aimed to prohibit the students. L1 prohibits students from telling other friends; his speech is *but don't tell it to your friend*. Based on this speech L1 directly forbade students to tell their friends who were in other classes. Indirectly, this L1 speech instructs students to focus on the film they are going to watch and invites students to imagine Rotterdam.

b. Types of Speech Act

Table 2. The Recapitulation of the Types of Speech Act Occurance

No	Types of Speech Act	Amount	Percentage
1	Direct Literal Speech Act	88	93,7 %
2	Indirect Literal Speech Act	6	6,38%
	Amount	94	100 %

1) Literal Direct Speech Act

Situation. In a speaking class (Class A), the lecturer (L1) discussed *transportation problem* and asked the students (S1) the use of it.

L1: *How about the public transportation used?*

S1: He's always walking around

L1: You like sport, *that's why you walk?*

S1: If I used public transportation, I'm always confused

L1: Oh, I see, because you have to pay? How much you have to pay? *About the price or confused of what?*

The speech delivered by L1 is a direct speech that aims to ask for an opinion or explanation from the student and indirectly the speaker wants to mention the reason why the student feels confused. This is evidenced when students give an explanation with the utterance *If I used public transportation, I'm always confused*. The explanation given by the student can be understood by L1, but he asks again what is the reason for the student's statement.

Another example can be found in the following conversations.

Situation: In a grammar class (Class C), the lecturer (L3) started the class with introduction.

L3: Assalamu'alaikum warahmatullahi wabarakatuh, Good morning students.

S3: waalaikumsalam warahmatullahi wabarakatuh. Good morning, Sir.

L3: *Before we start our lesson, let me introduce myself.* My full name is Achmad Firdaus, just call me Mr. Firdaus.

S3: All right, Mr. Firdaus

L3: And I will teach you English Grammar. I hope we can work together so you can learn English better.

S3: InshaAllah, we will Sir.

L3: I will be teaching you on Monday and Wednesday.

The speech of L3 directly informs the students that before starting English language learning, he introduces himself first.

2) Literal Indirect Speech Act

Indirect Literal Speech Acts are speech acts that are conveyed in a sentence mode that is in accordance with the intent of the speech, but the words that compose it do not have the same meaning as the speaker intended.

Situation: In a speaking class (Class A), the lecturer (L1) discussed *transportation problem* and asked the students about the use of it.

S1: Except Sunday.

L1: Ooh, except Sunday, okay. Yeah. I mean working days, every working day, almost everyday? *You're making me confused (laughing)*. Ok. And then, what did you take? What kind of public transportation did you take? (still asking to Junia)

The speech delivered by L1 is to approve and clarify the student's answer. But indirectly, the speech functions to be funny or joking. This humor arises when L1 tries to ask for an explanation from the student.

Another example can be found in the following conversations.

Situation: In a speaking class (Class A), the lecturer (L1) discussed *transportation problem* and asked the students about the use of it.

L1: Oh, you always get a headache every time you use public transportation?

S3: Yes. But if I go to... I don't use public transportation, but I watching watching what I want (not too clear what Rahmat said). Yes, I always get what I want.

L1: So, you always get what you want? Hmm... That's too philosophical. So, this is talking about public transportation seeing from the philosophy point of view. Ok, so, the conclusion is you get a headache everytime you use public transportation. Ok, how about you, Nila? So, do you also have headache?

S1: *Make me dizzy*

The speech conveyed by the student is to answer the lecturer's question. This speech is indirectly clarified by the the lecturer's questions.

Based on the research findings, the speech forms in English learning are divided into direct speech and indirect speech forms. The forms of direct and indirect speech discussed are based on the mode of speech used by lecturers and students in learning English. The speech found included declarative, interrogative, and imperative sentences. It is found that the function of students' speech acts in communication in schools is generally direct mode. The existence of the function of the speech act indicates that it tends to state the intention based on a shared understanding of the context of the conversation.

According to Geoffry (1983: 112) declarative sentences have the meanings of propositions or statements; interrogative sentences have a question meaning, and imperative sentences have a command meaning. In addition, to speak politely can be

conveyed with news sentences or questions. When this happens, an indirect speech act will be formed (Wijana & Rochmadi, 2011: 30).

Based on the above opinion, in speaking, the speaker can use the form of direct speech or indirect speech to the partner. Based on the research findings, the lecturers used the forms of direct speech and indirect speech to students in the declarative, interrogative, and imperative modes. The forms of speech acts in the declarative mode used by the lecturer are to report, tell, arrange speech turns, make jokes, and explain, and these are found in learning English. The forms of speech acts with the interrogative mode are used by the lecturer to get explanations from students, mention things, and find out what students think. The imperative modes of speech acts are used by the lecturer to instruct, argue, argue, scold, apologize, say thank, express intimacy, express approval, and give suggestion.

The forms of speech used by students in learning English can be explained as follows. Direct speech used by students when dealing with lecturers aims to declare readiness, gratitude, questions, apologies, greetings, notification, refuting, and agreement. The students use indirect speech to express their ability to answer greetings, ask for explanations, and clarify.

Based on the description above, it is known that the form of speech acts used by students is less varied. Students in answering each lecturer's question seem afraid of being wrong, so that the answers submitted by students are mostly saying yes, or by using short speech. This happens because psychologically students feel more burdened, and their behaviors are disturbed when dealing with English lecturers, so that the resulting speech is less varied. In academic communication such as in learning English, students should try to be brave enough to express their opinions in English to the lecturer. Students must be able to argue in English to the lecturer about the topic being discussed without neglecting the values of politeness in language.

5. Conclusion

There are several forms of direct speech and indirect speech in learning English between lecturers and students. The differences in the use of these speech forms can be concluded as follows. The form of direct speech used by lecturers in learning English is to open learning, notify, invite, ask for explanations, joke, instruct, prohibit, apologize, express gratitude, and approve; while the indirect form of speech is used by lecturers, to order, reveal, compare, agree, argue, remind, express anger, and show intimacy. The form of speech used by students in learning English can be explained as follows: direct speech used by students when dealing with lecturers aims to answer questions, express readiness, express gratitude, ask questions, express apologies, give greetings, notify, refute, and express approval.

The students use indirect speech to express their ability, expect answers to greetings, ask for explanations, and clarify. In learning English, psychologically, students' communication patterns seem to be more burdened; students' behavior will have an effect when dealing with lecturers, so that the resulting speech is less varied. Lecturers have the opportunity to use the form of direct speech which aims to instruct, prohibit, scold, show intimacy, and be funny, while students do not have the opportunity to use this form of speech either directly or indirectly.

The results of this study are expected to increase the knowledge in the field of language education, especially related to the theory of speech acts. By obtaining descriptions and explanations of the forms of speech acts, functions of speech acts, and types of speech acts, the students can communicate well.

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NARCISSISM IN PAULA HAWKINS' NOVEL *THE GIRL ON THE TRAIN*

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Abstract

Narcissism is one of the most common diseases in psychology, but its concern is the least. Therefore, this research was focused on narcissism disorder of one of the main characters named Megan Hipwell in the novel *The Girl on the Train* by Paula Hawkin. The analysis was done by applying psychoanalytic theory, in narcissism, which is the most common mental disorder among the members of a society. The method of research was qualitative, which required an in-depth analysis of the literary works used by the writers of this research according to the selected theories. The analysis was aimed to find illustrations and evidence of the main character in the novel *The Girl on the Train* to illustrate narcissism disorder. In this research, it was found that the main character suffered from narcissistic disorder, such as big ego, over-self confidence, exploitation of Interpersonal relationships, arrogance, and deficient social conscience. The triggers were rationalization and projection.

Keywords: Narcissism, Personality Disorder, Defense Mechanism

1. Introduction

Many personality problems arise at the present time. Nearly 1 billion people live with mental disorders, and one person dies every 40 seconds due to suicide. It reminds us of the importance of increased attention to neglected mental health. Especially during the Covid 19 pandemic, almost all age groups in various countries are a force to undergo new habits that can be bad for mental health. Humans do have defence mechanisms that will naturally help them deal with things that each individual cannot accept (Ihsan & Tanaya, 2019). Like antibodies, these defence mechanisms have limitations, so humans cannot rely on them for a long time. People who have suffered long-term abuse are more likely to be diagnosed with certain personality disorders (Kirsten, 2012). Multiple tests (such as blood tests) can identify physical diseases such as heart disease and diabetes. However, considering the personality disorder, more energy is needed to focus on everyone (Tambunan, 2018). By the psychology of literature, the reader would get knowledge about psychology by reading a literary work, in this case, a novel. One of the famous psychological novels in the 21st- century is *The Girl on the Train*.

The researchers choose *The Girl on The Train*, a novel written by Paula Hawkins in 2015, because it tells that exploiting psychological power is always fascinating. The novel covers unconscious mental conditions and discusses the reality that hides behind one's fantasies on love and ownership and this study aims to analyze narcissistic disorder of the main character, Megan Hipwell.

Paula Hawkin as the author of the novel *The Girl On The Train*, is well-known as the author of the Mystery and Thriller category at the Goodreads Choice Award in 2015. Besides, Paula is also a freelancer in several publications and wrote a financial advice book for women entitled *Money Goodness*. After her first novel, *The Girl On The Train*, she also wrote another novel, *Into The Water*, released in 2017. Hawkin's novels have unique characteristics; most stories have exciting plots and complicated questions that make the audience curious about the story and wait for the story's end. In addition, all her literary works are fascinating to analyze.

Megan Hipwell has an exciting personality that needs to be analyzed. At first glance, Megan looks like a happy wife to have a loyal husband. She is an interesting figure filled with life fantasies that can never be satisfied, and she is also an art gallery artist in a small town. Megan is accustomed to seeking solace elsewhere to fulfil her desires that her husband could not give her. She has drugged Scott during their marriage, a compulsive liar; she has an affair with another man, and she always tries to have an affair with her therapist too. In her mind there is always a thought of pleasure. The character perfectly shows the social behavior disorder of narcissism.

Matters on personality disorders have become more widespread, people are becoming more and more anxious about these mental problems. People begin to randomly guess and diagnose who has this disease or what disease they might have. Narcissism is a psychological disorder.

2. Literature Review

2.1 Personality Disorder

Personality is defined as a collection of behavioural, cognitive, and emotional patterns (developed by biological and environmental factors). Although there is no universally accepted definition of personality, most theories focus on motivation and psychological interaction with the human environment. At the same time, personality disorder refers to people with mental problems or people who behave abnormally. Many things can cause personality disorders; from the environment or genetics (Kjennerud, 2014). In other words, genes and the environment are both crucial factors in the development of human thinking.

Feist and Feist (2008) believe that those psychologically disturbed people are incapable of love and have failed to establish a union with others. Psychologically impaired people refer to people with personality disorders. People with mental illness do not receive enough love and cannot socialize themselves with other people. Lenzenweger and Clark say in Feist and Feist (2008), "When they encounter situations in which their typical behaviour patterns do not work, they are likely to intensify their inappropriate ways of coping, their emotional controls may break down, and unresolved conflicts tend to reemerge". Like other humans with typical personalities, people with personality disorders think they are normal. However, when they feel their situation is overwhelmed, they will do their best to solve their problems. People with personality disorders usually live in harsh environments that are mentally unacceptable.

Nonetheless, the environment is not a single factor; it could be started from poor treatment of genetics and the environment, making the people's mentality better. If something disturbs his inner peace, he usually uses defence mechanisms. But in the long run, these defence mechanisms will be ineffective, and personality disorders will develop in their place.

2.1.1 Narcissism

In his psychoanalytic theory, Freud explains that narcissism is a theory of libido or sexual needs; libido is directed towards both oneself (ego-libido) and others (object-libido) (Adams, 2014). When in love, individuals prioritize others they love, but narcissists prioritize themselves. In short, narcissism is when the ego is much more deeply involved than usual. In the social psychology view of personality, narcissism uses social relationships to regulate self-concept and self-esteem. Narcissists do not pay attention to interpersonal intimacy, warmth, or other positive long-term relationships. They are still very good at building relationships and use these relationships to show popularity, success, and high status in the short term (Campbell et al., 2010). From a clinical and social personality point of view, narcissism includes aspects of maintaining self-esteem or self-improvement. They try to achieve personal goals without wanting to empathize with the interests of others around them. It can be seen from the selfish attitude or the tendency to use anything to enhance his persona. Narcissists tend to blame other situations or people if what they want is not achieved (Campbell et al., 2010).

Narcissism is a personality characterized by excessive fantasies or behavior towards power, beauty, success, or ideal love, a great need to be admired by others, and a lack of empathy based on Diagnosis and Statistical Manual of Mental Disorder IV-R. The psychological approach reveals the novel characters' pattern to determine the novel's narcissism.

Five criteria of narcissistic personality disorder:

1. Inflated self-image (e.g., displays cocky self-assurance and exaggerates achievements; seen by others as self-centered, haughty, and arrogant).
2. Interpersonal exploitativeness (e.g., used to enhance self and indulge desires)
3. Cognitive expansiveness (e.g., used to exhibit immature fantasies and redeem self-illusions)
4. Insouciant temperament (e.g., manifesting a general air of nonchalance and imperturbability).
5. Deficient social conscience (e.g., disregarding conventional rules of shared social living, viewing them as naïve or inapplicable to self; revealing a careless disregard for personal integrity and an indifference to the rights of others) (Weiner & Craighead, 2010)

In social conditions, narcissism can create a need for power over others. This situation is forming because the narcissistic individual needs to be appreciated, recognized, praised, and seen as achieving. This need reflects the narcissistic individual's dependence on external sources of gratification but rejects those external sources' consequences or responsibility (Campbell et al., 2010). Even so, society generally rejects individuals like this. There are many reasons. The narcissistic individual exaggerates his accomplishments, only wants to befriend those who admire him, resists criticism, is arrogant, aggressive, self-promoting, and disliked. There are four types of narcissism: individuals who love themselves, individuals who love themselves in the past, individuals who love themselves in the future, and individuals who love individuals who used to be part of themselves (Adams, 2014). Most narcissists understood today are the self-loving type of all time. Even so, individuals who like themselves in the past - which means they don't love themselves now - and individuals who have huge aspirations about themselves in the future classified as narcissistic individuals.

The narcissist may look solid, brimming with force and predominant. However, these people try to reduce their endurance by showing others the reality they cannot survive.

Even if they lie when necessary, so that individuals applaud for them, in this way, they gather the energy for survival, and ultimately, they believe in their mistakes. Narcissism's role is practically something very similar to the vast majority of defence mechanism's roles: securing and serving the delicate self. It can be proved that they are worthy of attention, thus linking things they have or recognized by society. Narcissism has no specific knowledge of this problem; however, many young people and people in the mid-1920s are most prone to this problem. In any case, middle-age is when narcissism worsens. (Adams, 2014).

2.2 Defence Mechanism

We realize that humans have an instinct to always live like animals, but not only that, humans have something not only always alive, morals, loyalty, etc. Humans can consider morals and aesthetics, and it can be that only humans who enjoy moral and political status and dignity have rights (Ihsan & Tanaya, 2019). Humans somehow want morality, evaluation, etc., which are established by the citizens and make all the community veins agree with the truth and judgment. Citizens determine things based on human attitudes, which they impose as good attitudes and standardize human morality. However, different people are ignored by them. Those who are different do look at as bad people who are treated poorly by those around them. Therefore, humans have a defence mechanism to be free from mental destruction. It is what the writers intend to discuss in this research.

The defence mechanism is an instrument made by the mind of the person that aims to make people feel comfortable in their environment, and the central defence is used to protect humans by keeping up unsatisfactory driving forces, emotions on the primary side of the human mind's consciousness (Cramer, 2000). Thus, the defence mechanism serves to control anxiety. Anxiety on a large scale can cause problems for these individuals, such as depression, and what is even worse is personality disorders (Ihsan & Tanaya, 2019). People have a great deal of anxiety, like uneasiness about their future, being separated from everyone else, being left, and tension for a vast scope can inconveniences the individual, like discouragement. The more terrible is a behavioral condition. Indeed, this defence mechanism either avoids or controls the human mind from being destroyed by all these anxieties.

Defence mechanism has several forms: repression, reaction formation, displacement, fixation, regression, projection, rejection, and sublimation (Cramer, 2000).

Every individual uses Defense mechanism instruments that are unknowingly performed by numerous individuals when they feel insecure about something. Individuals can't deliberately pick which Defense mechanism they will utilize or which Defense mechanism fits them better. The oblivious human perspective will figure out which Defense mechanism instrument will do with the person's character and what Defense mechanism the people need during that time. Researchers only took three mechanisms for this study of the ten mechanisms described by Freud. The defence mechanisms for the ego are as follows Projection and Rationalization.

1. Projection

Projection is a form of self-defense by dealing with disturbing anxiety by distorting the facts as if the guilty party is someone else, not himself. On the other hand, Projection is a defence mechanism that emerges when we share our weaknesses, problems, and mistakes with others (Cramer, 2000).

2. Rationalization.

A rationalization is a form of self-defence by making excuses to manipulate facts so that the actions taken make sense and can be accepted. We justify a thought or threatening action by persuading ourselves that there is a rational explanation for the view or activity. A psychoanalytic defence mechanism occurs when the ego does not accept the real motive of individuals' behaviour and replaces it with a hidden reason. Here the action is perceived, but the explanation that caused it is not. Behaviour reinterprets to look reasonable and acceptable (Weiner & Craighead, 2010).

3. Research Method

Megan Hipwells' *The Girl on the Train* is the object of the study. This analysis is done by applying psychoanalytic theory, especially in narcissism, which is the most common mental disorder in society, and people's consciousness is now lacking. The method is qualitative, requiring an in-depth analysis of the literary works of this study according to the selected theories. A descriptive qualitative research design has been carried out since the data are in words, phrases, sentences, and utterances. The data are of primary and secondary ones. The preliminary data are taken from the novel, and the auxiliary information is taken from other sources. The data for this study are collected by reading, identifying, interpreting, and counting citations in the novel. In addition, the data are analyzed based on the theory of narcissistic disorder.

4. Results and Discussion

Personality disorders are not another new issue in society. Regarding personality disorders, many people, for the most part, consider it a maniac or an odd individual. Indeed, individuals with Personality disorders do not generally appear to have issues with their minds. An individual with an ordinary appearance does not preclude that person is diagnosed with a psychological disorder. Therefore, it is harder to perceive mental illness than physical illness. Likewise, Personality Disorders are not identified with sociopaths, manslaughters, double personality, and so on. The minor simple things like over-self confidence can show a personality disorder with a specific classification, and individuals called that narcissism disorder. The following are the characteristics of the narcissistic disorder in the character Megan Hipwell.

4.1 Over self- confident

An individual has a high admiration for himself; he can be considered to have a narcissistic disorder. (Campbell et al., 2010) states that "Narcissism is associated with over self-confidence....." The following citations represent her over self-confidence

I find myself standing in front of my wardrobe, staring for the hundredth time at a rack of pretty clothes, the perfect wardrobe for a manager of a small but cutting-edge art gallery. Nothing in it says 'nanny' (Hawkin, 2015: 24).

People who have narcissistic personality disorder feel that their social status is the highest. They feel special and always want to be privileged by others. The cause of a symptom is the level of confidence that is too high to maintain their existence. According to him, the clothes are not suitable for babysitters. Such evidence proves that Megan feels she is unique because she has a higher status than the nanny in dressing. It shows that she takes

care of her appearance, makes herself look physically perfect, and becomes an outstanding individual compared to others. They further explain that individuals who like to preen, dress up, and want to admire themselves could be said to be narcissistic. The fact that Megan likes preening is shown in the following dialogue " I long for my days at the gallery, prettied up, hair done....." (Hawkin, 2015: 25). Narcissism is self-love, excessive concern for oneself, characterized by very extreme respect for oneself.

4.2 Exploitation of the Interpersonal Relationships

In narcissistic behaviour, interpersonal relationships mean exploiting others to achieve their own goals—women who are busy directing their narcissistic attitude to achieve the desired goal. The relation is considered as satisfying herself.

".....jumble up all the men, the lovers, and the exes, but I tell myself that's OK because it doesn't matter who they are. it matters how they make me feel.....why can't they give it to me?" (Hawkin, 2015: 74).

and

"I was with a man who excited me, who adored me.....I didn't need it to endure, or sustain. I just needed it for right then" (Hawkin, 2015: 221).

She is an interesting figure filled with life fantasies that can never be satisfied. She is accustomed to seeking solace elsewhere to fulfil desires that her husband could not accomplish. She is just thinking about the pleasure. In normal conditions, almost all women choose to be faithful. Megan has a lot of faith in her husband's loyalty to their marriage. However, narcissistic individuals fail to build specific interpersonal relationships such as dating because they negatively impact weak commitment, infidelity, and high and unlimited sociosexuality (Campbell et al., 2010). Megan has indicated narcissism disorder seen through her affairs with several men in her life.

".... I saw him, and I wanted him, and I thought, why not? I don't see why I should have to restrict myself, lots of people don't. men don't." (Hawkin, 2015: 61).

Even though Megan knows the man has already had a family, that does not stop her . Megan meets the man at a hotel. She is cautious because she knows if what she does is found out by Scott, bad things happen to her. It would be a disaster for the guy to cheat on. Significantly narcissistic is associated with dominating, vengeful behaviour. (Campbell, 2010). Whereas in the social psychology view of personality, narcissism uses social relationships to regulate self-esteem and self-concept. Narcissists do not focus on interpersonal intimacy, warmth, or other positive long-term relationships (Campbell et al., 2010)

4.3 Big Ego

Eugene states that "Anything other than the ego is narcissism...". When one thinks that nothing is more important than oneself, a big ego can lead to a narcissistic disorder: the bigger ego, the more difficult it is to become selfless. Most narcissists are people with big egos who try to impose their will on others. They usually do something necessary to meet their needs, such as feeling comfortable, happy, or anything that benefits them. The big ego of Megan seen on page 216

" I'm going to have to swallow my pride and my shame and go to him. He's going to have to listen. I'll make him" (Hawkin, 2015: 216).

It means what Megan does to Kamal is one of the characteristics of a narcissist. Megan sees herself as a unique individual. She believes that her affairs are always more important than the other's affairs. Her attitude has a centered attitude towards her that ignores the people who are in the vicinity. It is caused by the perception from within themselves higher than others. She also hopes to be prioritized in terms of excellent and special treatment or unreasonable, meaning priority arises. Their demand are to be fulfilled automatically, and that is suitable for their expectations. Megan often feels she has the right to get good things that have advantages for her.

4.4 Being Arrogant Women

Megan is also an arrogant woman. The attitude is shown by Megan as she wants others to understand her suffering for Scott's behaviour. Still, she also wants to be seen as acceptable in her absence. This attitude gives rise to the thought that Megan feels excellent and capable even without Scott.

"I can live without him, I can do without him just fine-but don't like to lose.
It's not like me. None of this is like me. I don't get rejected. I'm the one
who walks away" (Hawkin, 2015: 174).

Megan's attitude in the above quote shows that she can go through life without Scott, which indirectly indicates she displays cocky self-assurance, making an Inflated self-image. According to Concini (Weiner & Craighead, 2010), inflated self-image is one of the five narcissistic characteristics. The narcissistic tendency will lead her to an extreme ego or me. In that condition, women are not easily conquered, defending their dignity, physically and psychologically. It is due to a stable level of consciousness in the appreciation of his weaknesses.

4.5 Deficient Social Conscience

Corsini mentions five criteria of narcissistic personality disorder, one of which is the deficient social conscience. It is found in the following excerpt.

" I didn't want him to leave his wife, just wanted him to want to leave her.
to want me that much "(Hawkin, 2015).

Based on the data above quote, Megan cannot understand the feelings of others, especially understanding the sentiments of Anna, the wife of Tom. Narcissistic women have a centered attitude ignoring the people who are in the vicinity. Excessive confidence in the ability of self makes women feel narcissistic and hampered for sensitivity toward others. Megan wants Tom to leave his wife. Even though Megan knows Tom has already a child with Anna, that does not stop her from expecting Tom. Megan shows Deficient social conscience, disregards conventional rules of shared social living, revealing an indifference to the rights of others.

4.6 Defence Mechanism

Megan displays the typical narcissistic trait of repressing unwanted thoughts and memories. Narcissists have a variety of defence mechanisms at their disposal. There are two aspects in Defence Mechanism: projection and rationalization.

1. Projection

Megan's first projection is made towards Scott. Megan says that Scott is so tired all the time. She is not interested anymore. He cannot provide what she needs. Everything she thinks only about the baby (364-365). He is no longer available to him. That fact is the reason why she starts to find out another man who is known to him. It is Tom. Projections occur to protect the ego from guilt or fear/worry (Cramer, 2000). By projecting Scott, she tries to defend herself from Scott's judgment for her affair.

2. Rationalization

The rationalization is used by Megan when neurotic anxiety attacks her when Mac has realized that she is the person who kills Libby. Therefore, his rationalization is used by making several reasons why she kills her baby. She reveals that she does not mean this. A defence mechanism occurs when the ego does not accept the real motive of individuals' behaviour and replaces it with a hidden reason (Cramer, 2000). She hopes that Mac and Kamal do not blame her for this by doing a rationalization defence mechanism. Megan's thoughts indicate that she uses primary narcissistic defence mechanisms to cope with unwanted thoughts and memories.

5. Conclusion

Narcissism is a personality disorder caused by past mental abuse, and narcissists do their best to prove themselves superior. The narcissistic in the novel *Girl On The Train* can found in Megan Hipwell, an art gallery artist who ironically has a personality disorder. Her behaviours, such as her big ego, over-self confidence, Exploitation of Interpersonal Relationships, being arrogant woman, and deficient social conscience, clarify that Megan is a narcissist. Narcissism in the novel is also caused by the harassment of the main character by the environment. In real life, narcissists believe to be selfish, meaning they only care for them and put everyone after them. But it is these people who feel the most insecure about their existence. That is why these people try to protect their existence by rationalization and projection.

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DIATHESIS IN *SILADANG* LANGUAGE

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Abstract

This paper is to reveal diathesis in *Siladang* language. Diathesis is a grammatical category that shows the relationship between the participant or subject and the action stated by the verb in the clause. In general, the languages of the world have an active-passive diathesis strategy. This research applies the theory of diathesis proposed by Lyon and adopts descriptive qualitative method in which comparative and inductive treatments are made to the collected data through phenomenological approach. The data (*Siladang* language) are collected from 2223 informants (native speakers of *Siladang* language) who live in Sipaga-paga Village and 2006 informants who live in Aek Banir Village. Then, the data are classified based on the language features in universal language empirically. This research shows that *Siladang* language has an active-passive diathesis which is one of the important characteristics in an accusative typological language. Apart from having an active-passive diathesis, *Siladang* language also has a medial diathesis.

Keywords: Silandang language, diathesis, typology, active-passive diathesis

1. Introduction

Siladang language is a language used by *Siladang* tribe inhabiting the northern area of Panyabungan, Mandailing Natal Regency, North Sumatra. Geographically, the *Siladang* community lives in the hilly valley of Tor Sihite, called Sipaga-paga village and AekBanir Village. The special aspect of linguistic discussed in this research is diathesis. In syntactic typology, *Siladang* language belongs to a language that has SVO pattern in sentence. This canonical SVO pattern reflects the active voice pattern emphasizing the perpetrator or agent more than the patient.

Siladang language is of a syntactically accusative type. Based on the description above, the language of *Siladang* has an accusative typology which has an active-passive diathesis. Syntax construction with active diathesis contained in the *Siladang* language is the basic (basic form). Meanwhile, syntactic construction with passive diathesis is a derivative construction (derivative form). The following examples illustrate the constructions with active and passive diathesis of the *Siladang* language.

(1) Oku mamokol loki-loki i
1SG ACT-hit man DEF
'I hit the man'

- (2) Anjeng idi-sipək bəpək
 Dog DEFPAS-kick father
 'The dog was kicked by the father'

The example of clause (1) describes the syntactic construction of the *Siladang* language which has active and passive diathesis. As explained above, the difference between active-passive diathesis refers to semantic contradiction so that the two clause examples are categorized as constructions with active diathesis because the subject of the two clauses, namely oku 'I' in clause (1) and bəpək 'father' in the clause (2) act as an instigator and influence other participants, namely the 'male' loci in clause (1) and the dog i 'the dog' in clause (2).

2. Literature Review

According to Lyons (1987: 371-373; Jufrizal 2004: 359) the term diathesis comes from Greek, which means "state", "arrangement", or "function". While the term voice comes from Latin, which means "tone", or "sound". It is used interchangeably or the same in linguistics to refer to the active-passive dichotomy. As has been stated in the introduction to this study that *Siladang* language belongs to a language that has an active-passive diathesis so it is seen that *Siladang* language has an SVO canonical sequence pattern that reflects an active sentence pattern emphasizing the actor or agent more than the patient.

Shibatani (1996: 3) states that diathesis (voice) is understood as a mechanism that selects the main syntactic elements, namely the grammatical subject of the basic semantic functions (cases and thematic roles) of the clause. Related to the term diathesis, Kridalaksana (2008: 49) also reveals that diathesis is a grammatical category that shows the relationship between the participant or subject and the actions expressed by the verb in the clause. Shibatani (1996: 3), further, states that in general the languages of the world have a basic diathesis strategy known as active-passive diathesis. The active-passive diathesis conflict refers to the semantic conflict. In active diathesis, the subject acts as an instigator over others or influences others. Conversely, in passive diathesis, the subject is influenced according to the place where the action falls.

Language that has a typology as an accusative language has a passive-active diathesis. Meanwhile, language that has a typology as an ergative language has an ergative and anti-fan diathesis. Passive diathesis is a diathesis derived from active diathesis. Meanwhile, the anti-passive diathesis is a diathesis derived from ergative diathesis. One example of a language that has an active-passive diathesis is English, which is typologically an accusative language. Meanwhile, Dyirbal language, which is an ergative-typified language, has an ergative diathesis and an anti-fan-derived diathesis.

Regarding passive construction, experts have suggested general features and the process of forming passive constructions are based on passive studies across languages. The characteristics and the process of forming the passive construction can be summarized as follows (Givon, 1990: 566; Foley and Van Valin, Jr. 1994; Dixon, 1994; Palmer, 1994: 16) The process of transitive clauses to form intransitive clauses:

- a. The object rises or promotes to occupy the subject position.
- b. Subjects are passed to oblique arguments or they can be omitted or optional.
- c. Changes occur at the morphological level of verbs to indicate the process of passive construction.
- d. Syntactically, passive construction is the process of creating a subject.
- e. Passive is a recycling process (cyclic).

- f. Passive is a bound form (in one) clause.
- g. Passive is a form of structural transformation that is derivative.
- h. Passive set rules (grammar)

English, as an accusative language, clearly recognizes the active-passive dichotomy. In passive diathetic sentences in this language, the patient, theme, receiver (receptient), source or location can function as the subject. Meanwhile, the agent, experience (experiencer), receiver, or source can function as an object of preposition (see Van Valin, Jr. and La Polla, 1999: 140-141).

3. Research Method

Descriptive qualitative is adopted in this research in collecting and analyzing the data. The data are taken from *Siladang* language (meaningful verbal language uttered naturally, accepted, and understood by the native speakers) obtained from 4229 native informants of *Siladang* language speakers. The informants are from two villages; Sipaga-paga and Aek Banir villages. Therefore, the instruments used in this research is interview. The data are then analyzed by comparing and inducing the language features by using phenomenological approach empirically. As said by Van Valin and La Polla (1999. 2002:3) the linguistic research is aimed at describing the language phenomena related to individual language or universal language.

4. Results and Discussion

4.1 Passive Diathesis in *Siladang* Language

Siladang language is a language that has a syntactic accusative typology, so that the *Siladang* language recognizes active-passive diathesis. An active diathesis sentence is a basic sentence with a passive diathesis in a derivative sentence. According to Chung in Li in Travis (2007), Indonesian according to some experts is considered to have two types of passive, namely passive canonical, for example "Books are read by Ali" and passive which has a surface shape as an object for example "Ali I hit ". Meanwhile, according to Kridalaksana (2008: 49), passive voice is a diathesis which shows that the subject is the goal of the action; for example 'he was hit'. These two types of construction are also found in the *Siladang* language. In order to facilitate assessment, this part describes and discusses constructions that can be aligned with the passive Indonesian canonical. Canonical passive is original passive or true passive.

The active diathesis in the *Siladang* language is marked morphologically by the prefix *ma-* and its allomorphs. The following are examples of sentences with passive diathesis:

(1.1a) *Salim man-jual lasino*
Salim ACT-sell chilies
'Salim sells chilies'

(1.1b) *Lasino di-jual len Salim*
Cabai PAS-sell Prep Salim
'Chili sold by Salim'

(1.1c) *Lasino ta-jual len Salim*
ChiliPAS-sell Prep Salim

'Chili sold by Salim'
 (1.2a) *Oding ma-məkəh karoteh*
 Brother ACT-burnpaper
 'Brother burns paper'

(1.2b) *Karotehdi-bəkəh len oding*
 PaperPAS-burn Prep sister
 'The paper burned by my sister'

(1.3a) *Kəmi ma-nyuan kənas*
 1PL ACT-plantpineapples
 'We planted pineapples'

(1.3b) *Kənas di-nyuan len kəmi*
 Pineapples PAS-plant Prep 1PL
 'Pineapples are planted by us'

As explained previously, *Salim*'s pre-verbal FN 'name of person' in clause (1.1a), *oding* 'younger' in clause (1.2a), and *kəmi* 'we' in clause (1.3a) are grammatical and at the same time subject agent. Meanwhile, FN pos-verbal *lasino* 'chili' in clause (1.1a), *karoteh* 'paper' in clause (1.2a), and *kənas* 'pineapple' in clause (1.3a) are both object and patient. The three sentences (1.1a), (1.2a), and (1.3a) are transitive sentences with active diathesis. Semantically, the subject (agent) takes action (action) on the grammatical object. Through the passive construction principle, sentences (1.1a), (1.2a), and (1.3a) can be derived (derived) into passive diathesis sentences as in sentences (1.1b), (1.2b), and (1.3b).

The three sentences (1.1b), (1.2b), and (1.3b) above are derivative sentences (passive sentences) of basic sentences (1.1b), (1.2b), and (1.3b). The process and mechanism of passive construction rules and principles generally occur across languages to accusative languages. In sentences (1.1a) *lasino* 'chili', (1.2a) *karoteh* 'paper', and (1.3a) *kənas* 'pineapple' are objects, while in sentences (1.1b), (1.2b), and (1.3b) *lasino* 'chili', *karoteh* 'paper', and *kənas* 'pineapple' are changed to grammatical subjects. The original subject (in the active voice) *Salim* 'name of person' in clause (1.1a), *oding* 'sister' in clause (1.2a), and *kəmi* 'we' in clause (1.3a) changes to the oblique relation marked by the preposition *len* 'by' in sentences (1.1b), (1.2b), and (1.3b) above. Another change in the passive construction is the verb morphology marker. Active markers are replaced by two passive prefixes in *Siladang* language, namely *di-* and *ta-* on sentences (1.1c). Thus, there are two passive prefixes in *Siladang* language, namely *di-* and *ta-*.

The following are the explanation of the behavioral characteristics of passive in *Siladang* language constructions with respect to each prefix; *di-* and *ta-*.

General Passive with Prefixe *di-*

The passive prefix in the language of *Siladang* can be attached to all active transitive verbs and can be said to be a passive constituent through subject-demoting passive. Passive with the prefix *di-* is a general and productive passive in the *Siladang* language. This passive construction with *di-* has passive universal characteristics, including: (i) the original clause subject changes its function to become oblique, (ii) the argument of the subject of the non-passive sentence loses a lot of the characteristics of the pivot behavior, most of which are in passive construction which is not owned by the original object; (iii) the original object in the

active construction is the only argument of the derivative intransitive verb (passive construction).

Semantically, passive construction with prefix implies that the level of intention or volition of the perpetrator is high. Although the agent (actor) which in the derivative construction (passive sentence) is marked by the preposition *len* 'by' may be omitted, its presence in everyday language tends to be preserved, especially if the perpetrator is animate or implied as an act of intent. The following are examples of common passives with the traits outlined above.

(1.4) *Si Badu di-pokol len si Hasan*
Si Badu PAS-beat Prep si Hasan
'Badu was beaten by Hasan'

(1.5) *Podi a di-gotil len polɔdɔng i*
Rice has PAS-harvest Prep farmer DEF
'The rice has been harvested by the farmer'

(1.6) *Hejok di-puyu len kami*
RopePAS-spun Prep 1PL
'The rope is spun by us'

Passive constructs (1.4), (1.5), and (1.6) are semantically-pragmatically unusual because of the presence of the phrase *lensi hasan* 'by si Hasan' (1.4), *lenpolɔdɔng i* 'by the farmer' (1.5), and *len kami* 'by us' (1.6) are oblique related actors. Passive speech (1.4), (1.5), and (1.6) are more common without the noun actor present. Thus, the actor with an oblique relationship in passive sentences (FN with the preposition *len* 'by' in *Siladang* language) does not need to be present. The presence of actors like this is common in the second type of passive construction (topicalisation) such as this sentence: *Hejok kami puyu* 'Our rope spun'.

Accidental Passive Construction with prefix *ta-*

The passive prefix *ta-* can generally be attached to a transitive verb to form a passive sentence. Different from *di-* prefixes, passive sentences that appear through prefixes with *ta-* have the characteristic meaning of 'coincidence' or 'accidental'. Therefore, basically the prefix can be added to transitive verbs which require a general or natural actor. Passive speech with prefix *ta-*, basically, does not use the intermediary (animate actor). However, transitive verbs that desire an animator can also be prefixed with *ta-* to form passive with the meaning 'accidental' or 'chance'. Thus, passive construction with *ta-* in the *Siladang* language has a very low level of willingness and volition from the perpetrator.

If the actor is an animate being (an actor with will), then the actor tends to be preserved although it may also be removed in the passive voice with oblique relation to the marker of the preposition *len* 'by'. The following are examples of passive sentences with the prefix *ta-* derived from basic active sentences (1.1a), (1.2a), and (1.3a)

(1.7) *Lasino ta-jual len Salim*
Chili PAS-sell Prep Salim
'Chili was sold by Salim'

(1.8) *Karoteh ta-bɔkɔh len oding*
PaperPAS-burn Prep sister
'Paper was burned by sister'

(1.9) *Kanas ta-makan len Jihan*
 Pineapples PAS-eatPrep Jihan
 'Jihan was eaten pineapples'

In the sentences (1.7) - (1.9), the subject which is the only argument for the derivative intransitive verb (prefix *ta-*) is affected by the action the verb describes. Meanwhile, the role of the actor Salim in sentence (1.7), *oding* 'younger brother' in sentence (1.8), and 'Jihan' in sentence (1.9) perform an action that is very low. The perversion of prepositional FN is also possible to hide the role of the perpetrator and to emphasize the meaning of 'coincidence' or accident '.

If the doer is a lifeless or natural being, then the presence of the actor marked by the preposition *len* 'by' tends to be neglected even though to assert it, may also be maintained. The following are examples of passivity where the culprit is a common or natural noun.

(1.10a) *Botu gɔdɔŋ ma-nimpo umoh i*
 StonebigACT-hithouse DEF
 'Big stone hit the house '

(1.10b) *Umoh i ta-timpo (len botu gɔdɔŋ)*
 House DEF PAS-timpa (Prep big rock)
 'The house was crushed (by a big rock) '

(1.11a) *Opi mam-bɔkɔh lɔdɔŋ tabu*
 Fire ACT-burn plantationsugarcane
 'The fire burns sugar cane plantationsugar cane '

(1.11b) *Lɔdɔŋ tabu ta-bɔkɔh (len opi)*
 Sugarcane plantation PAS-burn (Prep api)
 'Sugarcane plantation burned (by fire) '

The prefix *ta-* in the *Siladang* language also carries the meaning of the aspect of 'able' or 'can' along with passive diathesis. The point is that in addition to carrying a passive diathesis, the prefix with *ta-* also carries the meaning of the aspect of 'able' or 'can'. If the meaning of the aspect of 'able' or 'can' is included to understand a sentence with a verb prefix *ta-* then the level of willingness or intention of the doer becomes high as well as the inclusion of *di-*. In this case, the perpetrator is usually an animate creature or a general noun that is considered to have a will. The doer which is marked by the preposition *len* 'by' is oblique to this type of construction and tends to be maintained, which indicates the intention of the actor. The following are examples that demonstrate this symptom.

(1.12a) *Anggi mambaca buku oku*
 Younger brother ACT-read book POS1SG
 'Younger brother read my book '

(1.12b) *Buku oku ta-baca len anggi*
 Book POS1SG PAS-ASP-readPrep sister
 'May book can be read by my sister'

(1.13a) *Aə tajun ma-məcəh botu gəɗəŋg*
 waterfall ACT-breakbig rock
 'The waterfall breaks a big rock '

(1.13b) *Botu gəɗəŋg ta-pocəh len aə tajun*
 Big rocksPAS-ASP-broken Prep waterfalls
 'Big rocks can be broken by waterfalls'

4.2 Medial Diathesis of *Siladang* Language

Besides active-passive diathesis between the two diathesis of accusative language, *Siladang* also has medial diathesis. Related to the medial diathesis, Shibatani (1996: 17) states that, traditionally, the diathesis is a link between (reference) the subject and the action expressed by the verb. Diathesis is a name for verbal construction according to how the construction expresses an action or state with respect to the subject (active diathesis); subject to action (passive diathesis), is influenced by its own actions (medial / reflexive diathesis). In relation to the three basic oppositions of these categories, Shibatani (1996) suggests three forms (constructions) of verbal levels:

- (i) Active form: the subject as an agent, performs an action that extends to a free entity, namely the patient, influencing the patient so that the patient arrives at a certain state.
- (ii) Passive form: the subject, the patient is in a certain state as a result of experiencing a change in state caused by the action taken by the agent.
- (iii) Medial form: the subject performs actions that affect himself so that the subject experiences changes in circumstances.

Related to the medial diathesis, Shibatani (ed) (1996: 31-33) suggests five grammatical features of medial diathesis:

- (i) The medial diathesis verb denotes a reflexive or reciprocal meaning or activity.
- (ii) The medial diathesis serves to show the status of beneficiary experienced by the subject for the action. The medial diathesis shows the dual status of the subject, as a source of action and as an entity affected by the action or the place where the influence / action falls.
- (iii) The disclosure of actions experienced by the object is understood as actions that are within the subject's circle; the object behaves or belongs to the subject itself.
- (iv) The medial diathesis reveals the character of the subject. The resulting consequences are on the subject itself.
- (v) The effect of the action taken by the agent / subject; for good or bad goes straight to the subject.

To observe the grammatical behavior associated with the medial diathesis of the *Siladang* language, the following are the examples of a verbal construction with a medial diathesis with the dual status of the subject, both function as a source of action and simultaneously as an entity that benefits from the action taken. Data presentation and discussion is based on the theory and characteristics of diathesis proposed by Shibatani

(1996). In the following, the verbal constructions with medial diathesis in the *Siladang* language show the dual status of the subject; as a source of action and as a form influenced.

(2.1a) *Bahar ma-nyapsap boju*

Bahar ACT-wash clothes

'Bahar washes clothes'

(2.1b) *Bahar ma-nyapsap mukonə*

Bahar ACT-washface-POS3SG

'Bahar washes his face'

Sentence (2.1a) shows a verbal construction where the verb is marked by the prefix *ma-* and is an active diathesis marker, while sentence (2.1b) marks verbs with medial diathesis, the subject (agent) performs activities that affect or influence himself. Furthermore, verbal construction with medial diathesis in *Siladang* can be indicated by the construction of verb of the prefix *ma-*. This construction is a reflexive construction.

(2.2a) *Jalmə i ma-monoh tupai*

Guy DEF ACT-kill mouse

'The guy killed the mouse'

(2.2b) *Jalmə i ma-monoh dagengnə (sandiri)*

Person DEF ACT-kill himself

'That person kills himself'

The prefix *ma-* in sentence (2.2a) is the active diathesis, while sentence (2.2b) marks the verb which has medial diathesis.

The following are verbal constructions where the verb is marked by the prefix *ma-*. In sentence (2.3), the prefix occurs in the word *matinju* 'boxing' which is a morphological marker of active diathesis verbal construction. While the prefix *ma-* in sentences (2.4) and (2.5), namely is the word *ma-bəkbək* 'muttering' in sentence (2.4) and the word *ma-weigh* 'exchanging ideas' in sentence (2.5) are markers for verbal construction with medial diathesis in the *Siladang* language which show the meaning of reciprocity (mutually reciprocal).

(2.3) *Sisibudok i ma-tinju da jalan*

Kids DEF ACT-boxing Prep street

'The kids are boxing each other on the street'

(2.4) *Ivong i ma-bəkbək juo*

3PL DEF MED-kill also

'They also scold each other'

(2.5) *Kudiannə sisibudok i pə ma-timbang*

Finallychildren DEF PART MED-exchanged ideas

'Finally the children exchanged ideas'

The following different examples are medial diathesis verbal constructions where the verb has zero markings with affix *ba-*

(2.6a) *Angkang ma-mondi-an anggi*

BrotherACT-bath-APL sister
 'Brother bathes sister '

(2.6b) *Angkang mondi*
 BrotherMED-takes a bath
 'Brother takes a bath '

(2.7a) *Uvong kampung mandamaikan kəmi*
 Villager ACT-reconcile-BEN 1PL
 'Villager reconcile us'

(2.7b) *Kəmi ba-damai*
 1PLMED-peace
 'We are at peace '

The examples in sentences (2.6a) and (2.7a) above show that verbal constructions whose verbs are marked by the confix *ma -...-* in the sentence and are morphological markers of active diathesis verbal constructions. Meanwhile, sentence (2.6b) shows a medial diathesis verbal construction where the verb has zero mark, namely *mondi* 'shower' and sentence (2.7b) shows a medial diathesis verbal construction where the verb is marked with the prefix *ba-* namely *badamai* 'to make peace'.

The explanation above shows that the medial deathesis in the *Siladang* language can be marked morphologically by the prefix *ma-*, prefix zero, and prefix *ba-*. In addition, the confix *ma-...- an* also carries the meaning of reciprocity in the *Siladang* language. The following examples include verbal constructions with medial diathesis.

(2.8) *Sisibudok i masi-vamban-an botu*
 Children DEF MED-throw stone
 'The children are throwing stones'

(2.9) *Kaduə bujing i masi-goyak-an*
 Two girlsDEF MED-scold
 'The two girls scold each other '

(2.10) *Kəmi tə masi-bonci-an*
 We NEGMED-hate
 'We don't hate each other '

The analysis of the medial diathesis shows that *Siladang* language has grammatical behavior which can be categorized as a language that has a medial diathesis. The prefix *ma-* in the *Siladang* language has a role as a verb marker that can mark active and medial diathesis. Meanwhile the prefix *ba-* in the *Siladang* language has a role as a verb marker that can mark the active diathesis and the *ma -...-* confix in the *Siladang* language has a role as a verb marker that can mark the medial diathesis. In this regard, the grammatical function has various semantic roles. The determination of the semantic roles related to the diathesis of the *Siladang* language in relation to the prefix depends on the semantic content of the verb which is marked and the pragmatic functions of the sentence concerned.

4.3 Construction with Verba Zero: Topicalisation

Previously, it is explained that there are a number of *Siladang* language verbs that can manifest as basic verbs (without affixes) in basic sentence construction. The number of transitive verbs that can stand without affixes (*ma-* prefix) in basic sentences is rare. If such a verb is put in the prefix, it is still acceptable. Transitive sentences which are referred to as basic sentences are sentences that have a construction verb with a *ma-* prefix, which is an active marker prefix. Construction with the zero verb in this section does not mean constructing the basic sentence without the affix. Rather; it is a derivative construction whose verb appears without an affix marker, the verb can appear or stand as a root verb.

The following examples are sentences called the zero construction:

(3.1a) *Kami ma-miong botu gɔdɔng*

1PLACT-liftbig rock

'We lift the big rock '

(3.1b) *Botugɔdɔng kami piong*

Big rock1JM lift

'The big rock, we lift '

(3.2a) *İənə ma-koli tapian*

3SG ACT-dug well

'He dug a well '

(3.2b) *Tapian İənə koli*

Well3SG dug

'The well, he dug '

If constructions like (3.1) and (3.2) cannot be called basic sentence constructs, of course such constructions are derived constructions. As a derivative construction, it is the zero construction with a passive construction or pentopic construction. To answer this question, a study is needed by presenting examples of the *Siladang* language and their comparison with the passive constructions of other languages. In this regard, it is necessary to revisit what Chung in Sabathani (1976: 58-92) states regarding the two types of passive in Indonesian. This review is important considering that the Zero construction in *Siladang* is very similar to the equivalent construction in Indonesian sentences.

There is a strong belief that Indonesian language has two types of passivity, namely passive canonical and passive, whose birth form is in the form of object pentopic.

(3.3) The book was read by Ali '*Buku itu di-baca oleh Ali*'.

(3.4) Ali was hit by that person. '*Ali di-pukul oleh orang itu*'.

The two examples above are basic passive sentences, called canonical passive. The verb in the sentence is marked by the prefix *di-* (passive prefix). The following examples are also understood as a type of passive in Indonesian.

(3.5) The book, I read

(3.6) Ali, I hit '

Constructions such as (3.5) and (3.6) have a surface form as a topical object. The examining and testing of the grammatical behavior of constructions (3.5) and (3.6) and other forms of choice on the basis of such constructions, show that these constructions are

difficult to handle with passive theories of accusative languages. Constructions such as (3.5) and (3.6) do not have typological passive characteristics. This fact causes the term 'object precedence' to refer to constructs such as (3.5) and (3.6) which are referred to as zero constructs.

In Indonesian the canonical passive has all the characteristics of the unique passive rule. On the other hand, the object-leading construction does not involve any particular passive morphemic, and the underlying subject does not appear to be transferred to an oblique related element. Presenting objects means pentopic; semantically active, and usually recognized by native speakers as a construction equivalent to the active voice or object pentopic.

(3.7a) *Kəmi man-jual basi tuhə*
1PLACT-sellscrap metal
'We sell scrap metal '

(3.7b) *Basi tuhə ta-jual len kəmi*
Scrap metal PAS-jual Prep 1PL
'Scrap metal is sold by us'

(3.7c) *Basi tuhə kəmijual*
Scrap metal -TOP 1PLsell
'Scrap metal, we sold'

(3.8a) *Oding mamuəŋg osoh*
Adik ACT-take outtrash
'Younger brother is taking out the trash '

(3.8b) *Osoh di-buəŋg len oding*
Garbage PAS-throwPrep sister
'Garbage was thrown away by sister '

(3.8c) *Osoh oding buəŋg*
Garbage-TOP sisterthrow
'Garbage, Sister threw'

The sentences above show that sentences (3.7a) and (3.8a) are active diathetic sentences and sentences (3.7b) and (3.8b) are passive diathetic sentences. The sentence constructions (3.7c) and (3.8c) are equivalent to the sentence construction in Indonesian called 'object prioritization' or 'topicalization'. If we refer to the theoretical basis and typological passive characteristics and cross-language constructions of zero verbs such as (3.7c) and (3.8c), it is less accurate to call it passive constructions. The construction with the zero verb which is a derivative (sentence) construction in the *Siladang* language is more appropriate to say as 'pentopic' rather than a passive construction. The designation of this construction as topicalization deals with pragmatic functions in *Siladang* language sentences.

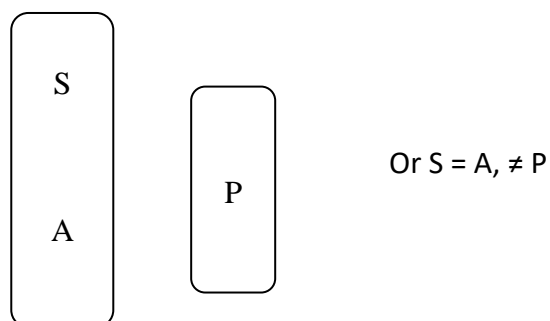
Furthermore, if we re-examine the sentences (3.7c) and (3.8c) which are the basis for the explanation of why the zero construction is called pentopic not passive. In (3.7c) the subject of the basic construction *kəmi* 'we' does not really change the oblique relation of the derivative (passive) construction. Likewise trite *tuhə* 'scrap metal' does not really function as

a grammatical subject to the derivative clause. In the case of such behavior it is very important to reactivate. For the verb construction, the verb in (3.7c) appears in the basic form (without affixes), in the case of verb construction in complicated passive constructions; marked morphologically by passive prefixes. Semantically, the derivative construction, such as in the example sentence (3.7c), still shows the characteristics of active diathesis, with the evidence that the basic subject *kami* 'kami' still implies taking action and not being recognized and influenced by the action as described by the verb. The reasons regarding the pragmatic functions which support such a construction can also be called pentopic.

4. Conclusion

Based on the study of linguistic typology on linguistic data found in *Siladang* language, it is found that this language is a syntactically accusative language. The *Siladang* language recognizes active-passive diathesis. Syntactic constructions with active diathesis are basic constructions, while passive diathesis constructions are derivative constructions. *Siladang* language recognizes the existence of sentences with passive diathesis, but the discussion of passive construction cannot be based on the theory of linguistic typology so that the nature of behavior and types of passivity in this language have not been broken down in detail. This research tries to reveal and examine the types and traits of passivity in typological *Siladang*.

The conclusion of this study shows that *Siladang* language has an active-passive diathesis which is one of the important characteristics in an accusative typological language. Besides having an active-passive diathesis, *Siladang* language also has a medial diathesis. It is proved by the grammatical behavior of *Siladang* language which, syntactically, has a grammatical alliance system that treats A the same as S and gives different treatment to P. The grammatical alliance system of the *Siladang* language is described as follows:



The grammatical alliance system shows that *Siladang* language treats A the same as S and differently from P so that *Siladang* language can be classified as an accusative typology. *Siladang* language has an active-passive diathesis which is one of the important features of an accusative typology. Besides active-passive diathesis, *Siladang* language also has medial diathesis.

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RESOURCES OF ATTITUDES IN STUDENTS' TOURISM BLOGS

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Abstract

Studies concerning the use of attitude resources in students' writing have been conducted by researchers. However, limited attention has been given to investigate how resources of attitude are used in a hybrid genre, such as blog. This paper aims at reporting how attitude resources are realized in students' tourism blogs. 10 tourism blogs written by the seventh-semester students of English Education Department, taking English for Tourism course were purposively selected as the source of data. These data were chosen because their topics were about tourist attractions in Bali. The data were analyzed by following appraisal language analysis theory. The results show that appreciation and affect resources were used by the students in their blogs. However, the resources used by the students were basic and repetitive words. This study suggests English instructors provide explicit teaching of attitudinal words that the students can use when they are writing tourism blogs.

Keywords: attitude resources, appraisal language, blog, writing

1. Introduction

Writing tourism blogs is one of the important skills that need to be mastered by students majoring in English for tourism course. Through writing tourism blogs, students learn to create various kinds of texts, which suit their target audience. In this context of the study, the purpose of writing tourism blogs is to promote tourist destinations in Bali, Indonesia. By so doing, potential readers can have information about the sites and are interested to visit the tourism spots written in the blogs.

Following Fahreza (2016) and Walker (2007), blog is defined as a virtual informal environment where the students can record their thoughts, opinions, and experiences through texts chronologically based on the topic given by the instructor that is, promoting tourist attractions. Thus, it is obvious that the purpose of writing tourism blogs is to provide readers with a vivid description of the place. In so doing, the readers can visualize the place and are attracted to visit the place. To achieve this purpose, the students should select appropriate linguistic features that can help them achieve their determined communicative purpose (Richardson, 2010)

One of the distinctive language features that can be used in tourism blogs is attitude resources. Developed from the interpersonal metafunction in the framework of Systemic Functional Linguistics (SFL), attitude is a subsystem of Appraisal framework, which can be used by the writers to express their emotions or feelings. (Martin & White, 2005) divide attitude into three sub-categories: affect, judgement, and appreciation. Affect refers to language resources used to express the writers' emotional reactions. Judgement consists of

registers used to evaluate people's behavior. Appreciation deals with the evaluation of phenomena or things. In general, attitude can be expressed implicitly (invoked) or explicitly (inscribed) as positive or negative.

Miller et al. (2014) argue that these language resources are significant to be applied in a promotional text, including tourism blog because these resources allow the writers to produce sound arguments (Fitriati & Solihah, 2019), in which they can build their stance and show their point of view in relation to the promoted issue. In addition to this argument, Ngo & Unsworth (2015) also emphasize that attitude resources can be used as a catalyst to build a particular kind of relationship with the readers by confirming solidarity with their views or by leading or persuading them towards a certain viewpoint.

Even though attitude resources are important to be used in promotional texts, to the best of our knowledge, only a few studies have examined how students use attitude resources in such texts. The previous studies predominantly focused on investigating the use of attitude resources in students' argumentative texts (e.g., Fauziah et al., 2019; Jalilifar & Hemmati, 2013; Ngongo, 2017; Solihah, 2020; Yang, 2016; Xinghua & Thompson, 2009) and in narrative texts (e.g., Fitriati et al., 2018). Studies concerning the use of attitude resources are widely conducted to examine how professional bloggers make use of these resources (e.g., Mocini, 2013; Ho & Suen, 2017; Wijaya et al., 2019; Wu, 2013). There is a study examining how students use attitude resources in a promotional text conducted by Marsakawati et al. (2019) however, the focus was on spoken business presentation. Thus, to fill in this empirical gap, we conducted a study by focusing on studying how students use attitude resources in tourism blogs. This is beneficial to conduct as this study could provide a balanced investigation about the use of attitude resources in promotional texts. Thus, the results could contribute to English language teaching.

2. Literature Review

2.1 Attitude Resources

Attitude is one of the subdivisions in Appraisal Language theory proposed by (Martin & White, 2005). It is a system used to communicate the writers' interpersonal feelings, including the writers' emotions, opinions about other people's behaviours, and evaluation of things. Rooted from systemic functional linguistics, attitude is divided into three domains: affect, judgement, and appreciation.

Affect refers to the writers' emotional reactions. This can be their positive and negative feelings in terms of inclination, happiness, security, and satisfaction. The inclination relates to the expression of the writers' desire toward the certain phenomenon. The resources used can be in the form of verb, such as hope, want, and miss. Happiness consists of the expressions of being happy or sad. This can be shown by using some adjectives, such as happy, sad, cheerful, and gloomy. Security includes the feelings of peace and anxiety such as confident, comfortable, frightened, and uneasy. Satisfaction refers to feelings of achievement and frustration concerning activities that the writers are engaged, for example enjoy, busy, bored, and impressed (Martin & White, 2005)

Judgement refers to the writers' evaluation of people's behavior in terms of social esteem and social sanction. These are used to admire or criticize, praise or condemn (Fitriati et al., 2018). Referring to Martin & White (2005), judgement includes four subdivisions: normality (how unusual/special someone is, e.g., lucky, fortunate, and unlucky); capacity (how capable someone is, e.g., clever, humorous, and gifted); tenacity (how dependable someone does something, e.g., brave, heroic, and timid); veracity (how truthful someone's

behavior is, e.g., honest, tactful, and lying); and propriety (how ethical someone is something, e.g., sensitive, humble, and rude (Martin & White, 2005)

Appreciation deals with appreciating items used to evaluate things, including human-made objects, performances, and natural phenomena. This is divided into three subsystems: reaction, composition, and valuation. Reaction refers to resources used to evaluate how things affect the writers such as good, bad, and exciting. Composition deals with registers used to appreciate the balance and the complexity of things, e.g., simple, pure, and elegant. Valuation is used to express the writers' feelings about the value of the things, for example authentic, real, and genuine (Martin & White, 2005).

2.2 Empirical review

Studies concerning the use of attitude resources in students' writing have been conducted by many scholars. In 2013, Jallilifar and Hemmawati investigated how students used appraisal resources in argumentative writing. They collected 15 essays and analyzed them by following the framework of the appraisal theory. Their results found that attitudinal resources were predominantly used by the students. They were used to position readers and clarify the ethical message to readers. Yang (2016) also investigated the use of appraisal resources in students' argumentative writing. Different from the study conducted by Jalilifar & Hemmati (2013), Yang's study aims at comparing how Chinese and American students used appraisal resources in their writing. By collecting 64 students' essays and analyzed them with the help of the UAM corpus tool, he found that American students used more various and richer appraisal resources than Chinese students.

Besides investigating attitude resources in argumentative texts, studies concerning the use of attitude resources were also conducted to examine students' narrative writing. In 2018, Fitriati, Solihah, and Tusino investigated the use of attitude resources in students' narrative writing. They selected five students' writing, whose topics are Indonesian Folklore. Having analyzed data, they found that among the three subtypes of attitude, affect resources were used more frequently by the students in their writing. Affect resources were used to express the characters' emotions and to involve the readers with the text.

In 2020, Solihah studied the use of attitude resources in students' argumentative writing. Different from the research conducted by Yang (2016), Solihah intended to differentiate how male and female students used attitude resources to build their arguments. Her results showed that either male or female students used a similar distribution of affect resources in their arguments. These resources were used to express their feelings toward the issue given. Even so, her study also revealed that male and female students had different favor in using judgment and appreciation resources.

The review of these studies shows that most studies on appraisal resources were conducted to examine a sole genre in students' writing. To the best of our knowledge, little research has been conducted to investigate how appraisal resources, particularly attitude resources are used in a hybrid genre, such as a blog. We believe that studies in this area are needed to generate practical pedagogical implications to promote the use of attitude resources in such a genre.

3. Research Method

The study aims at reporting how attitude resources are realized by the students in their tourism blogs. To achieve this purpose of the study, we used qualitative approach. This approach was chosen because it allows us to collect authentic data in a real field (Creswell,

2007). In the process of collecting data, we avoid manipulating data. We gathered data, which were naturally available from our source of data: the students' tourism blogs. In line with the purpose of the study, among some forms of qualitative inquiries, we selected discourse analysis of written text as our research design. This is because discourse analysis provides ways for us to study the organization of language above the sentence or clause (Widdowson, 2004). Thus, by following this method of inquiry, we could investigate written texts, including tourism blogs produced by the students.

We selected ten tourism blogs written by ten seventh-semester students majoring in English Language Education. These students took English for Tourism Course in the odd semester of 2020/2021 academic year. The ten tourism blogs were purposively chosen as our object of the study since they are about tourist destinations in Bali, namely *Kintamani natural scenery*, *Lovina Beach*, *Angsoka Sunflowers Garden*, *Gili Putih Sumberkima*, *Menjangan Island*, *Blue Lagoon Ambengan*, *Kedu*, *Kanto Lampo Waterfall*, *Pantai Teluk Karang Sewu*, and *Bukit Belong*. Additionally, these texts also provided us with sufficient data. To analyze data, we followed Appraisal Language theory of Martin and White (2005). Some steps were taken to analyze data: a) identifying the clause, b) classifying the appraising items into three categories, namely *affect*, *judgment*, and appreciation, c) interpreting data, and d) concluding.

4. Results and Discussion

The research findings revealed that two attitude resources namely appreciation and affect are applied in the students' tourism blogs. Each of which is presented in the following sections.

4.1 Appreciation

Data analysis shows that appreciation resources are predominantly used by the students in their tourism blogs. As stated by Martin & White (2005), resources of appreciation in the Appraisal Language theory are registers used to express feelings about things or phenomena. Lexicogrammatically, they are expressed by the use of adjectives, as shown in the following tables.

Table 1 Clauses Contained Appreciation Resources in Text 1

No	Clause	Source	Appraised
1	(it) has an amazing view	Text1, Clause 2	View in Kintamani
2	Kintamani provides a very unique and amazing natural scenery	Text1, Clause 5	Natural Scenery
3	(it is) surrounded surrounded by beautiful and lively green nature	Text 1, Clause 6	Nature of Kintamani
4	This location is the most strategic place	Text 1, Clause 8	The location to reach Kintamani
5	The air in the Kintamani environment is very fresh	Text1, Clause 13	The air of Kintamani

Table 1 shows lexical items used by student 1 in her tourism blog. She writes about *Kintamani*, as one of the tourist attractions located in Bangli regency. In promoting the site, she uses quite various lexical items, such as amazing, unique, beautiful, lively, strategic, and

fresh. These adjectives are purposively selected to evaluate not only *Kintamani* in general but also details of *Kintamani*, including the location.

Table 2 Clauses Contained Appreciation Resources in Text 2

No	Clause	Source	Appraised
1	Lovina Beach is one of the most famous tourist attractions in Bali	Text 2, Clause 1	Lovina
2	The waves on Lovina Beach are quite calm	Text2, Clause 13	Lovina's waves
3	This beach is safe for visitors who want to swim	Text 2, Clause 14	Lovina beach
4	Lovina Beach is also known to have various coral reefs and colorful fish	Text2, Clause 18	Coral reefs and fish
5	Lovina beach will offer a beautiful panoramic sunrise.	Text2, Clause 20	Sunrise
6	When the sun rises, this Lovina beach will look exotic with black sand	Text2, Clause 22	Lovina beach
7	This activity will be even more exciting if you do it while reading a book	Text2, Clause 25	An activity done at Lovina beach

Table 2 presents the way student 2 uses appreciation resources in her tourism blog. As she aims to promote *Lovina Beach*, she uses some registers such as "famous" to emphasize that *Lovina* is a well-known tourism object. She further provides details why this place becomes famous by describing the beauty of it. Additionally, she also adds activities, which the visitors can do while they are in *Lovina Beach*. To provoke the readers' interest to come, she uses some lexical items as shown in Table 2.

Table 3 Clauses Contained Appreciation Resources in Text 3

No	Clause	Source	Appraised
1	It is a nice, unique, and interesting tourist spot	Text 3, Clause 6	Angsoka Sunflowers Garden
2	It has hundreds of beautiful sunflowers.	Text 3, Clause 11	Sunflower
3	.....and easy to reach	Text 3, Clause 15	The location
4	Angsoka Sunflower Garden does provide a special alternative vacation destination.	Text 3, Clause 16	Angsoka Sunflowers Garden
5	The scenery is cool and very pretty	Text 3, Clause 18	Angsoka Sunflowers Garden
6	There are many interesting photo spots with beautiful sunflowers	Text 3, Clause 21	Photo spots, sunflowers

7	The Angsoka Sunflowers Garden Text 3, Clause 26	Area of Angsoka Sunflowers Garden
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Table 3 provides examples of clauses containing appreciation resources used by student 3 in her tourism blog. Unlike student 1 and student 2 who write about famous tourism objects in Bali, student 3 introduces and promotes a relatively new tourist spot, in Singaraja, that is Angsoka Sunflowers Garden. Instead of using the word “famous”, she begins her writing by stating that the place is nice, unique, and interesting. Besides describing the beauty of the place by using the selected registers presented in Table 3, she also evaluates the way to reach the place by using the lexical item “easy”. As the place is a new tourism object, which not many people have visited it, the word “easy” is meaningful to use to give the readers a view that the place is well accessed.

Table 4 Clauses Contained Appreciation Resources in Text 4

No	Clause	Source	Appraised
1	I said that Buleleng Regency is a hidden treasure in Bali?	Text 4, Clause 5	Buleleng regency
2	Besides having many beautiful waterfalls with fresh air that soothes the body and soul,	Text 4, Clause 6	Waterfalls, air
3	Buleleng is also famous for its beaches	Text 4, Clause 7	Buleleng
4	which have magnificent views	Text 4, Clause 7	Views of Buleleng
5	Lovina beach indeed offers a breathtaking view of dolphins dancing	Text 4, Clause 11	The dancing of dolphins in Lovina beach
6	This beach has a nickname of the hidden pearl beach in Buleleng	Text 4, Clause 13	The beach
7	...this beach feels like a private beach	Text 4, Clause 21	The beach
8	The seawater surrounds this beach is as clear as crystals	Text 4, Clause 36	The seawater
9	Besides photogenic and instagramable pictures, you can enjoy the underwater ecosystem	Text 4, Clause 37	Pictures in the beach
10	You are spending your time to see the sunset from this beach also a perfect thing to do.	Text 4, Clause 39	The activity done in the beach: enjoying the sunset
11	I believe you will never forget the beautiful view if you visit this beach.	Text 4, Clause 40	The beach view

Table 4 provides clauses used by student 4 in her tourism blog. Similar to student 3, student 4 also promotes a tourism spot that has not been widely known by people. This is

shown by using the word “hidden”. She also uses the word “private” to evaluate the beach. Besides, she uses some appraising items as shown in Table 4 to evaluate the view, the scenery, and the activity done by the visitors.

Table 5 Clauses Contained Appreciation Resources in Text 5

No	Clause	Source	Appraised
1	Menjangan island is popular	Text 5, Clause 7	Menjangan island
2	because of its fantastic underwater gardens	Text 5, Clause 8	The Underwater gardens of the Menjangan island
3	When they can see the beauty of the underwater natural paintings of this island.	Text 5, Clause 10	The underwater paintings,
4	The waters are also perfect	Text 5, Clause 14	The waters
5	because it is calm and super clean	Text 5, Clause 15	The waters
6	.....to discover various corals, plants, and fish, such as tuna, batfish, sea turtles, angelfish, jackfish, and many more	Text 5, Clause 16	Corals, plants, and fish
7	whose color is very beautiful with the twisting movements like a dancer	Text 5, Clause 18	Mandarine fish
8	This wonderful panorama becomes a snorkeling and diving spot	Text 5, Clause 19	Panorama of the beach
9	..there are also 8 ancient sacred temples on this island	Text 5, Clause 21	Temples in Menjangan island
10	because the atmosphere on the island is still relatively calm	Text 5, Clause 28	The atmosphere
11	This price is still relatively affordable	Text 5, Clause 37	The price
12	to visit a wonderful island	Text 5, Clause 38	The menjangan island

In Table 5, some examples of appreciation resources used by student 5 are presented. The registers are quite varied and rich to provide a beautiful picture of the place. Besides, an appraising item such as affordable is used to invite the readers to come to the place. She also gives her final evaluation by using “wonderful” to refer to the place.

Table 6 Clauses Contained Appreciation Resources in Text 6

No	Clause	Source	Appraised
1	...which famous with the beautiful Waterfalls	Text 6 Clause 4	Ambengan village
2	....because the beautiful blue water	Text 6 Clause 7	The water of the blue lagoon
3	Blue Lagoon also easy to find on Google Map	Text 6 Clause 8	The location of blue lagoon

4	...the entrance ticket is really cheap for both local and foreign tourist	Text 6 Clause 9	The entrance ticket
5	The water of Blue Lagoon come from the mountainous area	Text 6 Clause 10	The area around the blue lagoon
6	and create a natural pool with a beautiful blue-colored water	Text 6 Clause 12	The pool, the water
7	Blue Lagoon offers a bit adventurous track	Text 6 Clause 13	The track
8	...and pass big river stones	Text 6 Clause 16	The river stones
9	For sure it is a bit tiring	Text 6 Clause 17	The journey to reach the place (blue lagoon)
10	because the water is so fresh	Text 6 Clause 22	The water
11	and it is really safe	Text 6 Clause 23	The pool
12	It is a private pool	Text 6 Clause 27	The pool
13	it is located on top of the of the Holy Aling Aling Waterfall	Text 6 Clause 32	The Aling-Aling waterfall

Table 7 Clauses Contained Appreciation Resources in Text 7

No	Clause	Source	Appraised
1	There is a hidden destination at Panji Village named Kedu (refreshing water destination).	Text 7 Clause 1	Kedu
2	It is popular	Text 7 Clause 6	Kedu
3	because it offers you with a fresh vibes and water	Text 7 Clause 7	Vibes and water
4	it is actually easy	Text 7 Clause 8	The access to reach the location
5	The water of Kedu comes from the mountainous area	Text 7 Clause 11	The area, where the water comes
6	And becomes a refreshing water destination	Text 7 Clause 13	Water destination
7	This place could make you more relaxed	Text 7 Clause 14	The place (Kedu)
8	The water is very safe for children	Text 7 Clause 18	The water
9	Visiting this place is quite difficult	Text 7 Clause 20	To visit the place
10	because the terrain is rocky enough	Text 7 Clause 21	The terrain

Tables 6 and 7 present examples of lexical items used by students 6 and 7 to promote waterfalls. The appraising items used by them are dominantly used to evaluate the water. Besides, the information about how to reach the site and how much money to pay are presented by adding effective registers. In blogs, they also use negative appreciation resources, such as tiring, difficult, and rocky. Even though these registers are negative, they show a genuine description of the place. These are used to provide a caution for the prospective visitors. Thus, the visitors can prepare themselves if they want to visit the place.

Table 8 Clauses Contained Appreciation Resources in Text 8

No	Clause	Source	Appraised
1	Are you looking for a natural waterfall?	Text 8 Clause 1	The waterfall
2	Kanto Lampo waterfall may not be one of the well-known waterfalls in Bali	Text 8 Clause 3	Kanto Lampo waterfall
3	Kanto Lampo still a perfect natural scenery	Text 8 Clause 4	The scenery
4	Kanto Lampo waterfall is a hidden waterfall	Text 8 Clause 7	The waterfall
5	It is because this waterfall has unique characteristics	Text 8 Clause 11	The waterfall
6	The rock arrangement on the cliff is quite artistic	Text 8 Clause 16	The cliffs around the waterfall
7	while taking a shower, enjoying the fresh and clear of Kanto Lampo waterfal	Text 8 Clause 19	Kanto Lampo waterfall
8	This is categorized as a cheap tourist destination	Text 8 Clause 22	The price of the destination
9	Are you the next person to visit this beautiful waterfall?	Text 8 Clause 24	Waterfall

Table 8 presents lexical items used by student 8 to promote *Kanto Lampo waterfall*. The registers are selected to picture the beauty of the place. Even, she uses the word “artistic” to describe the cliff. This is used to build the visitors’ beautiful imagination about the place. The register “cheap” is used to attract visitors to come to the place.

Table 9 Clauses Contained Appreciation Resources in Text 9

No	Clause	Source	Appraised
1	One of the wonderful natural attractions is Pantai Teluk Karang Sewu Jembrana, Bali	Text 9 Clause 10	Pantai Teluk Karang Sewu
2	Pantai Teluk Karang Sewu is one of the popular tourist attractions in Jembrana, Bali.	Text 9 Clause 11	Pantai Teluk Karang Sewu
3	Karang Sewu is famous	Text 9 Clause 15	Pantai Teluk Karang Sewu
4	There is a unique bridge	Text 9 Clause 17	The bridge
5	..and it becomes a photo spot for the guest with a mountain and wide sea background	Text 9 Clause 20	The sea for background photo
6	....which makes it very popular	Text 9 Clause 22	The uniqueness of the beach
7	What a very amazing place for a	Text 9 Clause 32	Pantai Teluk

	holiday		Karang Sewu
8	the location of Karang Sewu also very strategic	Text 9 Clause 33	The location of Karang Sewu
9	It closes with famous food in Jembrana	Text 9 Clause 33	Restaurant
10	It can make the holiday more complete and perfect	Text 9 Clause 34	The holiday
11	To enter into Karang Sewu the fee is really cheap	Text 9 Clause 38	The price
12	Karang Sewu can complete our holiday with amazing nature	Text 9 Clause 42	Karang Sewu

Table 9 shows registers used by student 9 to describe *Pantai Teluk Karang Sewu*. As he writes in his blog, the place is not new. Many people have visited the place, that's why he used the lexical items, such as popular and famous. Even so, he still needs to promote it by evaluating the view, the location, and the restaurant near the place by using appraising items as stated in Table 9.

Table 10 Clauses Contained Appreciation Resources in Text 10

No	Clause	Source	Appraised
1	Bukit Belong offers light trekking to the visitors	Text 10 Clause 4	Bukit Belong
2	Bukit Belong is a very wide green hill	Text 10 Clause 8	Hill
3	The trees grow very fertile	Text 10 Clause 9	The tress
4	... visitors can also see very green rice fields and the local houses	Text 10 Clause 14	The rice fields
5	The view from this hill is wonderful	Text 10 Clause 15	The view
6	The iconic part of Bukit Belong is a dead tree trunk	Text 10 Clause 16	The dead tree
7	This is because the tree becomes a very aesthetic and attractive photo spot	Text 10 Clause 17	The dead tree

Table 10 shows some examples of appreciation resources used by student 10 in her tourism blog. They are all selected to build a positive image of the place so that the visitors are attracted to come to the place. Student 10 does not only describe the view and the scenery but also offers the prospective visitors the activity, which they might enjoy while they are in Bukit Belong.

4.2 Affect

Data analysis shows that students use some affect resources in their blogs. The examples of affect resources are presented in Table 11.

Table 11 Examples of Clauses Contained Affect Resources

No	Clause	Source	Appraised
1	The visitors can also enjoy a	Text 1 Clause 15	Hot spring bath

	natural hot spring bath in Toya Bungkah Village		
2	The tourists do not need to worry to think about which season is the best for a visit	Text 3 Clause 29	Season to visit the place
3	Tourists can enjoy the beauty of sunflowers	Text 3 clause 30	The beauty of sunflowers
4	You can enjoy the underwater ecosystem.	Text 4 Clause 37	The underwater ecosystem
5	Menjangan island area always impress the visitors	Text 5 Clause 12	Menjangan island
6	People are also attracted to come to Menjangan island	Text 5 Clause 27	Menjangan island
7	the scenery will amaze your eyes and	Text 6 Clause 19	The scenery in Blue Lagoon Ambengan
8	... and relax your soul	Text 6 Clause 20	The scenery in Blue Lagoon Ambengan
9	This place will refresh your day	Text 7 Clause 26	Kedu
10	...and make you feel happy to do anything	Text 7 Clause 27	Kedu
11	....which make the guest more comfortable lay on the grass	Text 9 Clause 31	Karang Sewu

Table 11 provides examples of clauses containing affect resources. The registers such as enjoy, worry, relax, comfortable, impress, attract, amaze, refresh, and happy are used to describe the feelings that will be felt by the visitors if they come to the place. These language resources are used to promote the place and to invite readers to visit the place.

Based on data analysis shown in sections 4.1 and 4.2, it is revealed that the students used two out of three attitude resources, namely appreciation and affect. Appreciation is the most dominant language resource used in the students' blogs. Appreciation is realized by appreciating items used to evaluate the phenomenon and details available in the promoted places. Some examples of registers used by the students are fantastic, natural, calm, perfect, clean, various, beautiful, wonderful, fresh, safe, private, relaxed, unique, artistic, clear, wide, amazing, strategic, green, iconic, aesthetic, and attractive. These lexical items are used to make the text sounds more appreciative (Hood, 2004). Affect also appears in the students' blogs. Affect resources are used to express feelings or emotions, which are felt by the visitors if they visit the promoted places. The examples of affect resources can be seen in Table 11.

The use of appreciation and affect resources is purposively selected to achieve the purpose of the text, that is, to promote tourism objects. In promoting the tourism objects, the students need to describe the place clearly and vividly so that the readers can possibly see, smell, and feel the details being described in the texts (Knapp & Watkins, 2005; Noprianto, 2017). By so doing, the readers can visualize the beauty of the place and are felt attracted to come to the place. To achieve this aim, the students need to consider the use

of registers. As argued by Mendale et al. (2019) that the use of vocabulary is an important element in creating a text aiming to describe a place. A good selection of vocabulary can enable readers to picture what is being portrayed in the text. Thus, the use of adjectives and verbs (actions) must be used in such text to provide a more detailed description of the topic. Besides, mental verbs are also needed to describe the feelings felt either by the writer or by the readers (Gerot & Wignell, 1994; Knapp & Watkins, 2005).

Even though the results of the study indicate that the students can use attitude resources in their blogs, further analysis reveals that the students tend to use basic and repetitive words. In appreciation resources, the word "beautiful" is not only repeated in the same text but is also appeared in all students' texts. Similarly, in affect resources, the lexical item "enjoy" is predominantly and repetitively used by the student. They can vary the words to build a more vivid picture of the text. This indicates that students have limited vocabulary. This research finding is in line with the study conducted by T Ngo et al. (2012). They further argue that this might be caused by the limited exposure of attitude resources given by the teachers. Thus, scaffolding the structure of the text and modeling the linguistic features are highly needed.

5. Conclusion

Our research underlined how students used attitude resources in their tourism blogs. The study revealed that two attitude resources, namely appreciation and affect are used by the students in their writing. However, the use of these two resources is still limited as the students used basic and repetitive words. The research findings might benefit language practitioners to provide EFL learners with explicit attitude resources to help them build and achieve the social purpose of the text. This can be done by familiarizing students with authentic materials containing lexical items used to give an account of imagined places.

Further work needs to be carried out to investigate how students with different levels of English proficiency use attitude resources in their blogs. In addition, future studies in the form of comparative study between novice and professional blog writers or between Indonesian and American blog writers are also needed to explore and document both similarities and differences of the writers in using attitude resources in their writing.

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USING SCRABBLE FOR LEARNING ENGLISH VOCABULARY AT MAN 2 KUANTAN SINGINGI

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Abstract

Reading, writing, listening, and speaking are four language skills that need to be mastered. The skills include language components: vocabulary, grammar, spelling, and pronunciation. Among the language components, vocabulary become potential to be improved with various medias of learning since vocabulary is one of the main factors to understand a language. Therefore, this research is determined to find out the impacts of using scrabble for learning English vocabulary at *Kampung Inggris Pare AEC MAN 2 Kuantan Singingi*. The scrabble game can help the students understand vocabulary easily. They have to arrange words using the given letter tiles onto the board game. The method used to do this analysis is qualitative research method due to its suitability for generating the data properly. The result of this research shows that scrabble does not only improve the motivation and interest, but also students' vocabulary mastery in term of spelling, pronouncing and memorizing of vocabulary, and also gives much contribution to their speaking ability as well. The class can be more enjoyable, and furthermore, such class can make the students enthusiastic and confident to speak English.

Keywords: Scrabble, Vocabulary, Impact of Scrabble

1. Introduction

Language is a means of communication. It means that language is a medium for humans to communicate, socialize and interact with others. English is a medium of communication in many countries in the world as English is one of international languages. Many people in Indonesia want to learn English because it becomes the second language after Indonesian language. There are many places of English course where English can be learned. One of them is *Kampung Inggris Pare AEC MAN 2 Kuantan Singingi*, running Arabic and English Courses. The learning place is different from another in Kuantan Singingi. The place is like a camp using English teaching system of *Kampung Inggris Pare*, Kediri-East Java.

Mastery of vocabulary is an important thing in communication either in speaking or writing skills. Besides speaking and writing skills, there are two more language skills to be mastered in communicating ability, they are listening and reading. Vocabulary is necessary to gain those skills. Those skills include language components, i.e. vocabulary, grammar, spelling and pronunciation. And vocabulary is one of the most important components to gain communication ability. Learning vocabulary is as pedagogical implication in all things concerning language instruction and learners need to know a lot about more words to understand the instruction well. In essence, learners need a relatively large vocabulary to function in a language. Function in language means the meaning of vocabulary or word. The

ways to convey the meaning of word are: 1)definition or explanation, 2)demonstration or gesture, 3)synonym or antonym, 4)giving examples, and 5) defining in situational context (Chachon-Beltran et.al, 2010: 38-39).

In *Kampung Inggris Pare* AEC Man 2 Kuantan Singingi, the students learn many things such as vocabulary, grammar, pronunciation, expressions, speaking, listening, storytelling, etc. In learning process, the learners will get language skills, especially speaking. To get the skill, many process can been done, and one of them is learning vocabulary by using scrabble media as one of the tools. Using media in learning process will get many profits. They are; 1) the learning will be interesting for the students and it gives student motivation; 2) the material of learning will be clearer and easier to understand, and probably the students can reach the goal of the learning; and 3) the students have more studying activities because they do not only listen to the explanation of the teachers, but also they can observe, execute, demonstrate, etc. In line with the above opinion, Luisa (2020: 156) states that media of learning English as a way of enhancing language acquisition providing a natural environment for sufficient exposure in the target language. Target language can be assumed as the goal of learning. Then, Glaveanu (2011) argues that educators can make vocabulary more engaging and easier to learn through the use of games. Learning vocabulary by using scrabble media is influential for learners. It makes them active, and they feel fun because they are studying by playing games. It is like what Bukzpan (2012) explains about *Scrabble for Scramble*. He says that scrabble is a collection of word game that has the ability to transcend the 225 squares of its board-that offer the chance to take what is learned ostensibly to beat one's opponent. It is a game unlike chess or backgammon, poker or dominos, as scrabble can be one of the recommended games for vocabulary learning.

An English tutor of *Kampung Inggris Pare* AEC MAN 2 Kuantan Singingi, Banyas Ambara, says that it is very important to learn vocabulary because it is one of important aspects in speaking. He wants the learners to be able to speak English and to master the skills of language as the vision of *Kampung Inggris Pare* AEC MAN 2 Kuantan Singingi. It takes after the opinion of Brown (2010: 172) that explains: first, speaking vocabulary is adequate to express anything as the most elementary needs; second, having sufficient vocabulary could express oneself simply with some circumlocutions; and third, ability to speak the language with sufficient vocabulary could be used to participate effectively in most formal and informal conversation on practical, social, and professional topics. The teaching system for learning English vocabulary is designed to encourage the learners to memorize vocabulary so that the learners have speaking ability. The students feel fun to study by using scrabble game and they also feel enthusiastic because they can follow scrabble game tournament for the *Milad* of MAN 2 event and SEO (Sumatera English Olympic) UNRI which is conducted every year.

With the above points in mind, using scrabble for learning English vocabulary at *Kampung Inggris Pare* AEC MAN 2 Kuantan Singingi is one of the important aspects of learning; this has been brought up into a reasearch being done in that area, but its impacts have not been known yet. Learning vocabulary by using scrabble as well as its impacts to the learners' ability can provide lots of advantages not only for English learners but also for the teachers as well. Scrabble game gives positive impact for the students' vocabulary mastery; meanwhile, it can give information for English teacher or other tutor to use scrabble game as one of media of teaching English vocabulary.

2. Literature Review

2.1 Vocabulary

Schmitt (2010: 3-4) states that vocabulary is an important component of language use. Learning vocabulary is an essential part of mastering a second language. The importance of vocabulary is highlighted by the often-repeated observation that learners carry around dictionaries and not grammar books. As quoted in Schmitt (2010: 3-4), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” This indicates that vocabulary is really important of language use. Vocabulary is all about word, when we use language we use words all the time, thousands of them. If we know a language well, we know how to write its word and how to say its word (Mc.Charty et.al, 2010: 1).

Grambs (as cited in Fahrizal, 2019) says, “Vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary”. It can be concluded that vocabulary is a list of words that are arranged into a single meaning and contained in the dictionary. Meanwhile, Harmer (as cited in Fahrizal, 2019) says, “Vocabulary is more than merely a list of words. The words express meaning but meanings are a slippery concept. Some words may appear to be simple to refer to one thing and therefore easy to teach, but some others may also be difficult to teach because their meanings may change depending on the contexts”.

2.1. Types of Vocabulary

There are two types of vocabulary described by Ellis and Tomlinson (cited in Akar, 2010: 16-17) :

- Receptive/Passive Vocabulary
A Learner’s passive vocabulary consists of the total number of lexical items which he can understand correctly, and it is one of the teacher’s aim to increase gradually the size of the learner’s passive vocabulary so that he can eventually read and understand ungraded book and he can listen with good understanding to people speaking on a wide range of topics as well.
- Productive/Active Vocabulary
A learner’s active vocabulary consists of the total number of lexical items which he can accurately use in speech and writing.
Meanwhile Nation (2013:46-47) describes the types of vocabulary as follows :
 - Receptive/Passive Vocabulary
Carries the idea from others through listening or reading and trying to comprehend it.
 - Productive/Active Vocabulary
Carries the idea that we produce by speaking and writing to convey messages to others.

2.2. Scrabble

Scrabble is to train the students arranging the word, sentence, or discourse and can improve the vocabulary mastery in vocabulary learning process. Games are helpful because they can make students feel that certain words are important and necessary because without those words the object of the game cannot be achieved (Akar, 2010: 53). It seems that using scrabble game can encourage the students to memorize the vocabulary.

The scrabble game can help the students to understand vocabulary easily. They have to arrange words using the given letter tiles onto the board game. Scrabble game includes the old game, so it needs to know the history of scrabble. The history of scrabble was originally called Criss Cross, the game, which was based on the crossword puzzle and anagrams, and was developed by Alfred M. Butts, an architect, in 1931. It was redesigned, renamed as

Scrabble, and marketed by James Brunot in 1948. It was first sold in Great Britain in 1954. Scrabble was later produced in many foreign languages, Braille, and magnetic editions and continued to be one of the leading board-and-tile games in the United States. Tournaments have been held in the United States since 1973. In 2005 Scrabulous, an unauthorized online version of Scrabble, was released, and two years later it debuted (Bukszpan, 2012).

The games can also be practiced with vocabulary, grammatical patterns, and interaction skills in a learner-center, low-stress environment. The games provide opportunities to talk informally and to think creative (McCaughy et.al. 2013). That is why the teachers have reasons to apply game in class in learning. By using game, the learning process becomes more dynamic and enjoyable.

2.3. Strategy of Scrabble Game

Strategy of scrabble game is cooperative. It is a cooperation game which includes two to four players to work together to arrange the words or sentences. To play scrabble game needs rules. The scrabble game is played with different rules in different countries or regions. The general rules of playing scrabble game are as follows :

- 1) All players determine the subject in the game;
- 2) They place every tile, facing to down and stirring it;
- 3) They determine the first player;
- 4) Every player takes 8 tiles;
- 5) The first player creates a word on the board game;
- 6) The player uses time to create the word;
- 7) The player takes the new tiles as needed;
- 8) Every player can use the empty tiles to change the letter he wants;
- 9) Every player can use his turn to change the tiles;
- 10) The game is going on until all of the tiles are finished;
- 11) The score can be assisted by totaling the letter's score that has already been on the board.

2.4. Impact of Using Scrabble for Learning English Vocabulary

Scrabble media is a part of cooperative learning model. Scrabble game is a suitable way of vocabulary learning. Scrabble game involves learners in thinking about the words. Using this game for learning English vocabulary allows learners to remember the target words more easily. Learning vocabulary is a hard work so the learners are required to understand, to produce and to manipulate the target words. Games help and encourage many learners to learn target language more easily. They also help teachers create contexts in which the target words are useful and meaningful. They also bring fun for students; thus, games help them learn and retain new words more quickly. In other words, game-based learning can create a meaningful context for language learning process (Derakshan, 2015).

Many impacts of using game in learning vocabulary are based on findings of some researchers. Here are some findings of the impact of using game in learning vocabulary:

- 1) Donmus (2010): The value of educational games has been increasing in language education since they help making language entertaining, and the students continuously interacting in Facebook benefited from educational games for their learning; it can motivate and help students construct their own learning.

- 2) Kalaycioglu (2011): games are fun for the children and they include interaction, physical and cognitive activity, socialization, competition, and cooperation. They learn individual and group work; their motivation and interest increase in games.
- 3) Gillespie in Kalacioglu (2011): educational games are used frequently due to their benefits. They give students responsibility and the opportunity of being active physically and mentally. They are student-centered rather than teacher-centered, fun to play in the formal academic process. In addition, students gain or develop many skills such as taking turns, working individually and working with others as a team toward a common goal.

Bearing the findings above in mind, those show the impacts of game (i.e. scrabble) for learning vocabulary, i.e. 1) giving motivation, 2) bringing about positive attitude, 3) creating friendly and valuable condition, 3) creating cooperation, 4) improving communicative skill, 5) entertaining, 6) continuously interacting, 7) thinking critically, 8) easily remembering, 9) fun and interesting, 10) building responsibility and opportunity to be active physically and mentally. As verified by Philips in Sadewo (2016), there are many effects for learners: atmosphere of the class, attitude of the teacher, and organization of the lesson.

3. Research Method

This research uses qualitative method and focuses on a certain phenomenon at *Kampung Inggris Pare AEC MAN 2 Kuantan Singingi* environment. The purpose of qualitative research is to describe and understand social phenomena in terms of the meaning people bring to them. The methods produce rich, descriptive data that need to be interpreted through the identification and coding of themes and categories leading to findings that can contribute to theoretical knowledge and practical use. This research does not give the test to the objects of the research, as observation, interview, and documentation are applied. There are three approaches which are conducted in this research. The first is direct observation of the class condition including the tutor and the students of *Kampung Inggris Pare AEC MAN 2 Kuantan Singingi*. The second is interview to the English tutor of *Kampung Inggris Pare AEC MAN 2 Kuantan Singingi*. The last is documentation.

4. Results and Discussion

4.1. The Use of Scrabble Game in Learning English Vocabulary

From the result of observation and interview with several students, eighteen from thirty students never play scrabble game. Since they join English camp, scrabble game is a new experience for them in English learning, especially vocabulary mastery. So, using scrabble game for learning English vocabulary attract them. They become active when studying English using scrabble game, and they also assume that scrabble game help them improve their motivation and interest in learning English. The use of scrabble game in learning English vocabulary can improve the students' vocabulary mastery in term of spelling, pronouncing and memorizing of vocabulary, and possibility to improve their speaking ability. Almost all of the students have the same answer from questions list in interviewing the students. This statement is strengthened by the interview's answer from the tutor and the students:

Tutor : "When I teach English to improve vocabulary by using scrabble game, the students feel enthusiastic and enjoy the class, their achievement of study is increasing, and they become more confident to speak English".

- Student 1 : "Using scrabble game in learning English vocabulary is good. The difficult vocabulary could be memorized because every new word will be repeated by the tutor until the students remember it".
- Student 2 : "Learning English vocabulary by using scrabble game is very interesting for me because I know the new words and how to spell and pronounce them".
- Student 3 : "Scrabble game? Wow, I like it..... It motivates me to be able speak English because".

Referring to the interview and observation conducted by the researcher, the use of scrabble game in learning English vocabulary for the students is based on guidance of tutor. The total numbers of the students at *Kampung Inggris Pare* AEC MAN 2 Kuantan Singingi are thirty. The students are divided into two classes; each class consists of fifteen students. Before starting the game, the tutor gives explanation about the rules and requirements to play scrabble related to the topic of the lesson. Then, the tutor divides the fifteen students into three groups in which each group consists of 5 students. Each group has four students to work in pairs and 1 student to note the score. Lastly , the tutor discusses the meanings of the words with the students and ask the students to write down every single word in their own group.

4.2. The Impacts of Using Scrabble Game for Learning English Vocabulary

The researcher obtains the result by conducting observation and interview. Based on the data, scrabble game gives good impacts for the students in learning English vocabulary. There are many impacts of using scrabble game for learning English vocabulary for the students at *Kampung Inggris Pare* AEC MAN 2 Kuantan Singingi. They are enjoyable, enthusiastic, confident, interesting, motivating, and improving.

From the observation and interview, it is known that scrabble game is successful in making the students feel enjoyable to learn vocabulary.

The students are enthusiastic to learn vocabulary as they can follow the SEO tournament. Here are the statements of several students about the explanations above:

- Student 1 : "I am really interested in learning vocabulary through scrabble game".
- Student 2 : "wow.....scrabble game make the class interesting, I keep waiting impatiently to learn vocabulary".
- Student 3 : "I have never played scrabble game before, it is new for me. So, I feel excited to learn vocabulary".

Those statements verify that scrabble game gives good impacts to the students at *Kampung Inggris Pare* AEC MAN 2 Kuantan Singingi. From interview and observation it is seen that some students have never studied or played scrabble game; then, they have interest in learning vocabulary. The researcher believes that learning English vocabulary by using scrabble game can improve vocabulary mastery of the students at *Kampung Inggris Pare* AEC MAN 2 Kuantan Singingi and will enable them to master the four language skills such as reading, listening, speaking, and writing. Thus, they can speak English fluently and confidently.

5. Conclusion

Based on the results, it can be concluded that using scrabble for learning English vocabulary at *Kampung Inggris Pare* AEC MAN 2 Kuantan Singingi has four impacts for the

students. First, the game can improve the motivation and interest of the students. Second, it can improve the students' vocabulary mastery in term of spelling, pronouncing and memorizing, and also improve their speaking ability. Third, the class becomes more enjoyable. And the last, it can make the students enthusiastic and more confident to speak English. So, scrabble game gives benefits for the students' vocabulary mastery because vocabulary can help students improve speaking ability.

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HOPELESSNESS IN J. C. DAWN'S SELECTED POEMS

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Abstract

This research examines the hopelessness described in the poems by J. C. Dawn entitled *Living in A Pride World*, *Womb*, and *A Soundless Tear in her book The Ripple of Existence*. This research is a descriptive qualitative study that aims to describe the words used to express hopelessness. The method used to analyze the poems is the analysis of intrinsic elements in poetry with a psychological approach to find out about hopelessness experienced by the characters in each poem. Hopelessness is a condition experienced by anyone where there is no more hope. This would also be contextualized in real life concerning the stages of someone experiencing hopelessness based on Abramson's theory. The results of the research show that the "I" character in the first poem experiences a failure in himself; in the second poem, "I" faces struggles under challenging conditions and in the third, "she" finds herself unable to accept the reality of life.

Keywords: hopelessness, poem, psychological, intrinsic elements

1. Introduction

Hopelessness is the loss of interest in reinforcing a particular thing where there will be an expectation that the desired outcome will not occur or that the unwanted will occur. The person concerned is unable to respond to change the situation (Abramson et al., 1989). The initial feeling of helplessness that lingers can also lead to hopelessness, usually associated with grief, frustration, and suicidal thoughts. A state of hopelessness is one of the disorders that cause ongoing depression, becoming a complex condition. The relationship between hopelessness is also a mediator to anxiety in a depressed state (Chu et al., 2018). The researchers of psychology have long suggested that depression is not a single disorder but a heterogeneous group of disorders concerning symptoms, causes, reasons, therapy, and prevention (Beck, 1967). Everyone has experienced hopelessness in his life, considering that hopeless conditions can be experienced by anyone and come from various age segments and various backgrounds. It occurs in many forms and is a feeling that is felt more often and more commonly felt than spoken.

Psychological influence greatly determines how a person responds to a condition of hopelessness in various ways. People can now find themselves feeling hopeless through literary works with the negative side of life, hopelessness. The ability of poetry can represent whatever feelings are felt (Saputra, 2011). The psychological and legal types in literary works ultimately affect the readers who have a powerful influence (Aras, 2015). They can create relationships between artists and connoisseurs through novels, poetry, paintings, sculptures, etc. Some can position themselves to be positive, but some people show negative attitudes after knowing the writing that suits their situation.

Literature is the art of creating. Like other works of art, the creator expresses his thoughts on his work. Because the nature of literature is language and language is a means of communication, literature is also considered an instrument used to express the creator's feelings, ideas, or attitudes towards everything (Minderop, 2010). The topic of death has long been described in literary works. The author uses novels, fiction, or short stories as instruments to convey his ideas towards death. The topic of death has also been discussed many times in poetry. Poetry is known as the most personal literary work. Poetry expresses more experiences and feelings through the use of metaphors in poetry (Rahman, 2021). Poets only select a few words representing their thoughts, and readers use their own experiences and personal knowledge to understand the meaning of the poem. This makes each reader will have a different interpretation even of the same poetry.

Furthermore, literary work on social media platforms is easily accessible to everyone. Its users can use social media that is developing in society due to technological developments. In this case, the link between literature and social media plays an essential role in channeling the author's ideology to society (Rahmi et al., 2017). Of course, this literary work has its characteristics that convey specific goals. Individual social media users have good self-control skills. They will determine their attitude in responding wisely to any comments or trends that apply on social media. Along with the development of this era, the literary world can enter via Instagram to reach closer to its users. An effective mechanism to interact more with customers with social media platforms (Alalwan et al., 2017).

Research on psychological analysis in literary works has increased quite a lot in recent times. The aspects studied were quite diverse from external and internal factors. One of the internal factors that are quite popular is to discuss psychological conditions such as depression, which is a state of frustration, anxiety, helplessness, and hopelessness (Sarfika, 2019). A condition that has a quite fatal impact from depression, namely hopelessness, is the worst point of depression, so that it has been at the end of the depression. The author observes several studies on the analysis of depression in poetry that only see hopelessness as one of the supports in achieving a natural depression as this state of hopeless has not been examined more deeply. As the analysis of representations of depression and suicide in 20th-century poetry, the evolution of literature and similarities between poets can be seen from this research (Otal Torres, 2018). The author also shows emotion and mental stress in Emily Dickinson's poetry to convey ideas illustrating the literary brilliance behind a gloomy, gloomy atmosphere (Jones, 2017). It is also clear that mental suffering is illustrated in Sylvia Plath's poetry, which is analyzed based on Sigmund Freud's psychoanalysis (Thapa, 2020).

This article describes the word or phrase which contains elements of a feeling of hopelessness in psychology. Issues to be discussed related to these elements using the sequence analysis based on intrinsic in the poem such as figurative language consists of comparative, contradictive, relation, and repetition. There are many types of figurative language such as metaphor, simile, symbols, hyperbola, irony, personification, and crocheted analysis of hopelessness feelings (Dancygier & Sweetser, 2014). Some people were experiencing mental imagery (visual, auditory, and kinetic) when they comprehend verbal metaphors (Carston, 2018).

According to Abramson, hopelessness in attribution theory, which identifies the causes of hopelessness, has three dimensions, namely: 1.) Attribution pattern is a phase of experiencing hopelessness in general. At this stage, the feeling of fear that haunts and is afraid to face the next life after experiencing something traumatic and this feeling will still be felt today. 2.) Negative Consequences The belief in the subject of hopelessness is the loss of

something meaningful in his life and his inability to live the next day generally as before. 3.) Negative Self Characteristics that in this phase, the hopeless subject can no longer accept all of his circumstances and unable to think and be positive in responding to something at hand (Abramson et al., 2014). This situation is the most severe phase because it can lead to uncontrollable action, the formation of the hopelessness theory is reshaped by forming a causal attribution that consists of three dimensions, namely from 'internal' to 'external,' 'stable' to 'unstable,' and from 'general' to 'specific'. If these three attributes experience adverse events in internal, stable, and general, it can cause depression and hopelessness to become part of it.

With that in poetry, it is necessary to examine its beauty, and many poets make hopelessness a topic conveyed by them. They have their ideas and perspectives about depression which refers to hopelessness. J. C. Dawn, one of the poets who conveyed his work through social media, namely Instagram, has ideas that can convey the feelings of many people about life and hopelessness. Many themes are raised in his writings, such as life, love, women, hope, friendship, and social problems. Sometimes the delivery of the writing can be implicit, but it can be immediately captured by the reader how the writing works. He has a unique idea of addressing hopelessness packed with language that does not even directly reflect that it conveys hopelessness. The language of writing poetry is maximally conveyed and effective to readers (Masruchin, nd). He is so unpredictable because he personifies hopelessness as a natural person and uses parables to describe hopelessness as a vicious insect. The tone of each poem is unique. Some poems reflect joy, while others denote gloom. The author, who calls herself a "traveler soul" knows very well how to convey a situation in a piece of writing that accurately represents feelings. In his second book entitled "Ripple of Existence", there are six sub-chapters: the mystery of existence, wisdom, simplicity, courage, love, and death. Therefore, the writer chose J. C. Dawn's literary work to reveal the second book's hopeless aspect.

2. Literature Review

At least three studies focused on psychological analysis in literary works of poetry, which are used as references for this study. Three of these studies take a general perspective of depression, including the first research by Mitchell Jones in 2017 entitled "The Role of Emotional Depression and Mental Duress in the Poetry of Emily Dickinson", the second from (Rahayu, 2018) entitled "Depression in Rupi Kaur's Selected Poems ", and the third (Otal Torres, 2018) entitled "Poetics of Depression: Mental Illness and Suicide in Sylvia Plath and Anne Sexton's Poetry ". (Jones, 2017) Mitchell Jones in his research entitled "The Role of Emotional Depression and Mental Duress in the Poetry of Emily Dickinson" 2017 was unable to analyze it in depth because of the weakness of the research methodology used to explain the contents of the poetry which had been expressed in each language. They are complex and symbolic. Attempts to correlate this with reality without the presence of a specific theory used like the blade of the study have caused the focus of the research to be blurred. Furthermore, trying to complement his previous research, Rahayu adopted Beck's theory of the psychology of depression and succeeded in further explaining the causes and signs of depression in her poetry. However, this research cannot reveal the situation in the real-life context influenced by other dynamic things. It is still limited in the poem's scope, which allows for the absence of any other contexts.

Previous research also contained two that directly discussed aspects of hopelessness in poetry, namely from (Banerjee & Senapoti, 2018) entitled "*An Analytical Study of some of*

the poems of Philip Larkin Based on His Theme of Death" in 2018 revealed in terms of the scope of literature that In fact, it is not enough to explain precisely the context and analysis relationships. Still, in the same literary work, research from (Madloul, 2019) entitled "The Justified Blackness in Larkins Selected Poems" shows that there are quite strong characteristics from his observations through the creative photography method into the poetry, but also causes a lack of analysis from the point of view of the literature work. Both studies use the same author from Philip Larkin that it has been proven in all of his literary works that they have the theme of the dark side of life, so that it does not yet fulfill a broader scope in poetry with similar themes but not dominant.

The Differences lie that this article discusses the shortcomings of existing research to be more specific about the state of hopelessness in J. C. Dawn's poetry by contextualizing the current situation, especially poetry that is still new and the role of the author that significantly influences the reader in conveying a particular situation with a more related situation. The active role of the author in working on social media is also a distinguishing point in this article which will undoubtedly show readers more updates and according to current conditions. In addition to insta poetry through social media, J. C. Dawn wrote a book that deserves to be researched because of its broad reach as well as using Abramson's psychological theory to dissect the meaning of hopelessness in question.

3. Research Method

This research is a qualitative descriptive study as a method for analyzing data. The study aims to describe the words that interpret hopelessness in Dawn's poetry. (Setiawan, 2018) argues that describing a phenomenon why or how the event occurred is the goal of descriptive qualitative. In this study, there are two types of data, primary and secondary data. The poems of are the primary data and the secondary data in this study are data related to this issue, topic, and problem. Creswell claims that descriptions can describe people, places, or events in qualitative research (Creswell & Poth, 2016). The researchers will cite several journals, articles, books to support this research. The first step is to select a poem called "Ripple of Existence" by J. C. Dawn. There are three poems selected from J. C. Dawn to be analyzed in this research entitled *Living in A Pride World (poetry 1)*, *Womb (poetry2)*, and *A Soundless Tear (poetry 3)*. The researchers go through the steps of starting to read the selected J. C. Dawn's poetry. In the second step, the researchers collect the kinds of problems with the sad side of depression and the signs of hopelessness that emerge from Dawn's poems. The researchers analyze the types of sad feelings, and the meaning of the symbols applied in the third step. In the fourth, the researchers use psychological and structural approaches to solve problems. The final step is making conclusions.

4. Results and Discussion

4.1 Original Problem

The character "I" in the first poem has a bad experience in life. Hatred and feeling drained because of arrogance are shown in the image of *"Sometimes I feel drained and lonely."* Skepticism with partners is also a pressing situation as this is seen only from one side. The pairs in question are of the opposite forms, such as good and bad, heaven and earth, dark and light. It is as if seeing the world with the same goal, by making comparisons.

*Isn't there a purpose greater
Than to see life
With a mind beyond*

The pairs of opposites of which
The world consists?
Bad or good, sin or virtue, defeat or victory
All of these are two ends of
The same thread

In the second poem, the character "I" is in a calm and lonely situation. It is said that in silence, she can find peace. Using similes to express peace is like a wave kissing the shore. However, in a situation that turns into silence, she does not accept help or anyone else. It has been described as having no inner desire to be interested in life anymore. Stanzas 1-3, picture a sufficient assumption to represent an empty feeling.

The hopelessness aspects here start from within herself. The first internal stanza is indicated by the sentence on the 3rd line of the first stanza, 'pulling into the melody', which means something not finished with oneself. The second stanza is almost the same, and the aspect stage starts from the inner state. While the 1st and 2nd stanzas to the 3rd stanzas are general to specific. The meaning of herself is that her hero is a specific stage with no self-confidence.

In Silence
I hear the soft, smooth voices
of the Universe,
pulling me into their melody,
consuming me with such
peaceful ecstasy.

In silence,
I hear the roar of rushing thoughts,
and yet they are calm
as waves kissing the shore.

In silence
I hear loved ones saying
They will never go,
But in silence,
I see there really is
No hand to borrow
I am my own hero

The problem with the "I" character is that it starts okay but is not good. A collection of boisterous thoughts expressed in simile with explicit disclosure of "as" in the line 'as waves kissing the shore'. This is supposed to be calm things.

In the third poem the character "she" declares that she has been stolen and has her memory erased because of this condition. The problems in her past are the primary cause because they impact the present life, which no longer dared to move in any direction. Acceptance of oneself by wanting to be in the past is also the beginning of mistrust. The supposition used by the hyperbolic figure in the first verse is as if his life is stolen, which means that bad events are accidentally lost in life.

*These past few years,
She has been lost to us.
Her life's been stolen by a thief
who robs her memories, he took them all—
words and moments
she can't recall.*

*Rigid hands and vacant eyes
I feel sadness in her heart.
Once she dressed herself,
Cut her own food
Then dignity dropped away*

*As she sat there helplessly
I felt her begging for us
To talk to her anyway.
She may not respond
But she was always there.*

Some problems are rooted in each character in the three poems above and become the leading cause of helplessness. Situation cues show the depression hypothesis to cause depression style and should be more likely than those who do not attribute any particular negativity when dealing with internal, stable, global factors and significant events, thereby inciting the possibility of becoming discouraged and depressive symptoms. However, in the presence of a positive life or the absence of adverse events, people exhibiting this style should not be more likely to develop hopelessness and depression than people not exhibiting this style.

4.2 Unwanted By Oneself

Self-acceptance is an individual's capacity to have a favorable view. This cannot be shown by oneself but must be created by other people (Germer et al., 2013). Fear of something is a common thing that everyone can feel. Each individual has specific standards to determine whether he accepts something or even hates it. Resentment or hatred becomes problematic when directed at oneself. In psychological analysis, this is known as self-loathing or self-hate. A person can feel that he is useless, stupid, failed, worthless, and unwanted. These negative emotions are an indication that a person hates himself.

Factors causing a person not to love himself are the demands of life. Individuals only think about the deficiencies that exist in them. Not ambitious enough for themselves, individuals have too high expectations of themselves; successful experiences that are not achieved by themselves.

These characteristics in the first poem lie in the last stanza, showing not wanting by oneself to struggle.

*So what does it matter
If we lose
or win?*

Furthermore, the second poem shows that each stanza begins with the word "In silence," implying that things are difficult to predict in the loneliness and darkness. In the last verse, she has expressed her hopelessness by remaining silent without moving in life again, assuming that resting in the Mother's womb is an option.

*In silence.
I rest, curl up
In my Mother's womb.*

The expressions of hopelessness in the three poems are clear as the character "I" does not want to continue life but remain living in the past. There is no movement in the present life as all is dark and full of hopelessness.

*As she sat there helplessly
I felt her begging for us
To talk to her anyway.
She may not respond
But she was always there.*

Likewise, not accepting reality is a form of self-indifference. It is clearly seen in the fourth verse. The character "I" gives a message that all is finished as the roads of hope are closed. She has already died before the real death comes

*For her, death happens
Before she even dies.
I'm not accepting this, but I
Thank her silently for legacy.
When I look at her,
I see the best of me and
The ones who have raised me.*

5. Conclusion

The conditions experienced by each character in the poems are the stages and causes of hopelessness through different conditions. The first poem, entitled "*Living in A Pride World*," reveals that the difficult circumstances experienced by the character in the face of the world with the same perspective, simply good or bad, winning or losing, are the stages of attribution patterns and negative consequences. Meanwhile, in the second and third poems, *Womb and A Soundless Tear*, all stages of hopelessness have been faced, including attribution patterns, negative consequences, and negative self characteristics. The figures of speech have revealed all, and the form of hopelessness experienced is a stage related to the characters in the poems.

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MERDEKA BELAJAR IN PANDEMIC: USING QUIZIZZ GAME BASED LEARNING TO IMPROVE STUDENTS' VOCABULARY MASTERY

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Abstract

Pandemic of Covid-19 has made teaching and learning process change from conventional into digital. With "*Kurikulum Merdeka Belajar*" teachers can choose any learning method which allows more innovation. The purpose of this study is to improve students' vocabulary mastery through Quizizz. This study was an action research project. The research was conducted at SMA Bruderan Purwokerto. The subject of the research was twenty-six students of X MIPA 1. The research was done in two cycles. There were four steps in each cycle. They were planning, action, observation, and reflection. The result shows that the students' vocabulary mastery is improving. When the pre-test is compared to the post-test, the mean score increases significantly, from 64 to 85. Beside the cognitive ability improves, the affective factors of the learners improve. This is due to their enjoyment and easiness of memorization. Quizizz can be one of the learning media that can make the students more enjoyable in learning English especially vocabulary since the students can memorize and get new vocabulary much easier.

Keywords: *Kurikulum Merdeka Belajar*, Vocabulary Mastery, Quizizz, Game

1. Introduction

It has been more than a year that the Pandemic of Covid-19 has rapidly spread from one to another and gives big impact to all citizens in Indonesia. The government has taken a policy to reduce all forms of various activities especially in education. As a result, the teaching and learning process which was formerly conducted conventionally, since the pandemic, was run digitally. Therefore, since the pandemic, it turned into digital. In 2019, the Indonesian Ministry of Education and Culture (Kemdikbud) through the Minister of Education and Culture, Nadiem Anwar Makarim launched a policy entitled "*Kurikulum Merdeka Belajar*" in mid-December 2019. In "*Kurikulum Merdeka Belajar*", teachers can choose any learning method they think is best for their students, which may allow for more innovation (Shofa, 2020). The goal of "*Kurikulum Merdeka Belajar*" is to help teachers and students realize their full potential to innovate and improve their learning quality on their own. The autonomy of teacher involves not only sticking to bureaucratic system but also implementing new ideas.

According to the minister, continuous playing, an important role in providing high-quality education is necessary but technology should be used to supplement the teaching process. Without technology, the *Merdeka Belajar*, which focuses on innovation, will not function

well. This policy is very good if applied in the current pandemic because learning is carried out by utilizing technology as a learning media. Therefore, the use of technology is deemed necessary for online learning because with technology teachers do not only teach but also facilitate students to get their critical thinking.

In accordance with the demands for the independent curriculum and the 4.0 industrial revolution, educators must be able to create creative learning, which is able to create an effective learning atmosphere so that students can concentrate on learning in an effort to achieve educational quality standards. One form of using technology media in learning is using e-learning.

E-learning is globally known as the concept of computer and network-based learning. It serves teaching and learning process and evaluation using computer even in the 4.0 industrial revolution, Android is prominent. One of the e-learning based evaluation media is Quizizz. The use of Quizizz helps educators conduct evaluations without being limited by places, get attractive displays, and set time settings guiding the concentration of the students. Based on the pre-observation, the students at SMA Bruderan Purwokerto have difficulty in vocabulary mastery. In the process of teaching and learning, the teachers used traditional methods such as looking for difficult words, finding the meaning in the dictionary, and memorizing the words. The students were too lazy to memorize the unfamiliar words that they heard or read in the text.

Quizizz is a game-based educational application that can be used by a group of people to resolve issues in a fun and interactive way. Quizizz is also a media for students play game, do a quiz, and discuss with the teacher and friends. Quizizz can be accessed from a computer or a mobile device as long as it is connected to the internet. Quizizz provides statistical data from quiz results and is quite flexible because the quiz can be administered at different times. Quizizz also allows students to compete with one another, which encourages them to learn because they can see their ranking on the scoreboard right away. Lecturers can also keep the track of the quiz's progress and download the report once it is completed.

When they have to learn English, students need to master English vocabulary. If they do not have proportional English vocabulary, they will have difficulty in using English both written and oral. Vocabulary mastery is the complete understanding and application of a language's stock of words with their meanings, is differentiated according to person, class, or profession (Gardner, 2010). The researchers discovered some issues based on the pre-observation to assess the performance of the students.

Quizizz is a fun way for students to review their vocabulary during the class. It is potential to draw students' attention and increase their participation in the teaching and learning process. Quizizz can be a fun way to pass the time. Students can have a good time while learning. Quizizz can help students revise their vocabulary and recall events from the game. It might help students remember the language associated with it.

There have been some studies discussing the use of Quizizz like Zhao (2019). He conducted study about enhancing students' learning experiences in an accounting classroom using Quizizz. He stated that Quizizz is a fun multiplayer class activity application that allows students to participate in fun educational activities. By using Quizizz the students can get higher scores on the teaching evaluation. Another study was conducted by Cohen and Sasson (2016). They tried to investigate the learning outcomes and students' attitudes through Quizizz. The study compared the indicators of the final exam and the mean score of the students' written tests and the entire class on online quizizz. Using Quizizz the researchers can improve the instructional design and demonstrate formative assessment in

higher education. A study about vocabulary was conducted by Rahmasari (2021). She conducted research about using Bingo Game to improve vocabulary mastery of the students. The results of the study showed the students' enthusiasm during the game. In other words, the implementation of Bingo Game and the complementary actions is successful to help the students memorize and understand new words easily.

Although there are some previous studies using Quizizz for improving students' competence, no study about the application of Quizizz to improve the students' vocabulary mastery for senior high school students could be found. This study investigates students' vocabulary mastery improvement with interactive and enjoyable teaching and learning process using Quizizz.

2. Literature Review

2.1 Vocabulary Mastery

One of the primary goals of language learning is to learn vocabulary, which is a crucial component of second language proficiency. It is required in order to communicate effectively in a second language. According to Hornby (1984) vocabulary is the total number of words, their meanings, and the rules for combining them that make up language. The vocabulary selection process and the methods used to teach vocabulary are significant factors. To understand the meaning of words is to learn the words in context.

Mastering vocabulary is very important for foreign language learners in order that they get easiness in developing the four language skills namely speaking, listening, writing and reading. Thornbury (2003) states that without grammar, little thing can be communicated easily, but without vocabulary, there is no anything can be communicated. It means that vocabulary is extremely important because people cannot communicate without it. So that, it is very important that students must learn language and the vocabulary. As the explanation above, the teacher must create interesting and fun way media to improve students' vocabulary, especially by using the use of technology.

2.2 Quizizz

Quizizz is a game-based educational application (or app for short) that introduces multiplayer activities to classrooms and makes in-class activities more interactive and enjoyable. Students can use Quizizz to complete in-class exercises on their mobile devices. Unlike other educational application, Quizizz incorporates game elements such as avatars, themes, memes, and music to make learning fun. Quizizz is a game based online activity that allows all students to practice together with their smartphone. By using Quizizz the students can learn and practice the teaching and learning activity together with their friends.

Hammel (2016) states that Quizizz also encourages students to study by allowing them to compete with one another. Students take the quiz in class at the same time and track their progress on the leaderboard. Teacher can keep track of the process and, once the quiz is completed, teacher can download the report to assess students' performance.

3. Research Method

This research used Classroom Action Research by Kemmis and Mc. Taggart. Classroom Action Research can perfectly indicate the action and the practice done by teachers in their own classrooms or issues on how teachers respond to learners' errors, how interaction occurs in classrooms, how the feeling of teacher and learners during or after the lessons is,

and other indicators. Action Research is a process in which educators examine their own practice systematically and carefully using the techniques of research.

There are four components in one cycle for doing classroom action research. It consists of (1) planning, (2) acting, (3) observing, and (4) reflecting. Bogdan & Biklen (1982) explain that action research is the systematic collection of information that is designed to bring about social change. This research was conducted at SMA Bruderan Purwokerto with 26 research subjects as X MIPA 1 class. The data collection techniques used were observation, interview, questionnaire, and test. The instrument used was (1) interview, which aims to obtain students' need and teacher need analysis; (2) survey, which collects descriptive data about students' backgrounds; (3) observation sheets, and (4) tests, which are carried out for the cognitive skills of students at the end of each cycle.

To analyze the data, qualitative and quantitative approaches were used. The procedures for data analysis can be described as (1) classifying data by grouping, selecting, focusing, and simplifying data based on their type, (2) presenting the data that have been chosen and will be presented as simple information, and (3) making conclusion. The information is a description of the learning process with the results derived from a combination of observation, questionnaire, test, and interview. The findings of the observation, questionnaire, and interview were descriptively and qualitatively analyzed. Then the test results were analyzed quantitatively by calculating the mean score pretest and post-test in cycles I and II.

4. Results and Discussion

Before implementing the Quizizz, the researchers conducted preliminary research by interviewing the teacher, interviewing some students, observing the teacher's teaching learning activity, and conducting a pre-test. Based on the observation, the researcher found that the teachers were still confused how to teach vocabulary without using conventional teaching method.

The other problems that the researchers found were the students had difficulties in remembering new words. Besides, the monotonous class atmosphere and students' behavior made the teaching and learning process boring. Based on the pre-research, the researchers identified that the students' vocabulary mastery should be improved by implementing a teaching learning process with media to make the students feel comfortable and absorb the materials easily. After implementing Quizizz in the class, the researchers received some results. In cycle one, before implementing the Quizizz, the researchers conducted the pre-test to gain information related to the needs of the students. The mean score of the pre-test was 64. It was shown that the pre-test result was under the average score of the class. The research started with the planning stage. The planning stage of cycle one was the stage of developing a learning plan that would be implemented by compiling the learning materials designs for online learning. Additionally, in this stage, the researchers compiled instrument that would be used in the study, such as tests to measure student learning outcomes, online learning observation sheets, student interview sheets, and student questionnaires to learn about students' need analysis. After that, the researchers implemented the Quizizz and the mean results of the post test was 68. It was shown that there was improvement of the students' vocabulary mastery when using Quizizz in the teaching and learning process.

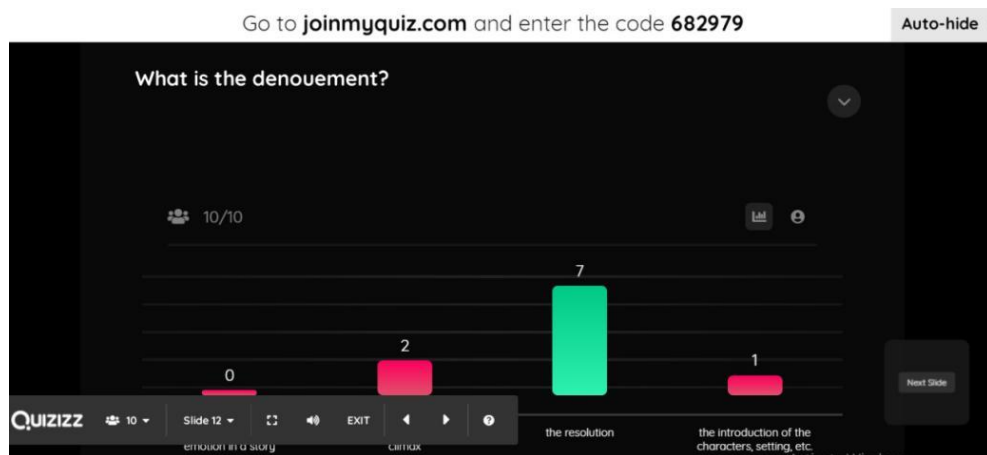


Figure 1. The class report by question of using Quizizz

In implementing Quizizz, the researchers asked the students to answer the questions on the Quizizz tools. For example, the researcher asked what denouement was. Then the students chose the right answer in the multiple choice. The students directly knew what the right answer was on the question. The teacher also knew how many students answered the right choice. Figure 1 shows that the teacher can immediately find out students' answers from the questions that have been given and figured out how many questions answered right or wrong. After students answered all questions of each number, teacher could immediately find out the report of each students' result.

After using Quizizz in cycle one, the students still got some difficulties in learning new vocabulary, since they did not focus on the vocabulary they had to learn, instead they were playing the Quizizz. Even some of them were still passive. In cycle two, the researchers improved some procedures when implementing Quizizz. The researchers went slow down when telling the students how to play Quizizz. The researchers paid attention to every student to teach in detail and make sure the students knew how to use and play the Quizizz. Second, the researchers made the warm up exercise to give clues about the words that the students must guess using Quizizz. The researchers used simple sentences to tell each word that the students must guess. After improving the treatment, the researchers got result of the post-test, increased to be 85. The results of the students' work can be seen in figure 2.

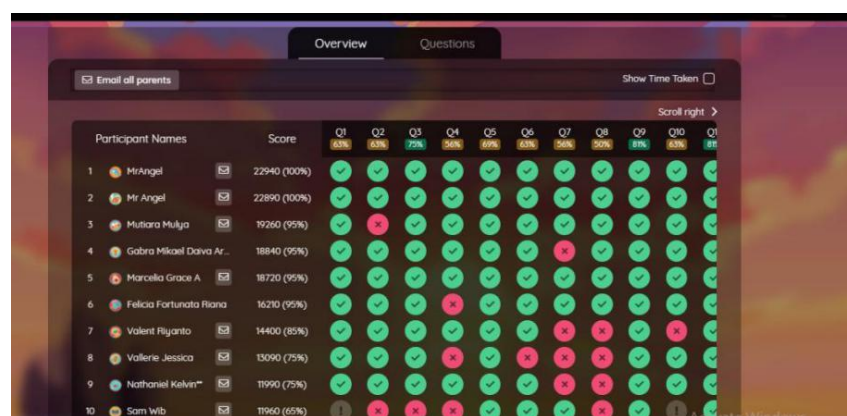


Figure 2. The Results of the students

In the figure above, the teacher can directly see the report of their students' performance. Teacher can immediately find out the total score of each student, the questions answered correctly and incorrectly, the level of students' understanding and the questions the students answered wrong.

The result of Quizizz's implementation showed that the students could be more active in the learning process since they were competing each other to be the first to answer the questions given by the teacher on Quizizz. The students who were passive to the teacher's order seemed much more active since they were interested in pictures and songs that were given by their teacher in Quizizz.

In cycle two, the students looked so motivated to learn vocabulary through Quizizz because they felt that they did not only play the game but also could improve their vocabulary mastery. From figure 2, it could be seen that in cycle two almost all the students answered the questions correctly. Although some students faced some difficulties in finding new difficult words, they looked so enjoyed to have vocabulary class using Quizizz and they could improve their vocabulary mastery.

After implementing Quizizz in class, the researchers conducted interview with the students and the teacher. The teacher stated that the implementation of Quizizz was really helpful since it successfully could help students to be more enjoyable and motivated in learning English like the following statement, *"Students who mostly used to be quiet and didn't want to join when I asked them to do exercise finally desired to join to play. It might be because they were interested in the display of Quizizz which is very different from other previous learning platforms, so students were more challenged to take a quiz in Quizizz. Moreover, the result of post-test were better and much more increased than the pre-test one"*.

Teacher also added that by using Quizizz design the questions and its key answers were easily arranged. After conducting interview with the teacher, the researchers conducted interview with some students. They said that they were motivated and glad to learn new English vocabularies on Quizizz because the Quizizz application was so colorful and fun. Then the researcher asked the students about how the implementation Quizizz in their class. The first students stated as follows.

"It is definitely more enjoyable learning using Quizizz. We didn't feel sleepy because Quizizz application is so colorful. We also improve our vocabularies since we were frequently practicing it using Quizizz". Then the second students added *"That is true, we should frequently learn English using Quizizz, we sometimes get bored learning just by reading books, in Quizizz we could play together with our classmates and we didn't feel like we were learning something even we didn't realize that the time for learning English was over"*.

The implementation of Quizizz made students feel more interested since they were experiencing new learning atmosphere. They were not just sticking to text-book which made them feel tired of reading each sentence in the book, they became more interested in learning English and were able to improve their English vocabularies because they were frequently practicing new English words in Quizizz. At the end of the class, when the time was up or had to change for another lesson, students felt unsatisfied and still wanted to play Quizizz since they could play and learn simultaneously with their teacher and friends.

Teachers become more enthusiastic to teach with more exciting learning atmosphere since the students provide a positive and active learning atmosphere. If it continuously occurs, both students' interests in learning English and their English vocabulary mastery will increase. When the researcher asked the students whether there was any suggestion for the

future for upcoming learning process using Quizizz, the students stated that for the future it was better to learn other English skills such as writing, listening, or reading any text using Quizizz since it made the students feel more enjoyable to learn and improve their ability in English. Based on the teacher and students' answers, it can be concluded that the implementation of Quizizz in the class could improve the students' vocabulary and both students and teacher give positive responses in teaching and learning activity.

5. Conclusion

Quizizz generates a detailed analysis of student test answers immediately so that the teachers know their students' difficulty. After implementing Quizizz in the class, the researchers find that Quizizz can help students improve their vocabulary mastery. It is shown in the test results. We can draw conclusion that in "*Kurikulum Merdeka Belajar*", using Quizizz can make learning English more fun and enjoyable. Therefore, it can be recommended that using Quizizz for other purposes should be conducted. This finding implies that using Quizizz in the classroom will give benefit for not only teacher but also students in the teaching and learning process, as well as improve teachers' professionalism. It can be concluded, based on the above explanation, that teaching vocabulary through Quizizz can improve the students' vocabulary mastery. Quizzing can be interactive and lighthearted media that can motivate students to study and improve their vocabulary in English.

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VOCABULARY ENHANCEMENT THROUGH MEMRISE AND GOOGLE CLASSROOM

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Abstract

Google Classroom is one of the most used learning platforms during this Covid-19 pandemic at school, especially in Indonesia. Besides that, another application is used to make the English classes attractive and interesting. Memrise application is used in this study as an addition to google classroom. Therefore, the purpose of this study is to see if there is a significant difference in vocabulary enhancement between females and males using Google Classroom and Memrise. This study employed a quantitative research method and a comparative design with pre-test and post-test. The sample size for this study was 40 students. The students were divided into two groups, with those two groups there were 20 female and 20 male students. The result of this study showed that both groups of students could enhance their vocabulary ability but, the female group result showed a significantly higher enhancement compared to the male group. Another result showed there was a significant difference in vocabulary enhancement between students who were taught using Memrise through Google Classroom in the female and male groups. In summary, the findings indicated that Memrise was effective in helping students to enhance and enrich their vocabulary.

Keywords: Educational Technology, CALL (Computer Assisted Language Learning), MALL (Mobile Assisted Language Learning)

1. Introduction

Male and female students all learn through the same approach and lesson together in the same classroom, doing the same activity with the same teacher and being treated equally. Nevertheless, male and female students are different, and they are behaving differently at schools. Male and female are not mentally and physically different, but they also have different abilities to memorize vocabulary in the English language (Wei, 2016).

Gender usually catches the attention of researchers, though, in the number of studies fulfilled on relatively small topics (Catalán, 2003). Each male and female has their learning style when it comes to a learning method that is appropriate for their ability (Natsir et al., 2016). Vocabulary learning looks to be an area where gender can be thought about as a distinctive issue (Boyle, 1987). Aside from that, gender is thought to be one of the important affectional factors that play a specific role and influence second language acquisition (Zoghi et al., 2013).

Language is also closely related to learning because the most important aspect of learning languages is the learning methods, and language is the key to the method of

learning (Mehrabian, Salehi, & Branch, 2019). In learning English, one of the most important skills to have is a good vocabulary. Vocabulary is defined broadly as the knowledge of words and their meanings. More precisely, we use vocabulary to check the types of words that students should understand to read more and more exacting text with comprehension (Nurdiansyah et al., 2019).

Vocabulary is a fundamental and necessary skill that must be mastered when attempting to learn another language (Sari & Sutopo, 2018). There are three elements got to be noted in learning English: vocabulary, grammar, and pronunciation, and vocabulary is the crucial part of learning English (Beglar & Hunt, 2005).

In other words, the process of learning a new or foreign language requires a strong command of vocabulary (Giessen, 2019). As stated by Korlu & Mede (2018), vocabulary and learning are two interconnected units that cannot be separated. Learning vocabulary will make it easier to understand the four English skills, such as listening, speaking, reading, and writing (Indrasari, Novita, & Megawati, 2018). As stated by Krashen & Terrell (1983), learners cannot master English while not mastering the vocabulary. Communication among students while learning, directing thoughts, opinions, and knowledge is made less difficult if the vocabulary has been properly studied (Aisyah et al., 2019). Vocabulary should be well-mastered to support their ability to speak and be ready to act with others, either orally or in writing, so that their messages are delivered without miscommunication. In that case, mastering vocabulary will facilitate students to enhance their English skills.

In Indonesia, students have difficulty mastering vocabulary. "Indonesian students often experience problems when learning English, specifically vocabulary, because English differs from Bahasa Indonesia (the Indonesian language) in its structure, pronunciation, and vocabulary" (Katemba, 2019, p. 88). That is why various studies and several methods have been conducted to improve vocabulary knowledge (Ning, 2017; Rumondor, 2017; Katemba, 2019; Katemba & Sianipar, 2020; Katemba, 2021; Berliani & Katemba, 2021). The teaching-learning method has some flaws, particularly in vocabulary learning. The flaws mean the students' problems include a lack of motivation to learn vocabulary, a poor understanding of the English language, and difficulty translating English sentences. Nunan (1991), claims that motivation is significant in learning accomplishment. Meanwhile, teachers continue to use standard teaching strategies, where only English texts are provided by the teacher, and students are instructed to use a dictionary to translate. This method is tedious for students and necessitates more time spent learning the given sentence. To improve students' vocabulary, a teacher should have something to influence students to be more confident and more active in learning vocabulary (Chun, Kern, & Smith, 2016). In addition, a teacher should be looking for a fun way to create a new atmosphere so that students can learn English in a fun and enjoyable way.

To overcome these challenges, teachers should vary their methods of assisting the students to increase their vocabulary knowledge. Researchers have selected an up-to-date method for teaching vocabulary is through the Memrise application. The Memrise application was used on both males and females which is considered an effective approach to improve and enhance the students' vocabulary. These methods are proven capable to increase students' vocabulary knowledge. And the benefits of using technology in the classroom can help teachers work with students more easily especially during this pandemic time.

Abrams & Walsh (2014); Berliani & Katemba (2021) found that using technology-based games for vocabulary instruction could enhance students' vocabulary assessment scores.

Aminatun & Oktaviani (2019) claimed from their study that Memrise: Promoting Students' Autonomous Learning Skill through Language Learning Application. The result of this study stated that Memrise was an effective method to improve students' ability to learn independently outside of the classroom, particularly when studying English. Widyaningrum & Putro (2020) in their study used Memrise to promote students' listening and speaking abilities. Their research found that Memrise also played an important role in enhancing students' listening and speaking skills.

In the educational world, gamification is a method of engaging students in inventive classroom games without putting at risk the curriculum's scientific nature (Nolan & McBride, 2014). Gamification encourages students to develop critical thinking and multitasking skills in an educational setting (Kapp, 2012; Prensky, 2001). Gamification can make teaching and learning more enjoyable and also increase student motivation to learn (Muntean, 2011).

Memrise grows rapidly and now more than 50 million people in various countries around the world are learning languages with this application. According to Karjo and Andreani (2018), Memrise is a vocabulary-building online learning platform, and Memrise was founded by Ed Cooke and Greg Detre. This app offers over 150 language courses in 25 languages, including English, Korean, French, Spanish, Japanese, German, Russian, Chinese, Vietnamese, Portuguese, Swedish, Norwegian, Danish, Arabic, Dutch, Indonesian, Italian, Polish, and Turkish. Furthermore, the layout of Memrise is nearly identical to that of the Duolingo application. Memrise is an educational tool that allows you to study a variety of subjects online and on mobile devices (Luczak, 2017). Students can use Memrise to learn various aspects and specifications, such as vocabulary, grammar, and so on, when learning the language in particular. Besides using Memrise in teaching vocabulary, another learning platform that the researchers use is Google Classroom.

Since August 12, 2014, Google Classroom has been included as part of Google Apps for Education (GAFE). Google Classroom is a product of Google that integrates with g-drive, g-mail, immersive calendar, hangouts, and youtube. The tools of Google Classroom will make it easier for teachers to conduct learning activities. Learning is intended to take place not only in the classroom but also outside of it, as students can access Google online classes from anywhere and at any time. Google Classroom will serve as a platform for blended learning in schools, making it easier to create assignments and distribute grades to students in a paperless environment (Iftakhar, 2016). These are well-known Web tools that offer a wide range of useful features and applications. Because of its unique innate functions that provide pedagogical, social, and technological capabilities, it, like many other Web tools, has the potential to be used for teaching and learning (Abid Azhar & Iqbal, 2018).

2. Literature Review

This literature review provides an overview of the research, which consists of vocabulary, challenges in improving vocabulary games, teaching vocabulary, teaching vocabulary through quiz games, and a conceptual framework.

2.1 Vocabulary

In this part, the researchers concern with the theories of vocabulary achievement that affect the students' ability in learning vocabulary and discuss teaching vocabulary through Memrise application.

"Vocabulary can be defined as words that we should know to communicate effectively; words in expressive vocabulary for speaking and words in receptive vocabulary for listening" (Neuman & Dwyer, 2009, p. 385). Kamil and Hiebert (2005) define vocabulary as knowledge of the meaning of words. According to Hanson & Padua (2011), the words we use to communicate verbally and in print are referred to as our vocabulary. As a result, vocabulary knowledge is crucial in language learning. Someone who wants to learn English as a second language or as a foreign language should have a good number of vocabularies to be able to use it in social interaction. Thornbury (2004) states that without grammar, very little can be communicated; without vocabulary, nothing can be communicated. This demonstrates that if someone wants to convey meaning, they must have a large vocabulary because if someone knows sentence structure but lacks vocabulary mastery, they will be unable to say or write anything and their grammar knowledge will be useless.

2.2 Types of Vocabulary

This section will go over the various types of vocabulary. There are numerous ways to categorize vocabulary types.

1) In terms of semantics:

Milton and Alexiou (2009) divide vocabulary into national words, such as nouns, pronouns, adjectives, numbers, verbs, and adverbs; they name objects, actions, and qualities, among other things. Articles, prepositions, conjunctions, exclamations, and so on are examples of functional words.

2) In terms of communicative language teaching:

Webb (2008) distinguishes between receptive and productive vocabulary. The learners' understanding of vocabulary when they hear or read it is referred to as receptive vocabulary. In other words, the word order that students recognize when they are listening, speaking, reading, or writing. Understanding of words or phrases in a verbal or written scenario is indicated by receptive vocabulary.

2.2.1 Types of vocabulary as a list of indicators

This section describes the types of vocabulary lists

a) Antonyms

The antonym list has flashcards on one side with one or more words or phrases and antonyms (words with opposite meanings) for those words (in the same language) on the other. This can be used to fully practice vocabulary in the target language as well as to make connections between opposing words in the same context.

b) Pronouns

The use of pronouns is discouraged in many textbooks, academic writing, and style guides. Pronouns are words that are used to replace a noun after the noun has been mentioned.

c) Collocation

Collocations are elements that usually accompany words. Consequently, one might argue that because collocation increases the vocabulary knowledge of second language learners in the target language, their acquisition is very important.

d) Definitions

A flashcard with one or more words on one side and a definition for those words (in the same language) on the other is included in the definition list. This can be used to thoroughly practice vocabulary in the target language.

2.3 Challenges of Improving Vocabulary Application

Improving vocabulary mastery is not easy. Many students have difficulty connecting new words. Susanto (2017) says that the factor that affects student learning is characterized by a lack of vocabulary knowledge due to a lack of understanding of its application and meaning. Having an understanding strategy is another challenge in improving their vocabulary mastery. According to Khan (2016), with all of the difficulties or challenges in learning vocabulary, it is likely that it will cause English as a foreign language learners to lose interest and motivation in their studies. In the end, students who learn English will have a low intelligence quotient (IQ).

2.4 Teaching Vocabulary

Vocabulary is the first thing people need to master to make sentences or paragraphs. After all, our brains will gain lexical entry through their surroundings, such as listening to the radio, reading books, and listening to the mother tongue (Purnamasari, 2017). In addition, Alber (2010) states that students need to learn words in a context, words do not stand alone, by including the words coming and going every week. Teachers need to teach vocabulary to students in various ways. So, students will be able to understand more than memorize them. For Nation and Meara (2001), students need to develop vocabulary in various contexts to remember them and develop an understanding of the use of a particular word.

Teachers need to teach vocabulary in a fun way, because: (1) Using interesting and fun activities can develop students' interest and help them both memorize and remember (Asyiah, 2017). (2) The idea is smart because students like to play so that learning and understanding vocabulary does not become stressful (Bakhsh, 2016). (3) Fun teaching will increase student motivation. In addition, various studies have shown that games are useful for increasing student motivation (Derakshan & Khatir, 2015). (4) Fun teaching must also be considered by teachers and game discussions can help teachers create useful and meaningful contexts (Derakshan & Khatir, 2015).

In addition, Khaisaeng and Dennis (2017) concludes that parts of speech fall into eight categories: nouns, pronouns, verbs, adverbs, adjectives, prepositions, determiners, and conjunctions help students read the weekly online student magazine. This means that the part of speech used can be said to be an indicator of vocabulary.

2.5 Teaching Vocabulary through Memrise Application

Memrise is a free language learning platform. The user uses for communities to teach and improve language learning for everyone who is involved in using this application. Memrise has several unique features. One of the features of this application is the Memrise exercise system. This system can train and store a strong memory in the brain. Just like this system combined with flashcards and games, it makes learners fun in learning languages, especially vocabulary.

Here are some types of activities in Memrise that are useful in learning, such as:

1. The first activity is learning words or phrases. This application will provide practices for the learners in the form of multiple-choice words or phrases that have been studied. By clicking the multiple-choice exercises, the students aimed to reach the specified target.
2. The next exercise is arranging words or phrases. In this phase, the learners compose sentences consisted of words. The learners are challenged to create their original sentences not phrases in the target language. When they have completed, the teacher as the researcher evaluates their work.
3. Then students memorize the words that they have learned quickly. Besides that, they challenge themselves with difficult words to see their abilities how much they can achieve as in score. Memrise has a variety of features, including audio, visual, and media on video. Karjo and Andreani (2018) categorize the challenges features or items used for the Memrise into five categories such as translation of words, word flashcards, audio choices challenge, typing questions, and phrase translation.

Translation of Words

The most basic question on the Memrise app is the translation of words. In this section, Memrise has four to six answer boxes. The person who uses should select an answer box that has the same meaning as the question word. If the user answers correctly, Memrise will display a large alert.

Word Flashcards

The flashcard has several items on the list. The item was created to help the user recall a previously learned word. After the word translation challenges, a flashcard will appear. To remember the word, the user can type anything into the flashcard. Memrise does not always assist users in creating flashcards; as a result, users are required to perform two tasks: create their flashcards and memorize new words on their own. In practice, many users avoid creating a flashcard.

Audio Choices Challenge

For this challenge, Memrise provides three audio options. Users of Memrise will be asked to select one of the audio options based on the question word. To respond to that question, users can listen to the audio by clicking on it one at a time. In addition, the correct answers should be chosen by the user and then press the "next" button. The answer key is then displayed to the Memrise user immediately, the correct answer is indicated by green color, while the incorrect answer is indicated by a red color.

Word Typing Test

Memrise will help the user improve their listening skills. In this section, Memrise users hear from audio voice, then they type any words they hear. For example, when the user hears the word tea, they should type tea into the answer field.

Translation of Phrases

Memrise will present the user with a phrase of words in the form of a question. Following the question, there are five answer options, each with a different translation and consisting of a word from each answer. The user must select the correct one that has the same meaning as the question. After this challenge section, Memrise will always ask the user to create a flashcard to help them remember the phrase.

2.6 Teaching Vocabulary Through Google Classroom

Google Classrooms enable teachers to quickly create and organize assignments, provide effective feedback, and communicate with their students. There are numerous advantages to online or blended learning styles over traditional classroom teaching styles. Free accessibility, scheduling flexibility for students, and adaptability to work are the most significant benefits of Google Classroom (Brown & Hocutt, 2015). It considers the accomplishment of specific functions, such as improving student-teacher communication and making assignment distribution and assessment easier. This enables students to submit their work for online assessment by their teacher within a set deadline. Similarly, teachers can see the entire picture of each student's progress and return work with necessary comments, allowing students to revise their assignments. This application makes it easier for teachers and students to implement a deeper learning process. This is because teachers and students can collect, distribute, and grade assignments without being constrained by lesson deadlines.

3. Research Method

This research employs a quantitative research design with a comparative design. Quantitative research focuses on objective measurement and statistical, mathematical, or numerical analysis of data collected via pretest and posttest design by using a computer to manage statistical data.

The instrument of the study was pilot tested to see its validity and reliability. The result of the validity and the reliability of the instrument was categorized as high. Anatest software program was used to analyze the data. Since the result of the data showed high validity and reliability then it was used as the pre and post-test.

The study was carried out for three months at SMP Kristen Kalam Kudus III, Jakarta to the eighth-grader students or second year. The students and the teacher/researchers met in an online class through Google Meet twice a week. Meeting through Google Meet online for an hour and another hour the students spent their time doing the activities assigned to them in the Google Classroom.

Students were given a pre-test before treatment and a post-test after treatment by the researcher. The goal was to observe and quantify the increase in vocabulary enhancement of students using the Memrise and Google Classroom. 40 students in the experimental group were taught using Memrise in the Google Meet and doing the activities and uploaded their homework and their result was through Google Classroom. The researcher used these two classes to apply the same treatment and the same strategy. The students were assorted into two groups, with those two groups there were 20 female and 20 male students. This research discovered a significant difference in the vocabulary enhancement of students who were taught using the Memrise and Google Classroom in females and those who were taught using the Memrise and Google Classroom in males.

The researchers used pre-test and post-test to obtain data. Pre-test and post-test were conducted online for both groups using the same strategy. Both classes were using Google Meet, Memrise, and Google Classroom in the female and male groups. The study was done for 12 weeks. The class was conducted online using Google Meet and the homework and other activities of the students' were done in Google Classroom.

4. Results and Discussion

In data collection, the researchers conducted a 'pilot test' to determine the validity and reliability of the instrument. The researchers used the Anatest program to calculate the validity and reliability. The calculation results obtained a validity value of 0,88, which meant the test was valid. While the reliability value was 0,92, meaning that the test was reliable. Please refer to Tables 1 & 2.

Table 1. The Criteria for Coefficient Correlation (Validity)

Rxy	Interpretation
0.81 – 1.00	Very High
0.61 – 0.80	High
0.41 – 0.60	Moderate
0.21 – 0.40	Low
0.00 – 0.20	Very Low
≤ 0.00	Not Valid

Table 2. The Criteria for Reliability

Coefficient Reliability	Interpretation
$r_{11} < 0.20$	Very Low
$0.20 < r_{11} \leq 0.40$	Low
$0.40 < r_{11} \leq 0.70$	Moderate
$0.70 < r_{11} \leq 0.90$	High
$0.90 < r_{11} \leq 1.00$	Very High

The pilot test results allowed the researchers to select all of the valid and reliable items to be used for the instrument-the vocabulary test, which were used as a pre-test before the program and a post-test was administered at the end of the program. Following the collection of the pretest data, the data were analyzed using SPSS 25.0 to calculate the data analysis, which included the Gain, Normality test, Homogeneity test, and Mann-Whitney Non-Parametric Test.

The researchers calculated the pre-test, post-test, and normalized gain of each class when analyzing the data, as shown in table 3.

Table 3. The Pre-Test, Post-Test, Standard Deviation, and Normalized Gain Result

	Female		Male	
	Mean	St. Dev	Mean	St. Dev
Pre-test	83.7500	6.01642	80.5000	6.62928
Post-test	95.4000	3.16893	89.0000	6.02626
Normalized Gain	.7291	.12606	.4663	.20671

Table 3 showed that the mean pre-test of the female group is 83.7500 with a standard deviation of 6.01642 and the mean post-test was 95.4000 with a standard deviation of 3.16893. The male group had a pre-test mean of 80.5000 with a standard deviation of

6.62928 and a post-test mean of 89.0000 with a standard deviation of 6.02626. Normalized gain for the female group was 0.7291 and for the male group is 0.4663, indicating that there was an improvement in students' vocabulary.

The normality test was used to determine whether or not the data population was normally distributed. The normality result is shown in table 4.

Table 4. Result of Normality Test

Group	Statistic	Shapiro-Wilk df	Sig
Pre-test (Female)	.881	20	.018
Post-test (Female)	.755	20	.000
Pre-test (Male)	.918	20	.091
Post-test (Male)	.915	20	.081

The criteria for normality, if the sig. value was greater than 0,05, the data were normally distributed. Otherwise, if the sig. value was less than 0,05, which indicated that the data were not normally distributed. According to the normality test calculation, the female group's pre-test score was not normally distributed, whereas the male group's score was normally distributed, with the significant value of the female group's result being $0,018 < 0,05$ and the significant value of the male group's result being $0,091 > 0,05$. The pretest result revealed that male significant values were greater than female significant values. Similarly, the post-test for the female group was not normally distributed, whereas the male group was normally distributed, as evidenced by the female group's score of $0,000 < 0,05$ and the male group's score of $0,081 > 0,05$. It was possible to conclude that all of the data for the female group were not normally distributed, whereas all of the data for the male group were normally distributed.

The researchers did the homogeneity test after knowing the normality, to see whether the populations were homogenous or not. The homogeneity test was used to determine the homogeneity of population variances. Table 5 displays the results of the homogeneity test.

Table 5. Result of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students' score	Based on Mean	10.537	1	38	.002
	Based on Median	7.553	1	38	.009
	Based on Median and with adjusted df	7.553	1	31.618	.010
	Based on trimmed mean	10.514	1	38	.002

Based on the result, the Sig. Based Mean was $0,002 < 0,05$, indicating that the data variants of the female post-test and the male post-test were not homogeneous.

Since the data population in one group of students was not normally distributed, Non-Parametric Test or Mann-Whitney Test was conducted and the result is depicted below.

Table 6. The Mann-Whitney Test Result for Post-test Score

	Learning Outcomes
Mann-Whitney U	77.000
Wilcoxon W	287.000
Z	-3.416
Asymp. Sig. (2-tailed)	.001
Exact Sig. [2*(1-tailed Sig.)]	.001b

The criteria for Mann-Whitney, if the value of Asymp.Sig. $< 0,05$ it means that the null hypothesis is rejected. Otherwise if the value of Asymp.Sig. $> 0,05$ it means that the null hypothesis is accepted. Based on the calculation, it showed that the Asymp.Sig. (2 tailed) was $0,001 < 0,05$. So, it can be concluded that the null hypothesis is rejected and the alternative hypothesis which is the H_a is accepted. Thus it can be concluded that there are significant differences in learning outcomes using Memrise application between females and males. Because there is a significant difference, it can be said that "there is an effect of using the Memrise application on the learning process to improve vocabulary enhancement". Another result shows that female groups have higher attainment in this study. The use of Memrise, could enhance both the female and male's vocabulary but the female has higher attainment.

5. Conclusion

The results of the data analysis reveal that both groups have improved their vocabulary. It shows from the pre-test of the female group mean score is 83.7500 and has increased to 95.4000 while the pre-test in the male group's mean score is 80.5000 and has increased to 89.0000. Both groups indicate that there is an increase in vocabulary enhancement but, the female group result shows a significantly higher enhancement compared to the male group. That has answered the research question on "Which group among the female and the male group has a higher vocabulary enhancement score? So, it can be said that the Memrise application is more applicable in the female group because the value score of the female is higher than the male. It can be concluded that these strategies have positive results since the strategies are increasing in enhancing the students' vocabulary.

This study is supported by several researchers who had a study on Memrise too. Affandi & Syafi'i (2018) conducting a study entitled "Memrise as A Builder of Students Vocabulary" proved that Memrise was effective to improve students' knowledge, especially for learning new vocabulary. Fathi et al., (2018) "Enhancing Vocabulary Learning and Self-Regulation via a Mobile Application: An Investigation of the Memrise App" proved that the use of Memrise improved students' self-regulated capacity in vocabulary learning, which deeply connected to learner motivation and played a great role in making releasers self-regulated. Abarghoui & Taki (2018) "Measuring the Effectiveness of Using "Memrise" on High School Students' Perceptions of Learning EFL" and the result was the use of Memrise made students more interested, making students more confident and positive, more focused on doing the quiz. Another study was done by Fadhilawati (2016) on "Learning and Reviewing Vocabulary

Through Memrise to Improve Students' Vocabulary Achievement" and the result indicated that learning and reviewing vocabulary through Memrise could improve the students' vocabulary achievement. Izah (2019) "Upgrading Students' Vocabulary Through "Memrise" App" indicated that using Memrise made students feeling more enjoyable in learning vocabulary and found that it was easy to use the Memrise.

In addition, to respond to the research question, "Is there any significant difference in students' vocabulary enhancement between female and male after being taught using Memrise?", The answer to this question shows that there is a significant difference between female and male in using Memrise application, proved from the Mann-Whitney scores: $0,001 < 0,05$. To sum up, the Memrise application can enhance students' vocabulary between females and males and it is effective.

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UNINTELLIGIBLE SPEECH: LISTENERS' AWARENESS TO INDONESIAN-ACCENTED SPEECH WITH PRONUNCIATION ERRORS

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Abstract

There have been widely exposed researches that analyze accented and intelligible speech of foreign language; yet, the study concerning listeners' awareness of the pronunciation errors is hardly found. Therefore, the current study aims to find out segmental features and the source of errors that have caused unintelligible speech of Indonesian-accented speech and describe the listeners' awareness of the errors. This descriptive qualitative research investigates listeners' transcripts of Indonesian-accented speeches through purposive sampling. The standard orthography transcripts are then transformed into phonemic transcripts. They are analyzed by error analysis based on phonological operation by Davenport and Hannahs. The result is further checked by the listeners to generate their awareness of the errors through interviews. There are consonants causing unintelligibility more than vowels. Furthermore, it is found that there are six pronunciation features affecting listeners' awareness of speakers' pronunciation errors: 1) aspiration, 2) spelling system, 3) blended phonemes, 4) absent phonemes, 5) different articulation, and 6) homophone in the research.

Keywords: Accent; Intelligibility; Listeners' Awareness; Pronunciation Errors

1. Introduction

The difference between speakers' native language and some foreign languages brings about non-native speakers' difficulty in recognizing acceptable foreign language sounds. Such a problem affects non-native speakers' production of various peculiar foreign language sounds compared to their native language sounds. As a result, the speakers may produce unintelligible speech and fail to speak intelligibly.

Intelligibility, the foremost fundamentals in non-native speaking production, is defined as the degree by which listeners' accurate understanding in association with foreign-language speakers utterances is matched (Crowther, 2020). The equality between the listeners and speakers in understanding the words requires speakers to make their pronunciation intelligible. Additionally, Smith and Nelson (2019) declares that two notable factors affecting intelligibility are speakers' language proficiency and speakers' and listeners' familiarity with English variety.

One language variety that numerous researchers concern about intelligibility primarily seek is an accent. A native-accented speaker can speak a foreign language also in an accented way called a foreign accent. Studies concerning the intelligibility of foreign-

accented speech have proven that an accented, and intelligible speech is independent (Munro & Derwing, 2020; Zahro, 2019). Thus, a strong accented speech to speak a foreign language can be intelligible (Crowther, 2020; Zahro, 2019). In other words, foreign-accented speech is considered not pathological speech (Munro & Derwing, 2020). Furthermore, the observed factors to affect intelligibility are pronunciation inaccuracy (Yule, 2020; Zahro, 2019) and pronunciation clarity of foreign sounds produced by the accented speakers (Behrman et al., 2020; Zahro, 2019).

Copious studies on pronunciation in relation to intelligibility and foreign accent have been sought, and the utmost of them focus on the pronunciation purely (Rahimi & Ruzrokh, 2016; Suntornsawet, 2019) and also on the perception of accented speech (Behrman et al., 2020; Sereno et al., 2016). Furthermore, several pieces of research about perception on pronunciation errors have been found related to accented speech on the level of segmental (Gao & Weinberger, 2018; Lindemann, 2017; Liu & Jaeger, 2019). Segmental errors of both consonants and vowels are the primary origin of the listeners' trouble to measure the speech's intelligibility (Levis, 2018). Additionally, Crowther (2020) notes that segmental sound is one of the significant measures of speech production. Therefore, the need to focus on errors at the segmental level is undeniably crucial in examining both accented speech and its' intelligibility.

Another study examining speakers' awareness of their comprehensibility yields that speakers' awareness through a self-assessment of their speaking has affected their comprehensibility (Strachan et al., 2019). Nonetheless, a question raises whether listeners are aware of speakers' pronunciation errors that can contribute to their intelligibility. Many preceding studies have investigated foreign accent, intelligibility, and pronunciation errors but hardly found studies related to listeners' awareness of the pronunciation errors.

Given the above considerations, the research aims to find out segmental features and the source of errors that have caused unintelligible speech of Indonesian-accented speech and describe the listeners' awareness of the errors. Therefore, the present paper attempts to examine pronunciation features that caused unintelligible speech of Indonesian-accented speech concerning the listeners' awareness of the speakers' errors.

2. Literature Review

2.1 Intelligibility

The ultimate significant aim of non-native speakers' speaking production is Intelligibility (Levis, 2018: 15). Crowther (2020) and Munro and Derwing (2020) agree to define intelligibility as the amount by which listeners' accurate understanding matched words by words uttered by speakers. The definition denotes that intelligibility only emphasizes the listeners' recognition of words, phrases, or sentences spoken by the speakers. To this effect, intelligibility can be reached by having the listeners do a transcription or dictation task where they have to write out words by words (Levis, 2018). In other words, unintelligible speech is the one that is not precisely written words by words by the listeners (Levis, 2018). Therefore, equality between the listeners' understanding and speech is required to be an intelligible speaker.

2.2 Accent

Foreign-accented speech is not pathological speech, but it is unusual sound, different from native speakers' standard (Munro & Derwing, 2020). A foreign accent, an accent used to speak a foreign language, is assumed as part of intelligibility's measurement (Levis, 2018).

Some foreign-accented speeches are strong, whereas the others are less. A strong foreign-accented speech is supposed to have potential interference of one's intelligible speech (Levis, 2018). Nonetheless, intelligibility to foreign accents has been broadly sought and yielded for their independence (Munro & Derwing, 2020; Zahro, 2019). This means a strong foreign-accented speech can be intelligible (Crowther, 2020; Zahro, 2019) as long as the pronunciation is clear and accurate.

2.3 Pronunciation Errors

One prevalent factor contributing to intelligibility measurement is pronunciation inaccuracy or errors (Yule, 2020; Zahro, 2019). Enormous errors affecting listeners' understanding lead to intelligibility compared to other factors (Levis, 2018). Between two kinds of pronunciation features proposed by Levis (2018), the word-based pronunciation feature is applicable to examine since intelligibility is a word-based measurement. One of the features that has a significant impact on intelligibility is segmental. Crowther (2020) highlights that segmental sound is one of the significant measures of speech production. Errors in both types of segmental; consonants and vowels are the primary root of the listeners' trouble to write out the speech words by words (Levis, 2018). Two essential concepts are used to examine segments: phonological operation and phonetic transcription. Phonological operation is a process of adjusting and manipulating specific segments through deleting, inserting, or substituting some or whole segments (Davenport & Hannahs, 2020). Furthermore, phonetics transcription is based on the International Phonetic Alphabet - revised to 2020 (Zimman, 2020) as the phonetic symbols to represent the produced sounds.

2.4 Listeners' Awareness

Awareness happens when a person is conscious and notices some difference in an experience (Drager & Kirtley, 2016: 1). Moreover, McGowan (2016: 29) terms listeners' awareness as the ability made by the listeners in noticing various patterns of linguistic contained in a speech. In sociolinguistics variables, such as accent, Drager and Kirtley (2016: 11) is believed that listeners' awareness affect speech perception. Furthermore, studies on speakers' awareness show that self-assessment as a tool to speakers' awareness has influenced comprehensibility (Strachan et al., 2019). However, studies on listeners' awareness of speech related to the intelligibility that brings about pronunciation errors are hardly found.

Previous studies about pronunciation awareness have been written by Menzer (2017) and Strachan et al., (2019) merely related to speakers' awareness of their comprehensibility. Menzer (2017) investigates German accented speakers' awareness of native English speakers' actual speaking to assist the German speaking comprehensibility and intelligibility. Meanwhile, Strachan et al., (2019) examine Mandarn speakers who perform English oral task rated by native-speaking listeners. Both studies show that speakers' awareness through their self-assessment and phonological awareness have affected their comprehensibility (Menzer, 2017; Strachan et al., 2019). However, both results of the studies have been unable to demonstrate the issue of listeners' awareness. The findings of those previous studies are therefore limited to speakers' awareness. They have not previously described the listeners' awareness of speakers' speech. Hence, there is an important issue about the listeners' awareness of the speakers' oral production. The present study aims to investigate the gap.

3. Research Method

A qualitative descriptive method is applied to describe the pronunciation errors in the segmental level and listeners' awareness of the errors to reach the research objective. Four listeners of native and non-native speakers of English assess six speech samples spoken in three Indonesian accents: Banjarese, Madurese, Sundanese accented English obtained from purposive sampling. The participants to provide insightful data are selected based on particular criteria: Indonesian people who have minimally five years' experience in English education, own L1, and speak English with an L1 accent

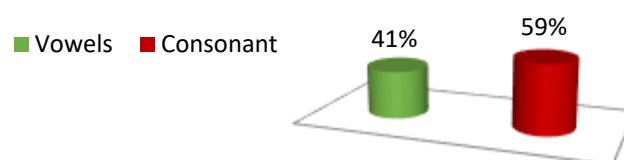
The data collected are the listeners' orthography transcripts of six speech samples provided by the Indonesian-accented speakers. In addition, they have recorded the reading test of SPIN material. The dictation task is the primary technique to collect the data where the listeners transcribe the speech samples in standard orthography transcription. In addition, the orthography transcript data were further converted to phonetic transcription based on the International Phonetic Alphabet - revised to 2020 (Zimman, 2020). Other data gained from the result of error analysis are further clarified and checked through the native speaker of English interview by using an interview guide adapted from Crowther (2018) and Paakki (2013).

The analysis of the phonemic transcript is conducted through error analysis following the phonological operation by Davenport & Hannahs (2020) by comparing the phonemic transcript of the original phonemic transcript of the speech material to find the errors. Furthermore, to have a reliable finding and check the listeners' awareness of the errors, a member check is conducted through interviews with the native speakers who provide feedback about the research's findings to avoid missing insight. After all, the result is additionally confirmed using triangulation.

4. Results and Discussion

The error analysis of segmental features between vowels and consonants of Indonesian-accented speech generate that consonants give more influence to cause unintelligible speech for the listeners, as in figure 1. The percentage is in accordance with the result of member check from the listeners that speakers' consonant mispronunciation is more complicated than vowels. The listeners believe that it might be the interference of speakers' native language sounds.

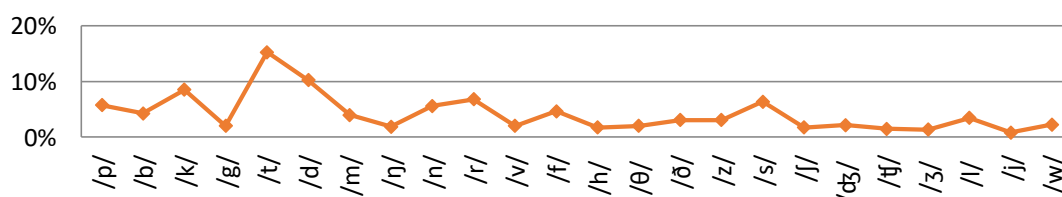
Figure 1. The Segmental Errors Percentage



This result reinforces the study by Jenkins (2002) and Beinhoff (2014: 47), who believe that consonant variation is more problematic that can lead to unintelligibility. Also, the finding repudiate Yule's (2020) claims that vowels dominantly cause errors.

Additionally, the overview of the errors in consonants identification to cause unintelligible speech can be seen below:

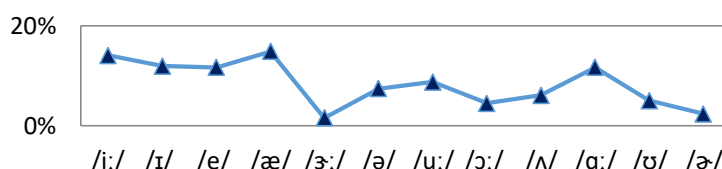
Figure 2. The Errors in Consonants Identification Percentage



The figure shows that 24 errors in consonants, /t/, /d/, and /k/ are the highest error identification percentage where /t/ phoneme error is 15%, /d/ phoneme is 10%, and /k/ phoneme is 8%. The listeners agree that /t/ phoneme pronunciation by some speakers is weird for them.

On the other hand, English vowels errors identification have also been distinguished by the listeners. A few unintelligible words originate from vowels because the English and Indonesian vowels system are different. The analysis of errors identification in vowels can be depicted below:

Figure 3. The Errors in Vowels Identification Percentage



The above figure clearly shows us that significant amounts of errors on vowel are /æ/ phoneme in 15% and /i:/ phoneme in 14%. Meanwhile, the smallest part of vowel errors is /ɜ:/ phoneme in 2%. It can be affected by some English vowels that do not exist in the Indonesian phonological system. Therefore, it hinders Indonesian speakers from producing some errors in the pronunciation of some English vowels.

In addition, the source of both consonant and vowel errors is further analyzed and yields six main features that affect listeners' awareness of speakers' pronunciation errors. They are; 1) aspiration, 2) spelling system, 3) blended phonemes, 4) absent phonemes, 5) different articulation, and 6) homophone.

4.1 Aspiration

The finding that aspiration as the first source of error identification is consistent with that of Gani (2002) and Andi-Pallawa (2013), who believe that /p/, /t/, and /k/ phonemes caused pronunciation errors. The errors of /p/, /t/, and /k/ phonemes by Indonesian speakers are the result of the absent of aspiration in Indonesian /p/, /t/ and /k/ phonemes. Another aspiration error is originated from /tʃ/ where it is aspirated as /p/, /t/, and /k/. In Indonesian phonemes, especially in Sundanese and Banjarese phonemes, /tʃ/ phoneme is the same as /ç/. On the other hand, Madurese has neither /tʃ/ or /ç/ (Andi-Pallawa & Alam, 2013).

Indonesian speakers mostly omit /t/ phoneme, but some substitute it, while most of them substitute /k/ and /p/ phonemes more instead of omitting them. Their amount of errors was 15% for /t/ phonemes, 8% for /k/ phoneme, and 6% for /p/ phoneme. This finding was supported in the interview result by the listeners who confirmed that Indonesian

speakers pronounced consonants in a voiceless way so that the listeners were distracted in comparison to their English pronunciation. Another aspiration error originated from /tʃ/. /tʃ/ phoneme is only found in 1% of error.

4.2 Spelling System

Except aspiration, some of English spelling systems have been considered as the source of errors, they are are phoneme of final –ed and final –s spelling, spelling of /s/, /z/, /w/, /dʒ/, /ŋ/, /j/, /i:/, /ɪ/, /e/, /ɑ:/, /ɔ:/, /u:/ and /ʊ/, /ə/ and /æ/ phoneme.

Three different pronunciations of final–ed spelling in English lead to confusion for Indonesian speakers and cause pronunciation errors. However, the listeners note that they mostly do not hear the final –ed pronounced by Indonesian speakers, who mostly ignore it by omission (80%) and substitution (20%).

The final –s spelling is pronounced as three ways; [s] preceded by all voiceless consonants except /s/ and /tʃ/, [z] preceded by voiced consonant except /z/ and /dʒ/, and [ɪz] preceded by /s/, /z/, /tʃ/ and /dʒ/ (Cruttenden, 2014). Similar to final –ed spelling, final –s is mostly omitted (72%), substituted (18%) or inserted (9%). English /s/ phoneme is spelled in many ways c-, s-, sc-, -c-, -s-, -ss-, -ce-, -s, -se and –ss (Cruttenden, 2014). Indonesian spelling of /s/ phoneme is only -s-. It is found that errors in /s/ and /z/ are a result of the various English spelling system for the phoneme /s/ and /z/. Indonesian speakers do a substitution (66%), omission (17%) or insertion (17%).

English /w/ phoneme is spelled by -w-, u-, -o-, and wh- clusters. While Indonesian /w/ phoneme is also represented by-u-. Only 2% of error emerges in the spelling of /w/ phoneme as in "one" and "won" pronounced the same as [wʌn].

In English, /dʒ/ phoneme is equivalent to /j/ or /j/ Indonesian phonemes in most Indonesian local languages. English /dʒ/ phoneme may be spelled by -j-, -g-, and -dg-. The error of /dʒ/ phoneme was 2 % of substitution.

Both Indonesian and English /ŋ/ phonemes that are spelled as -ng-. English /ŋ/ never appear initially, while Indonesian /ŋ/ appears in all positions (Davenport & Hannahs, 2020). The English medial /ŋ/ is spelled in -ng- or -ngg-, middle -ng with one morpheme in a word uttered as [ŋg] with additional [g], while middle –ng with two morphemes in a word is articulated simply as [ŋ] (Roach, 2009). Except in comparative and superlative with final –er and –est considered one morpheme (Roach, 2009). In contrast, the spelling of Indonesian /ŋg/ phoneme is –ngg-. The errors on /ŋ/ phoneme appears by substitution in 2 %.

English /j/ phoneme and Indonesian /y/ phonemes are the same (Davenport & Hannahs, 2020; Muslich, 2008). In phonetics, Roach (2009) highlights that this phoneme is similar to vowel /i:/, but it is a consonant phonologically. The spelling of English /j/ phoneme can be written as y- or unwritten like when it followed by /u:/, /ʊ/, and -ə. The errors found for /j/ phoneme is 1% insertion.

English /i:/ phoneme holds one variant /ɪ/, quite shorter than /i:/ (Davenport & Hannahs, 2020). Both /i:/ and /ɪ/ are spelled in many ways. Conversely, Indonesian /i/ phoneme has two allophones; [i] and [ɪ] (Muslich, 2008). English /i:/ phoneme in initial frequently spelled in e-, in medial can be -i-, -ea-, -ei-, -ie-, and in final it can be –e, and –ee. (Cruttenden, 2014). Additionally, the spelling of English /ɪ/ phoneme is also like initial e-, medial -i-, medial -y-, medial -u-, medial -o-, medial -a-, medial -u, and medial -ia- (Cruttenden, 2014). The errors found from /i:/ phoneme are substitution in 14%, while /ɪ/ phoneme is also substituted in 12%. In /i:/ phoneme errors, the listener, a native speaker, notices double vowel like -ee- that it is pronounced by simply pronouncing the first.

Both /ɛ/ and /e/ phonemes are equal in General American English. In contrast, two allophones of /e/ phoneme in Bahasa Indonesia are [e] and [ɛ]. English /e/ phoneme is placed in initial and medial, whereas Indonesian also in final (Davenport & Hannahs, 2020). In English, /e/ phoneme is spelled in initial e-, initial -a, medial -ea-, medial -ie-, medial -ai-, medial -eo- (Cruttenden, 2014). The error found is a substitution of /e/ phoneme in 12%. One of the substitutions is from /e/ phoneme to /ɪ/ phoneme that believed by the listener because of the speakers' incorrect pronunciation in the spelling -ea.

General American /ɑ:/ phoneme is represented in many spelling; initial a-, initial ou-, medial -a-, medial -o-, medial -ea-, medial -ou-, medial -ow-, final -aw (Cruttenden, 2014). On the other hand, General American has /ɑ:/ the same as Indonesian phoneme /a/ that is spelled -a-.

In English, /u:/ phoneme has one variant, /ʊ/ phoneme (Davenport & Hannahs, 2020). English /u/ phoneme occurs in medial and final. Both /u:/ and /ʊ/ phonemes have different spelling system. English /u:/ phoneme is spelled in medial -o-, medial -u-, medial -ew-, medial -oo-, medial -ou-, medial -ui-, final -o, and final -ue. Besides, /ʊ/ phoneme is spelled in medial -o-, medial -u-, medial -oo-, medial -ou- (Cruttenden, 2014). The errors analysis reveals that errors of both phonemes are in the forms of substitution; /u:/ is substituted in 9%, and /ʊ/ phoneme is 5% substituted.

English and Indonesian /ə/ phoneme are generally known as schwa in initial and medial, but English /ə/ phoneme may also appear in the final position (Davenport & Hannahs, 2020; Muslich, 2008). In English, /ə/ phoneme may be spelled in all vowels, -a-, -i-, -u-, -e-, and -o-, but in Bahasa Indonesia, it is spelled only as -e- (Roach, 2009). To this effect, Indonesian speakers may find it hard to differentiate which vowels must be pronounced by /ə/ phoneme. Furthermore, General American English has /ə/ phoneme as a final schwa added by pronounced /r/. The phoneme /ər/ is spelled by -r preceded by some vowels like -ar, -ure, -er, and -or (Roach, 2009). The errors analysis shows that /ə/ phoneme mainly is substituted by other vowels in 7 %, and the final /r/ in /ər/ phoneme is omitted in 2%.

In English, /ɔ:/ phoneme is similar to Indonesian /o/ phoneme. They may appear either in initial, medial, or final words. Indonesian /o/ phoneme is an allophone of [O] phoneme (Muslich, 2008). English /ɔ:/ phoneme can be represented for most vowel letters as initial o-, medial -o-, medial -a-, medial -oa-, medial -ou-, medial -oo-, final -our, final -ore (Cruttenden, 2014). Those several spellings of /ɔ:/ phoneme possibly complicate Banjarese speakers who have no /ɔ:/ phoneme in Banjarese phonological system. It is proved from the error analysis /ɔ:/ phoneme errors are substituted in 5%.

4.3 Blended Phonemes

Blended phonemes in the form of consonant clusters for blended consonants and diphthongs for blended vowels are the other sources of errors. Among 24 errors in consonants clusters, 67% are from a word with two consonants, 29% are from a word with three consonants, and 4% are from a word with four consonants.

A consonant cluster can consist of two, three, or more consonants in one word in English. Nevertheless, Bahasa Indonesia has no consonant cluster. Therefore, it obstructs Indonesian speakers' pronunciation and makes the listeners perceive some errors and is considered unintelligible speech. Indonesian speakers' errors in English consonant clusters were because consonant clusters in Bahasa Indonesia originated from European loan words that influenced Indonesian speakers' articulation. Gani (2002) defines this trend as a

simplification because consonant clusters do not exist in the Indonesian phonological system.

Another source of unintelligible speech of Indonesian speakers is a diphthong, two vowels combination in a syllable. Four out of five American English diphthongs have proved to affect Indonesian speech perceived unintelligible by the listeners; they are [eɪ], [aɪ], [oʊ], and [aʊ]. The percentages of diphthong errors are [eɪ] in 36%, [aɪ] in 32%, [oʊ] (also absent in Indonesian diphthong) in 23%, and [aʊ] in 9%. The error analysis yields that most of the English diphthongs are substituted by Indonesian speakers and lead to an unintelligible speech. The finding of diphthong as a source of pronunciation error is consistent with Gani (2002), finding mispronunciation of /aʊ/, /aɪ/, /ɔɪ/ and /aʊ/ leading to an unintelligible speech.

4.4 Absent phonemes

The absence of particular English phonemes in Indonesian phonemes is the source of errors and unintelligible speech. To this effect, Indonesian speakers tend to do substitution for the absent phonemes. It is mainly in the form of English fricative phonemes /v/, /θ/, /ð/, /ʃ/, and /ʒ/ as well as vowel phonemes with many spelling /æ/, /ʌ/, and /ɜː/.

English /v/ phonemes are frequently substituted by /f/ as Madurese speakers who articulate [f] sound for /v/ phoneme (Wahyuningrum, 2006: 75). On the other hand, no /v/ phoneme is found in Sundanese and Banjarese phonemes. Thus, the speakers tend to substitute /v/ phoneme in 2% of errors.

English /θ/ and /ð/ phonemes are spelled in "th", a consonant cluster absent in Indonesian phonemes. These phonemes are substituted or omitted in 2% for /θ/ phonemes and 3% for /ð/ phoneme. The speakers tend to fully omit "th"/θ/. They also substitute them by adjacent phonemes like /t/, /d/, /ʃ/, and /f/ phonemes. Additionally, /ð/ phoneme is substituted by /t/ as well as substituted by /d/.

English phonemes /ʃ/ and /ʒ/ cannot be found in the Indonesian phonemes, yet it is the same as the Indonesian /ʃ/ phoneme. Indeed, both phonemes are slightly different. English /ʃ/ is rounded while Indonesian /ʃ/ is unrounded. It is found only 2% error in the pronunciation of /ʃ/. 60% of them are omitted, and 40% of them are substituted. On the other hand, /ʒ/ phoneme has only 1% error in a substitution.

English phoneme /æ/ gains the most frequent vowel error in 15%. Indonesian speakers substitute it by similar phoneme like /e/ and /ɛ/ phoneme to /æ/, schwa /ə/ or diphthong /eɪ/. Thus, the substitution for /æ/ phoneme, a non-existed phoneme in Indonesian phoneme, is /e/, /ə/, or /eɪ/ phonemes.

English phoneme /ʌ/ does not exist in Indonesian phoneme so that it substituted by /ɑː/, /æ/, /uː/ phonemes or /oʊ/ and /aɪ/ diphthong. This phoneme emerges as a critical problem that is perceived differently from the original because it has many spelling systems as -o-, u-, -ou-, -oo-, and -oe-(Andi-Pallawa & Alam, 2013). American listeners believe that such different spelling of most vowels cause vowel confusion among English native speakers, where Indonesian speakers pronounce them differently from their standard pronunciation.

English /ɜː/ phoneme with 2% or errors also has several different spelling as -ear-, -er-, -ear-, -ur-, -ir-, -or- and -ur-(Andi-Pallawa & Alam, 2013). It is apparent that numerous spelling systems have made listeners perceive them differently.

The absent phonemes of English in Indonesian phonological systems as the fourth source of error identification are frequently naturalized on the basis of articulation place that is in line with Gani (2002). Such naturalization originates from the speakers' L1 peculiar

sounds. Those consonants are absent in Indonesian phonological systems, but the vowels mentioned above also do not exist in the Indonesian phonological system, particularly Banjarese, Madurese and Sundanese languages. Therefore, most speakers do the naturalization of those absent vowels to the existing vowels in their language.

4.5 Different Articulation

Manner and place of articulation of some English phonemes have significant differences in comparison to Indonesian. The errors analysis yields that source of errors from phonemes with different articulation is final phoneme /d/, phoneme /r/, /b/, /g/, /l/, /h/, and pronunciation of particular name.

In Indonesian word, final [d] phoneme is pronounced as [t]. English words are ended with -d mostly substituted by [t]. The substitution of final /d/ phoneme appears to another plosive alveolar phoneme /t/ or similar plosive /k/ and alveolar /s/. Furthermore, the omission and insertion of final /d/ happens when needed to contextualize the sentence, as it is unheard.

English and Indonesian's phonemes /r/ are entirely dissimilar. English /r/ is approximant postalveolar while the Indonesian /r/ is trill alveo-dental. The phoneme /r/ errors commonly happen by omitting /r/ phoneme. Oversimplification of /r/ phoneme lead to the omission of this phoneme. In addition, insertion and substitution of /r/ phoneme to its adjacent approximant like /w/ and /l/ emerge caused by speakers' careful pronunciation of /r/ phoneme expected to be a native-like, yet bring about unvoiced /r/. Therefore, the /r/ sound might not be heard, so they ignore it.

Final phoneme /b/ and /g/ in Indonesian language is slightly different from English. The substitution of /d/, /f/, /p/, /t/ for /b/ and the substitution of /k/, /ð/ for /g/ are major source of errors in final /b/ and /g/. The errors analysis yields that omission and insertion are hardly found. Besides, it is observed the errors of phoneme /h/ are in the form of substitution of /w/, /r/, and /l/ phoneme.

The presence of three allophones of English /l/ phoneme; clear /l/, dark /l/ and devoiced /l/ lead to a problem for Indonesian speakers. The errors analysis yields that silent /l/ is correctly transcribed, while words with dark /l/ are dominantly substituted by /r/, /d/, /t/ and /n/. The substitution of dark /l/ is apparent to adjacent approximant as /r/ or /w/, some voiced consonants as /d/, /n/, /m/, another alveolar as /t/ phoneme or a velar as /k/ phoneme. In addition, the substitution is tailed by some omission and an insertion is observed only one error.

Indonesian has phoneme /h/ in all positions and the final /h/ is strong. English initial /h/ can be a clear /h/ and silent /h/. Meanwhile, these two articulation ways are also applied in Indonesian medial /h/ such as clear /h/ in and silent /h/. The problem of phoneme /h/ is occurred when clear /h/ is spelled by "w" as *whole* /hoʊl/ (Roach, 2009). Thus, the errors of /h/ are a substitution of the w/, /r/ and /l/ phoneme.

Furthermore, the interview result yields that the pronunciation manner of English and Indonesia of particular names bring about unintelligible speech. Indonesian has different ways to pronounce names compared to English, so that it is naturalized to Indonesian tongue and phones. For example, a name like "*David*" is pronounced in Indonesia as [davɪt] while in English, it articulated as ['deɪvɪd]. In addition, it appears to be monophthongization of the diphthong [eɪ] in English into a pure vowel [a] in Indonesia. Those two name pronunciation styles lead to confusion among the listeners and cause some errors in the listeners' transcript.

All of the abovementioned phonemes are also in line with Andi-Pallawa and Alam (2013), where some or few differences are in the way they are articulated in Indonesian pronunciation. Additionally, the finding of the careful pronunciation of /r/ phoneme yields to devoiced /r/ contradicted to Gani (2002) that suggests over trilling is the source of errors in Surabayanese speakers.

4.6 Homophone

The last finding that is the most remarkable is homophone. It is concerned with two words that have precisely the same phonemes phonemically and phonetically. However, both words are spelled differently. For example, it is found in the word *won* and *one* pronounced as /wʌn/, *rode* and *road* are pronounced the same as /roʊd/ as well as *knob* and *nob* pronounced as /nɑ:b/. Therefore, those homophone words are observed to cause unintelligibility. It is in line with the interview results that homophone makes it difficult to decide which words are more likely to suit the speech sample sentences. Hence, a homophone of some words found in the sentence like *won* and *one* and *rode* and *road* make the speech unintelligible and contribute to the listeners' transcript errors.

5. Conclusion

The study aims to find out segmental features and the sources of errors that cause unintelligible speech of Indonesian-accented speech and describe the listeners' awareness of the errors. The conclusion drawn from the result is that the pronunciation errors at the segmental level are dominated by errors in consonants confirmed by Beinhoff's (2014) and Jenkins' (2002) studies that constantly discover consonants as more problematic segments than vowels. On the other hand, this finding is contradicted with Yule's (2020) study believing that vowels are more likely to dominate the errors.

Furthermore, six sources of pronunciation errors are made by the speakers that the listeners also realize. The sources of errors are; 1) aspiration, 2) spelling system, 3) blended phonemes, 4) absent phonemes, 5) different articulation, and 6) homophone.

This study is to find out pronunciation errors made by Indonesian-accented speakers. Thus, it is strongly suggested that the Indonesian English teachers, particularly in Banjarese, Madurese, and Sundanese, give more attention to the six sources of errors in teaching pronunciation, both consonant and vowels, and they are to be accurately drilled and familiarized with the students to speak intelligibly. In addition, to the upcoming research, since the current study is concerned only with segmental features, the need to focus on the broader scope of pronunciation features like supra-segmental or prosodic features must be examined as what have been suggested by the listeners of the native speakers of English.

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FOREIGN LANGUAGE ANXIETY EXPERIENCES OF FILIPINO STUDENTS ACROSS THE FOUR MACRO SKILLS

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Abstract

Throughout the years, scholars have determined that foreign language learning is associated with negative emotional reactions rooted from communication apprehension, test anxiety, and fear of negative evaluation; a phenomenon more widely known as Foreign Language Anxiety (FLA), which has effectively hindered language learning for many students. Moreover, it does not help that the abrupt and drastic pedagogical transformations brought about by the COVID-19 pandemic in itself has proven to be stressful and anxiety-provoking for the learners. In this context, the aim of this study was to determine the foreign language anxiety experienced by Filipino learners in the remote learning setup. This mixed method study gathered data from 83 Filipino college students about their FLA experience across the four macro skills: reading, writing, listening and speaking amidst remote learning. Results revealed the participants experienced the highest level of anxiety with speaking. However, it must be noted that the fear of making mistakes and fear of negative evaluation can be observed across all the four macro-skills. Participants also struggle with opportunities to improve across the four macro skills due to the intermittent internet connection, inadequate resources, and limited interaction with their teachers and peers.

Keywords: Foreign Language Anxiety, Language Learning, Remote Learning

1. Introduction

The English language is widely recognized as one of the most powerful languages in the world being the language of economic advancement, academic pursuits, and globalization. Amid rapid international development, learning a language of such influence is needed to effectively cope with global competition. However, scholars over the years have recognized the anxiety-provoking potential that comes with learning the language; a phenomenon more popularly known as Foreign Language Anxiety (FLA). This is defined as negative emotional reactions associated with learning a foreign language and can be associated with the fear of communicating (communication apprehension), fear of tests, quizzes, and other forms of assessment (test anxiety), and worry over other people's perception of the learner (fear of negative evaluation) (Horwitz, Horwitz & Cope, 1986). This phenomenon may be caused by lack of teacher engagement, low proficiency, competition, an anxious personality, and pressure from peers, family, or even from oneself. While a considerable level of FLA may prove helpful in some language learning situations, it is more widely known for its negative

effects on the learning process. FLA can be observed across all four macro-skills through what is referred to as skill-specific anxiety. While FLA is more often associated with listening (Otair & Aziz, 2017; Hidayati, Dewi, Nurhaedin & Rosmala, 2020; Sadiq, 2017 and Pan, 2016) and speaking (Dastpak & Sadighi, 2017; and Bashori, van Hout, Strik & Cucchiarini, 2020), researchers have found anxiety being felt in reading (Aydin, 2018; and Um, Tubsree & Surasin, 2013) and writing (Choi, 2014; and Yayli, 2019) as well.

Over the years, there have been numerous researches proving how high levels of anxiety impede language learning (Um, Tubsree, Surasin, 2013; Boun, 2017; and Bollinger, 2017). However, there are only a few studies focused on the anxiety experienced by language learners in virtual environments. This is worth noting given how the COVID-19 pandemic led many academic institutions to resort to remote learning and the use of online platforms. Hence, this study aimed to determine language learners' level of Foreign Language Anxiety across the four macro-skills: reading, writing, listening, and speaking in the context of remote learning.

2. Literature Review

2.1 Foreign Language Anxiety

Foreign Language Anxiety is defined by Horwitz and Cope (1986) as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to language learning. While a certain level of anxiety may facilitate learning, this phenomenon is more known for its debilitating effects on learners (Donahoe, 2010). It can be observed in three different ways. FLA may be experienced through what is called communication apprehension, which happens when communicating with other people, either in speaking with others or in public or with receiving and understanding messages. Meanwhile, FLA may also come from a fear of failing to perform well in academic evaluations, known as test anxiety. It may also come from learners' expectations to be evaluated negatively, known as fear of negative evaluation.

FLA supports the second language acquisition theory by Krashen, particularly on the affective filter hypothesis, indicating a negative relationship between learners' anxiety levels and academic achievement. Students who experience high levels of anxiety often perform poorly using the language. Many researches over the years have shown the negative effect of anxiety on academic achievement. In a research by Subekti in 2018 on the relationship between the level of FLA and spoken performances of non-English major learners, a negative correlation was determined between the learners' performance and their comprehension apprehension, test anxiety, and fear of negative evaluation.

2.2 Reading Anxiety

Several researches over the years have explored foreign language anxiety among learners. A study on foreign language reading anxiety among Indonesian senior high school students revealed that most students experience a medium level of reading anxiety caused by unfamiliar vocabulary, topics, and culture. Other contributory factors include fear of making errors and concerns about reading effects (Muhlis, 2017). On the other hand, Zhou (2017) examined the foreign language reading anxiety of 76 students in the United States. Similarly, to Muhlis (2017), the participants also experienced a medium level of reading anxiety. It was also determined that poor comprehension skills, unfamiliar topics, and discomfort with reading aloud were among the major factors causing foreign language reading anxiety. The same factors were cited by the participants of a study by Al-Sohbani

(2018) on 106 Yemeni secondary school students as causes of their reading anxiety. They also added unfamiliarity with grammatical systems of the English language and English letters and symbols among the factors.

2.3 Writing Anxiety

English language learners may also experience anxiety when writing. In a 2020 study by Rabadi & Rabadi on the writing anxiety of 684 medical students from Jordanian universities, it was determined that the participants experienced a high level of anxiety as a result of linguistic difficulties, insufficient practice, low confidence in their writing skills, and fear of assessments.

Researches also reveal how learners' writing anxiety affects their writing performance. In a study by Sabti, Rashid, and Nimehchisalem (2019) on the impact of writing anxiety, writing achievement motivation, and self-efficacy on the writing performance of 100 Iraqi EFL learners, results revealed a negative correlation between writing anxiety and performance, as well as anxiety and achievement motivation. In another study by Zhang in 2019 on learners' writing anxiety and pedagogical use of online resources, a possible solution for alleviating writing anxiety was determined through the use of resources based on systemic functional linguistics, or SFL.

2.4 Listening Anxiety

Listening refers to the process of the human brain receiving stimuli, attaching meaning, integrating the message into one's frame of reference, and deciding on the appropriate feedback. Given that 45% of our time spent communicating is used for listening, listening is an important means of acquiring a second language (El-dali, 2017).

However, researches have shown how anxiety is also experienced when listening. In a study by Otair & Aziz (2017), the causes of listening anxiety of EFL Saudi learners were explored, and it was determined that the participants struggled with the nature of listening comprehension, struggling greatly with the speakers' accent, speed of speech, and with unfamiliar lexical items. Moreover, they found that the low proficiency of students greatly contributed to their anxiety in the EFL classroom. They were also able to determine that the classroom atmosphere was a contributory factor to listening anxiety. The noisy environment, alongside the atmosphere of competition and judgment of the learning environment, made students anxious and stressed. Similarly, Hidayati, Dewi, Nurhaedin, and Rosmala (2020) studied the listening anxiety of 97 Indonesian tertiary students, where they determined that 54.6% of the participants had high levels of anxiety attributed to the speech rate and unfamiliar vocabulary words. Meanwhile, a case study on English language learning anxiety of Saudi Arabian learners revealed that the length of listening materials, speakers' poor enunciation, speech rate, and unfamiliar accents caused them listening anxiety (Sadiq, 2017). Teachers' acknowledgment of anxiety issues and students' practice of use of English beyond academic settings were recommended.

A 2016 study by Pan emphasized the role of teachers and students on listening anxiety in the classroom. The traditional teacher-centered approach is considered among the main causes of anxiety, as the teacher is the sole and utmost authority in the classroom. A teachers' strict demeanor may intimidate students, whereas a more relaxed and laid-back personality lowers students' anxiety. The study encourages the conduct of pre-listening activities, such as background probing and warm-up activities, to help students better process the materials they will listen to. Furthermore, the choice of appropriate learning

materials that also cater to the students' interests may be of great help. On the other hand, students are encouraged to improve or develop achievement motivation.

2.5 Speaking Anxiety

Oral production is considered by many language learners as the most anxiety-provoking of the four macro-skills (Hashemi, 2011; as cited by Lababidi, 2016). Researches such as that of Dastpak & Sadighi (2017), Muna & Fitriah (2019), and Toubot, Send & Atan Abdullah (2018) explore the effect of foreign language speaking anxiety on the academic performance of language learners.

A study (Sadighi & Dastpak, 2019) on the speaking anxiety of 154 Iranian English language learners conducted in 2017 revealed that poor vocabulary, fear of negative evaluation, fear of making mistakes, and lack of practice opportunities were among the factors that contributed to the learners' speaking anxiety. Moreover, some of the participants in the study reported dreading to be corrected by teachers when speaking, as it raises their anxiety. They also reported that there is little to no opportunity to practice English beyond the classroom, but stated that their use of social media somehow helps develop their English-speaking skills. Self-confidence also seems to be a major factor in speaking anxiety. A study of speaking anxiety among EFL Libyan English undergraduate students conducted in 2018 revealed that a sense of self-inadequacy affects confidence, which in turn affects oral production as well (Toubot, Seng, and Atan Abdullah, 2018).

2.6 Remote Learning

Remote learning is characterized by the delivery of learning through different technological platforms, with both the students and the instructors not being physically present in the traditional learning environment. Usually employing the use of Learning Management Systems (LMS) or other learning platforms, students participate in synchronous and asynchronous learning activities from the comfort and safety of their homes. Since face-to-face discussions were suspended prohibited to prevent the spread of COVID-19, educational institutions all over the world had little to no choice but to undergo major transformations in methods and platforms of teaching in an effort to ensure the continuous delivery of instruction amid the pandemic; one of which is the transition to remote learning.

As observed from the cited literature, there have been numerous researches proving how high levels of anxiety impede language learning (Um, Tubsree, Surasin, 2013; Boun, 2017; and Bollinger, 2017) in the conventional classroom setup. However, there are only a few studies focused on the anxiety experienced by language learners in the online context. This research gap calls for a need to conduct researches exploring the experiences of learners with skill-specific language anxiety, especially as the COVID-19 pandemic led most academic institutions to employ remote learning, integrating the use of learning management systems and other online platforms; hence, the conduct of this research.

3. Research Method

This mixed methods study aimed to determine the levels of Foreign Language Anxiety experienced by learners in remote learning across reading, writing, listening, and speaking by gathering quantitative data through their agreement with the statements corresponding to skill-specific language anxiety. Moreover, qualitative data was also gathered to probe into the causes and nature of the participants' anxiety they experience in learning the language

across the four macro skills. The participants of this study are the 81 first-year Bachelor of Science in Nursing students currently enrolled in the Marinduque State College for the 2nd Semester, Academic Year 2020-2021. Their enrollment in General Education courses, which include Purposive Communication, was the basis for their selection as participants for this study.

This research used a Google forms survey questionnaire, with items adapted from Serraj and Noordin (2013) to measure listening anxiety, Al-Shboul, Ahmad, Nordin & Rahman (2013) for reading anxiety, Zhang (2011) for writing anxiety and Yaikhong & Usaha (2012) for speaking anxiety. Using a 4-point Likert scale, (strongly disagree, disagree somewhat, agree somewhat, strongly agree), the participants were asked regarding their agreement to statements about their experiences with skill-specific language anxiety. The instrument also included open-ended questions to encourage the participants to describe their levels of anxiety more accurately.

Quantitative data gathered from the participants were subjected to tabulation, statistical analysis, and interpretation, while the qualitative data were thoroughly and repeatedly read and then analyzed through coding and identification of observable themes and patterns from the participants' responses.

4. Results and Discussion

Table 1. Participants' Level of Reading Anxiety

Indicators	Weighted Mean	Verbal Description	Rank
1. When I am reading in English, I get frustrated whenever I encounter unfamiliar vocabulary.	2.77	Agree	5
2. I do not like to read an English text that has lots of difficult words.	2.42	Disagree	8
3. It bothers me to encounter words I can't pronounce while reading English texts.	2.85	Agree	2.5
4. I do not prefer reading unfamiliar topics, particularly in the English language.	2.26	Disagree	10
5. I feel anxious when I am reading a topic in the English language which I have no idea about.	2.60	Agree	6
6. I feel anxious in reading aloud in fear of making errors.	2.81	Agree	4
7. I prefer silent reading rather than reading aloud.	2.85	Agree	2.5
8. I get upset when I am not sure whether I understand what I am reading in English or not.	2.86	Agree	1
9. English culture and ideas seem very foreign to me.	2.30	Disagree	9
10. When reading English, I often understand the words but still can't quite understand what the author is saying.	2.57	Agree	7
TOTAL:	2.63		

The table above shows the foreign language reading anxiety experienced by the participants. The results show that participants experience most anxiety when attempting to comprehend reading passages written in the English language. Participants also stated feeling anxious when coming across words with pronunciations they are unfamiliar with, which may be directly related to the participants' preference of silent reading over reading aloud. These results are consistent with that of Muhlis (2017) and Al-Sohbani (2018), wherein unfamiliar vocabulary items were among the factors causing reading anxiety. Students are often afraid of making errors in pronunciation and being criticized by peers and teachers when reading passages out loud. Muhlis further states that this fear of making

errors may be the result of establishing a learning environment that lacks tolerance for making mistakes, which then increases students' reading anxiety.

The students' difficulties to comprehend English reading passages also support the findings of a study by Tien (2017) on the reading anxiety of 98 Taiwanese English-major students, wherein it was determined that reading comprehension is among the top concerns of students experiencing anxiety. With remote learning, this study's participants reported sometimes struggling to understand modules sent by their teachers, particularly when the writing style or the topic itself is too advanced or complex. They also reported encountering unfamiliar vocabulary items. This, therefore, calls for opportunities to process and discuss the topics in the modules with their teachers, as it would serve as an avenue for the students to clarify concepts they may struggle with.

Table 2. Participants' Level of Writing Anxiety

Indicators	Weighted Mean	Verbal Description	Rank
11. I am afraid that I might make grammatical mistakes in English writing.	3.25	Agree	1
12. Grammar is too difficult in English writing.	2.76	Agree	6.5
13. I fail to come up with appropriate English words.	2.55	Agree	9
14. I am afraid my peers or my teacher would make fun of my mistakes in writing.	2.76	Agree	6.5
15. I could not express my ideas well in English.	2.57	Agree	8
16. I feel stressed when I write English compositions under time constraint.	2.86	Agree	4
17. I'm afraid of my English composition being chosen as a sample to be discussed in class.	2.89	Agree	3
18. I'm not afraid at all that my English compositions would be rated as very poor.	2.41	Disagree	10
19. I don't think I have a good command of composition techniques. For instance, I'm too much concerned about the forms and formats.	2.84	Agree	5
20. I worry at all about what other people would think of my English compositions.	3.00	Agree	2
TOTAL:	2.79		

Results in the Table 2 show that, in terms of writing anxiety, participants are mostly worried about making grammatical errors in their writing outputs. They are also concerned about how their compositions would be received by the readers, and that their teacher may use their writing output as a sample to be discussed in the class. This is consistent with the results of a study by Rabadi & Rabadi (2020), wherein it was determined that the root cause of English language learners' writing anxiety is their poor linguistic knowledge. Students who have limited knowledge of grammatical rules and have poor vocabulary experience high levels of writing anxiety. Moreover, these results are also in agreement with that of Sabti, Rashid, and Nimehchisalem (2019), wherein students were highly concerned with how their peers would receive their writing outputs. This was also linked to why students attempt to avoid writing activities in English as much as possible.

Participants of the present study expressed that they are highly concerned with making grammatical and spelling errors in their writing outputs, and therefore worry that they would not be able to effectively convey their thoughts in writing. They also experience stress when they are unable to recall the English equivalent of a word. Aside from the mechanics of

writing, the participants also expressed their worry over their writing organization skills. Some participants mentioned being unsure whether they can organize their ideas effectively in their writing outputs. For the aforementioned reasons, they worry over what the readers of their outputs, mainly their teachers or peers, would think about their work. Improving the students' writing difficulties is therefore needed to quell these anxieties. However, with the current learning setup, it may be more difficult now for teachers to provide immediate feedback to students regarding their writing outputs. While this may be done through the use of virtual platforms, the study also revealed unstable internet connection as one of the deterring factors.

Table 3. Participants' Level of Listening Anxiety

Indicators	Weighted Mean	Verbal Description	Rank
21. It is difficult to understand people with English pronunciation that is different from mine.	2.38	Disagree	9
22. I worry that I might not be able to understand when people talk too fast.	2.85	Agree	4
23. I worry that I might have missed important information while I was distracted.	3.44	Agree	1
24. I am worried when I cannot see the lips or facial expressions of the person.	2.60	Agree	6
25. I get nervous and confused when I don't understand every word in listening test situations.	3.1	Agree	2
26. I feel uncomfortable listening without a chance to read the transcript of the speech.	2.84	Agree	5
27. It is difficult to concentrate on and hear a speaker I do not know well.	2.46	Disagree	7
28. My thoughts become jumbled and confused in listening for important information.	2.43	Disagree	8
29. I get worried when I have little time to think about what I have heard.	2.99	Agree	3
30. I am not very familiar with English stress and intonation patterns.	2.11	Disagree	10
TOTAL:	2.72		

The table above shows the participants' listening anxiety, and results reveal that participants worry about missing important information while distracted from listening. They also expressed feeling anxious about hearing words that they are not familiar with and having limited time to process what they have just listened to. These results support researches by Hidayati, Dewi, Nurhaedin, and Rosmala (2020), where it was determined that language learners struggle with unfamiliar lexical items and speech rate. Adnan, Marlina, and Annisa's study in 2019 is also in agreement with the results of this research. They stated that learners may experience stress when encountering an unfamiliar word, which in turn leads to them being unable to comprehend the entire meaning of the listening material.

In their open-ended responses, the majority of the participants express struggling to listen and understand teachers who talk too fast, giving them little time to process what has just been said, or limited opportunities to clarify with the teacher either because of a time constraint or that they feel fearful of asking their teacher to clarify or repeat something unclear. In the context of remote learning, the participants' open-ended responses also revealed how they struggle with listening during virtual classes. They stated that there were

several instances where the audio of a teacher during the discussion was inaudible or incomprehensible due to the unstable internet connection.

Table 4. Participants' Level of Speaking Anxiety

Indicators	Weighted Mean	Verbal Description	Rank
31. I tremble when knowing that I am going to be called on to speak English.	2.76	Agree	9
32. I start to panic when I have to speak English without opportunity for preparation in advance.	3.01	Agree	6
33. I feel very self-conscious while speaking English in front of other students.	3.18	Agree	3
34. I am afraid that other students will laugh at me while I am speaking English.	2.87	Agree	8
35. Certain parts of my body feel very tense and rigid while speaking English.	2.94	Agree	7
36. I am worried that my pronunciation of certain words is incorrect.	3.11	Agree	5
37. I am afraid of making grammatical errors when I speak.	3.27	Agree	1
38. I am worried about not having wide vocabulary when I speak.	3.24	Agree	2
39. I keep thinking that the other students are better at English than I am.	3.15	Agree	4
40. I do not believe I can speak in English spontaneously.	2.74	Agree	10
TOTAL:	3.03		

In terms of speaking anxiety, results show that participants are mostly afraid of making grammatical errors. They also stated being worried about poor vocabulary, and of feeling self-conscious while speaking in English in front of other students. In their open-ended responses, the participants explained they fear being judged by their peers if they make grammatical errors when speaking. They also reported experiencing suddenly being at a loss for words when asked to speak in English. Furthermore, the majority of participants are also worried that they would be laughed at for not being able to speak English well. These research findings are consistent with that of Muna and Fitriah (2019), wherein it was found that students' high levels of speaking anxiety were caused by their poor vocabulary and unfamiliarity with grammar rules.

The findings of the present research are also in agreement with that of Sadighi & Dastpak (2017), wherein it was determined that language learners' speaking anxiety came from their fear of making mistakes because of their poor vocabulary and their insufficient knowledge of English's grammatical rules. The students' fear of making mistakes and feeling of consciousness when being asked to speak in English in front of their peers may be rooted in a fear of negative evaluation. However, more concerningly, the lack of practice seems to be further emphasized by the pandemic; since the implementation of the remote learning setup. In a study by Karatas and Tuncer (2020), it was revealed that because most students are now learning through modules, there is more focus on the development of their reading and writing skills, and less emphasis on nurturing listening and speaking skills. While synchronous online classes are sometimes held and these could be an avenue to improve the two latter skills, the oral participation of every student during the discussion is not guaranteed given the limited time and poor connectivity usually experienced in these contexts.

5. Conclusion

The COVID-19 pandemic has drastically transformed the pedagogical landscape, yet despite the new learning environment, the issue of foreign language anxiety remains and is even emphasized by the remote learning setup. This study revealed the participants experienced the highest level of anxiety with speaking, however, it must be noted that the fear of making mistakes and fear of negative evaluation can be observed across all the four macro-skills. Participants also struggle with opportunities to improve their skills due to the intermittent internet connection and limited interaction with their teachers. With these findings, teachers are encouraged to establish a learning environment that is free of judgment, where students' errors are viewed as simply a natural part of the learning process. Emphasis may be placed on improving knowledge of grammatical rules and expanding their vocabulary. Teachers are also encouraged to establish an improved channel of communication with their students and to provide them feedback on the practice of their skills. Since internet connection has been shown as a consistent problem, teachers may opt for alternatives that do not require much internet connection, such as downloadable pre-recorded lectures. Students must also seek opportunities to improve their skills on their own, and are therefore encouraged to practice listening, reading, writing and speaking English beyond academic contexts.

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